

# RE Key Skills Year 5

## Key Skills

Investigating	Interpretation	Reflection	Empathy	Evaluation
Analysis	Synthesis	Application	Expression	Self-understanding

## Attitudes

Self-esteem	Curiosity	Fairness	Respect
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### Unit 1: What is important to me?

This unit explores ideas of what it is to be human and relates them to religious and other beliefs.

Unit 1: What is important to me?	Key questions	Who am I and what does it mean to be human? (Physical and non-physical aspects of human identity)
		Where do I belong? (My school, home, family, tradition, cultures, organisations including those involving religion and belief, local community, the UK, the global community)
		What am I worth? (Beliefs about the value of human beings)
		How might stories, hymns, prayers etc. help people understand more about themselves and their relationships?
	Christianity	To know Christians believe that "God is love" (1 John 4:8) - compassionate, all knowing (omniscient), everywhere at once (omnipresent), all powerful (almighty), pure, set apart (holy)
		To know that Christians believe God loves His creation and everything is created in harmony
		To know that Christians believe humans have a duty to care for God's creation. (They are the stewards of creation)
	Judaism	To know that Jews believe there is one G-d who should be placed above all else.
		To know the meaning and purpose of a Shema, (expression of G-d above all else, placed on the doorpost of Jewish houses in a Mezezah)
		To know that in the Jewish creation story man was made last and is given responsibility to care for the world G-d created
	Islam	To know that Islam means "Submission (to the will of Allah)"
		To know that the word Muslims means someone who has willingly submitted themselves to Allah
		To understand the Muslim belief that humans have not followed God's message in the past (because of over self-confidence (hubris) and so they: forgot it, ignore it, tamper with it)
		To know that Muslims believe humans have the role of Khalifah, trustees of Allah's creation (All things belong to Allah)
	Hinduism	To know the term and understand the terms Hinduism and Sanatan Dhama (Hinduism is a Western term for people who lived in Northern India who shared the Vedas and ancient Sanskrit writings of India followers prefer the term "Sanatan Dharma" which mean 'eternal truths' - i.e. basic teachings which have always been true and always will be)
		To know Hinduism teaches that there is one Supreme Being/Person, <b>Brahman</b> . (Hindus believe Brahman is everywhere and everything that exists lives in Brahman all the time)
		To recognise the symbol often associated with Hinduism: Aum (The sound is sacred and is a way of describing Brahman.)
		To understand that Hindus believe that whilst the natural world is all from within God and so is to be treated as special
	Humanism	To be familiar with the concepts 'material world' and 'secular' (know that 'secular' means 'concerned with the material world' and 'not concerned with religion')
		To be able to say what the 'happy human' logo tells us about the Humanist perspective
		To be able to say why Humanism is a life stance but not a religion
		To be aware of the work of the British Humanist Association (BHA) in promoting understanding of Humanism
		To be familiar with the term 'agnostic' and its two related meanings (a) a person who holds that nothing is known or can be known about anything beyond the material world and (b) a person who does not know whether a god, gods or anything beyond the material world exists.
		To know that some Humanists are agnostic

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### Unit 3: Why do religious books and teachings matter?

This unit explores how religions and beliefs express values and commitments in a variety of written forms, and how value is attached to those writings.

Unit 3: Why do religious books and teachings matter?	Key questions	What different kinds of writing and story are there that are important to religions and beliefs?
		Where do the most special kinds of writings and stories come from?
		How do communities show that they value special books and writings?
		What are the moral messages that can be found in stories from religions and beliefs?
		How can I best express my beliefs and ideas?
	Christianity	To recognise that Christians use evidence to support their belief in God
		To know that The Old Testament of the Bible is a holy book to both Jews and Christians
		To know that Christianity has its roots in Judaism (Jesus was a Jew)
		To know Christians believe the Bible talks about what God is like and his relationship with believers
	Judaism	To recall that Jewish scriptures are called the Tenakh (which are made up of 3 sections: Torah, Nevi'im and Ketuvim. The word Tenakh, is made up of these 3 types of writing)
		To know that the Torah is the most important because it tells Jews what God is like and how they should live.
		To know that the teachings in the Torah are summed up in the Shema (which is kept on the doorpost of Jewish homes. It says "Hear O Israel, the Lord our God, the Lord is one ...")
		To understand the importance of the Talmud (these writings contain the teaching of rabbis over many years. It gives more details about how to put the rules found in the Torah into practice.)
		To understand the meaning of Simchat Torah: (a) a ceremony at the end of Sukkot, (b) when the final part of Deuteronomy and the first part of Genesis is read to show that the reading of the Torah never stops (c) it reminds Jews that it is important to study and obey the Law throughout their lives.
	Islam	To understand why the Qur'an is important to Muslims: (a) it is the word of God not a human creation, (b) it is the authentic version of the revelations to Muhammad in word, rhythm (it is poetic) and so must be read in Arabic, (c) it is the most comprehensive and final book of knowledge and instruction to believers.
		To know the Muslim believe humans have a tendency to forget, ignore or tamper with, God's clear message
		To understand how the Sunna provides Muslims with the practical interpretations of how to apply the Qur'an to everyday life. (recorded in the Hadith)
		To know that God's message is known as the 'Straight Path' or the Shariah (recorded in the Qur'an)
		To know Muslims believe Muhammad received instructions from Gabriel and so these are as valid as those in the Qur'an.
		To know the Muslim belief that Muhammad is the final Prophet.
		To know the names of Prophets that lived before Muhammad who are named in the Qur'an (including: Adam, Abraham, Moses and Jesus. According to the Qur'an these prophets taught essentially the same religion (din) (from Adam to Muhammad) - all the Prophets before Muhammad were given the same message)
		To know that Muslims do not criticise the prophets of other religions (because of this. Muslims show great respect to these by adding the phrase, 'peace be upon them')
		To know that Muslims also show great respect to the sacred texts of other religions (e.g. gospels and Torah)
	Hinduism	To understand that thousands of years ago, Hindu books called the <b>Vedas</b> described many ways of thinking about God
		To know that the Vedas use special names, images and stories to help Hindus remember and understand about God
To know Hindus pray to God by any of the names and ways described in the Vedas		
Human	To study the writings or philosophies of notable Humanists.	
	To discuss how Humanists philosophies are similar and different to religious texts	

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### Unit 7: How do people express their beliefs, identity and experience?

This unit explores how religions and beliefs employ signs, symbols and the arts to express aspects of human nature.

Unit 8: Why is our world special?	Key questions	How do people express their beliefs, identity and experiences using signs, symbols and the wider arts, e.g. art, buildings, dance, drama, music, painting, poetry, ritual, and story?
		Why do some people of faith not use the arts to represent certain things?
		How and why are 'universal' symbols like colour, light, darkness, wind, sound, water, fire and silence used in religions and beliefs?
		Why are the arts really important for some religions and beliefs?
		How might I express my ideas, feelings and beliefs in a variety of different ways?
	Christianity	To know that the nativity is found in two gospels and that the perspectives differ (Matthew (ch 1-2) and Luke (ch 1-2) told from Mary and Joseph's perspective)
		To reflect on why there may be different accounts of Jesus's birth
		To understand that for Christians the virgin birth shows that Jesus is both human and divine.
		To know that the nativity of Jesus concerns the Incarnation of Jesus: (a) he literally "becomes flesh" (b) incarnation is the belief that Jesus Christ is fully human and fully God
		To identify how the belief that Jesus is "God is with us" helps a Christian in daily life (Christians pray because they believe that Jesus is with them to listen and to help)
	Judaism	To understand how Jews celebrate the Shabbat and why it is considered the most important festival: a) Timing of Shabbat, no work, but study, rest and leisure b) Time to celebrate belief in one G-d as creator c) Central rituals: Kiddush, lighting candles, wine shared and bread cut, attendance at Synagogue and opening of Ark
		To know that Yom Kippur is the holiest day in the Jewish calendar: (a) This period starts with Rosh Hashannah and ends ten days later with Yom Kippur. (b) It is during this time of fasting that Jews show how sorry they are (c) They attend the synagogue as often as they can, listening to the Torah (d) they ask for forgiveness from those who they have wronged, (e) they forgive those who have wronged them (f) they ask G-d to forgive them; saying, "And for all these, God of forgiveness, forgive us, pardon us, and grant us atonement".
		To understand dietary rules including kosher and trefah and separation of meat and milk
		To know that Muslims have always studied nature for signs and wonders of Allah
		To understand the practices of Zakat (giving)
	Islam	To know Zakat is a duty not charity (it is not chosen and should be done anonymously, receiving no praise)
		To understand the practices of Saum (fasting during Ramadan)
		To know Saum (fasting during Ramadan) is an act of learning to appreciate all that God has provided
	Hindu	To know what is celebrated during the Holi festival (Spring, community and equality reminding Hindus to respect the natural world and its seasons)
		To recall the story of <b>Shiva</b> and the <b>Ganges</b> : (the Ganges is a holy river to visit and Shiva is a special and particularly powerful form of God to worship)
Humanism	To know that the Humanist perspective informs music, song, poetry, literature and the visual arts and be able to refer to at least one example (e.g. John Lennon's Imagine)	
	To be able to tell another person what is meant by 'Humanist' and 'atheist'	
	To be familiar with the story of the design of the 'happy human' logo	