

BOSTON WEST ACADEMY

Y5 RE KNOWLEDGE OVERVIEW

Sept 2021



Year 5 - Follow the compulsory units and use the ideas, questions and resource links to plan a term's sequence of learning.

Throughout each unit pupils are given opportunities:

- to use religious vocabulary to describe beliefs, worship and lifestyles.
- to describe similarities and differences between religions.
- to ask important questions about religious beliefs and lifestyles and reflect on responses.
- to distinguish between opinions, beliefs and facts.

Term 1 and 2

Being Human – Christianity

[KS2-Compulsory-Unit-Being-Human-Christianity, more detail.pdf \(sharepoint.com%40ssl\)](#)

Key questions

In what ways does the Bible teach Christians to treat others?

How is this expressed in practice?

How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?

Prior Learning:

Can pupils remember some stories from the Bible about how Christians should treat others?

Next Steps:

Y6 Life Journey/Rights of Passage



Faith and belief in action

In what way does the Bible teach Christians to treat others?

- Ten commandments (Exodus 20:1-17, Deuteronomy 5:6-21)
- The Beatitudes (Matthew 5:1-12)
- The Sermon on the Mount (Matthew 5-7)
- The Greatest Commandment (Mark 12:30-31)

How is this expressed in practice?

- Personal and corporate action – agencies, charities, e.g. Christian Aid, Tear Fund, CAFOD – link to Jesus' teachings
- Impact of the faith and actions of inspirational people, e.g. Jackie Pullinger, Archbishop Justin Welby, Mother Theresa, Gladys Aylward, Christians Against Poverty, Street Pastors

Key vocabulary

10 commandments, The Beatitudes, The Sermon on the Mount

Term 3 and 4

Being Human – Hinduism and Islam

[KS2-Compulsory-Unit-Being-Human-Hinduism, more detail.pdf \(sharepoint.com%40ssl\)](#)

[KS2-Compulsory-Unit-Being-Human-Islam, more detail.pdf](#)

What do pupils remember about Muslim beliefs about service to others?

Y6 Life Journey/Rights of Passage

<https://sharepoint.com%40ssl>



Faith and belief in action

How do Hindus reflect their faith in the way they live?

- Devotion to Brahman; respect for mother and mother earth; respect for father, ancestors and family; respect and care for all living things; truthfulness and honesty
- Rituals in the home, e.g. puja, aarti, devotion shown to personal deities
- Dharma (moral values) – including duty towards self, deities, fellow human beings, other living beings, society
- Satsang – togetherness and strength of family/community

How might a Hindu seek to achieve moksha?

- Do their duty, respect all, aim for liberation
- Through yoga, meditation and renunciation
- Live without committing harm

Key questions

How do Hindus reflect their faith in the way they live?

What is karma and how does it drive the cycle of samsara?

How might a Hindu seek to achieve moksha?

Key vocabulary

Puja, Aarti, Karma, Samsara, Moksha, Dharma, Ritual

What is karma and how does it drive the cycle of samsara?

- Karma – 'action', every action has an equal reaction either immediately or in the future
- Samsara – process of reincarnation
- Moksha – freedom from samsara

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Faith and belief in action

What does the Qur'an teach Muslims about how they should treat others?

- Five Pillars of Islam - keeps things as Allah intended them to be; binds the global Muslim community together
- Following the straight path
- Family life, roles and responsibilities
- Features of living in a Muslim family, e.g. prayer life, facilities for wudu, salah and dietary arrangements

How do Muslim teachings guide the way Muslims act in the world?

- Hadith – how to treat people; living Islamically
- Personal and corporate action
- Agencies, charities, e.g. Islamic Aid

How are Muslim beliefs expressed in practice?

Through inspirational contemporary people, e.g. Amir Khan, Salma Yaqoob, Yusuf Islam, Nadiya Hussain, Zayn Malik, Mo Farah

Key questions

What does the Qur'an teach Muslims about how they should treat others?

How do Muslim teachings guide the way Muslims act in the world?

How are Muslim beliefs expressed in practice?

How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?

Key Vocabulary

Five Pillars, Wudu, Salah, Hadith, Islamic Aid, Charity

<p>Term 5 and 6</p> <p>Pilgrimage (including at least two religions at least one of them <i>not</i> Christianity, Hinduism and Islam)</p> <p>KS2-Additional-Unit-Pilgrimage, more detail.pdf (sharepoint.com%40ssl)</p> <p>Environmental impact of pilgrimage</p>	<p><u>Key questions</u></p> <p>What is a pilgrimage? What does pilgrimage involve? E.g. Jewish pilgrimage to Jerusalem, Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Hindu pilgrimage to the Ganges</p> <p><u>Key vocabulary</u></p> <p>Pilgrimage Jerusalem Worship Dome of the Rock Kumbh Mela</p>		<p>KS3 RE</p>
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