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| **Year 5**  **The substantive knowledge children should know by the end of each unit** | |
| **Autumn 1: What do the miracles tell us about Jesus?**   * To know and remember the core concept: Incarnation. * To know and remember the following miracles: Jesus turning water into wine at the wedding of Cana in Galilee, the feeding of the 5000, the woman who touched Jesus’ garment, the miracle of the raising of Lazarus. * To understand how the miracles of Jesus signpost us to who Jesus is – both human and divine – incarnation. (To note: Jesus is able to perform miracles because he is God, not because he has faith in God.) | **Autumn 2: How do art and music convey Christmas?**   * The know and remember the meaning of the core concept: Incarnation * To know what makes a piece of art sacred. * To know the influence carols, have on conveying the central beliefs of Christmas to the world. * To know and remember the central beliefs in the Nativity narrative. * To know and remember the key religious vocabulary and what each word means. |
| **Spring 1: How did the first five Sikh Gurus shape Sikhism?**   * How Sikhism developed with each Guru. * What Sikh practices today are influenced by the teachings of the Gurus. * The Guru Granth Sahib is the 11th living Guru. * The importance of equality in Sikhism. | **Spring 2: What happens in churches during Lent, Holy Week and Easter Sunday?**   * To know and remember the meaning of the core concept: Salvation * To know and remember the churches rituals linked with Ash Wednesday and the services during Holy week. * To know the meaning of the ritual for the believer. |
| **Summer 1: How do the final five human Sikh Gurus shape Sikhism?**   * Sikhism developed with each Guru * Sikh practices today are influenced by the teachings of the Gurus * The Guru Granth Sahib is the 11th living Guru * The importance of equality in Sikhi | **Summer 2: How do Muslims live and embrace their faith in a diverse world?**   * The significance and importance of the Shahadah to a Muslim’s life. * The importance of zakat for Muslims and the impact it has on an individual’s way of thinking. * How a Muslim expresses and embraces their faith will be different for each individual. * There is diversity within Islam. |

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| **This year, children should become confident in the following disciplinary knowledge and skills** | | |
| **Theology (Believing)** | **Philosophy (Thinking)** | **Human/Social Sciences (Living)** |
| * **I can suggest reasons for the similar and different beliefs** which people hold. * **I can describe** how different sources of authority are used to help shape belief, actions and views. | * **I can begin to consider and apply ideas** about ways in which diverse communities can live well together. * **I can represent the views** of others about meaning, purpose and truth. * **I can express and apply my own and others' ideas** about ethical questions, including ideas about what is right and wrong and what is just and fair, recognising diversity of opinion. | * **I can begin to explain** the influence and impact of religions and beliefs on individual lives, communities, and society (recognising the **similarities** and **differences** found within and between religions.) |