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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 5** | **Christianity (God)**  Guidance, Lord’s Prayer, sin, temptation, forgive, right and wrong, truth, free will, reconciliation, confession, greed, selfishness, temptation, consequences, disobey | **Islam**  Law, The Night of Power (Laylat Ul-Qadr), divine revelation, advice, Prophet Muhammad, Ultimate Authority, Abrahamic faiths (Judaism, Christianity and Islam), respect, govern, seal of the Prophets | **Hindu dharma**  Krishna, Holi, atman, incarnation, devotion, symbolism of colour, equality, Namaste, loyalty, traditions | **Christianity (Jesus)**  Miracle, pilgrimage, Jesus as God incarnate, divine, resurrection, Holy Land, miraculous events | **Christianity**  **(Church)**  Source of authority, Trinity, shared statement of belief, Taize, Worldwide Christian Church, ultimate authority, united in diversity, different forms of Christian worship (Anglican/Catholic/Salvation Army/Quaker/Pentecostal) | **Judaism**  Organisations, Torah, synagogue, covenant, Rabbi, religious and moral teachings, Bimah |
|  | - Describe Christian beliefs about sin and forgiveness  - Describe and explain the teaching from Genesis 3 - of how Adam and Even disobeyed God  - Analyse and interpret the Lord's Prayer - and what guidance it provides for Christians  - Suggest things that might lead Christians into temptation in the modern world - and how and why they might try to resist these temptations  - Consider the different ways that myth and stories are and used - explaining how a 'truth' might be told within a story  - Consider how they decide what is 'true' - and how there might be different types of truth | - Explain how and why the Qur'an is a source of guidance for Muslims - explaining the impact of believing the Qur'an is divine revelation  - Describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets  - Explain how the teachings of the Qur'an might influence the actions and choices of a Muslim  - Discuss where people might look to for guidance about how to live - consider a range of sources of wisdom and authority  - Discuss who or what has guided them in their own beliefs, values and commitments  - Reflect on what 'ultimate authority' might mean for them | - Explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus  - Describe and explain what the festival of Holi is and suggest why there might be differences in how festivals are celebrated in India and the UK  - Explain how festivals and celebrations can be ways for communities and societies to pass on values, guidance and traditions  - Consider different types of truth (e.g. empirical truth, historical truth, spiritual truth)  - Discuss and debate things that they consider to be true that others might disagree with | - Retell a selection of miracle stories - and explain what these might reveal to Christians about the nature of Jesus  - Describe why some Christians might go on pilgrimage to places associated with miraculous events - and the impact this could have on prayer  - Explain the difference between fact, opinion and belief and consider differing interpretations of the word miracle  - Reflect on how they make decisions about what is/is not true and discuss their own beliefs | - Describe what Christians mean when they talk about one God in Trinity  - Identify the beliefs contained within the Apostle's Creed  - Describe and explain the meaning of symbols used for the Trinity and explain how symbols can unite the worldwide Christian Church  - Consider what is meant by sources of authority and discuss different responses to them  - Differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values | - Make links between Jewish beliefs and the sacred text (The Torah), including how and why religious sources are used to teach and guide believers  - Interpret the deeper meaning of symbolism - contained in stories, images and actions  - Explain where people might seek wisdom and guidance and consider how rules can unite communities  - Discuss, debate and consider the values of different sources of guidance |
| Recall and use specific religious vocabulary accurately (year group key vocabulary) | | | | | | |

**RE NON NEGIOTABLES – YEAR 5**

**BELIEFS AND VALUES LIVING RELIGIOUS TRADITIONS SHARED HUMAN EXPERIENCE SEARCH FOR PERSONAL MEANING**