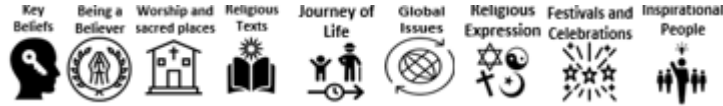




# Year 5 and 6 Curriculum Plan – Religious Education



	Autumn	Spring	Summer
Y5	<b>BIG QUESTION: Where do people look for answers to life and living?</b> <b>ENQUIRY: Christianity - wisdom, Hinduism - Artha, Islam – revelation.</b>	-	<b>BIG QUESTION: Are some things more sacred than others?</b> <b>ENQUIRY: Christianity – Pilgrimage, Buddhism – Enlightenment, Judaism – the Kotel</b>
Y6	<b>BIG QUESTION: Why are there so many different ideas about God?</b> <b>ENQUIRY: Christianity - incarnation, Hinduism - Brahman, Islam - Allah</b>	-	<b>BIG QUESTION: What are the best ways to think about living and dying?</b> <b>ENQUIRY: Christianity - heaven, Buddhism – impermanence, Humanism – happiness.</b>

Religious Education Non-statutory Curriculum Guidance from the Suffolk Agreed Syllabus	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Beliefs and Questions:</b> -To know what key beliefs people hold about God. -To consider: Do you believe there are none, one or many gods?						
<b>Religion and the Individual:</b> -To know what is expected of a believer following a religion and the impact of belief on people’s lives. -To know what people do to show they belong to their faith. -To consider what you would give up for the most important person in your life.						
<b>Beliefs in Action in the World: Social Justice</b> -To know how religions respond to global issues: human rights, fairness and social justice. -To understand why we should care about human rights.						
<b>Teachings and Authority:</b> -To know what sacred texts and other sources say about God, the world and human life -To consider how you know what is true or right. Who do you trust to tell you what to do?						
<b>The Journey of Life and Death:</b> -To know why some occasions are sacred to believers and what people think about life after death. -To consider what happens when someone dies. How do you grow to become an adult?						
<b>Worship, Pilgrimage and Sacred Places:</b> -To know where, how and why people go on pilgrimage, including the importance of some particular religious sites. Why do people risk their lives to go on pilgrimage?						

<p><b>Theology and Human and Social Sciences:</b></p> <ul style="list-style-type: none"> <li>-To use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.</li> <li>-To make links between them, and describe some similarities and differences both within and between religions.</li> <li>-To describe the impact of religion on people's lives.</li> <li>-To suggest meanings for a range of forms of religious expression.</li> </ul>						
<p><b>The bigger questions: Philosophy.</b></p> <ul style="list-style-type: none"> <li>-To raise, and suggest answers to questions of identity, belonging, meaning, purpose, truth, values and commitments.</li> <li>-To apply their ideas to their own and other people's lives.</li> <li>-To describe what inspires and influences themselves and others.</li> </ul>						