

BOSTON WEST ACADEMY

Y5 RE KNOWLEDGE OVERVIEW



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



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 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?

Key vocabulary

- 10 commandments
- The Beatitudes
- The Sermon on the Mount

Prior Learning:

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

Next Steps:

Y6 Life Journey/Rites of Passage

The ideas we might explore

- The Ten Commandments (**Exodus 20:1-17; Deuteronomy 5:6-21**): what are they? Who wrote them? When? Why? What happened before this? What impact might they have been intended to have on the people of Israel? How important are they to Jewish people? How important are they to Christians?
- The Beatitudes and the Sermon on the Mount (**Matthew 5:1-12; Matthew 5-7**) – Jesus' key teaching on what human society should look like; is everything about this text positive? What is it suggesting about human beings? Is it a hopeful text? [Lesson 2/3](#)
- The Greatest Commandment (**Mark 12:30-31**) – where else does this text appear in the Bible? (e.g. **Leviticus 19:18**); how easy is it to always show love? Should you love everyone? What is the connection between loving God and loving your neighbour? Contemporary examples of Christians living by these teachings, e.g. Christian Aid, Tearfund, Street Pastors, Archbishop Justin Welby, Pope Francis, etc.; make clear connections between the actions of these people/groups and Christian beliefs about God and human beings

Suggested sequence of Learning

Lesson 1 - Guidelines for living the Ten Commandments

Thinking: Ask pupils to list as many school rules as they can. What do they think of these rules? What are they for? Are they easy to keep? Are they fair? Who do they hold to account? Are they for teachers and pupils? Are there different rules for teachers and pupils? Why? How do these rules compare with the laws of the land?

Believing: Introduce pupils to the Ten Commandments (e.g. Deuteronomy 5:1-22). [You may like to introduce the Bible, if pupils are unfamiliar with it.]

<https://www.bbc.com/education/clips/z687tfr> <http://www.bl.uk/onlinegallery/features/sacred/wfabelief.html>

<https://www.churchofengland.org/our-faith/transforming-world/commandments>

Ask them to analyse the text: by whom is it written (various interpretations, e.g. the direct word of God, the inspiration of the Holy Spirit recorded by Moses, rules written down by Jewish leaders and connected with Moses, etc.)? What do pupils think was happening before these rules were given? What difference might they have made to the community to whom they were given? What do the rules mean? How do they relate to beliefs about God? How do they relate to beliefs about human beings? How might different people understand these rules differently?

Living: Ask pupils to carry out research into local churches – do any of them contain monuments or carvings of the Ten Commandments (e.g. <http://www.geograph.org.uk/photo/2069041>; <http://www.geograph.org.uk/photo/4805500>; <https://www.geograph.org.uk/photo/3580544>)? Why might churches make sure the Christian congregation have a visual reminder of the Ten Commandments? Ask pupils to produce a visual diagram of the Ten Commandments that explains their meaning to Christians and shows some ways in which Christians live them out in their daily lives.

Lesson 2 - Beatitudes

Thinking: Put pupils in teams and set out an obstacle course. One member of each team must be blindfolded and must attempt to navigate the course by themselves. They can then try to navigate the course again with the support and guidance of their teammates. How easy was each journey? Which did the blindfolded member of the team prefer and why?

Believing: Provide pupils with the text of the Beatitudes (Matthew 5:1-10). This is one of the key teachings delivered by Jesus that is recorded in the New Testament and is part of the Sermon on the Mount (Matthew 5-7). Ask pupils to read through the text and highlight key words that jump out at them. Discuss these afterwards – why have they highlighted their chosen words? Go through the text together to highlight key things that Jesus is teaching: who are the people who will be blessed? What are the positive words in the text? What are the negative words? Pupils could compare this text with a similar text in Luke 6:20-26 – how are these texts similar and different?

Living: Ask pupils to think about how Christians might interpret the Beatitudes as guidelines for daily living

[How does the Ten Commandments and the Beatitudes guide the Christian life? - Quora](#)

[The Beatitudes - Hillsong \(with lyrics\) - YouTube](#)

Ask pupils to think of the guidelines for living that help them feel happy (or, if appropriate, blessed) in their own lives. How do these compare with the Beatitudes? They could record their thoughts in a visual representation, as a podcast, in a vlog, etc.

Lesson 3 - Sermon on the Mount (Matthew 5-7)

Lesson 4 - Thinking: Ask pupils to look back at the school rules. If they had to reduce them down to two rules, what would they be? How would these two rules help everyone in the school community live a good life? Ask pupils to give reasons for their answers.

Ask them to consider what it means to live a 'good' life?

- What makes a pupil in this school a 'good' pupil?
- What makes a teacher a 'good' teacher?
- What makes a dog a 'good' dog?
- What makes an earthquake a 'good' earthquake?
- What makes a baddie a 'good' baddie?

Recognise that 'good' can mean different things in different situations and that different people see things differently. Show the story of the Elephant and the Blind Men to underline this point (<http://www.bl.uk/learning/cult/sacred/stories/> - click on Stories from Buddhism and then select the story).

Believing: Give pupils the text of the Greatest Commandment (e.g. Mark 12:30-31). Link to charity work

Lesson 5/6- How is Christianity expressed in practice? Mother Theresa

Term 3

Being Human - Hinduism



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

Lesson 2

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

Lesson 5

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

Lesson 4

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

Prior Learning:

Y3 God - Hinduism

Y4 Community, Worship and Celebration - Hinduism

Next Steps:

Y6 Life Journey/Rites of Passage

The ideas we might explore

- Recap of key beliefs (see KS2 Compulsory Unit: God - Hinduism): **Brahman**, the **Trimurti**, **samsara**, **atman**, **karma**, **moksha**, **dharm**a Covered in Y3
- The key importance of **dharm**a (duty) and the way in which it relates to beliefs about **samsara**, the **atman** and **moksha**; duty to self, **Brahman** (and the deities as expressions of what Brahman is like), fellow human beings, other living beings (things with an **atman**), society
- Ways in which a Hindu may try and fulfil their **dharm**a (duty): carrying out good actions (**karm**a) and avoiding bad actions (**karm**a)
- **Ahimsa** – the principle of non-violence; the way in which this relates to beliefs about **ahimsa**, **samsara**, **moksha** and **karm**a; vegetarianism in Hinduism Lesson 5
- The role of yoga, meditation and renunciation in helping Hindus focus on **Brahman** and their **dharm**a; **sadhus** and **sadhvi** (men and women who have renounced worldly life)
- **Satsang** (togetherness) – the importance of the family, the community and society in thinking about one's **dharm**a (duty)
- Examples of Hindus and the way they lived their lives, e.g. Mahatma Gandhi (guided by the principle of **ahimsa**), Lesson 5

Suggested sequence of Learning

Lesson 1 - Recap key beliefs

See Oak Academy Hinduism lessons 2 and 3 for ideas for lessons 2-4

<https://classroom.thenational.academy/lessons/how-does-dharma-influence-how-hindus-live-6wr66e?step=2&activity=video&view=1>

<https://classroom.thenational.academy/lessons/what-are-hindu-beliefs-about-karma-samsara-and-moksha-61jpat?step=2&activity=video&view=1>

Lesson 2 - How do Hindus reflect their faith in the way they live?

Lesson 3 - Dharma and ethical choices

Believing Revisit concept of dharma and how it relates to the cycle of life (samsara) and the concept of karma (action) Board games – samsara snakes and ladders

Living: Ethical choices in Hinduism:

<http://www.bbc.co.uk/schools/gcsebitesize/rs/poverty/hinduismrev2.shtml>

Case studies – how would you act? How might a Christian act? How might a Muslim act?

Thinking: How does the idea of ‘good’ relate to the concept of dharma in Hinduism? (‘Good’ means different things to different people.)

Lesson 4 - Karma

Lesson 5 - Ahimsa - Mahatma Gandhi

Violence: mind-map – different kinds of violence (physical, verbal, emotional, etc.), impact of violence (on individual, community, etc.)

Believing: Introduce the concept of ahimsa (principle of non-violence) – possibly mention Mahatma Gandhi

Story of Krishna (avatar of Vishnu) as a cowherd (video/text, etc.) – how does this relate to beliefs about how Hindus treat animals and the natural world?

<http://www.bbc.co.uk/religion/religions/hinduism/hinduethics/animal.shtml>

<http://www.bbc.co.uk/schools/gcsebitesize/rs/environment/histewardshiprev1.shtml>

Believing: Satsang – the concept of togetherness, the idea that community/family/society is important in helping you fulfil your dharma

Living: Yoga as an individual or communal activity that helps people focus on their spiritual discipline, which is one form of fulfilling your religious duty (dharma) – carry out some basic yoga practices (perhaps some individual pupils and a larger group of pupils).

Reflect on impact – how might doing this communally be different? How might this be helpful?

Thinking: Debate – “We’re better together.” Arguments for and against from Hinduism

Term 4

Being Human - Islam



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

Lesson 1

Lesson 2

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

Lesson 4

How are Muslim beliefs expressed in practice?

Through inspirational contemporary people, e.g. Amir Khan, Salma Yaqoob, Yusaf 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

Prior Learning:

Y3 God - Islam

Y4 Community, Worship and Celebration - Islam

Next Steps:

Y6 Life Journey/Rites of Passage

The ideas we might explore

- Recap of key beliefs (see *KS2 Compulsory Unit: God - Islam*): God, **tawhid**, everything created in harmony (**muslim**), humans as **'abd** and **khalifa** to help keep everything in harmony; the straight path (**shariah**) they follow to help them do this; the guidance God provides to help them follow the straight path – the natural world, the Qur'an and the prophets
- Recap of the Five Pillars (see *KS2 Compulsory Unit: Community - Islam*) with an emphasis on linking the practices with the beliefs that underpin them
- The role of human beings in maintaining a harmonious (**muslim**) world **Recap**
- The importance of the straight path (**shariah**) in helping to keep the world in harmony (**muslim**), as God intends it to be **Recap**
- Family life and the way in which this contributes to following the straight path (**shariah**): family life as created by God to help provide a harmonious society; the importance of following the example of the Prophet Muhammad, who was married and had children; prayer at home, family involvement in key obligations, such as ^{Lesson} 2 fasting and pilgrimage; the different, but complementary, roles of men and women (e.g. **Qur'an 49.13**); the respect children should show to their parents (e.g. **Qur'an 17.23-24**)
- The Hadith – collections of the teachings and lived example (**sunnah**) of the Prophet Muhammad; different Muslims accept different collections of Hadith to be more or less authoritative; provides additional guidance on how to follow the straight path (**shariah**), i.e. how to live islamically; examples of Hadith, e.g. "None of you truly

believes until he loves for his brother what he loves for himself" (**Hadith Nawawi 13**)

- The work of Muslim charities, such as Islamic Relief, the Red Crescent and Muslim Hands UK; the way in which their work connects with Muslims beliefs about God, the world and human beings
Examples of contemporary Muslims and the ways in which their beliefs impact on their lives, e.g. Mo Farah, Mohamed Salah, Nadiya Hussain, Mohammed Ali ('Aerosol Arabic'; Muslim street artist), Sadiq Khan (Mayor of London), Sayeeda Hussain (Baroness Warsi , member of the House of Lords)

Suggested sequence of Learning

Lesson 1 - Recap key beliefs and what beliefs underpin the Five Pillars of Islam

Lesson 2 - Family life

Lesson 3- Hadith

Lesson 4- Muslim Charity and inspirational/contemporary people

<p>Term 5 and 6</p> <p>Pilgrimage (including at least two religions at least one of them <i>not</i> Christianity, <u>Hinduism</u> 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? <u>E.g.</u> 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><u>Pilgrimage</u> Jerusalem Worship Dome of the Rock Kumbh Mela</p>		<p>KS3 RE</p>
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[KS2-Additional-Unit-Pilgrimage, more detail.pdf \(sharepoint.com%40ssl\)](#)