

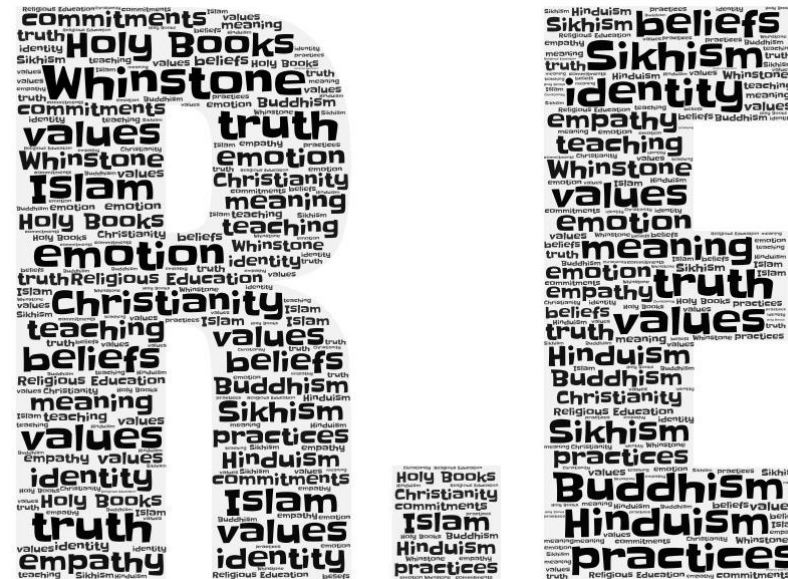


# Whinstone Primary School Year 5 Religious Education



## Religious Education Statement of Intent

We use the agreed Stockton Borough Council Religious Education syllabus as the basis for our curriculum. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain and in our own local community. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, values and traditions of other individuals including practices, festivals and rituals. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences.





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## Religious Education Implementation

Religious Education (RE) is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. There is also flexibility to seize opportunities to celebrate and acknowledge significant events.

### Year 5 RE Implementation – Key Concepts

#### The Key Concepts of RE at Whinstone are:

- Beliefs and teaching (What people believe)
- Practices and lifestyles (What people do)
- Identify and experience (making sense of who we are)
- Meaning, purpose and truth (making sense of life)
- Symbols and their meaning in religion

In Year 5 Religious Education is taught in discrete lessons under the following broad topic headings:		
Autumn	Spring	Summer
What is a Gurdwara, why important?/Why do Christians think about others at Christmas?	Food, drink, leisure, importance in Islam/How do betrayal and loyalty feature in the Easter story?	Compare and contrast Worship in the home, Christianity, Islam, Hinduism.

Topic Specific Vocabulary					
What is a Gurdwara, why important?/ Why do Christians think about others at Christmas?		Food, drink, leisure, importance in Islam/How do betrayal and loyalty feature in the Easter story?		Compare and contrast Worship in the home, Christianity, Islam, Hinduism	
Gurdwara	Nativity	Halal	Emotion	Bible	Aum
Sikhism	Charity	Haram	Betrayal	Prayer	Arti
Langar	Message	Dietary	Guilty	Worship	Incense
Guru Granth Sahib	Salvation	Laws	Mary Magdalene	God	Allah
Nishan Sahib	Poverty	Allowed	Judas	Shrine	Prayer Mat
Sangat	Loneliness	Forbidden	qualities	Deities	Muhammad
Golak	Experience	Tradition	redemption	Puja	Wudu



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These key concepts, knowledge and vocabulary will be taught and reinforced through the development of these specific skills. These Key Concepts and vocabulary will be revisited and repeated throughout a child's journey of RE at Whinstone.

<b>Beliefs and teachings</b> (what people believe)	<b>Practices and lifestyles</b> (what people do)	<b>Identity and experience</b> (making sense of who we are)	<b>Meaning, purpose and truth</b> (making sense of life)	<b>Symbols and their meaning in Religion.</b>
Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.	Make informed responses to questions of identity and experience in the light of their learning. Make informed responses to people's values and commitments (including religious ones).	Make informed responses to questions of meaning and purpose in the light of their learning.	Explain how some forms of religious expression are used differently by individuals and communities.



**R.E. Impact**

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

<b>Key Concepts</b>	<b>Meeting expectations</b>
<b>Beliefs and teachings</b>	I can understand the importance of a special building in other peoples lives.
<b>Beliefs and teachings</b>	I know why a Gurdwara is important to Sikhs.
<b>Symbols and their meaning in religion</b>	I can name some of the special features of a Gurdwara.
<b>Beliefs and teachings</b>	I can retell some of the key features of the Rama and Sita Diwali story.
<b>Beliefs and teachings</b>	I can describe some key features of the Christmas Story recognising that authors have retold the story in different ways with different emphases.
<b>Identity and experience</b>	Begin to make links between Christian beliefs and the stories and their own values and commitments and those of others.
<b>Meaning, purpose and truth</b>	I know why Christians think that Jesus was a gift from God and the link to giving at Christmas time.
<b>Identity and experience</b>	I can understand the importance of thinking of others at Christmas time, especially the homeless and disadvantaged.