

Prior linked knowledge (Y3 – What is the trinity?)	Learning Outcomes	Future linked knowledge
<p>Making sense of belief</p> <ul style="list-style-type: none"> Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today <p>Understanding the impact</p> <ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways and in the way they live <p>Make Connections</p> <ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God Show how Christians put their beliefs into practice in worship <p>Make connections:</p> <ul style="list-style-type: none"> Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own 	
Notes	Cross-curricular links	Possible hooks/enrichment activities
	DT: Create a cross section of a Cathedral	Looking at images of a Cathedral - Durham Cathedral

What does it mean for Christians to believe that God is holy and loving?

Lesson Sequence				
<p>Lesson 1 <i>What is a divine being/God?</i> Describe a ‘divine being’ – what would this God be like?</p>	<p>Lesson 2 <i>What does Psalm 103 and Isaiah 6:1-5 tell us about God?</i> Explore which parts of the texts talk about God being holy and which about God being loving. Examine the differences between these ideas</p>	<p>Lesson 3 <i>How do different parts of a Cathedral express idea about God as Holy and Loving?</i></p>	<p>Lesson 4 <i>Why is it important for Christians that the God they believe in is holy AND loving?</i></p>	<p>Lesson 5 <i>How do Christians put their beliefs and practice into worship?</i> Explore and listen to some Christian worship songs.</p>

Key vocabulary				
Divine God Holy	Holy Loving Psalm Text Source	Holy Loving Cathedral	Holy Loving	Worship Sing God
Key skills throughout unit				
<ul style="list-style-type: none"> Investigating: Use a widening range of source to pursue answers, focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity. Reflecting: Reflecting on religious beliefs and practises, reflect upon feelings, relationships and experiences, thinking and speaking carefully about religious and spiritual topics. Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting. Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol, suggesting meanings of religious texts. Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity, make increasingly subtle and complex links between religious material and their own ideas Analysing: See what kinds of reasons are given to explain religious aspects of life, distinguish between opinion, belief and fact, distinguish between the features of different religions and recognise similarities and distinctiveness of religious ways of life. Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching Evaluating: Describe how religious people show the importance of symbols, key figures, text or stories, debating issues of religious significance with reference to experience, evidence and argument, draw conclusions which are balanced, and related to evidence, dialogue and experience 				

Year group: 5	Subject Area: Religious Education	Unit 2 – Autumn 2: What does it mean to be Muslim in Britain today?	Subject Leader: C Tose
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Prior Knowledge (Year 3)	Learning Outcomes
<p>Make sense of belief</p> <ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) <p>Understand the impact</p> <ul style="list-style-type: none"> Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, 	<p>Make sense of belief</p> <ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur’an (e.g. Tawhid; Muhammad as the Messenger, Qur’an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur’an guidance on Five Pillars; Hajj practices follow example of the Prophet) <p>Understand the impact</p> <ul style="list-style-type: none"> Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)Give evidence and examples to show how Muslims put their beliefs into practice in different ways

at home and in the mosque) Make connections <ul style="list-style-type: none"> • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 		Make connections <ul style="list-style-type: none"> • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/your region today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. 			
Notes		Cross-curricular links		Possible hooks/enrichment activities	
With the new curriculum, children didn't complete last unit on Muslims in Y2/3 so first lesson will be an introduction lesson to Islam and Muslims		Geography: Locating popular Muslim pilgrimages on a world map, looking at Census information for our local area and region		Watch videos of festival Eid Have a Muslim parent or child in school tell the chn about Eid Explore the Qur'an	
What does it mean to be a Muslim in Britain today?					
Lesson Sequence					
Lesson 1 What is a Muslim? Who are the Muslims in our region? Introduction lesson. Introduce key concepts such as <i>ibadah</i> , <i>Tawhid</i> , <i>imam</i> Set the context of using 2011 census of how many Muslims in our area and region.	Lesson 2 What helps Muslims through the journey of life? Introduce the 5 Pillars of Islam as expressions of Ibadah.	Lesson 3 What is the Festival Eid-UI-Adha? This is celebrated at the end of Hajj. Discuss how it is celebrated to recall Ibrahim's faith being tested when he asked to sacrifice Ismail.	Lesson 4 Why do Muslims want to go on pilgrimage? Look at Mecca and the cave at Hira where the Prophet Muhammad received the Qur'an.	Lesson 5 What is the significance of the Holy Qur'an for Muslims? Final revealed word of God. Discuss how it was revealed to the Prophet Muhammad by the Angel Jibril.	Lesson 6 What does it mean to be a Muslim in Britain today? Recap the five pillars.
Key vocabulary					
Muslim Region Mosque Sunni Shi'a Prophet	Pillars Islam Shahadah Salah Sawm Zakat	Hajj Eid- UI-Adha	Mecca/Makkah Cave of Hira Muhammad Qur'an Kab'ah Hajj	Qur'an Angel Jibril	Muslim Region Mosque Sunni Shi'a Prophet

Muhammad	Hajj Worship Belief		Ihram clothes equality		Muhammad
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Key skills throughout unit

- Investigating: Use a widening range of source to pursue answers, focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity.
- Reflecting: Reflecting on religious beliefs and practises, reflect upon feelings, relationships and experiences, thinking and speaking carefully about religious and spiritual topics.
- Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting.
- Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol, suggesting meanings of religious texts.
- Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
- Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity, make increasingly subtle and complex links between religious material and their own ideas
- Analysing: See what kinds of reasons are given to explain religious aspects of life, distinguish between opinion, belief and fact, distinguish between the features of different religions and recognise similarities and distinctiveness of religious ways of life.
- Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching
- Evaluating: Describe how religious people show the importance of symbols, key figures, text or stories, debating issues of religious significance with reference to experience, evidence and argument, draw conclusions which are balanced, and related to evidence, dialogue and experience

Year group: 5	Subject Area: Religious Education	Unit 3 – Spring 1: Why do Christians believe that Jesus is the Messiah?	Subject Leader: C Tose
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Prior linked knowledge (Y3 – What is the trinity?)	Learning Outcomes
<p>Making sense of belief</p> <ul style="list-style-type: none"> • Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and Trinity mean • Give examples of what these texts mean to some Christians today <p>Understanding the impact</p> <ul style="list-style-type: none"> • Describe how Christians show their beliefs about God the Trinity in worship in different ways and in the way they live 	<p>Make sense of belief</p> <ul style="list-style-type: none"> • Explain the place of incarnation and Messiah within the ‘big story’ of the Bible • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, incarnation and Messiah, using theological terms <p>Understand the impact</p> <ul style="list-style-type: none"> • Show how Christians put their beliefs about Jesus’ incarnation into practise in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible <p>Make connections</p>

Make Connections		<ul style="list-style-type: none"> • Weigh up how far the idea of Jesus as the Messiah is important in the world today and what difference it might make in people's lives. 			
<ul style="list-style-type: none"> • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like 					
Notes		Cross-curricular links		Possible hooks/enrichment activities	
Read the 'big story' of the bible as background for this unit				Create their own saviour	
Why do Christians believe that Jesus is the Messiah?					
Lesson Sequence					
Lesson 1 <i>What kind of person is needed when people need help?</i>	Lesson 2 <i>What qualities would a Saviour need?</i>	Lesson 3 <i>Was Jesus the hoped for Messiah?</i> Look at A written report from the scene (Matthew 1:18–24, 2:1–12)	Lesson 4 <i>What is the true meaning of Christmas?</i> Messiah and Christian beliefs about Jesus' birth	Lesson 5 <i>How can a Christian's life be transformed by following Jesus?</i> Charity, helping people with shopping, funds for local causes	Lesson 6 <i>Recap lesson – what have we learnt throughout this unit?</i> End of unit quiz/test
Key vocabulary					
Kind Caring Compassionate Forgiving Knowledgeable	Kind Caring Compassionate Forgiving Knowledgeable	Messiah Gospel Promised one	Messiah Celebration Arrival Birth	Transformed Help Support Guidance Charity	
Key skills throughout unit					
<ul style="list-style-type: none"> • Investigating: Use a widening range of source to pursue answers, focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity. • Reflecting: Reflecting on religious beliefs and practises, reflect upon feelings, relationships and experiences, thinking and speaking carefully about religious and spiritual topics. • Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting. • Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol, suggesting meanings of religious texts. • Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. • Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness 					

and clarity, make increasingly subtle and complex links between religious material and their own ideas

- Analysing: See what kinds of reasons are given to explain religious aspects of life, distinguish between opinion, belief and fact, distinguish between the features of different religions and recognise similarities and distinctiveness of religious ways of life.
- Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching
- Evaluating: Describe how religious people show the importance of symbols, key figures, text or stories, debating issues of religious significance with reference to experience, evidence and argument, draw conclusions which are balanced, and related to evidence, dialogue and experience

Year group: 5	Subject Area: Religious Education	Unit: 4 – Spring 2: Why is the Torah so important to Jewish people?	Subject Leader: C Tose
Prior linked knowledge (Y3)		Learning Outcomes	
<p>Make sense of belief</p> <ul style="list-style-type: none"> • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today. <p>Understand the impact</p> <ul style="list-style-type: none"> • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <p>Make connections</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 		<p>Make sense of belief</p> <ul style="list-style-type: none"> • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them <p>Understand the impact</p> <ul style="list-style-type: none"> • Make clear connections between Jewish beliefs about the Torah and how Jews use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) <p>Make connections</p> <ul style="list-style-type: none"> • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish. 	
Notes		Cross-curricular links	Possible hooks/enrichment activities
<ul style="list-style-type: none"> • This is the first Unit on Judaism the children will be learning. They usually cover A Judaism unit in Y1 but this cohort won't have had that teaching. • Look at website to find out about Jews in North East: https://www.jewishgen.org/jcr-uk/england_geographic.htm#glouce 		Geography- Locating areas Jews live and Synagogues in the North East DT- Making and tasting Jewish food	<ul style="list-style-type: none"> • Visit to a Synagogue in Gateshead • Looking at a copy of a Torah • Tasting Jewish food • Visiting Jewish shops (Gateshead)

Why is the Torah so important to Jewish people?			Are there particular laws that Jewish people need to follow?	What happens during worship at a Synagogue?
Lesson 1 <i>What can we find out about Jewish communities in the North East?</i>	Lesson 2 <i>What is a Sefer Torah? How is it used?</i> Explore what is in the Torah?	Lesson 3 <i>How do Jews treat the Sefer Torah?</i> Practises and beliefs	Lesson 4 and 5 <i>How might the words of the Torah affect what a Jewish person eats?</i> Explore Kosher – Plan a meal for a Jewish friend, try some Jewish food	Lesson 6 <i>Can I compare two synagogues and reflect in their differences and similarities?</i>
Key vocabulary				
Gateshead Synagogue Orthodox Progressive Ethnicities Traditional Decline Community	Sacred Text Torah Poems Commandments Exodus Holy Old Testament Tenakh	Sacred words Torah scrolls Carried Bells Prayer shawls Velvet mantle Beautification	Kosher Culture Tradition Friday night Shabbat Laws Clean Trefah Hescher (symbol on food)	Synagogue Orthodox Progressive Ark Ner Tmid Bimah Layout Services Reform synagogue Ordination of women
Key skills throughout unit				
<ul style="list-style-type: none"> • Investigating: Use a widening range of source to pursue answers, focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity. • Reflecting: Reflecting on religious beliefs and practises, reflect upon feelings, relationships and experiences, thinking and speaking carefully about religious and spiritual topics. • Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting. • Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol, suggesting meanings of religious texts. • Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. • Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity, make increasingly subtle and complex links between religious material and their own ideas 				

- Analysing: See what kinds of reasons are given to explain religious aspects of life, distinguish between opinion, belief and fact, distinguish between the features of different religions and recognise similarities and distinctiveness of religious ways of life.
- Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching
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Year group: 5	Subject Area: Religious Education	Unit 5 – Summer 1: Christians and how to live: What would Jesus do? (Gospel)	Subject Leader: C Tose
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Prior linked knowledge Y3 What do Christians learn from the creation story?	Learning Outcomes
<p>Making sense of belief</p> <ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible’s big story • Make clear links between Genesis 1 and what Christians believe about God and creation • Recognise that the story of ‘The Fall’ in Genesis 3 gives an explanation of why things go wrong in the world <p>Understanding the impact</p> <ul style="list-style-type: none"> • Describe what Christians do because they believe God is Creator • Describe how and why Christians might pray to God, say sorry and ask for forgiveness <p>Make Connections</p> <ul style="list-style-type: none"> • Ask questions and suggest answers about what might be important in the Creation story for Christians and non- Christians living today 	<p>Make sense of belief</p> <ul style="list-style-type: none"> • Identify features of Gospel texts (teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and compare own ideas with ways which Christians interpret biblical texts <p>Understand the impact</p> <ul style="list-style-type: none"> • Make clear connections between Gospel texts, Jesus’ good news, and how Christians live in the Christian community <p>Make connections</p> <ul style="list-style-type: none"> • Make connection between Christian teachings and the issues, problems and opportunities in the world today • Articulate their own responses to the issues studied, recognising different points of view

Notes	Cross-curricular links	Possible hooks/enrichment activities
Lesson ideas can be found on the Understanding Christianity unit of work. There is also links to websites and resources too	PSHE: How we treat other people English: Analysing a text	Linked to lesson 5: In groups, design a church building that reflects the teaching of Jesus about praying, worshipping. Create a notice board for the church, plan and spend a budget for the new church.

Christians and how to live: What would Jesus do? (Gospel)

Lesson Sequence					
<p>Lesson 1 <i>What would Jesus do?</i> Look at the Foundations for living: The Wise and Foolish Builders,</p>	<p>Lesson 2 <i>What would Jesus do about prayer today?</i> Read some prayers used by Christians. Look at the</p>	<p>Lesson 3 <i>What would Jesus do about ill health?</i> Study one example of a Christian mission for</p>	<p>Lesson 4 <i>What would Jesus do to make a better world? What’s wrong with the world? What is</i></p>	<p>Lesson 5 <i>Can Jesus’ good news make a difference on life today and to the future?</i> (See activity from</p>	<p>Lesson 6 <i>Why be generous? What would Jesus do?</i> Use two examples of Christian practise e.g.</p>

Matthew 7:24 -27 What makes for strong foundations in life? What did the wise and foolish builders learn?	4 common components of prayer. Why do Christians think prayer is a good thing to do?	healing: The Leprosy Mission	<i>something Christians could do to help?</i>	Understanding Christianity)	projects to help homeless people, food banks etc.
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Key vocabulary

Foundations Parable	Praise Confession Asking Thanksgiving Sermon	Minister Healer Mission Leprosy Gospel Good news	Humanity Spoiled Sin Better Follow	Good news Future	Generous Time Money Charity Patience
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Key skills throughout unit

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- Reflecting: Reflecting on religious beliefs and practises, reflect upon feelings, relationships and experiences, thinking and speaking carefully about religious and spiritual topics.
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- Analysing: See what kinds of reasons are given to explain religious aspects of life, distinguish between opinion, belief and fact, distinguish between the features of different religions and recognise similarities and distinctiveness of religious ways of life.
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Year group: 5	Subject Area: Religious Education	Unit 6 – Summer 2: What matters most to Humanists and Christians?	Subject Leader: C Tose
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Learning Outcomes

Make sense of belief

Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)

Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’)

Understand the impact

- Make clear connections between Christian and Humanist ideas about being good and how people live
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view

Make connections:

- Raise important questions and suggest answers about how and why people should be good
- Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

Notes	Cross-curricular links	Possible hooks/enrichment activities
This is the first time the children will be engaging in discussion about Humanism	PSHE: Following rules	Breaking the rules day in class

What matters most to Humanists and Christians?

Lesson Sequence

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<p><i>What are rules? Do we need them? Who breaks them?</i></p> <p>Explore why most people keep the rules but why some break them. Can good rules help us?</p>	<p><i>Who is a Humanist? What codes for living do non-religious people use?</i></p> <p>Explore the term and what humanists think is good. Look at moral codes and consequences</p>	<p><i>What values matter most to Christians? How does it show?</i></p> <p>Look at two texts from the bible- The Good Samaritan and the account of the crucifixion. Look at the two texts for similarities in Jesus’ values</p>	<p><i>What are the main agreements and disagreements about values between Humanists and Christians?</i></p> <p>Peace and peace-making : Exploring one value that Christians and Humanists share</p>	<p><i>Can we create a code of living that will help the world?</i></p> <p>Look at 10 commandments and ideas from Humanist manifesto and the Humanists UK website. Think how we could make a happier city of Sunderland.</p>	<p><i>What have we learnt about Humanist and Christian values?</i></p> <p>End of unit quiz/test</p>

Key vocabulary

Consequences	Humanist	Neighbour	Peacemaker	Commandments	All vocab taught throughout unit of work
Actions	Honesty	Forgiveness	Peace	Manifesto	
Villain	Truthful	Values	Unity	Violence	
Effects		Path	Harmony	Equality	

Commandments Principles Conscience		Fellowship	Reconciliation	Worship Belief	
Key skills throughout unit					
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