

## CURRICULUM MAP (Long term plan)

SUBJECT: RE

YEAR GROUP : Year 5

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<b>Substantive knowledge –</b> Essential knowledge & conceptual understanding of the National Curriculum	<b>Autumn 1 -</b> Introduction to 4 of the 6 main religions of the world and looking at how they live.  Hinduism Sikhism Judaism Islam  <b>Autumn 2 -</b> Focussing on Christianity and diving deeply into their lives.	<b>Spring 1 -</b> Looking at why Christians believe God is loving and holy.  <b>Spring 2 -</b> Focusing on aspects of life as a Hindu and the different beliefs that help them to be good.	<b>Summer 1 -</b> Focusing on local, national and global communities and comparing their diversity of religious people and looking at non-religious ideas.  <b>Summer 2 -</b> Focusing on how Jesus has an effect on Christians and what he did to save people. Looking at religious stories.
<b>Disciplinary knowledge - what skills are practised?</b>	Children will be able to - <ul style="list-style-type: none"> <li>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.</li> <li>Make clear connections between what people believe and how they live individually and in communities.</li> <li>Make connections between the beliefs and</li> </ul>	Autumn knowledge +  Children will be able to - <ul style="list-style-type: none"> <li>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.</li> <li>Use evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures.</li> </ul>	Autumn and Spring knowledge +  Children will be able to - <ul style="list-style-type: none"> <li>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority.</li> <li>Consider and weigh up how ideas studied in the unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the</li> </ul>

	practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)	<ul style="list-style-type: none"> <li>Reflect on and articulate lessons people might gain from the beliefs/practices studies, including their own responses, recognising that others may think differently.</li> </ul>	views they have and the connections they make.
<b>Key questions</b> (What is the learning about?)	How and why do some people inspire others? Examples from other religions.  How do Christians decide how to live? What would Jesus do?	What does it mean if Christians believe God is holy and loving?  What helps Hindu people as they try to be good?	What will make our community a more respectful place?  What do Christians believe Jesus did to save people?
<b>Assessment</b>	Live marking throughout.  Recall of key vocabulary and concepts.  Answering the key question of the topic and summarising learning from the lessons taught.	Live marking throughout.  Recall of key vocabulary and concepts.  Answering the key question of the topic and summarising learning from the lessons taught.	Live marking throughout.  Recall of key vocabulary and concepts.  Answering the key question of the topic and summarising learning from the lessons taught.
<b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b>	<b>Oracy</b> - Discussions with partners, group work and class discussions.  <b>Literacy</b> - Use of formal English.  Writing in full sentences, using methods learnt from English e.g. P.E.E paragraphs.  Independent research tasks.	<b>Oracy</b> - Discussions with partners, group work and class discussions.  <b>Literacy</b> - Use of formal English.  Writing in full sentences, using methods learnt from English e.g. P.E.E paragraphs.  Independent research tasks.	<b>Oracy</b> - Discussions with partners, group work and class discussions.  <b>Literacy</b> - Use of formal English.  Writing in full sentences, using methods learnt from English e.g. P.E.E paragraphs.  Independent research tasks.  <b>Numeracy</b> - Looking at a census and creating a pie chart on the religious diversity in Stotfold.
<b>Cross Curricular Opportunities</b>	<b>Geography</b> - What areas have what religious population? <b>English</b> - P.E.E paragraphs and extended pieces of writing.	<b>English</b> - P.E.E paragraphs and extended pieces of writing. <b>Music</b> - Listening to Christian worship songs, both traditional and contemporary.	<b>Maths (statistics)</b> – Pie charts. <b>Geography</b> – Community diversity, looking at recent census to compare religious beliefs in certain areas and comparing.



	<p><b>History</b> - finding out about how religions and practices have changed over time.</p>	<p><b>ICT</b> - Researching using computers/chromebooks.  <b>History</b> - Using texts and sources from a long time ago, to present day to analyse religious data</p>	<p><b>English</b> - P.E.E paragraphs and extended pieces of writing.  <b>ICT</b> - Researching using computers/chromebooks.</p>
<p><b>Super Curriculum</b></p>	<p>Assemblies focusing on staff and their beliefs.</p> <p>Pastor coming in on a termly basis to deliver a talk to children.</p> <p>My life, my religion  <a href="#">BBC Two - My Life, My Religion - Clips</a></p> <p>Truetube clips  <a href="#">TrueTube</a></p>	<p>Assemblies focusing on staff and their beliefs.</p> <p>Pastor coming in on a termly basis to deliver a talk to children.</p> <p>My life, my religion  <a href="#">BBC Two - My Life, My Religion - Clips</a></p> <p>Truetube clips  <a href="#">TrueTube</a></p>	<p>Assemblies focusing on staff and their beliefs.</p> <p>Pastor coming in on a termly basis to deliver a talk to children.</p> <p>My life, my religion  <a href="#">BBC Two - My Life, My Religion - Clips</a></p> <p>Truetube clips  <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a></p>
<p><b>Careers</b></p>	<p>HT 1 <a href="#">Mother Teresa for Kids   Bedtime History</a></p> <p>HT 2 <a href="#">What is A Missionary?   Lesson for Kids</a></p>	<p>HT1 <a href="#">A Day in the Life of a Christian Vicar</a></p> <p>HT2 <a href="#">Rishi Sunak selected as United Kingdom's third prime minister this year</a></p>	<p>HT1 <a href="#">Social Work Senior Practitioner at Central Bedfordshire Council</a></p> <p>HT2 <a href="#">RE - Religion in the UK - KS2</a></p>
<p><b>Equality and Diversity</b>  Gender  Disability  Religion  Race  Sexuality</p>	<p>HT1 <a href="#">The Untold Origins of the Black &amp; Blind Musician   Episode 7   PBS</a></p>	<p>HT1 <a href="#">6 Recommended Works By Living Black Composers (an audio podcast)</a></p> <p>HT2 <a href="#">First Woman Conductor of a Major American Orchestra</a></p>	<p>HT1  <a href="#">Living in a diverse society - BBC Bitesize</a>  Living in a diverse society  HT2  <a href="#">What is equality and social justice? - BBC Bitesize</a>  Including others not discriminating</p>
<p><b>Local Community Links</b></p>	<p>Faith Tour (Bedford or Hitchin)  Gurdwara</p>	<p>Links to St Mary's Church in Stotfold  NEED Project/Salvation Army  Stotfold</p>	<p>Stotfold Methodist Church</p>
<p><b>British Values</b>  Democracy  The rule of Law  Individual Liberty</p>	<p>Through topics studied, children will learn about the laws and ethics surrounding different religions. They will talk about</p>	<p>The children will learn about Christianity and Hinduism in the global setting, as well as local projects. They will be able to</p>	<p>Children will be given the opportunity to reflect on and challenge their own beliefs, looking at local data.</p>

<p>Mutual Respect and Tolerance of others SMSC Character Education</p>	<p>fairness and equality across religions and compare these to Christianity.</p> <p>Children will learn about their right to make a decision as to the religion they follow from age 18. Very often, the family in which we are brought up influences our beliefs from a young age.</p> <p>Through a range of research tasks, they will discover the importance of respecting their views, beliefs and backgrounds of people in society. Tolerance and acceptance being a big part of this.</p>	<p>compare belief systems, as well as identify similarities through creative activities. This aims to develop their strength of character and educate them to be responsible, well-rounded citizens.</p> <p>Through discussion, they will develop a deeper understanding of the viewpoints of others and begin to listen effectively to the different sides of an argument.</p> <p>As part of Spiritual, Moral, Social and Cultural development, children will experience talks from a local minister and develop their cultural awareness through assemblies led by members of staff in school.</p>	<p>Using the rule of law and drawing on elements of democracy, children will be given individual liberty to come to their own conclusions based on evidence from religious sources.</p> <p>Throughout the term, children will be presented with a range of videos and slides which show diversity. This will encourage them to develop respect and tolerance of others; regardless of their religions, belief or race (mention of protected characteristics)</p>
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