

## Scheme Curriculum Coverage: Year 5 and Year 6

Year 5	Curriculum Objective	Vocab
<b>U2.1 - Why do some people believe God exists?</b>  <b>Autumn One</b>	<b>Emerging:</b> <ul style="list-style-type: none"> <li>Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1).</li> <li>Give two reasons why a Christian believes in God and one why an atheist does not (A3).</li> </ul> <b>Expected:</b> <ul style="list-style-type: none"> <li>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</li> <li>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</li> <li>Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).#</li> <li>Present different views on why people believe in God or not, including their own ideas (C1).</li> </ul> <b>Exceeding:</b> <ul style="list-style-type: none"> <li>Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).</li> <li>Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments.</li> </ul>	Theist Atheist Agnostic Belief/ believer Christian God Valuable
<b>U2.2 - What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</b>  <b>Autumn Two</b>	<b>Emerging:</b> <ul style="list-style-type: none"> <li>Make connections between some of Jesus' teachings and the way Christians live today (A1).</li> <li>Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3).</li> </ul> <b>Expected:</b> <ul style="list-style-type: none"> <li>Outline Jesus' teaching on how his followers should live (A2).</li> <li>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</li> </ul>	Jesus Christian Jesus' teaching Values Parable Moral dilemma Love Forgiveness Justice Generosity

	<ul style="list-style-type: none"> <li>Explain the impact Jesus' example and teachings might have on Christians today (B1).</li> <li>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).</li> <li>Investigate and explain the challenges of following Jesus' teaching about love, forgiveness, justice and/or generosity, expressing their own ideas (C3)</li> </ul>	
<p><b>U2.4 - If God is everywhere, why go to a place of worship?</b></p> <p><b>Summer One</b></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>Recall and name some key features of places of worship studied (A1).</li> <li>Find out about what believers say about their places of worship (C2).</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>Make connections between how believers feel about places of worship in different traditions (A3).</li> <li>Select and describe the most important functions of a place of worship for the community (B3).</li> <li>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</li> <li>Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>Outline how and why places of worship fulfil special functions in the lives of believers (A3).</li> <li>Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</li> </ul>	<p>God</p> <p>Place of worship e.g. church, synagogue, mosque</p> <p>Religious community</p> <p>Pilgrimage</p> <p>Deity</p>
<p><b>U2.6 - What does it mean to be a Muslim in Britain today?</b></p> <p><b>Summer Two</b></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</li> <li>Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</li> </ul>	<p>Muslim</p> <p>Britain</p> <p>Five Pillars of Islam - ibadah (worship and belief in action), Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving) and hajj (pilgrimage).</p> <p>Holy Qur'an</p>

	<ul style="list-style-type: none"> <li>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</li> <li>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</li> <li>Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</li> <li>Answer the title key question from different perspectives, including their own (C1)</li> </ul>	Prophet Muhammad Mosque
Year 6		
<b>U2.3 - What do religions say to us when life gets hard?</b>  <b>Autumn One</b>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).</li> <li>Give simple definitions of some key terms to do with life after death, e.g., salvation, heaven, reincarnation (A3).</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</li> <li>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</li> <li>Explain some similarities and differences between beliefs about life after death (B2).</li> <li>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1).</li> <li>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).</li> </ul>	Life Death Suffering Life after death Salvation Heaven Reincarnation Afterlife Judgement Karma
<b>U2.5 - Is it better to express your beliefs in arts and architecture or in charity and generosity?</b>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>Respond with ideas of their own to the title question (B2).</li> <li>Find out about religious teachings, charities and ways of expressing generosity (C3).</li> </ul>	Belief Arts Architecture Charity

<p><b>Autumn Two</b></p>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>Describe and make connections between examples of religious creativity (buildings and art) (A1).</li> <li>Show understanding of the value of sacred buildings and art (B3).</li> <li>Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</li> <li>Apply ideas about values and from scriptures to the title question (C2).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>Outline how and why some Humanists criticise spending on religious buildings or art (A3).</li> <li>Examine the title question from different perspectives, including their own (C1).</li> </ul>	<p>Generosity Creativity Sacred building Humanist</p>
<p><b>U2.7 - What matters most to Christians and Humanists?</b> <b>Summer One</b></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>Identify the values found in stories and texts (A2).</li> <li>Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3).</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</li> <li>Describe some Christian and Humanist values simply (B3).</li> <li>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).</li> <li>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>Give examples of similarities and differences between Christian and Humanist values (B3).</li> <li>Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2)</li> </ul>	<p>Christian Humanist Values Good v bad Image of God Fairness Honesty Moral code Freedom Truth Peace</p>
<p><b>U2.8 - What difference does it make to believe in ahimsa (harmlessness), grace and or Ummah (community)?</b></p>	<p><b>Emerging:</b></p> <ul style="list-style-type: none"> <li>Describe what Ahimsa, Grace or Ummah mean to religious people (A1).</li> </ul>	<p>Ahimsa (harmlessness) Grace Ummah (community) Hindu</p>

<p><b>Summer Two</b></p>	<ul style="list-style-type: none"> <li>Respond sensitively to examples of religious practice with ideas of their own (B2).</li> </ul> <p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>Make connections between beliefs and behaviour in different religions (A1).</li> <li>Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</li> <li>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</li> <li>Consider similarities and differences between beliefs and behaviour in different faiths (B3).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).</li> <li>Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).</li> </ul>	<p>Christian Muslim Wisdom Similar v different</p>
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