




Year 5 RE Curriculum

	Autumn 1	Autumn 2
Curriculum focus	Judaism	Judaism Christianity
Substantive Concepts and Questions	<p>Why is Moses important to Jewish people? Why do Jewish people go to the Synagogue?</p>	<p>Why do Jewish people go to the Synagogue? What are the themes of Christmas?</p>
Key Vocabulary	Moses; Prophet; Commandment; Israel; Synagogue; Community; Education; Ark; Torah; Siddur; Bimah; Eternal Light; Themes	
RE Enquiry and Content	<p><u>Why is Moses important to Jewish people? Children learn:</u></p> <p>Moses was a leader and lawgiver and the most important prophet in Judaism.</p> <p>One day, God spoke to Moses from a burning bush and told him to lead the Israelites out of slavery in Egypt to freedom.</p> <p>Moses led the Exodus of the Hebrews out of Egypt and across the Red Sea.</p> <p>On Mount Sinai, Moses received the Ten Commandments from God, the laws which would tell the people how to live.</p> <p>In total, the Torah has 613 commandments, also called Mitzvah, which Jewish people try to follow.</p> <p><u>Why do Jewish people go to the Synagogue? Children learn:</u></p> <p>The synagogue is a place of worship and prayer, education and community. Jewish people attend services on Saturdays during Shabbat, led by a religious leader called a Rabbi, which means ‘teacher’ in Hebrew. In some synagogues, men and women sit apart to avoid distractions.</p> <p>Tallit: A shawl with knotted fringes (called tzitzit) to help remember the 613 Torah commandments.</p> <p>Kippah: A small hat or head covering, worn to show reverence to God.</p>	<p><u>Why do Jewish people go to the Synagogue? Children learn:</u></p> <p>Important features inside a synagogue:</p> <p>Ark: The Ark is a cupboard in which the Torah scrolls are kept. Once the Ark is open, nobody must enter or leave the room as a sign of respect.</p> <p>Torah Scrolls: The scrolls contain the words of the Hebrew Bible.</p> <p>Siddur: The main prayer book</p> <p>Bimah: A raised platform where most of the service takes place. The Torah readings happen here.</p> <p>The Eternal Light: This hangs above the Ark and is always burning to remind everyone that God is always with them.</p> <p><u>What are the themes of Christmas? Children learn:</u></p> <p>Nativity: Jesus’ birth means that God gives life</p> <p>Candles: Jesus birth brought light into the world</p> <p>Carols: The coming together of Christians to celebrate</p> <p>Gifts: Celebrating Jesus as God’s gift to the world</p>

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	Spring 1	Spring 2
Curriculum focus	Christianity	Christianity
Substantive Concepts and Questions	What do Christians believe about God?	Why is the Last Supper so important for Christians?
Key Vocabulary	Trinity; Father; Son; Spirit; Metaphor; Bible; Disciple; Maundy Thursday; Last Supper	
RE Enquiry and Content	<p><u>What do Christians believe about God? Children Learn:</u></p> <p>Christians believe there is one God, who is the Father, Son and Holy Spirit. This is known as the Holy Trinity: God the Father because Christians believe that God is the creator of everything. God the Son refers to how Christians believe that God chose to come to earth as a human in the form of Jesus, the son of Mary. God the Holy Spirit refers to the power of God in the daily life of Christians.</p> <p>In the Bible, the nature of God as the creator, the just ruler who is loving, powerful and forgiving is described through many metaphors. Some examples:</p> <p>You are our Father, We are the clay, and You our potter; And all of us are the work of Your hand. (Isiah 64:8) The Lord is my shepherd, I shall not want. (Psalms 23:1) The Lord is my rock, my fortress and my deliverer; my God is my rock, in whom I take refuge, my shield (Psalms 18:2)</p> <p>In stories, symbols and art, God is shown as transcendent (beyond the range of normal human experience) and inspiring awe, wonder and devotion.</p>	<p><u>Why is the Last Supper so important for Christians? Children Learn:</u></p> <p>The Last Supper was Jesus' last meal before his death, at which he told his twelve disciples that one of them would betray him.</p> <p>Taking unleavened bread and wine, Jesus explained that the bread represented his body and the wine his blood. He asked the disciples to eat and drink them in his memory. After the meal, Jesus took the disciples to the Garden of Gethsemane to await his arrest.</p> <p>The gospels describe how Jesus was worried about the fate awaiting him "if it is possible, take this cup of suffering from me!" (Matthew 26.39).</p> <p>Judas led the temple guards and Roman soldiers into the Garden of Gethsemane. He identified Jesus by kissing him. When Jesus was placed before the Roman Governor (Pontius Pilate) the crowd, who had cheered Jesus days before, demanded his execution. Before the meal, Jesus washed and dried his disciples' feet to show them how to serve others.</p> <p>The Last Supper is commemorated by Christians on Maundy Thursday. Some churches have special feet washing services and the queen gives out special coins called Maundy Money to people who have been very kind.</p>

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	Summer 1	Summer 2
Curriculum focus	Judaism	Judaism Religious Rituals
Substantive Concepts and Questions	How are Jewish beliefs expressed in the home?	How are Jewish beliefs expressed in the home? Why do people use rituals today?
Key Vocabulary	Shema; Shabbat; Mezuzah; Torah; Kosher; Passover; Sukkot; Shavuot; Ritual	
RE Enquiry and Content	<p><u>How are Jewish beliefs expressed in the home?Children learn:</u></p> <p>Shema declares the Jewish belief that there is only one God. It is one of the first prayers learnt by Jewish children and is said three times every day.</p> <p>Jewish people believe that God is the creator, lawgiver, judge and the provider in this life and in the afterlife.</p> <p>Shabbat: The Jewish day of rest. It starts on Friday evening and ends on Saturday evening. On Friday, families prepare food, clean their houses and lay their dining tables ready for Shabbat. Everyone puts on their best clothes and gather for a special meal. Kosher means fit, and is the term for all foods that Jews are allowed to eat.</p> <p>Mezuzah: A small box placed on the right doorpost of Jewish homes. Inside is a scroll with verses from the Torah written on it, including the Shema prayer. When a Jewish person walks through the door, they touch the Mezuzah to remind them God is with them.</p> <p>The Brit Milah represents the physical commitment of a boy to God and the Bar and Bat Mitzvah ceremonies mark the transition into adulthood for young Jews. A child is named at the first public gathering, so a girl will be named at the reading of the Torah at the synagogue.</p>	<p><u>How are Jewish beliefs expressed in the home?Children learn:</u></p> <p>Passover celebrates the story of Exodus. Sukkot is the Jewish harvest festival and remembers the shelters that Jews lived in after they had left Egypt with Moses. Shavuot gives thanks for the Torah which Jewish people use as a guide for their lives.</p> <p><u>Why do people use rituals today?Children learn:</u></p> <p>A routine includes a series of actions that happen often, perhaps every day. A ritual has this, too, but also has a religious or spiritual significance. Washing your hands before you eat is a routine. Washing your hands in a special way before you pray is a religious ritual.</p> <p>Religious ritual plays an important role in bringing people together, marking important transitions in life and creating a sense of community.</p> <p>Children will choose a selection of rituals from major religions and look at their significance and comparisons.</p>

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<p>Benchmark Expectations: Knowledge and Understanding</p>	<p>By Age 11, pupils will:</p> <p>Have more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews, using wide-ranging technical vocabulary.</p> <p>Have more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews.</p> <p>Have knowledge of the diversity of religious and non-religious worldviews within the local, national and global context, and show understanding of similarities and differences between them.</p>
<p>Benchmark Expectations: Critical Thinking (impersonal evaluation)</p>	<p>By Age 11, pupils will:</p> <p>In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up.</p> <p>Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of an argument). Sound = reliable, competent.</p>
<p>Personal Reflection (personal evaluation)</p>	<p>Personal Reflection develops pupils' ability to reflect on religious and non-religious worldviews in relation to their own beliefs, values and experiences and the influence of these on their daily life, attitudes and actions. Personal Reflection in RE makes a significant contribution to pupils' spiritual, moral, social and cultural development and pupils can make personal progress through reflection, empathy, developing respect and appreciation of others, but this cannot be assessed. Personal Reflection is essentially private and subjective. Pupils may choose to share these thoughts and ideas within the RE classroom, but these reflections are not used to show progression in RE.</p>