

Subject Religious Education– Year 5 – Autumn Term 1 MTP R.E. Unit 2.10

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p>Unit 2.10 Title: When, how and why do Christians pray?</p> <p>KEY STRANDS ADDRESSED BY THIS UNIT</p> <ul style="list-style-type: none"> • Religious practices and ways of life • Questions of values and commitments <p>ABOUT THIS UNIT: This unit explores the meaning and practice of Christian prayer. The idea that prayer is an expression of worship rather than a shopping list is shown through the examination of the Lord’s Prayer. Christians pray in different ways for different things – prayers may be praise, thanksgiving, confession, requests for themselves or for others. The value of expressing gratitude and needs is becoming well researched in the 21st C, and so the opportunity to evaluate the power</p>	1	<p><u>2.10 What does it mean to pray?</u></p> <ul style="list-style-type: none"> • To reflect on the nature of prayer • To understand that prayer is an important part of what it means to be a Christian 	<ul style="list-style-type: none"> ▪ MANY: I can ask questions about what prayer means to believers, making links with my own understanding ▪ SOME: I can suggest answers to questions about the value of prayer for believers and others.
	2	<p><u>2.10 Why is the Lord’s prayer important for Christians?</u></p> <ul style="list-style-type: none"> • To examine a key Biblical text for Christians today • To apply their learning to understand how Christians behave 	<ul style="list-style-type: none"> • MANY: I can make links between the Lord’s prayer and Christian beliefs about God and Jesus • SOME: I can describe the impact of the Lord’s prayer on the lives of Christians I can compare what makes me act in the way I do, with the motivation Christians get from the Lord’s Prayer
	3	<p><u>2.10 How do Christians pray? What kinds of prayers do they use?</u></p>	<p>MANY:</p>

<p>and impact of prayer, the value of praying for believers, and the relevance of prayer to those who do not have a religious faith, make good connections for learning from religion</p> <p>Prior learning</p> <ul style="list-style-type: none"> • learned about Christian belief in God, and Jesus as God incarnate • explored the idea of worship • know about Christian churches <p>At the end of this unit:</p> <p>Pupils working towards the expected outcomes will be able to:</p> <ul style="list-style-type: none"> ▪ describe how prayer is used and exemplified by believers ▪ compare aspects of their own experiences and those of others ▪ describe some ways in which Christians pray using religious vocabulary ▪ make links between what Christians believe about God and how / why they pray ▪ identify the impact of prayer on believers' lives ▪ talk about what they respect and how they show that compare their thoughts on prayer with those of Christians <p>Pupils working at the expected outcomes will be able to:</p>		<ul style="list-style-type: none"> • To understand a range of Christian prayers • To recognise the different ways in which prayer can be used in Christian life • To reflect on the value of prayer for those who believe and for those who have no particular religious faith 	<ul style="list-style-type: none"> • I can identify and describe some Christian beliefs and teachings about prayer • I can describe how prayer might be used in some different aspects of Christian community life • I can list some similarities and differences between different occasions when prayer is used • I can make links between my own ideas about praying and Christian practice. <p>SOME:</p> <ul style="list-style-type: none"> • I can use the right words to show that • I understand how and why a Christian minister prays for different people • I can apply the idea of praying as a way of caring for myself • I can enquire into the reasons why Christian people pray
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<ul style="list-style-type: none"> ▪ describe how Christians pray and show understanding of these practices are linked to teaching from the Bible. ▪ understand some similarities and differences between Christian ideas on prayer, describing how these beliefs affect how Christians live. ▪ ask questions about prayer and share their own ideas about it. ▪ describe what commands their respect and why <p>Pupils working beyond the expected outcomes will be able to:</p> <ul style="list-style-type: none"> ▪ use an increasingly wide range of religious language to explain the impact of beliefs about God on how people pray and the impact of prayer on the believers’ lives ▪ express thoughtful views on questions like ‘why is there unanswered prayer?’ ‘Does answered prayer show that God loves us?’ ▪ relate the values and commitments shown in Christian prayer to their own lives, values or commitments thoughtfully 			<ul style="list-style-type: none"> • I can respond thoughtfully to questions about the purpose of prayer
	4	<p><u>2.10 How do Christians pray?</u></p> <ul style="list-style-type: none"> • To understand a range of ways Christians pray • Recognise the symbolic nature of rituals Christians use in prayer and worship • Weigh up the value of such symbols and actions in people’s lives 	<p>MANY:</p> <ul style="list-style-type: none"> • I can describe the key features of prayer in two different Christian contexts, making some links with Christian beliefs • I can ask questions about how prayer and worship help a believer <p>SOME:</p> <ul style="list-style-type: none"> • I can describe how Christian beliefs about prayer are shown in Christian worship, describing similarities and differences between two different Christian traditions • I can describe my own ideas about whether there is anything I can learn from Christian practices of prayer and worship
	5	<p><u>2.10 Reflection: What more can we discover? Does reflection matter to me?</u></p> <ul style="list-style-type: none"> • Find out more about people’s ideas to do with prayer from 	<p>All:</p> <ul style="list-style-type: none"> • Discuss and consider the survey of ideas and opinions about praying Respond sensitively to religious ideas <p>Many:</p>

		<p>planning and carrying out a survey.</p> <ul style="list-style-type: none"> • Look for similarities and differences between religious prayers and spiritual ways of reflecting or meditating • Think of reasons why some people say ‘I don’t pray, but I like to reflect.’ • Give simple reasons for engaging in an activity with a reflective purpose • Use stillness and silence to think more deeply for themselves. 	<ul style="list-style-type: none"> • Express spiritual thinking clearly and reflectively. • Explore and describe the emotions of prayer or reflection • Connect what they know about prayer and about reflection <p>Some:</p> <ul style="list-style-type: none"> • Consider why many people who are not religious in other ways do like to pray
	<p>6</p>	<p><u>2.10</u> What is the point of prayer?</p> <ul style="list-style-type: none"> ▪ What the Bible teaches about prayer ▪ Christian and non-Christian responses to prayer <p>To consider the value of prayer from different viewpoints.</p>	<p>ALL:</p> <ul style="list-style-type: none"> ▪ I can talk about how Christians pray <p>MANY:</p> <ul style="list-style-type: none"> ▪ I can describe what the Bible teaches about prayer and say how Christians act as a result of what they believe

			<ul style="list-style-type: none"> ▪ I can make links between religious ideas about prayer and my own experiences in life <p>SOME:</p> <ul style="list-style-type: none"> ▪ I can describe how beliefs about prayer might make a difference in the lives of a Christian and an atheist ▪ I can present different viewpoints on the value of prayer, including my own responses <p>Working at Greater Depth</p> <p>I can explain the impact of prayer in the lives of Christians and others, describing similarities and differences between people’s responses I can explain my own views about the value of prayer</p>
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Subject Religious Education– Year 5 – Autumn Term 2 MTP R.E. Unit 2.10 / 2.11

National Curriculum	Week	SACRE - Coverage	Skills Taught
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The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.

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At NPPS we follow Wolverhampton's SACRE.2015.

Unit 2.10

Title: When, how and why do Christians pray?

KEY STRANDS ADDRESSED BY THIS UNIT

- Religious practices and ways of life
- Questions of values and commitments

ABOUT THIS UNIT: This unit explores the meaning and practice of Christian prayer. The idea that prayer is an expression of worship rather than a shopping list is shown through the examination of the Lord's Prayer. Christians pray in different ways for different things – prayers may be praise, thanksgiving, confession, requests for themselves or for others. The value of expressing gratitude and needs is becoming well researched in the 21st C, and so the opportunity to evaluate the power and impact of prayer, the value of praying for believers, and the relevance of prayer to those who do not have a religious faith, make good connections for learning from religion

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Unit 2.10 Assessment Task :

It is good practice to set activities at different levels throughout the teaching of this unit, so that there is ongoing assessment for learning. This final activity is an opportunity to confirm teacher assessments done through the series of lessons.

Give pupils the following five Biblical quotations:

- But when you pray, go into your room, close the door and pray to your Father, who is unseen. Then your Father, who sees what is done in secret, will reward you." Matthew 6:6
 - Repent of wickedness and pray to the Lord in the hope that he may forgive you for having such thoughts in your heart." Acts 8:22
 - I pray that out of his glorious riches God may strengthen you with power through his Spirit in your inner being." Ephesians 3:16
 - "Is anyone among you in trouble? Let them pray. Is anyone happy? Let them sing songs of praise." James 5:13
 - I was in terrible trouble when I called out to you, O God, but from your temple you heard me and answered my prayer." Psalm 18:6
- Read these quotations carefully in pairs, then answer these questions:
- When should Christians pray?
 - Why should they pray?
 - What should they pray for?
 - What impact might they expect prayer to have in their lives?
 - Why might prayer be important for Christians?

Prior learning

- learned about Christian belief in God, and Jesus as God incarnate
- explored the idea of worship
- know about Christian churches

At the end of this unit:

Pupils working towards the expected outcomes will be able to:

- describe how prayer is used and exemplified by believers
- compare aspects of their own experiences and those of others
- describe some ways in which Christians pray using religious vocabulary
- make links between what Christians believe about God and how / why they pray
- identify the impact of prayer on believers' lives
- talk about what they respect and how they show that compare their thoughts on prayer with those of Christians

Pupils working at the expected outcomes will be able to:

- describe how Christians pray and show understanding of these practices are linked to teaching from the Bible.
- understand some similarities and differences between Christian ideas on prayer, describing how these beliefs affect how Christians live.
- ask questions about prayer and share their own ideas about it.
- describe what commands their respect and why

Pupils working beyond the expected outcomes will be able to:

Here are three responses to prayer: 1. "I'm a Christian. I find that prayer helps me to stay close to God. It makes me remember to be grateful for all the good things God has given me. It also makes me think carefully about others and what they need. It reminds me that sometimes I need to be the answer to prayer - it's not just about sitting and talking with God; sometimes it makes me get up and go and help others. God doesn't always answer my prayers, but he has changed me through my prayer – sometimes that is the answer I need." 2. "I'm a psychologist. I have been researching the impact of prayer on people's lives. Even those who do not have a religious faith often find themselves praying. The idea that there is someone listening who understands what we are going through can be very helpful when people are going through difficulties. Research shows that saying thank you for things can really make you feel better. Prayer gives people a chance to do that." 3. "I'm an atheist. I don't mind if people pray, but I really think it is just like talking to yourself, as I believe there is no God. People pray, and then every now and again, a coincidence happens and they think the prayer is "answered". Clearly, if there was a God, then we would see much more evidence in prayers being answered." Talk together. Ask pupils to work in groups to come up with arguments for and against the following statements: "Prayer is a complete waste of time." "Prayer is a good way to use your time" They should use the ideas they have encountered in the passages above and in the earlier lessons, and take different points of view, including a Christian perspective.

<ul style="list-style-type: none"> ▪ use an increasingly wide range of religious language to explain the impact of beliefs about God on how people pray and the impact of prayer on the believers’ lives ▪ express thoughtful views on questions like ‘why is there unanswered prayer?’ ‘Does answered prayer show that God loves us?’ ▪ relate the values and commitments shown in Christian prayer to their own lives, values or commitments thoughtfully <p>Unit 2.11</p> <p>Title: Prayer: How and why do Jewish people, Muslims, and Hindus pray?</p> <p>KEY STRANDS ADDRESSED BY THIS UNIT (from the syllabus)</p> <ul style="list-style-type: none"> ▪ Beliefs and teachings ▪ Questions of belonging ▪ Questions of meaning <p>ABOUT THIS UNIT This unit uses a study of the practice of prayer in Hindu, Jewish and Muslim traditions to pose questions for pupils about prayer and their own needs for silence and peace. Questions about the importance of duty and ritual are used alongside questions about the emotions of prayer. Pupils explore the feelings - of peace, challenge or the presence of the divine - that Muslims, Jews and Hindus may find in prayer, making links to their own feelings. Opportunities to take note of similarities and differences between Hindu, Muslim and Jewish prayer are provided for the higher achieving pupils.</p>	<p>2</p>	<ul style="list-style-type: none"> ▪ <u>2.11 What is prayer? Is prayer helpful? How could we answer this question?</u> ▪ Describe how and why people in different religions pray or meditate ▪ Think for themselves about the idea of prayer as talking to God. ▪ Find out more about different types of prayer Look for similarities and differences in prayer in different faiths Think of reasons why some people pray every day, but others not at all 	<p>All</p> <ul style="list-style-type: none"> ▪ pupils can respond sensitively to questions and ideas <p>Many</p> <ul style="list-style-type: none"> ▪ pupils can ask questions raised by prayer and make links with their own experiences ▪ pupils can discuss some links between praying to God and other relationships Many pupils can reflect thoughtfully on their own needs for conversation <p>Some</p> <ul style="list-style-type: none"> ▪ pupils can develop understanding that talking to God is a metaphor for prayer
	<p>3</p>	<p><u>2.11 What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life?</u></p> <ul style="list-style-type: none"> ▪ Learn about the practice of prayer as a pillar of Islam and think about the 	<ul style="list-style-type: none"> ▪ Respond sensitively to questions and ideas about Muslim prayer, collecting information and using it simply ▪ Connect what they know and what they think about prayer with Muslim ideas and beliefs

<p>Prior learning: Studied the units on Hindu and Muslim religion from earlier in the syllabus Been challenged to think about similarities and differences between religions</p> <p>Vocabulary: Islam: Sawm, Rakah, Dua, Al Fatihah Judaism: Torah, Simchat, Torah, Yom Kippur Religion in general: Prayer, Meditation, Human and religious experiences: Reflection, Use of silence</p>		<p>strength it might give people.</p> <ul style="list-style-type: none"> ▪ Describe how Muslims pray ▪ Find out more about the words used in Muslim prayer, and their meanings ▪ Consider questions about what happens and why in prayer 	<ul style="list-style-type: none"> ▪ Discuss, understand and explain the actions and meanings of Islamic prayer.
<p>At the end of this unit:</p> <p>Pupils working towards the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Describe simply how Jews, Hindus and Muslim pray • Make links between different kinds of prayers and different emotions and feelings • Suggest some puzzling questions about prayer and consider some answers <p>Pupils working at the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Use the right words to describe the impact of prayer in two religions • Show that they understand why prayer is important in Islam and Judaism • Apply the idea that silence is good for you to the topics of prayer and to their own lives 	<p style="text-align: center;">4</p>	<p><u>2.11 How and why do Jews like to worship?</u></p> <ul style="list-style-type: none"> ▪ Describe some ways in which Jews pray ▪ Find out more about Jewish beliefs about God and prayer Look for similarities and differences between Jewish prayers and other people’s prayers. ▪ Think of reasons why some people find calmness, hope or strength when they pray 	<p>All</p> <ul style="list-style-type: none"> ▪ pupils can respond sensitively to questions about prayer in Judaism and suggest the meaning of an artefact linked to prayer in this religion <p>Many</p> <ul style="list-style-type: none"> ▪ pupils can describe ways in which Jewish people pray, connecting words of Jewish prayers with reasons for praying <p>Some</p> <ul style="list-style-type: none"> ▪ pupils can give thoughtful ideas about the place of prayer in the lives of many Jews

<p>Pupils working beyond the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Explain how prayer is connected to belief about God for Jews, Hindus and Muslims • Express their own views about the idea that ‘prayer is the most important religious ritual’ referring to Jewish, Hindu and Muslim understanding. 	<p>5</p>	<p><u>2.11 How do Hindus pray and worship at home and in the Mandir?</u></p> <ul style="list-style-type: none"> ▪ Give simple reasons for Hindu practices of prayer and worship ▪ Use religious vocabulary to describe some of the ways in which Hindus worship, using all the five senses; ▪ Reflect on why there are many different ways of prayer and worship in Hindu communities; ▪ Use religious vocabulary and expressive arts approaches to show they understand some of the meanings of Hindu prayer and worship; 	<ul style="list-style-type: none"> ▪ Respond sensitively to the idea that symbolic actions in everyday life can express inner feelings and prayers; ▪ Identify and describe some actions and symbols in Hindu worship and prayer; ▪ Ask and respond to questions (stimulated by a range source material) about how praying makes a difference in believers’ everyday lives; ▪ Use religious vocabulary to show understanding of the use of objects, actions and sounds in prayer and worship
	<p>6</p>	<p><u>2.11 What is similar and different in the words of three prayers (Muslim, Jewish, Hindu)</u></p>	<ul style="list-style-type: none"> ▪ Respond sensitively to questions and ideas about these three prayers ▪ Identify something similar between two or all three of the prayers

		<ul style="list-style-type: none"> ▪ Describe three different prayers from three different religions ▪ Find out more about similarities and differences between religions and the prayers they use ▪ Consider questions such as ‘What do religious people ask for when they pray? What beliefs about God can be seen in the words of prayers?’ ▪ Look for similarities and differences between religious texts ▪ Think of reasons why some people think prayer is so important and helpful. 	<ul style="list-style-type: none"> ▪ Connect what they know about beliefs about God to the way the prayers make requests: what do the people who say these prayers want God to do? Outline the beliefs behind each prayer clearly
	<p>7</p>	<p><u>Christmas Carol service/ English cross-curricular link</u></p> <p>Children are to write a recount of the visit to St. Mary’s church for the annual carol service.</p>	<p>Please use age related Writing objectives.</p>

Subject Religious Education– Year 5 - Spring Term 1 MTP (R.E. Unit 2.11 / 2.12)

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p>Unit 2.11</p> <p>Title: Prayer: How and why do Jewish people, Muslims, and Hindus pray?</p> <p>KEY STRANDS ADDRESSED BY THIS UNIT (from the syllabus)</p> <ul style="list-style-type: none"> ▪ Beliefs and teachings ▪ Questions of belonging ▪ Questions of meaning <p>ABOUT THIS UNIT This unit uses a study of the practice of prayer in Hindu, Jewish and Muslim traditions to pose questions for pupils about prayer and their own needs for silence and peace. Questions about the importance of duty and ritual are used alongside questions about the</p>	<p>1</p>	<p><u>2.11 Prayer and me: why do some people pray every day, but others not at all?</u></p> <ul style="list-style-type: none"> ▪ Find out more about the emotions of prayer ▪ Consider questions such as what is difficult for religious people about praying, and why they do pray anyway ▪ Think of reasons why some people pray very often, others never ▪ Look for similarities and differences between the prayers of different religions, finding out more about each faith ▪ Think about the differences in belief and ways of life to do with 	<ul style="list-style-type: none"> ▪ Respond sensitively to questions and ideas about prayer ▪ Give reasons for their ideas about why people pray ▪ Describe and understand some of the feelings associated with Hindu and Jewish prayer. ▪ Outline similarities and differences between the prayers of different religions

<p>emotions of prayer. Pupils explore the feelings - of peace, challenge or the presence of the divine - that Muslims, Jews and Hindus may find in prayer, making links to their own feelings. Opportunities to take note of similarities and differences between Hindu, Muslim and Jewish prayer are provided for the higher achieving pupils.</p> <p>Prior learning: Studied the units on Hindu and Muslim religion from earlier in the syllabus Been challenged to think about similarities and differences between religions</p> <p>Vocabulary: Islam: Sawm, Rakah, Dua, Al Fatihah Judaism: Torah, Simchat, Torah, Yom Kippur Religion in general: Prayer, Meditation, Human and religious experiences: Reflection, Use of silence</p> <p>At the end of this unit:</p> <p>Pupils working towards the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Describe simply how Jews, Hindus and Muslim pray • Make links between different kinds of prayers and different emotions and feelings • Suggest some puzzling questions about prayer and consider some answers <p>Pupils working at the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Use the right words to describe the impact of prayer in two religions 	<p>2</p>	<p>prayer, and ask what these differences mean.</p> <p><u>2.11</u>What have we learned from Muslims, Hindus + Jews about prayer, symbols and worship?</p> <ul style="list-style-type: none"> ▪ Describe different ways of praying ▪ Find out more about what prayer means to different people ▪ Look for similarities and differences between the prayers of different religions ▪ Give simple reasons for their own ideas about light and darkness and associated concepts (e.g. truth, fear, ignorance, warmth) ▪ To reflect on their own experience of light and darkness, expressing their ideas creatively 	<ul style="list-style-type: none"> ▪ Respond sensitively to questions and ideas about symbols and prayer ▪ Connect what they know about prayer and reflection with their own ideas ▪ Suggest meanings in religious symbols associated with light and darkness ▪ Make links between religious symbols of light and darkness and their own experiences ▪ Show how religious beliefs, ideas and feelings associated with light and darkness can be expressed in various ways
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<ul style="list-style-type: none"> • Show that they understand why prayer is important in Islam and Judaism • Apply the idea that silence is good for you to the topics of prayer and to their own lives <p>Pupils working beyond the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Explain how prayer is connected to belief about God for Jews, Hindus and Muslims • Express their own views about the idea that ‘prayer is the most important religious ritual’ referring to Jewish, Hindu and Muslim understanding. <p>Unit 2.12 Title: What can we learn from religions about temptation?</p> <p>ABOUT THIS UNIT: This unit enables pupils to engage thoughtfully with questions of good and evil, right and wrong through thinking about temptation. The focus is on Islamic and Christian understandings of good and evil and provides for dramatic, musical and personal ways of learning. Pupils will become familiar with stories of temptation and ritual practice from Islam and Christianity, and will also be enabled to think for themselves about questions to do with morals, choices and the impact of our behaviour on others. Pupils are encouraged to consider what can be learned from stories, examples and teachings of</p>	<p>3</p>	<p><u>Unit 2.11 Assessment Task :</u></p> <p>Teachers might assess this work by: Asking pupils to design prayer rooms for believers from 2 of the religions studied to use. They might imagine it is for an Airport or shopping centre or hospital used by both Jews, Hindus and Muslims. What special features would the room need in order for Jews, Hindus and Muslims to use it? Examples might include somewhere to wash near the Muslims’ room, a place to keep Murtis for Hindus and so on. Next, they should think about how they will establish the right atmosphere in inspire people: how will they encourage people to be thankful – displays of great food? How will they encourage people to say sorry and ask forgiveness – clips from tragic newspaper stories? How will they encourage believers to praise God – photos of creation? Pupils could either write descriptions of their designs, or draw them. Some pupils might look at several Hindu, Jewish or Islamic prayers, and then write some of their own, for occasions when people are thankful sorry, or worried, full or joy or feeling concerned, sad or feeling generous.</p>		
	<p>4</p>	<p><u>2.12 Temptation: what’s that?</u></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ▪ To think carefully about temptation and the ways we choose what is right or wrong </td> <td style="width: 50%; vertical-align: top;"> <p>All</p> <ul style="list-style-type: none"> ▪ I can suggest some meanings in Muslim and Christian stories about temptation7 ▪ I can give a sensitive response to temptation stories </td> </tr> </table>	<ul style="list-style-type: none"> ▪ To think carefully about temptation and the ways we choose what is right or wrong 	<p>All</p> <ul style="list-style-type: none"> ▪ I can suggest some meanings in Muslim and Christian stories about temptation7 ▪ I can give a sensitive response to temptation stories
<ul style="list-style-type: none"> ▪ To think carefully about temptation and the ways we choose what is right or wrong 	<p>All</p> <ul style="list-style-type: none"> ▪ I can suggest some meanings in Muslim and Christian stories about temptation7 ▪ I can give a sensitive response to temptation stories 			

<p>the Muslims and the Christians, referring to their own experiences, beliefs, commitments and values.</p> <p>KEY STRANDS ADDRESSED BY THIS UNIT</p> <ul style="list-style-type: none"> • Religious practices and ways of life • Questions of values and commitments <p>Prior learning:</p> <ul style="list-style-type: none"> ▪ A basic grasp of Muslim and Christian identity. ▪ Some prior knowledge of key stories from these religions 			<p>Many</p> <ul style="list-style-type: none"> ▪ I can describe some Muslim or Christian responses to temptation <p>Some</p> <ul style="list-style-type: none"> ▪ I can outline what temptation means from different viewpoints
<p>Vocabulary</p> <p>Christianity: Jesus, Gospel, Temptation</p> <p>Islam: Allah, Submission, Shaytan, Stoning the Devil</p> <p>The language of shared human experience: Moral choice, Good, and evil, Right and wrong, Temptation</p> <p>At the end of this unit:</p> <p>Pupils working towards the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Retell the story of Jesus’ temptations, or another story of temptation • Identify some times when children are tempted to do things wrong • Talk thoughtfully about the ritual of ‘stoning the devil’ on the Muslim pilgrimage to Makkah • Respond sensitively to ideas about resisting a temptation <p>Pupils working at the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Describe some things Muslims or Christians think are wrong, and some things they think are good. 	5	<p><u>2.12 Reacting to temptation: how do people deal with it?</u></p> <ul style="list-style-type: none"> ▪ predict the consequences of good and bad choices ▪ explore and take opportunities for their own moral development 	<p>All</p> <ul style="list-style-type: none"> ▪ I can respond sensitively for myself to questions about right and wrong <p>Many</p> <ul style="list-style-type: none"> ▪ I can describe examples of temptation, resisting temptation and giving in to temptation <p>Some</p> <ul style="list-style-type: none"> ▪ I can describe how temptation can affect how people live, giving some examples
	6	<p><u>2.12 Consequences: what happens if you give in to temptation?</u></p> <ul style="list-style-type: none"> ▪ compare the consequences of what we say and do for other people, thinking about the impact of our choices. 	<p>All</p> <ul style="list-style-type: none"> ▪ I can talk about what happens when I give in to temptations <p>Some</p> <ul style="list-style-type: none"> ▪ I can make links between actions and consequences in my own life and in examples from stories <p>Many</p>

<ul style="list-style-type: none"> • Use the vocabulary of the unit such as dilemma, temptation, resist, give in, commit, good and bad, right and wrong • Make links between the teachings of one of the religions studied and the way people might choose to behave 			<ul style="list-style-type: none"> ▪ I can apply what I have learnt about temptation in religions to my own experiences of facing and dealing with temptation
<p>Pupils working beyond the expected outcomes will be able to</p> <ul style="list-style-type: none"> • Use a widening religious vocabulary to show that I understand what Christians think about temptation and what Muslims think about temptation • Apply ideas from religion to questions such as: what should we do when we are tempted to hurt someone? How can people make good choices instead of bad choices? • Raise and begin to answer questions about temptation of their own, referring to religious ideas, examples and teachings 	7		

Subject Religious Education– Year 5 - Spring Term 2 MTP (R.E. Unit 2.12)

National Curriculum	Week	SACRE - Coverage	Skills Taught
	1	<p><u>2.12 Forgiveness: can it help people to be good?</u></p> <ul style="list-style-type: none"> ▪ To understand how and why forgiveness works to 	<p>All</p> <ul style="list-style-type: none"> ▪ I can respond sensitively to the idea of forgiveness <p>Some</p>

<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p>Unit 2.12 Title: What can we learn from religions about temptation?</p> <p>ABOUT THIS UNIT: This unit enables pupils to engage thoughtfully with questions of good and evil, right and wrong through thinking about temptation. The focus is on Islamic and Christian understandings of good and evil and provides for dramatic, musical and personal ways of learning. Pupils will become familiar with stories of temptation and ritual practice from Islam and Christianity, and will also be enabled to think for themselves about questions to do with morals, choices and the impact of our behaviour on others. Pupils are encouraged to consider what can be learned from stories, examples and teachings of the Muslims and the Christians, referring to their own experiences, beliefs, commitments and values.</p> <p>KEY STRANDS ADDRESSED BY THIS UNIT</p>		<p>mend broken friendships or relationships,</p> <ul style="list-style-type: none"> ▪ To be aware that forgiveness is not easy, but costly 	<ul style="list-style-type: none"> ▪ I can make my own links between religious teaching, saying sorry and being forgiven <p>Many</p> <ul style="list-style-type: none"> ▪ I can describe how forgiveness might affect the way a believer lives, making links to my own experiences
	<p>2</p>	<p><u>2.12 Dramatic temptations: explore in a group</u></p> <ul style="list-style-type: none"> ▪ to apply their own emotional intelligence ▪ to moral dilemmas and questions of good and bad 	<p>All</p> <ul style="list-style-type: none"> ▪ I can take part in a group and discuss ideas about temptation <p>Some</p> <ul style="list-style-type: none"> ▪ I can make links between teachings about temptation and Muslim and Christian beliefs and values <p>Many</p> <p>I can describe some similarities and differences between Christian and Muslim teachings on temptation</p>
	<p>3</p>	<p><u>2.12 Christians and Muslims: wisdom on temptation?</u></p> <ul style="list-style-type: none"> ▪ to respond sensitively to different needs and wants, taking account of the 	<p>All</p> <ul style="list-style-type: none"> ▪ I can give one example of religious teaching about forgiveness <p>Many</p>

<ul style="list-style-type: none"> • Religious practices and ways of life • Questions of values and commitments <p>Prior learning:</p> <ul style="list-style-type: none"> ▪ A basic grasp of Muslim and Christian identity. ▪ Some prior knowledge of key stories from these religions <p>Vocabulary</p> <p>Christianity: Jesus, Gospel, Temptation</p> <p>Islam: Allah, Submission, Shaytan, Stoning the Devil</p> <p>The language of shared human experience: Moral choice, Good, and evil, Right and wrong, Temptation</p> <p>At the end of this unit:</p> <p>Pupils working towards the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Retell the story of Jesus’ temptations, or another story of temptation • Identify some times when children are tempted to do things wrong • Talk thoughtfully about the ritual of ‘stoning the devil’ on the Muslim pilgrimage to Makkah • Respond sensitively to ideas about resisting a temptation <p>Pupils working at the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Describe some things Muslims or Christians think are wrong, and some things they think are good. • Use the vocabulary of the unit such as dilemma, temptation, resist, give in, commit, good and bad, right and wrong 		<p>values supported by the Muslim and / or Christian communities.</p>	<ul style="list-style-type: none"> ▪ I can make links between my own values and experience and the stories, rituals and commitments of Muslims and Christians to fighting temptation <p>Some</p> <ul style="list-style-type: none"> ▪ I can analyse why forgiveness is so hard reasonably
	<p>4</p>	<p><u>2.12 What are my intentions? Do I want to be a good person? Do I want to be able to resist temptation?</u></p> <ul style="list-style-type: none"> ▪ to use religious stories as a starting point for reflection and discussion of their own attitudes 	<ul style="list-style-type: none"> ▪ pupil work will show understanding of the impacts of religion and moral teaching on our choices.
	<p>5</p>	<p><u>2.12 What have we learned about temptations and choices?</u></p> <ul style="list-style-type: none"> ▪ to sum up their learning about and from Christianity and Islam, and ▪ to apply ideas about good and bad choices and temptation for themselves. 	<p>All</p> <ul style="list-style-type: none"> ▪ I can describe what it means to be tempted, and talk about resisting temptation <p>Many</p> <ul style="list-style-type: none"> ▪ I can show understanding of how belonging to Christianity or Islam is expressed through resisting temptation

<ul style="list-style-type: none"> • Make links between the teachings of one of the religions studied and the way people might choose to behave <p>Pupils working beyond the expected outcomes will be able to</p> <ul style="list-style-type: none"> • Use a widening religious vocabulary to show that I understand what Christians think about temptation and what Muslims think about temptation • Apply ideas from religion to questions such as: what should we do when we are tempted to hurt someone? How can people make good choices instead of bad choices? • Raise and begin to answer questions about temptation of their own, referring to religious ideas, examples and teachings 			<ul style="list-style-type: none"> ▪ I can ask questions about what is right and wrong, and suggest answers that might be given personally, and by Muslims and Christians ▪ I can explain who or what inspires me to make good choices <p>Some</p> <ul style="list-style-type: none"> ▪ I can explain the impact of beliefs about temptation and forgiveness on the lives of believers in two religious traditions
	<p>6</p>	<p><u>Unit 2.12 Assessment Task :</u></p> <p>Reflect on the questions: in what ways would believers say God could help people when they are tempted? What are my ways of dealing with temptation? What helps me to ‘not give in’? Give pupils some scenarios in which people find out about some problems to do with right and wrong in: a) a school b) a court c) a family d) among friends Ask them to explain (in pairs):</p> <ul style="list-style-type: none"> • What is good and bad about the way people behave in these problem situations? • What would Muslims and Christians say about the behaviour, and why? • How would the victims feel? • What would make them feel better? • How could the temptation have been resisted? 	

		<ul style="list-style-type: none"> • What would have happened if it had been resisted? Pupils could do three different examples of these questions relating to family, school and City. <p>WGD: To extend this work, ask pupils to explore attitudes to temptation, goodness and evil in another religious tradition, and identify some similarities and differences between the faiths studied.</p>
	7	<p><u>Easter service/ English cross-curricular link</u></p> <p>Children are to write a recount of the visit to St. Mary’s church for the annual Easter service.</p> <p>Or</p> <p><u>Easter service/Art cross-curricular link</u></p> <p>Children are a piece of art work inspired by the Easter story and or St. Mary’s church for the annual Easter service.</p>

Subject Religious Education– Year 5 - Summer Term 1 MTP (R.E. Unit 2.13)

National Curriculum	Week	SACRE - Coverage	Skills Taught
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<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p>Unit 2.13 Religions in the local community What will make our town a more respectful place?</p> <p>About this unit: This is a special and original unit of RE and can be used for all pupils at any point in the age range 7-11, though probably best meets learning needs in Year 5 or 6. It provides for breadth and balance, and reference to all of the six principal religions in the UK, alongside the studies in depth of individual religions that schools will be providing at key stage two. There is an emphasis in this unit on attitudes of respect, and discussion about what this means for the class and the school should be built in to the learning opportunities offered. The unit focuses on breadth of study, and provides opportunities for</p>	<p>1</p>	<p><u>2.13 What are the religions of our region, villages, towns and country?</u></p> <ul style="list-style-type: none"> • To learn about the plural religious communities found in the locality and region, the nation and world. • To learn that there are four religions in the world numbered in hundreds of millions. 	<ul style="list-style-type: none"> ▪ I can describe some ways religion makes a difference locally ▪ I can link my understanding of religion to my neighbourhood and to the wider community
	<p>2</p>	<p><u>2.13 Which religions are found in our local area, town, city and region?</u></p> <ul style="list-style-type: none"> • To identify which religions are represented in the local area or community. • To work together with others • To think carefully and in an informed way about worship and religion 	<ul style="list-style-type: none"> • I can make a descriptive record of which religions are represented in the local area or a local town (many) • I can say which places of worship are found in my community and describe how they are used (many). • I can use the right words to show that I understand two reasons why religious diversity can be a good thing in a community like ours (some)

<p>pupils to encounter some ideas and practices from the six principal religions in the UK. The unit is well suited to some local RE, including visiting places of worship and receiving visiting members of faith communities. What religions are represented in our region? Pupils will think about the West Midlands and the borough of Wolverhampton. There is great difference between urban Wolverhampton and the many rural villages that surround it. The unit explores this diversity carefully. The unit can make useful links with the concept of a ‘region’ and a ‘local area’ which pupils will encounter and use in Geography. The plan gives examples of Hindu and Christian places of worship, but other examples – Mosque, Synagogue, Vihara or Gurdwara - can easily be used with similar learning activities. The themed curriculum can enable geographical learning and RE learning alongside each other through this unit. There are other obvious links with terminology such as ‘region’, ‘neighbourhood’ or ‘local area’ and geographical skills will help pupils to get the most out of this unit of RE. There are connections to local history as well. The aims of the unit are not exhaustive: RE does much else as well as exploring respect and attitudes to diversity. But here, the concentration is on ideas about respect and mutual esteem, the good of all in a society of difference. Community cohesion work needs the rigour and diversity of view that RE can provide through work like this. The unit can actively promote the British values of tolerance and respect for all, as required by HMI and DfE. Pupils are encouraged to consider what can be learned from examples of their own experience</p>	3	<p><u>2.13 Is our village, town, city, county typical of the UK’s religions?</u> To develop an understanding of the local significance of places of worship and symbols.</p>	<ul style="list-style-type: none"> • I can identify what it means to live in a plural community and to live in a community where almost everyone is similar (all) • I can describe similarities and differences between people who live in Wolverhampton (many).
	4	<p><u>2.13 What are the key features and artefacts in a Hindu mandir? What do these features and objects mean, and how are they used?</u></p> <ul style="list-style-type: none"> • To explore a virtual Hindu mandir in preparation for or as a substitute for a visit. 	<ul style="list-style-type: none"> • I can raise questions of my own about the objects and features of a place of worship, and suggest answers to some of them from my enquiries (many) • I can think about what is special to me and why, and then look carefully at what is special to other people, making links between my ideas and those of others (many).
	5	<p><u>2.13 How does a Mandir help people to worship? What difference does worship and belief make to Hindu’s everyday lives? What else happens at the Mandir?</u> To understand the difference that believing and</p>	<ul style="list-style-type: none"> • I can work with others as a team to make a leaflet (all) • I can describe three things in a mandir and how they help a Hindu to worship (many) <p>I can show that I understand some key features of a mandir and</p>

<p>and from the teaching of different religions and beliefs about the values of respect for all.</p> <p>KEY STRANDS ADDRESSED BY THIS UNIT</p>		<p>worshipping makes to the lives of religious people</p>	<p>outline the meaning of Hindu worship through writing an information leaflet (some)</p>
<p>AT 1: Learning about Religion</p> <ul style="list-style-type: none"> • Religious practices and ways of life <p>AT 2: Learning from Religion</p> <ul style="list-style-type: none"> • Questions of Identity, Diversity and Belonging <p>Vocabulary</p> <p>Specific religions: Christianity, Hinduism, Islam, Sikhism</p> <p>The language of shared human experience: Tolerance, Sensitivity</p> <p>Respect, Acceptance</p> <p>At the end of this unit:</p>	<p>6</p>	<p>2.13 <u>What are the key features and artefacts in a Christian church?</u></p> <ul style="list-style-type: none"> • To explore a virtual Christian church in preparation for a visitor. • To learn to question and raise questions about religion 	<ul style="list-style-type: none"> • I can raise questions and suggest answers? • I can describe what happens at a church (all) • I can ask good questions and suggest answers. (many) • I can make links between what I've learned about Mandirs and Churches and other sacred places (many)
<p>Pupils working towards the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Identify four different major religions • Realise the difficulty of some questions about community harmony • Respond sensitively to people with a faith <p>Pupils working at the expected outcomes will be able to:</p> <ul style="list-style-type: none"> ▪ Describe some of the religious diversity of our region, referring to people, places and events ▪ Identify similarities and differences in aspects of their lives with those of other people of different religions ▪ Make links between values like respect and tolerance and their own behaviour 	<p>7</p>		

<p>Pupils working beyond the expected outcomes will be able to</p> <ul style="list-style-type: none"> ▪ Show understanding of the richness of religious diversity in the UK today ▪ Ask good questions of their own about religious diversity ▪ Suggest, with reference to particular religions, how these can be answered sensitively ▪ Apply ideas like respect, tolerance and community cohesion for themselves to some issues of diversity and living together 			
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Subject Religious Education– Year 5 - Summer Term 2 MTP (R.E. Unit 2.13)

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p>Unit 2.13</p>	<p>1</p>	<p><u>2.13 How does a church help people to worship? What difference does believing makes to worshippers everyday lives? What else happens at the church?</u></p> <p>To use a visitor to develop understanding of the difference that believing and worshipping makes to the lives of religious people</p>	<ul style="list-style-type: none"> ▪ I can use information provided by a visitor to answer key questions? ▪ I can recall what a visitor has told us and sort the information simple (all) ▪ I can raise questions about religion for myself and make links between different aspects of the faith (many) ▪ I can understand how and why Christians find the community of the church so important, and how

<p>Religions in the local community What will make our town a more respectful place?</p> <p>About this unit: This is a special and original unit of RE and can be used for all pupils at any point in the age range 7-11, though probably best meets learning needs in Year 5 or 6. It provides for breadth and balance, and reference to all of the six principal religions in the UK, alongside the studies in depth of individual religions that schools will be providing at key stage two. There is an emphasis in this unit on attitudes of respect, and discussion about what this means for the class and the school should be built in to the learning opportunities offered. The unit focuses on breadth of study, and provides opportunities for pupils to encounter some ideas and practices from the six principal religions in the UK. The unit is well suited to some local RE, including visiting places of worship and receiving visiting members of faith communities. What religions are represented in our region? Pupils will think about the West Midlands and the borough of Wolverhampton. There is great difference between urban Wolverhampton and the many rural villages that surround it. The unit explores this diversity carefully. The unit can make useful links with the concept of a ‘region’ and a ‘local area’ which pupils will encounter and use in Geography. The plan gives examples of Hindu and Christian places of worship, but other examples – Mosque, Synagogue, Vihara or Gurdwara - can easily be used with similar learning activities. The themed curriculum can enable geographical learning and RE learning alongside each other through this</p>			<p>shared belief makes a difference to life (some)</p>
	<p>2</p>	<p><u>2.13 How are two religions so different but still have some important similarities?</u></p> <ul style="list-style-type: none"> • To use deep thinking skills to reflect on the similarities and differences between the places of worship for two religions. • To describe, understand and begin to explain similarities and differences in worship. 	<ul style="list-style-type: none"> • I can compare two places of worship using a Double Bubble diagram? • I can say what you would find at a Mandir and a Church (all) • I can show how two places of worship are different and explain the ways they are the same (many) • I can show I understand the contributions faith communities make to local life (some) • I can explain the meanings of ideas like ‘worship’, ‘celebration’ and ‘inner peace’ for myself (gifted and talented)
<p>3</p>	<p><u>2.13 What makes people more respectful? How can we live in harmony?</u></p>	<ul style="list-style-type: none"> • Pupils can make links between how we treat each other and the idea of a respectful village or town (many) 	

<p>unit. There are other obvious links with terminology such as ‘region’, ‘neighbourhood’ or ‘local area’ and geographical skills will help pupils to get the most out of this unit of RE. There are connections to local history as well. The aims of the unit are not exhaustive: RE does much else as well as exploring respect and attitudes to diversity. But here, the concentration is on ideas about respect and mutual esteem, the good of all in a society of difference. Community cohesion work needs the rigour and diversity of view that RE can provide through work like this. The unit can actively promote the British values of tolerance and respect for all, as required by HMI and DfE. Pupils are encouraged to consider what can be learned from examples of their own experience and from the teaching of different religions and beliefs about the values of respect for all.</p> <p>KEY STRANDS ADDRESSED BY THIS UNIT</p> <p>AT 1: Learning about Religion</p> <ul style="list-style-type: none"> • Religious practices and ways of life <p>AT 2: Learning from Religion</p> <ul style="list-style-type: none"> • Questions of Identity, Diversity and Belonging <p>Vocabulary</p> <p>Specific religions: Christianity, Hinduism, Islam, Sikhism</p> <p>The language of shared human experience: Tolerance, Sensitivity</p> <p>Respect, Acceptance</p> <p>At the end of this unit:</p> <p>Pupils working towards the expected outcomes will be able to:</p>		<ul style="list-style-type: none"> • To deepen our understanding of respect through thinking about their own behaviour and linking it to religious difference 	<ul style="list-style-type: none"> • Pupils can develop their own understanding about making a more respectful village or town, in the light of what they have learned (some)
	<p>4</p>	<p><u>2.13 What can we learn from religion about harmony where we live?</u></p> <ul style="list-style-type: none"> • Explore and deepen learning about the idea of community harmony expressing their own ideas. • Develop and use skills of self expression, argument and debate. 	<ul style="list-style-type: none"> • Pupils can identify some things that make it easy for people to live together (all) • Pupils can describe what a harmonious community is like (many) • Pupils can show understanding of the impact of ideas about harmony on our city for themselves (some) • Pupils explain why harmony is difficult to achieve and express ideas about why it matters for themselves (WGD)
	<p>5</p>	<p><u>Unit 2.13 Assessment Task :</u></p> <p>Setting the task of designing a new community centre for a local community in which people from two or more different religious groups could worship at different times, as well as using the building for other community activity. This requires careful understanding of worship and community, and can show how much pupils have understood. Can one building work for both Hindus and Christians? Note that airports, hospitals, prisons and other public facilities have</p>	

<ul style="list-style-type: none"> • Identify four different major religions • Realise the difficulty of some questions about community harmony • Respond sensitively to people with a faith 		<p>multifaith prayer rooms. For example you could ask pupils to design a new multi faith prayer room for the expanding Birmingham Airport. Include in the task the making of a poster / web page / leaflet page on the theme: ‘Respect for Each Other’ to display in the building / room / hall. This gives pupils the chance to articulate attitudes of respect carefully. G&T: To extend this work, ask pupils to think about whether and in what ways the population of the UK today makes the country a better place to live in than if it were just one race, just one religion that lived here. What could we learn from the harmonious multi religious life of the UK today?</p>
<p>Pupils working at the expected outcomes will be able to:</p> <ul style="list-style-type: none"> ▪ Describe some of the religious diversity of our region, referring to people, places and events ▪ Identify similarities and differences in aspects of their lives with those of other people of different religions ▪ Make links between values like respect and tolerance and their own behaviour 	<p>6</p>	
<p>Pupils working beyond the expected outcomes will be able to</p> <ul style="list-style-type: none"> ▪ Show understanding of the richness of religious diversity in the UK today ▪ Ask good questions of their own about religious diversity ▪ Suggest, with reference to particular religions, how these can be answered sensitively <p>Apply ideas like respect, tolerance and community cohesion for themselves to some issues of diversity and living together</p>	<p>7</p>	