**Year 5 R.E Curriculum – Summer Term 2**

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| **Theme: What matters to most Humanists and Christians?** | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | **Links across the curriculum** |
| **Make sense of beliefs**  • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of  God’ but ‘fallen’, and Humanists saying people can be ‘good without God’)  **Understand the impact:**  • Make clear connections between Christian and Humanist ideas about being good and how people live  • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view  **Make connections:**  • Raise important questions and suggest answers about how and why people should be good  • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. | | | **Keyword** | Definition | **Keyword** | Definition | Speaking and listening- Discussion, questioning and explaining. |
| Humanists | Someone who: trusts to the scientific method when it comes to understanding how the universe works and rejects the idea of the supernatural (and is therefore an atheist or agnostic). | Honest | Being truthful and sincere |
| Christians | People who believe in God and Jesus | Sinful | Being wicked and immoral |
| Morals | Standards of behaviour, principles of right or wrong |  |  |
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| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | |
| How and why do people mark significant events? Year 4 | | | | | How does faith help people when life gets hard? | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | **Key Skills** | |
| 1. To reflect on examples from books and films of examples of bad behaviour. Reflect why do people do good and bad things. | | * Know Christians believe humans are made in the image of God but can also be sinful. (Fall) * Humanists think people can be good without God, they have to work out their own way of being good. | | | | * Investigative/ reflective skills | |
| 1. To understand a ‘code of living’ can help people be good. | | * Know the humanist code for living includes being honest, think for yourself, tell the truth. | | | | * Investigative skills | |
| 1. To understand the Christian code for living, summed up in Jesus’ two rules. | | * Know Jesus’ two rules for living are love God and love your neighbour. * Know the story of ‘The Good Samaritan’ | | | | * Investigative and interpretive skills | |
| 1. To reflect on what matters most to the children and consider why they hold the values that they do. | | * Know which things are important to them and how they would order them e.g. family, friends, food, God, Xbox, sport, being kind, honest etc. | | | | * Reflective skills | |
| 1. To consider direct questions about values e.g. Is peace more valuable than money? Or’ Is thinking bad thoughts as bad as acting on them?’ | | * Know how their own values about life and know others may have different beliefs. | | | | * Reflective skills | |
| 1. To consider similarities and differences between Christian and Humanist values. | | * Know there are some similarities and differences between humanist and Christian values. * They both believe honesty, charity work, helping others, treat thy neighbour etc. | | | | * Analysing skills | |
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| **Themes** | **Where these are covered:** | | | | | | |
| **Make sense of belief** | * Lesson 1, 2 and 3 | | | | | | |
| **Understand the impact** | * Lesson 2 and 3 | | | | | | |
| **Make connections** | * Lesson 4, 5 and 6 | | | | | | |