RE year group overview – year 5

RE Intent: At Slade Primary School, our Religious Education (RE) curriculum is designed to foster understanding, respect, and empathy in a diverse and multi-faith society. With inclusivity at the heart of our curriculum, we aim to provide high-quality, balanced RE that explores a range of religious and non-religious worldviews, helping children to develop their own beliefs and values in a safe, respectful environment.

Key Concept and Unit of work	Key objectives	End Point
God **What does it mean if Christians believe God is loving and holy?**	• To identify some different types of biblical texts, using technical terms accurately. • To explain connections between biblical texts and Christian ideas of God, using theological terms • To make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. • To show how Christians put their beliefs into practice in worship • To weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	I can explain what Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use.
God **Creation and Science; conflicting or contemporary?**	• To identify what type of text some Christians say Genesis 1 is, and its purpose. • To suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations • To make clear connections between Genesis 1 and Christian belief about God as Creator. • To show understanding of why many Christians find science and faith go together. • To identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.	I can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for my views.
God **How can following God bring freedom and justice?**	• To explain connections between biblical texts and the idea of God's covenant with his people, using theological terms. • To identify examples of Law texts and suggest how believers might interpret them. • To make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. • To explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.	I can weigh up how Christian ideas about justice relate to the issues, problems and opportunities of my own life and the world today, developing insights of my own.
Islam	• To identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an • To describe ways in which Muslim sources of authority guide Muslim living	I can reflect on and articulate what it is like to be a Muslim

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What does it mean to be a Muslim in Britain today?	• To make clear connections between Muslim beliefs and ibadah. • To give evidence and examples to show how Muslims put their beliefs into practice in different ways • To make connections between Muslim beliefs studied and Muslim ways of living in Britain/Sheffield today • To consider and weigh up the value of submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims.	in Britain today, giving good reasons for my views.
Judaism **Why is the Torah so important for Jewish people?**	• To identify and explain Jewish beliefs about God • To give examples of some texts that say what God is like and explain how Jewish people interpret them • To make clear connections between Jewish beliefs about the Torah and how they use and treat it • To make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • To give evidence and examples to show how Jewish people put their beliefs into practice in different ways • To make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.	I can consider and weigh up the value of tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish.
Thematic **What matters most to Humanists and Christians?**	• To identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • To make links with sources of authority that tell people how to be good • To make clear connections between Christian and Humanist ideas about being good and how people live • To suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view • To give evidence and examples to show how Jewish people put their beliefs into practice in different ways • To raise important questions and suggest answers about how and why people should be good	I can make connections between the values I have studied and my own life, and their importance in the world today, giving good reasons for my views.

Disciplinary Knowledge

Substantive Knowledge