

Topic: RE: Learning about Religion	Year group	Term Spring
The influence of faith on believers	Year 5	6 sessions

Background knowledge

Pupils gain knowledge and understanding about the influence of religious teaching on the behaviour and actions of believers. They develop their understanding that Christians base their behaviour on the teachings of Jesus and the guidance of the church and this reflects their Christian beliefs. They build upon their understanding of the links between their own attitudes and behaviour and religious values by developing their ability to ask questions about the basis for moral choices and decisions and how religious values might offer a basis for morality.

children have:

- an understanding of how rules for living are developed
- an understanding of what influences moral value and choices

Key idea: That the faith of believers has a significant influence on their attitudes, values, actions and lifestyle.

What should I already know?

I can relate the idea of a symbol as a reminder of something special to my own experience.

I can explain literal and non-literal meanings

and use similes to describe emotions and talk about how metaphors can describe beliefs.

I can talk about some characteristics which come from God in Christianity, Hinduism and Judaism.

I can identify symbolic actions and suggest their meanings.

I can compare and contrast the ways in which ideas about God are expressed symbolically in Christianity, Hinduism and Judaism.

I can identify and understand the significance and meanings of some common Christian symbols.

I can talk about how signs and symbols are used in religious belief and why they are important.

R.E. Agreed Syllabus / Key Skills	The Journey
To describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. To describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings. To investigate the significance of religion in local, national and global communities. To use specialist vocabulary in communicating their knowledge and understanding. To use and interpret information about religions from a range of sources. <i>I can retell stories from different religions and understand how they influence lives of believers. (Christianity and Islam).</i> <i>I can make links between different religions (Christianity and Islam).</i> <i>I can describe different religious ways of life and where they stem from. (Christianity and Islam).</i> <i>I can use a wide and specialist religious vocabulary when discussing religions.</i> <i>I can compare religious teachings. (Christianity and Islam)</i>	1. Know that we all make decisions about how we will live and our choices based on our beliefs and values. 2. Know Jesus gave two sayings which Christians try to follow in life that Christians believe that all people are neighbours to be loved as they love themselves. Know that stories can be used to teach something beyond their face value. 3. Know that the teaching of Jesus can be applied to different life experiences and that Christians believe they should treat others as they would want to be treated themselves. 4. Explore the words of the Lord's prayer focusing on the elements of forgiveness. Explore how to use the Bible and explore the meanings contained in stories. 5. Know that Jesus taught that people should forgive one another as an example of loving others and that there are benefits to forgiving others as well as difficulties 6. Know that elements from within religion can be applied to situations they experience in their own lives.

I can suggest reasons for similar and different beliefs and how they can make a difference to people's lives.

I can explain how religious sources are used to provide important answers to questions about life and morality.

I can give a personal view of what inspires and influences believers.

Outomes

An overview of what children will know / can do

Working towards: Children will start to make a link between religious values and their own behaviour. They will be beginning to compare their own and other people's ideas about moral questions and making choices. They are starting to explain meaning contained in a religious story that might be given by believers.

Expected: Children will begin to suggest how choices and decisions can be shaped by morality and religion. They can suggest answers to moral questions and understand what might be regarded as right and wrong. They will recognise that religious people believe that their behaviour and the choices they make should be based on their faith. They will begin to identify the concept of love as being basic to Christian living.

Exceeding: Children will begin to recognise the basis for some of their own decisions and choices and compare this with a religious view. They can express their own ideas and beliefs in relation to moral questions and describe the significance of teaching from sacred texts with regard to choices and behaviour. They will understand the concept of love as being basic to Christian living.

Key Vocabulary	Timeline / Diagrams
Moral choices - right and wrong Christianity - Bible - The Christian holy book. New Testament - the second part of the Christian Bible recording the life and teachings of Christ and his earliest followers. It includes the four Gospels, the Acts of the Apostles, twenty-one Epistles by St Paul and others, and the book of Revelation. Belief - A belief is a firm thought that something is true, often based on revelation. Belief is usually a part of belonging to a religion. It is different to scientific knowledge that can be tested, but belief is not able to be tested. For example, a person may believe in God or gods. love - a feeling of warm personal attachment or deep affection. Neighbour - In Jesus' teachings, our relationship with our fellow men, women and children, all other persons. Forgiveness - has to do with making a decision to free yourself from holding on to resentment and feelings of revenge toward someone who hurt you. Parable - is a simple story with a moral or a story told to teach a lesson. Symbol - A religious symbol is an iconic representation intended to represent a specific religion, or a specific concept within a given religion.	The life of Jesus as told in the new testament by the apostles. Luke 10 verse 25-37 The Good Samaritan Luke 6 verse 31-36 "do not do to others what you do not want them to do to you." (treat others the way you would want to be treated) Matthew 18 Jesus taught how to forgive. Matthew 6 The Lords prayer- forgiveness.

Important people or places

Bible - New testament

Jesus

Matthew

Luke

Assessment questions / outcomes

How and on what basis do religious people make moral and ethical choices?

What are the key elements of Jesus' teaching which Christians use as a basis for their values, morality and lifestyle?

What do the concepts of love and forgiveness mean to me and do I apply these in my thinking, decision-making and lifestyle?

How practical and effective is it to try to apply Jesus' teaching to moral and ethical dilemmas today?

What can I learn from the concepts studied in this unit for my own living?