



YEAR 5

**RELIGIOUS EDUCATION
CURRICULUM TOOLKIT**



How many people are religious?

Christians	2.1 Billion people.
Muslims	1.7 Billion people.
Hindu	1.5 Billion people.
Sikh	27 million people.
No religion	200 million people.

Year 5 RE Curriculum KNOW IT!

Believe

Why do some people believe God exists?

What should I already know?

That Christians show gratitude for Jesus through Prayer and worship.

Holy week is celebrated with lots of different events., such as Palm Sunday, Maundy Thursday and Easter Day.

Key Vocabulary

Theist	Believes in God
Agnostic	Cannot say if God exists or not.
Atheist	Believes there is no God.

How many religious people are there in Middlesbrough?

Christian	63.20%
Muslim	7%
Hindu	0.4%
Sikh	0.4%

21.9% of people in Middlesbrough do not follow a religion.

What do you believe?

Reasons why people may or may not believe in God

Reasons people may believe in God.	Family influence.	Feel the presence of God.	Had prayers answered.	Life and Earth is extraordinary and can only be explained by a 'creator'.
Reasons people may not believe in God.	Family influence.	There is bad and suffering in the world.	Life was caused by science and not a 'creator'.	

What should I already know?

Christians celebrate Easter, Christmas and Pentecost.

Hindus celebrate Holi and Diwali.

Muslims celebrate Eid, Ramadan and Milad an-Nabi.

Key Vocabulary

River Ganges	Holiest river in India where Hindu pilgrims go.
Lourdes	Christians pilgrimage to Lourdes in France.
Mecca	Muslims pilgrimage to Mecca at least once in their lifetime.

Baptists

What makes a Baptist church different to any other Christian church?

Baptists believe the whole body should be immersed in water during a baptism.

Baptists reject infant baptism and only baptise those who can talk about Jesus being Lord.

Year 5 RE Curriculum

KNOW IT!

Express

If God is everywhere, why go to a place to worship?

Pilgrimage

- A pilgrimage is a special religious journey that is made for a specific purpose.
- Religions believe that pilgrimage is important and should be carried out if possible.
- Hindus have many different important and sacred places in their religion, and these are usually linked to different deities such as the River Ganges.
- A pilgrimage can help Hindus by connecting them with Brahman.
- Christians may pilgrimage to Lourdes in France
- Muslims make pilgrimages to Mecca once in their lifetime.

Where is a special place to you?

Do you believe some places are more sacred than others?

Hindu ways to worship

Worship in temples



Worship in shrines



Charity work



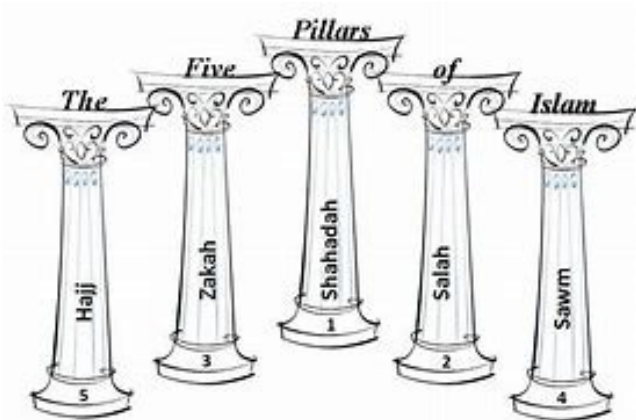
Pilgrimage



Did you know that all Mosques are built to face the same way? They all face the Kaaba in Makkah, Saudi Arabia.

The Five Pillars of Islam

Shahadah	Belief in one God and his Prophet.
Salat	Daily prayer.
Sawm	Fasting.
Zakat	Alms giving.
Hajj	Pilgrimage.



Year 5 RE Curriculum

KNOW IT!

Living

What does it mean to be a Muslim in Britain today?

What should I already know?

What it means to be a Hindu in Britain today.

That Hindus special places to worship is a Mandir or at home with a special shrine.

Hinduism is the oldest of the worlds religions and originated from South East Asia.

Stories and Teachings

Surah 1, Al-Fatihah - The Opening.

Surah 17, The Prophet's Night Journey.

The Thirsty Camel.

The Woman at the gates of Makkah.

Key Vocabulary

Ibadah	Worship and belief in action.
Prophet Muhammad	Prophet Muhammad (PBUH) is a leader for Muslims.
Ummah	Muslim Community.
Sunnah	Practices, customs and traditions of the Prophet Muhammad.
Hadith	Sayings and actions of the Prophet Muhammed.






TEACH IT

New Learning




Prior Learning








BELIEVING

Why do some people believe that God exists?

-  Describe some of the ways in which Christians, Hindus and Muslims describe God.
-  Ask questions and suggest some of my own responses to ideas about God.
-  Suggest why having a faith or belief may be hard.
-  Identify how and say why it makes a difference in people's lives to believe in God.
-  Identify similarities and differences between ideas about what God is like in different religions.






What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)





-  Outline Jesus' teaching on how his followers should live and how this may impact their lives.
-  Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.
-  Express my own understanding of what Jesus would do in relation to a moral dilemma from the world today.

-  A bible tells Christians what God is like and gives guidance on how to be a good Christian.
-  Mother Teresa is an example of a good Christian.
-  Pope Francis is head of the Christian Church.
-  The Qur'an is the holy book for Muslims which they believe contains the sacred word of God.
-  The Vedas is the most sacred text for the Hindu religion. This holy book guides Hindus in their daily life.
-  Having a religious faith is belonging to a religious community.
-  An understanding of right and wrong.

EXPRESSING





If God is everywhere, why go to a place to worship?



-  Recall and name some key features of places of worship studied.
-  Make connections between how believers feel about places of worship in different traditions.
-  Select and describe the most important functions of a place of worship for the community.
-  Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.
-  Present ideas about the importance of people in a place of worship, rather than the place itself.

-  Some features of a Mosque are cleanliness, wudu, prayer mat, the Mosque is facing Makkah.
-  Some features of a Church are candles, crosses font and pulpit.
-  Some features of a Temple are a shrine, pictures of Gods and Goddesses, incense and flowers.
-  Places of worship are where the religious community come together in times of celebration, happiness and sadness.

LIVING

What does it mean to be a Muslim in Britain today?







-  Describe the Five Pillars of Islam and make connections between Muslim practice and their beliefs about God and the Prophet Muhammad.
-  Identify some reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live.
-  Describe how a Muslim would use guidance from the Qur'an and link that to guidance I may have in my life.
-  Make connections between the key functions of the mosque and the beliefs of Muslims.

-  Muslims follow the prophet Mohammed.
-  The Holy Qur'an gives guidance to Muslims and Muslims believe it contains the word of God.









POSSIBLE TEACHING SEQUENCE

BELIEVING

Why do some people believe God exists?

-  Find out about how many people in the world and in your local area believe in God – using global statistics and the 2011 UK census. Ask pupils why they think so many people believe in God. Collect these reasons. Find out about how many do not believe. Learn the words ‘theist’ (believes in God), agnostic (cannot say if God exists or not) and atheist (believes there is no god).
-  Set up an enquiry to explore the key question. Ask pupils to raise questions about the existence and nature of God. Focus on Christian ideas of God, in order to make this more manageable. Start by clarifying what Christians believe God is like. Build on learning from Key Question L2.1, and explore some of the names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light). If this God exists, what difference would ‘he’ make to the way people live? Make links with prior learning about the Bible and its ‘big story’ (Key Question L2.2).
-  Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background – many people believe (or don’t believe) because of their home background; religious experience – many people say they have experienced a sense of ‘the presence of God’ or had prayer answered; many would argue that the universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Some argue that there is no need to use a Creator to explain the existence of the universe and life.
-  Consider ways in which Christians read the Genesis account of creation. Explore why some Christians read it literally; explore how lots of Christians read it as expressing some truths about God and human beings without reading it literally. Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander).
-  Invite some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God.
-  Explore what impact believing in God might make on the way someone lives his or her everyday life. Talk about and reflect upon the possible benefits and challenges of believing or not believing in God in Britain today.






What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)

-  Use the ideas below to explore Jesus’ teachings and example and how they inspire Christians today. Consider the extent to which Jesus’ values and example would benefit today’s world, within the school community, local and national communities and out to the global community.
-  Examine Luke 4:18–19 and find out what Jesus saw as his mission. Find examples of where he fulfilled this.
-  Love: use some of Jesus’ stories, teachings and example to understand what Christians believe he meant by loving others (e.g. greatest commandments, Matthew 22:37–40; good Samaritan, Luke 10:30–35; the lost son, Luke 15:11–32; love your enemies, Matthew 5:43–48; compare Paul’s letter, 1 Corinthians 13:4–7; explore the idea of agape love – self-sacrificial love; make link with belief that Jesus died to show his love for all humans, John 3:16).
-  Forgiveness: use some of Jesus’ stories, teachings and example to understand why he saw forgiveness as so important (e.g. forgive others, Mark 11:25/Luke 6:37; the two debtors, Luke 7:36–50; the unforgiving servant, Matthew 18:21–35; Jesus forgives those who crucify him, Luke 23:34; link to previous learning about sin and the ‘Fall’ in Question L2.2).
-  Justice and fairness: use some of Jesus’ stories, teaching and examples to understand the way Christians believe we should treat each other (the sheep and the goats, Matthew 25:31–46; serve others, Mark 9:35–37; not just speaking about justice but practising it, Luke 11:39–42).
-  Generosity and not being greedy: use some of Jesus’ stories, teaching and examples to understand the way Christians believe we should handle wealth (the vineyard workers, Matthew 20:1–16; widow’s offering, Mark 12:41–44; the rich young man, Mark 10:17–27; Zacchaeus, Luke 19:1–9).
-  Read gospel passages that talk about the ‘kingdom of God’, where people live the way God wants people to live (e.g. mustard seed, Mark 4:30–32; hidden treasure, Matthew 13:44–46; good and bad soil, Matthew 13:1–8, 18–23; the great feast Luke 14:15–24). What would this kingdom be like?
-  Devise some moral dilemmas and ask pupils to say ‘what would Jesus do’, from their learning in this unit. Reflect on and discuss what impact following Jesus’ example and teaching have on the school/local community/world? Some say Jesus’ demands are impossible: is this true, and if so, is it worth aiming for them or not?

POSSIBLE TEACHING SEQUENCE









EXPRESSING

If God is everywhere, why go to a place of worship?

-  Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir.
-  Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be seen by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places?
-  Can pupils talk about a place where people might say or feel God is somehow more 'present'? What is special about these places?
-  What different ways of worshipping can they find within Christianity? Reflect on why some Christians like to go to church to meet with God, and why some meet in a school or in a home; e.g. community, being part of the 'body of Christ', mutual support through prayer and encouragement, music vs meditation, silence, simplicity, nature; some don't like institutions, hierarchies, crowds! Why do Christians worship in different ways?
-  Find out about alternative forms of Christian communities, e.g. www.freshexpressions.org.uk Consider the appeal of these to some Christians.

LIVING

What does it mean to be a Muslim in Britain today?

-  Find out what pupils already know about Islam (e.g. from key question 1.2); how many Muslims do they think there are in Britain and in your local area? Find out and talk about the information from the 2011 Census.
-  Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime?
-  Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (Ummah). Investigate how they are practised by Muslims in Britain today. Consider what beliefs, practices and values are significant in pupils' lives.
-  Talk about the Shahadah ('There is no god except Allah') and use the 99 names of Allah to explore the attributes of God. Make links with belief in tawhid. Explore Islamic art, looking at shape, pattern, colour and calligraphy. Ask: what is their significance for Muslims, in the context of tawhid? (NB link with Key Question L2.1.)
-  Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17 (the Prophet's Night Journey). Find out about people who memorise the Qur'an and why (hafiz, hafiza).
-  Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad).
-  Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims.
-  Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs.