




## Year 5

<b>Concepts</b>		 <b>Beliefs</b> Learning about religions	 <b>Reflection</b> Spiritual, moral and personal development	 <b>Community</b> Social and cultural development
Term	Big Question	Unit Overview		
<b>Autumn 1</b>	<b>What do religions and world views believe about God?</b>	<p>This unit explores a range of different ideas about God. It seeks to include the children's own views about God, whether he exists or not as well so that all pupils are involved in the unit. Children who do not believe in God should also be affirmed and Humanism beliefs be investigated, but should appreciate that for many people belief in God is very important. You may wish to spend more than one lesson in 2 or 3 religions and not cover all of them as this unit gives you plans for – this is fine. There are opportunities throughout this unit to invite in people from different religions to talk about their understanding of God for them in their religion or world view.</p>		
<b>Autumn 2</b>	<b>How is Christmas celebrated around the world?</b>	<p>This unit begins to introduce pupils to the different versions of the Christmas story in the Gospels, specifically in the gospels of Luke and Matthew, and pupils are asked to begin to consider why there are these differences in these accounts. This unit also allows children to look at the differences in customs and traditions associated with celebrating Christmas in different parts of the world. In lesson 3 and 4 there is an opportunity to invite in a local Christian from your school community or area</p>		
<b>Spring 1</b>	<b>Animal Law-case</b>	<p>In this unit pupil's consider whether there is any difference between animals and humans, as well as to consider about how animals should be treated. They will discover what different religions teach about how animals should be treated and have the opportunity to respond to their own thoughts as well as those of others creatively through the arts. This unit gives an opportunity for some creative work. In this support unit the creative work involves pupils making a footprint in clay, but the creative task can change to suite your school and your interests. Other groups have used this unit and produced music and a dance to tell the story, different art mediums from tissue paper banners to stamp making and fabric printing. It is a good idea to link the creative task to other areas in the curriculum, this unit could also link with PSHE curriculum. You can choose to do this unit or the thankfulness unit in year 5, but not both.</p>		
<b>Spring 2</b>	<b>What inner forces affect how we think and behave?</b>	<p>In this unit, pupils will explore stories from a range of religious traditions: the story of Adam and Eve (Judeo-Christian tradition), the story of Jonah (Judeo-Christian tradition), the story of Bilal (Muslim tradition) and the story of Buddha. In each they will be encouraged to look for levels of meaning and to apply what they have learnt to their own experiences. There is an opportunity in lesson 2 to invite in a local Christian or Jewish visitor to talk about the story of Adam and Eve – what it means to them and how their faith teaches them to overcome temptation.</p>		
<b>Summer 1</b>	<b>Why is Muhammad important to Muslim people?</b>	<p>This unit children learn about the life and teachings of Muhammad and develop their understanding of why he is significant for Muslims. They explore the idea of role models and how Muhammad provides a role model for Muslims. They explore the concept of revelations and religious experience, including the importance of quiet contemplation. There is an opportunity in Lesson 4 to invite a Muslim visitor from within the school, or from your local community to talk with the children about the Qur'an and why it is so special to them.</p>		
<b>Summer 2</b>	<b>How do Christians try and follow Jesus example?</b>	<p>In this unit, pupils will explore how Christians and Christian groups have tried to follow Jesus of Nazareth. Two episodes in the life story of Jesus will be used as a basis for exploration. Pupils will also be given the opportunity to identify what their own priorities in life are and consider who they follow. There are plenty of opportunities throughout this unit to invite local Christians and for them to talk with the children about how they put their faith in to action, but especially lesson 4 would be a good place to invite local Christians in. There are many churches involved in many areas of community life, trying to make a difference to other people's lives by following Jesus' example.</p>		