

Year Five

Human/Social Sciences

Theology

Philosophy

Christianity

Are angels real?

Key vocabulary (we need to be using subject specific vocabulary a lot during the discussions to help children become familiar with it and start using it themselves):

Angels, heaven, God,

Smaller questions (These are the learning objectives for the discussion based lessons, use one of these to plan each lesson and as the basis for discussion during that lesson. You may wish to include several other questions to help draw learning out during the discussion):

What do Christians believe about angels?

Why do Christians believe in angels?

Are angels important to Christian belief?

What does 'real' mean? (in the context of the main question)

How do philosophers tackle questions like this?

Do you think angels are real?

**Do Hindus/Muslims/Humanists think angels are real?*

Core knowledge from Syllabus:

The different views about the nature of knowledge, meaning and existence; Global diversity associated with study of Christianity; The church, worship and festivals; The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith

Core knowledge to inform planning (we need to make sure we cover these in the lessons):

Find out what informs Christian belief (the bible mostly) and what it says about angels. The bible teaches that angels were created by God and serve him. Angels appear occasionally to deliver a message from God to humans (like in the nativity narrative). Explore what we mean by knowledge, meaning and existence. Different Christians believe different things.

Suggested learning activities (Use these alongside the smaller questions to plan each session, you can use your own ideas too):

Read stories from the bible that have angels in them Research other passages which show angels. Compile fact sheets showing everything we found out about angels. Investigate if the angelic activity could be explained in a different way. Explore how philosophers would investigate this. Think of different ways to define 'knowing' something – think about how we know things, investigate this with the class. Guide the class to think about how we know something exists – is it because we see it? Feel it? Find out if the children have any experience of angels.

Essential outcomes (for assessment):

Link a range of different pieces of evidence together to form a coherent argument

Acknowledgments: The Fairstead RE curriculum units have been created using the Norfolk Syllabus for RE 2019, The Norfolk Agreed Syllabus Exemplar and Age-Related expectations from the Diocese of Norwich

What do we mean by religion? What makes a religion a religion? (Christianity and Humanism)

Key vocabulary (we need to be using subject specific vocabulary a lot during the discussions to help children become familiar with it and start using it themselves):

Religion, belief, values, practices, experience, worship, philosophy, world view

Smaller questions (These are the learning objectives for the discussion based lessons, use one of these to plan each lesson and as the basis for discussion during that lesson. You may wish to include several other questions to help draw learning out during the discussion):

What do we mean when we use the term 'religion'?

What do all Christians believe? What things do they differ on?

How do we define Humanism?

Has anyone defined religion? What could we use to do so?

Non-religious study prefer the term 'world view', is that a more helpful term than religion?

Can people believe different things and still be part of the same religion?

Core knowledge from Syllabus:

Core knowledge: Different views about the nature of knowledge, meaning and existence; Key vocabulary associated with the study of Christianity; The church, worship and festivals; Humanist core knowledge: The different views about the nature of knowledge, meaning and existence; key vocabulary relating to the study of Humanism as a philosophy or life stance

Core knowledge to inform planning (we need to make sure we cover these in the lessons):

Ninian Smart's seven dimensions of religion and its use in defining religion. Touch on difficulties in defining religions, such as Hinduism with it being so vast. Non-religious studies might prefer to use the term 'world view'. Vast range of ways of following Christianity. Humanism as a collection of beliefs and practices but without the belief in a deity or supreme being.

Suggested learning activities (Use these alongside the smaller questions to plan each session, you can use your own ideas too):

Explore the term religion with the class. See if they can come up with ways to define it, and test it using what they know about religions. Look at Ninian Smart's 7 dimensions and any other ways of defining religion. Use what they know about religions to decide if they can be defined easily, investigate if they do the aspects in the 7 dimensions. Explore what they know about Humanism already, is it a religion? Discuss philosophical ways to tackle a question like this. Are religions still religions if the people practice them in different ways? Explore whether 'world view' would be a more helpful term.

Essential outcomes (for assessment):

Explain the different ways in which the terms 'religion' and 'belief' are used by followers within Christianity and Humanism and those from outside them.

One narrative, many beliefs: Why do people interpret differently? (all religions)

Key vocabulary (we need to be using subject specific vocabulary a lot during the discussions to help children become familiar with it and start using it themselves):

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Bible, Qur'an, Vedas, oral, genres, interpretation, belief, Sunni, Shi'a, Sufism, Protestant, Catholic, Methodist, denomination, Jesus, Muhammed, ceremonies

Smaller questions (These are the learning objectives for the discussion based lessons, use one of these to plan each lesson and as the basis for discussion during that lesson. You may wish to include several other questions to help draw learning out during the discussion):

What is a religion?
What are the core beliefs of Christianity?
What are the core beliefs of Hinduism?
What are the core beliefs of Islam?
What are the core beliefs of Humanism?
Which things do they interpret differently on?
What are the main factors which might influence belief?

Core knowledge from Syllabus:

Sources of authority such as the bible, creeds, tradition and different genres and interpretations; Key teaching from important Christian thinkers; How events in society have influenced Christian belief; Key vocabulary and global diversity associated with the study of Christianity. Hinduism core knowledge: Oral tradition and the Vedas, different genres and interpretations; Examples of events and experience which have impacted on Hindu beliefs; The different views about the nature of knowledge, meaning and existence. Islam core knowledge: The life and teachings of the prophet Mohammed and the six articles of Sunni belief; How experiences have impacted on belief; Global diversity associated with the study of Islam. Humanism core knowledge: Absence of sacred texts and divine rules; Diversity of Humanist thought; Diverse practices in relation to ceremonies and cultural festivals

Core knowledge to inform planning (we need to make sure we cover these in the lessons):

Different types of Christian (Catholic, Protestant, Methodist, Baptist), Hindu, Muslim (Sunni, Shi'a and Sufism) and how diverse Humanism is. Factors which have influenced interpretation and belief. Main areas of difference and geographical issues. Basic knowledge from each religion (see above)

Suggested learning activities (Use these alongside the smaller questions to plan each session, you can use your own ideas too):

Remind children of previous work on what a religion is. Having established that Christianity/Hinduism/Islam are religions, explore what aspects they need and which can be interpreted in different ways. Discuss how diverse Humanism is and how easy it would be to interpret things differently. Give different ideas to groups but give them different additional knowledge or factors. Come together to discuss different perspectives on the issues. Look at how religions differ in their interpretations and how factors may have influenced them – background, social factors, Geography..

Essential outcomes (for assessment):

Describe some of the key theological similarities and differences between and within religions and worldviews

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Hinduism

How reliable are sources of authority for Hindu believers?

Key vocabulary (we need to be using subject specific vocabulary a lot during the discussions to help children become familiar with it and start using it themselves):

Veda, Vedas, Sanskrit, genre, interpretation, oral, tradition, belief, Shruti, Smriti, Shastras,

Smaller questions (These are the learning objectives for the discussion based lessons, use one of these to plan each lesson and as the basis for discussion during that lesson. You may wish to include several other questions to help draw learning out during the discussion):

What are the sources of authority for a Hindu?

What are the main Hindu beliefs?

What do the Vedas tell us about how to live?

Do you think the oral tradition is reliable?

Are the Hindu texts that we know about true to the Hindu beliefs that we know about?

What events and experiences have impacted Hindu beliefs?

**What are the sources of authority for Christians/Muslims/Humanists?*

Core knowledge from Syllabus:

Examples of teachings of Hindu teachers; The oral tradition and the Vedas, different interpretations and genres; Examples of events and experience which have impacted on Hindu beliefs

Core knowledge to inform planning (we need to make sure we cover these in the lessons):

The Hindu texts are called Shastras. There are many different types including Shruti and Smriti. Vedas are the most well known, they are a type of Shruti but The Ramayana is a type of Smriti. They were divinely inspired and have been passed down through many generations through the oral tradition. Hindus also see the home and community as sources of authority.

Suggested learning activities (Use these alongside the smaller questions to plan each session, you can use your own ideas too):

Brainstorm what Hindu beliefs the children can remember. Can they think of Hindu scriptures? Give sections of Veda texts to the children, can they work out what the section is teaching? Recap the Ramayana story, what is it teaching Hindus?

Investigate the oral tradition (recap from previous years), does it seem like a reliable way to remember something? How might scriptures have changed when being written down? Talk about how home and community might be sources of authority, get children thinking about how these things are sources of authority to them.

Look at events that may have impacted Hindu belief, how may beliefs have changed according to who was ruling?

Find out how different Hindus interpret their belief system in different places

Essential outcomes (for assessment):

Describe a range of interpretations of sources of authority and consider the reliability of these sources for Hindu believers

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One narrative, many beliefs: why do people interpret differently? (see question above)

Islam

Does religion bring peace, conflict or both?

Key vocabulary (we need to be using subject specific vocabulary a lot during the discussions to help children become familiar with it and start using it themselves):

Islam, Muslim, pacifist, Qur'an, peace, conflict, just war theory

Smaller questions (These are the learning objectives for the discussion based lessons, use one of these to plan each lesson and as the basis for discussion during that lesson. You may wish to include several other questions to help draw learning out during the discussion):

What do we know about Muslim beliefs about peace?

How do Muslim beliefs influence peace and conflict?

How do members of different religions express their desire for peace?

Do Muslim actions promote peace or conflict?

What is the Muslim peace sign? What does it make you think of?

How does the media represent religion? Does this promote peace or conflict?

**Compare with Christian/Hindu/Humanist*

Core knowledge from Syllabus:

The three main Muslim traditions (Sunni, Shia and Sufi)

Core knowledge to inform planning (we need to make sure we cover these in the lessons):

Focus initially on Islam but then incorporate ideas from Christianity and Hinduism as a comparison. Moral philosophy – investigation of moral issues, such as peace and conflict. Individual, community and society: The life and work of a Muslim individual whose faith has impacted on their actions. The impact of Muslim teachings on daily life. The role of the Muslim community in charity work as an expression of their faith.

Suggested learning activities (Use these alongside the smaller questions to plan each session, you can use your own ideas too):

Explore what the children know about Muslim beliefs in regard to peace. Explore idea of Islam submission to Allah and Qur'an 49:10 and 2:208, but Muslims believe in Holy War (Harb al-Muqadis) and the reasons for this. Consider the Muslim principles of Greater and Lesser Jihad, and how they impact peace and conflict. Explore how members of each religion express their desire for peace, e.g. through charity work, prayer, meditation, treating people/animals in a certain way, being missionaries. Do these activities promote peace or conflict? Consider Muslim peace sign, what does it make you think of? Do you think it promotes peace?

Explore and discuss how Islam and other religions are represented in the news, Look at different news articles and what these mean about the religion, e.g. Malala Yousafzai returning home to where she was shot, Muslim women wearing kippahs to support Jewish women, Hindu priest carrying 'untouchable' into a temple.

Essential outcomes (for assessment):

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Show awareness that talking about religion and belief can be complex

One narrative, many beliefs: why do people interpret differently? (see above)

Humanism

What do we mean by a religion? What makes a religion a religion? (see above)

One narrative, many beliefs: why do people interpret differently? (see above)