

## Year 5 – What can we learn from great leaders and inspiring examples in today's world?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 5</p> <p><b>Unit 5.1</b> <b>Theme</b> <b>Inspirational people in today's world</b></p> <p>Enquiry question What can we learn from great leaders and inspiring examples in today's world?</p> <p>Religions selected by the school, but possibly examples from Islam, Hinduism and Christianity, and possibly a non-religious example</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Religious content can include examples such as: Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (founder of the Salvation Army), Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples.</li> </ul> <p><b>Skills:</b> Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership</p> <p><b>Key concepts and words</b> Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values.</p>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li><b>describe and respond thoughtfully</b> to the lives of some inspirational spiritual and leaders from the modern world, answering questions like these: what made this person into a leader? How did their religion inspire them? What holy texts explain their lives? Is this person inspiring just in their religion, or to any human? (A2)</li> <li><b>understand</b> how key leaders can be sources of wisdom for religious believers by studying and applying some of the leader's sayings, speeches or writings (A2)</li> <li><b>explore</b> the lives of key religious leaders from contemporary life (including modern history), describing the challenges they have faced and the commitments by which they lived (B2)</li> <li><b>apply ideas</b> of their own by giving reasons for their views about how leaders can provide wisdom and inspiration (C1)</li> <li><b>undertake a research task</b> over several lessons to prepare an imaginary interview with one of the inspirational leaders in a talk show format. This should include their own questions (and guesses at answers), as well as the questions and answers the great figure would give. Pupils should be encouraged to include quotations from scripture, newspaper headlines, comments from other people, photographs. Presentation software (e.g. PowerPoint), DTP or digital video, Prezi could be used.</li> <li><b>compose their own speech</b> related to the inspirational figure: 'how would 'X' like the world to live?' Reflect on how they 'measure up'. Pupils could offer comment on the ways their chosen person might inspire anyone in the class.</li> <li><b>write</b> a citation for this leader to be nominated for a Peace Prize.</li> </ul> <p><i>Note: these leaders might be world famous examples, or those who serve the community locally – in Nottingham City and Nottinghamshire for example.</i></p>	<p><b>Most pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>Show that they understand how inspirational leaders are examples of their religions' ideals</li> <li>Connect two examples from different worldviews: what have they in common?</li> <li>Consider varied answers to questions about what makes a person inspiring</li> <li>Explain thoughtfully their own ideas about the inspiring leaders they studied</li> <li>Apply the idea of inspiration for themselves to stories of leaders</li> <li>Explain what matters about the lives of inspirational leader: do we all need role models? Do the leaders exemplify their beliefs?</li> </ul>



## Year 5 – What is expected of a person in following a religion or belief?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p><b>Year 5</b></p> <p><b>Unit 5.2</b></p> <p><b>Theme</b></p> <p><b>Religion and the individual: what matters to Christians?</b></p> <p><b>Enquiry Questions</b></p> <p>What is expected of a person in following a religion or belief?</p> <p>What matters most to Christians in their religion?</p> <p><b>Religion: Christianity</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Religious content will include: the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist;</li> <li>The ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to live a good life, and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration.</li> </ul> <p><b>Skills:</b></p> <p>Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.</p> <p><b>Key concepts and words</b></p> <p>Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment.</p>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>learn about devotion and commitment in Christianity. They <b>consider why</b> Christians celebrate Jesus' birth: what is the meaning of Christmas? They compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities (A2);</li> <li>use their detailed understanding of religious practice such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to <b>describe</b> the significance of being part of the Christian religion (B1);</li> <li><b>understand and connect</b> key ideas about salvation, forgiveness and eternal life with the celebrations of Holy Week and Easter in Christian communities from reading the Gospel texts about Jesus' crucifixion and resurrection. They might interview a Christian minister about this. (A1)</li> <li><b>develop understanding</b> of key Christian beliefs (e.g. from a Creed), <b>gaining knowledge</b> about key Christian beliefs in God as Father, Son and Holy Spirit, the Trinity and about the meaning of Pentecost for Christians (A1)</li> <li><b>consider the idea</b> of 'the fruit of the Spirit' (Galatians 5:22, New Testament) as they <b>discuss and apply</b> their own ideas about ethical questions: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of Christian practice and consider the challenges of trying to live a good life (C3).</li> <li><b>write</b> a thoughtful answer to the question: which of these four is most important to Christians and why: Christmas, Easter, Pentecost or Eucharist?</li> </ul>	<p><b>Most pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>Explain three or more key Christian beliefs</li> <li>Show that they understand what matters to Christians</li> <li>Consider varied answers to questions about God</li> <li>Explain with reasons why they select one of the 4 elements of Christianity studied as the most important</li> <li>Explain what matters about worshipping God to Christians</li> <li>Explain similarities and differences between different celebrations that are part of Christian worship</li> </ul>

## Year 5 – How do peoples beliefs about God, the world and others have impact on their lives?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p><b>Year 5</b> <b>Unit 5.3</b> <b>Theme</b></p> <p><b>Beliefs and questions:</b></p> <p><b>Enquiry Question</b> How do people's beliefs about God, the world and others have impact on their lives?</p> <p><b>Religions: Islam, Hinduism</b> <b>Non-religious worldviews such as Humanism can also be considered</b></p> <p><b>Key words and concepts:</b> <b>Muslim key words</b> will include 5 Pillars, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct) <b>Hindu key words</b> will include murtis, Brahman, gods and goddesses, ahimsa <b>Non-religious key words</b> include atheist, agnostic.</p>	<p><b>Knowledge:</b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life</li> <li>to reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture.</li> </ul> <p><b>Skills:</b> Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how to express respectful attitudes to people different from themselves.</p>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li><b>find out about</b> the Five Pillars of Islam and the main ways Hindus worship gods and goddesses in the home and the Mandir (A1)</li> <li><b>explore and respond thoughtfully</b> to Muslim and Hindu beliefs about God, worship, religious practices and texts using a range of sources of wisdom. From reading examples of Hindu and Muslim texts about God and humanity, pupils will be able to think about key beliefs and what difference they make in life (A2)</li> <li><b>describe the impact</b> of examples of religious teaching. A Hindu example might be the impact of Hindu teaching about harmlessness (ahimsa) on questions about what we eat and how we treat animals. A Muslim example might be the impact of daily prayer and Zakat (alms giving) on Muslim individuals and communities (A3)</li> <li><b>express their own ideas</b> about religious issues and questions, raising questions of their own about Muslim and Hindu practice and responding to the 'big ideas' of Hindu and Muslim thinking, giving ideas and reasons for their thoughts (A3)</li> <li><b>discuss and debate</b> reasons why different people have different ideas about religious questions including whether God is real and what God is like (C1)</li> <li><b>suggest two reasons</b> why debates about God and questions about belief in God are important to people today, giving their own views (C1)</li> <li><b>explain similarities and differences between</b> Muslim and Hindu ideas about God and their own ideas, referencing the fact that many non-religious people are either atheists or agnostics and considering questions about this diversity of belief (B3)</li> </ul>	<p><b>Most pupils will be able to:</b></p> <ul style="list-style-type: none"> <li><b>Explain the main beliefs of Muslims and Hindus about God</b></li> <li><b>Show that they understand why the worship of Allah / Brahman matters to Muslims and Hindus</b></li> <li><b>Consider varied answers to questions about whether God is real and what God is like</b></li> <li><b>Clearly express reasons why they hold their own views about questions to do with God</b></li> <li><b>Explain what matters about worshipping God to Muslims</b></li> <li><b>Explain what matters about worshipping gods and goddesses to Hindus</b></li> </ul>



## Year 5 – How are religious and spiritual thoughts expressed in arts and architecture and in charity and generosity?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p><b>Year 5</b> <b>Unit 5.4</b></p> <p><b>Theme</b> <b>Beliefs in action in the world:</b></p> <p><b>Enquiry Question</b> How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?</p> <p><b>Religions: selected by the school, perhaps Christian, Muslim, Hindu</b> <b>Non-religious worldviews such as Humanism can also be considered.</b></p> <p><b>Key concepts and words</b> Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values, compassion.</p>	<p><b>Knowledge:</b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>about some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque.</li> <li>about different charities which apply the ‘golden rule’ (‘treat others as you would like to be treated’,</li> <li>‘love your neighbour as you love yourself’) from a range of religions and worldviews to some global problems.</li> </ul> <p><b>Skills:</b> Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion.</p>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li><b>describe</b> some ways religious art and architecture express spiritual ideas, giving examples of great buildings from different religions, including local and global examples (A2)</li> <li><b>describe</b> some ways charities such as Tzedek (a Jewish development charity), Sewa International (Hindu) Christian Aid and Muslim Hands (based in Nottingham) express spiritual ideas, put values of justice and compassion into action, and express their religion’s ideals (A2)</li> <li><b>understand</b> how buildings and creative arts can put the spirituality of a religion into visual forms, and how these beautiful buildings can create space for people’s spiritual lives (A2)</li> <li><b>explore</b> examples of architecture dedicated to faith or spirituality and of charity and compassion arising from religion for themselves, responding with increasing discernment (B2)</li> <li><b>apply ideas</b> of their own by giving reasons for their views on religious questions like these: how do art and architecture express spiritual ideas? How do religious charities express spiritual ideas? Is it important to express spiritual ideas in both worship and action? How, and why? (C1)</li> <li><b>apply ideas</b> such as spirituality, charity, ‘the glory of God’, compassion for themselves to a question such as: do we need religious buildings to hear God’s word about poverty? (C3)</li> </ul>	<p><b>Most pupils will be able to:</b></p> <ul style="list-style-type: none"> <li><b>Explain beliefs about the value of sacred space and holy buildings to believers in at least two religions</b></li> <li><b>Show that they understand the possible tension between building a beautiful ‘house of God’ and serving the needs of people in poverty</b></li> <li><b>Explain thoughtfully their own ideas about the relative value of worship and holy buildings and charity and compassion</b></li> <li><b>Clearly express reasons why some religious people believe that worship makes them more charitable</b></li> <li><b>Apply the ideas of worship and service to the key question in the unit</b></li> <li><b>Explain what matters in different religions about worship and about generosity or charity</b></li> </ul>