

R.E Progression of Skills - Year 5



Wigan Agreed Syllabus (SACRE):		
<u>Year 5 Areas of Study:</u>	<u>R.E Enquiry</u>	
Autumn 1: What are the Five Pillars of Islam?	As theologians, we are learning to:	
Autumn 2: How can art, architecture and poetry express belief?	Autumn 1: To conduct an enquiry into the five pillars of Islam.	
Spring 1: What is important in Jewish life and worship?	Autumn 2: To conduct an enquiry into how faith can be expressed in the Arts.	
Spring 2: Why is Easter so important to Christians?	Spring 1: To enquire into Jewish beliefs and practice.	
Summer 1 and Summer 2: Why do believers see life as a journey?	Spring 2: To enquire into the events of the Easter story and their significance in Christian belief.	
Unit of work:	<u>R.E Knowledge and understanding:</u>	<u>Learning Outcomes:</u>
Autumn 1. What are the Five Pillars of Islam?	As theologians, we are learning to: <ol style="list-style-type: none"> 1. Gain knowledge and understanding of the five pillars of Islam and how they impact on the lives of Muslim believers. 2. Explore the concept of duty in their own lives and the lives of religious believers. 3. Explain what Muslims believe with reference to the Shahada. 4. Explain the practice of prayer in Islam and its importance. 5. Explore the concept of charity through the practice of Zakat and its importance in Islam. 6. Explain why Muslims, fast during Ramadan. 	As theologians we will: <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the five pillars of Islam. • Explain how keeping the five pillars can impact on a Muslim's daily life. • Identify the challenges of keeping the five pillars for Muslims living in Britain today. • Ask interesting and imaginative questions about the five pillars and why they are important in Islam. • Explain what a duty is and give examples both religious and secular. • Reflect on their own beliefs and practices and the importance of religious belief and practice in the lives of believers. • Use a developing religious vocabulary to identify, describe and explain the main features of the five pillars of Islam such as belief, prayer, pilgrimage, fasting, charity etc.

	<p>7. Explain the Muslim duty of Hajj and the reasons why Muslims complete this duty.</p>	<ul style="list-style-type: none"> • Use Arabic words and English words to identify the five pillars of Islam. • Explain what is meant by charity, giving examples from religion and belief.
<p>Autumn 2.</p> <p>How can art, architecture and poetry express belief?</p>	<p>As theologians, we are learning to:</p> <ol style="list-style-type: none"> 1. Gain knowledge and understanding of how religious beliefs can be expressed through art, architecture and poetry. 2. Explore their own spirituality through art and poetry. 3. Explore the use of music in worship and its significance. 4. Explore the architecture of places of worship and make links with religious beliefs and practices. 5. Explore the use and function of art and poetry in religion and how it is used to reflect religious beliefs and practices. 6. Explain why some religious traditions, restrict the use of religious art. 7. Consider how culture can influence religious art. 8. Reflect on their own beliefs and values and express them through art and poetry. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of how art, architecture and poetry express religious beliefs and aid worship. • Use appropriate religious vocabulary such as hymns, stations of the cross, pulpit etc. • Ask interesting and imaginative questions about the use of art, architecture and poetry and how it expresses religious beliefs. • Give an opinion on the use of religious art in worship. • Explain how culture can influence religious art. • Explain the reasons why some religions restrict the use of religious art. • Reflect in a creative way on their own beliefs and values • Respond to the statement: 'You should not use images of God in worship.' Do you agree? Give reasons for your answer showing including religious and non-religious viewpoints.
<p>Spring 1.</p> <p>What is important in Jewish life and worship?</p>	<p>As theologians, we are learning to:</p> <ol style="list-style-type: none"> 1. Gain knowledge and understanding of Judaism. 2. Identify and explain a variety of Jewish artefacts. 3. Make links between the religious rules of the Torah and Jewish religious practice. 4. Gain knowledge and understanding of Jewish food rules. 5. Explain how Jewish food rules, impact on Jewish daily life. 6. Research into the beliefs and practices associated with the Jewish Sabbath and their significance in Jewish life. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the Jewish religion. • Identify some key Jewish religious artefacts and explain their function in Jewish life and worship. • Use a developing religious vocabulary to identify Jewish artefacts such as Menorah, Mezuzah, Havdallah candle, Seder plate etc. • Describe and explain the main features of Jewish life such as Shabbat and keeping kosher. • Ask questions about and research into the Jewish Sabbath and its importance in Jewish life and worship. • Reflect on and compare and contrast their own way of life with Jewish daily life and worship. • Suggest reasons why it might be difficult to have a day of rest on the Sabbath in Britain today. • Discuss the idea of keeping Kosher and identify ways in which this may impact on Jewish daily life.

<p>Spring 2.</p> <p>Why is Easter so important to Christians?</p>	<p>As theologians, we are learning to:</p> <ol style="list-style-type: none"> 1. Gain knowledge and understanding of the Easter story. 2. Enquire into stories about the resurrection of Jesus, identifying similarities and differences in the biblical accounts. 3. Explain what is meant by the resurrection and its significance for Christians today. 4. Explore the concepts of betrayal, denial, doubt and sacrifice in the Easter story. 5. Identify and make links between the Easter story and the key Christian beliefs of sacrifice and forgiveness. 6. Reflect on the concept of sacrifice and forgiveness in the pupil's own life and experience. 7. Explain why Jesus is sometimes referred to as the lamb of God and how this links with the concept of sacrifice. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the key events of the Easter story. • Explain why Easter is so important to Christians. • Make links between the Easter story and the story of, 'The Lion, the Witch and the Wardrobe.' • Explain what is meant by the concepts of sacrifice and forgiveness and give examples to illustrate their understanding. • Demonstrate religious literacy by using words such as sacrifice and forgiveness correctly in context and with reference to the Easter story. • Ask questions and apply their own ideas and experiences to beliefs about resurrection, sacrifice, hope and life after death • Explain what is meant by the term, 'resurrection'. • Suggest a reason for the name 'Good Friday'. • Explain the reference to Jesus as the Lamb of God and how this links with the concept of sacrifice. • Engage with the role play, 'the soldier's dilemma' and give well justified opinions as to the right course of action.
<p>Summer 1 and Summer 2.</p> <p>Why do believers see life as a journey?</p>	<p>As theologians, we are learning to:</p> <ol style="list-style-type: none"> 1. Gain knowledge and understanding of the birth, initiation, marriage and funeral ceremonies in Christianity and other religious traditions. 2. Explain what a rite of passage is. 3. Identify the main events in a person's life that are marked by rites of passage. 4. Gain knowledge and understanding of the symbolism contained in a rite of passage. 5. Reflect on their own experiences of rites of passage both religious and secular. 6. Explore the idea of making promises, their importance in religious ceremonies and their impact on themselves and others. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Explain what a rite of Passage is and identify the four main events they signify. • Demonstrate knowledge and understanding of rites of passage in Christianity and one other religious tradition. • Use a developing religious vocabulary to identify, describe and explain the main features of a rite of passage. (Bar/Bat Mitzvah, Confirmation, Marriage, vows etc.) • Ask questions about and research into rites of passage in Christianity and one other religious tradition. • Explain the symbolism contained in a rite of passage. • Reflect on their lives and the significant events so far. • Share with others experiences of rites of passage both religious and secular. • Suggest reasons why rites of passage are important in both religious and secular communities. • Respond to the statement: 'Promises are made to be broken.' Do you agree? Give reasons for your answer.

<p><u>As spiritual theologians we are learning to:</u></p> <p><u>Autumn 1:</u> Reflect on the practices and values that are important in pupils' lives.</p> <p><u>Autumn 2:</u> Explore their own spirituality through art, architecture and poetry.</p> <p><u>Spring 1:</u> Explore the spiritual nature of Jewish daily life.</p> <p><u>Spring 2:</u> Explore the ideas of sacrifice and forgiveness in their own lives.</p> <p><u>Summer 1 and Summer 2:</u> Reflect and share thoughts and feelings on significant events in life.</p>		<p><u>As moral theologians we are learning to:</u></p> <p><u>Autumn 1:</u> : Consider the concept of duty.</p> <p><u>Autumn 2:</u> Consider the morality of having images of God or key religious figures.</p> <p><u>Spring 1:</u> : Enquire into the rules of the Jewish faith and how they impact on Jewish daily life.</p> <p><u>Spring 2:</u> Reflect on whether you should forgive others when they do something wrong.</p> <p><u>Summer 1 and Summer 2:</u> Consider the idea of moral responsibility that comes with adulthood or keeping promises.</p>

As social theologians we are learning to:

Autumn 1: Reflect on the impact of the five pillars on a Muslim's daily life.

Autumn 2: Explore how religious communities express their beliefs in their places of worship

Spring 1: Explore the nature and character of family life in Judaism.

Spring 2: Consider how the death and resurrection of Jesus impacts on Christians today.

Summer 1 and Summer 2: Explore how different communities and religious traditions celebrate significant events in people's lives.

As cultural theologians we are learning to:

Autumn 1: Explore the beliefs and practices of Islam in a variety of cultural settings.

Autumn 2: Consider the influence of culture on religious art, architecture and poetry.

Spring 1: Enquire and explore the nature of Jewish life and culture.

Spring 2: Explore the concepts of sacrifice and forgiveness and their influence and impact in society.

Summer 1 and Summer 2: Enquire into the symbolism of rites of passage in different cultures and religious traditions.