

- **Intent** – the extent to which schools demonstrate a rich and varied curriculum.
- **Implementation** – that teachers present all aspects of this broad and balanced curriculum and are visibly encouraging discussion and the whole-hearted engagement of pupils, without an over-concentration on outcomes and with a far greater emphasis on processes.
- **Impact** – that learners develop detailed knowledge and skills across the whole curriculum.

RE Curriculum coverage - Year 5 – 2021-2022

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	<p>What do Muslims believe about God?</p> <p>Why is Mohammed important to Muslims?</p> <p>Why do Muslims go to the mosque?</p> <p>Demonstrating understanding of some beliefs and practices and the impact of these for individuals and communities:</p> <p>Skills Discuss what Muslims believe about God. Recall the name Muslims use for God. Explain why Mohammed is important to Muslims. Recall how Muslims worship at the mosque.</p>	<p>What are the themes of Christmas?</p> <p>Demonstrating understating of the significance of the Christmas story, Christian symbols & practices today:</p> <p>Skills Discuss the events of the Christmas story. Discuss Christmas decorations/symbols and how they are linked to the Christmas story.</p> <p>Knowledge Understand the order of events in the Christmas story. Know Christians use lots of symbols at Christmas to help them remember</p>	<p>What do Christians believe about God?</p> <p>Demonstrating understanding of the importance of the Bible, its impact on worship, values & daily living:</p> <p>Skills Discuss links between Christian beliefs in God and Biblical metaphor, symbols/other forms of Christian expression.</p>	<p>Why is the Last Supper so important to Christians?</p> <p>Demonstrating understanding of the Last Supper, its significance both at the time of Jesus & today:</p> <p>Skills Discuss what Christians remember about the Last Supper. Recall events leading up to the Last Supper. Discuss the events of The Last Supper. Recall how Christians celebrate Easter.</p> <p>Knowledge Know that The Last Supper is the final meal that Jesus shared with his apostles in Jerusalem before his crucifixion.</p>	<p>How do Muslims show their faith through actions?</p> <p>Demonstrating understanding of beliefs & practices within Islam & how these beliefs make a difference to individual & communal life:</p> <p>Skills Discuss how Muslims show their faith through actions by: Recalling the six main beliefs of Islam. Discussing the Five Pillars of Islam.</p> <p>Knowledge Understand the six main Muslim beliefs 1. Belief in Allah as the one and only God. 2. Belief in angels.</p>	<p>What can we learn about our local faith communities?</p> <p>Demonstrating understanding of different beliefs and practices in the local area and the impact of these beliefs and practices for individuals and communities:</p> <p>Skills Develop the capacity to form their own reasoned opinions. Develop the capacity to listen to differing points of view and see the world through the eyes of others. Reflect on their own feelings, experiences, ideas, beliefs and values in reference to the religious materials studied. Develop the ability to investigate and enquire independently, using a variety of sources.</p> <p>Knowledge Have knowledge of the diversity of religions and within the local area.</p>

<p>Knowledge</p> <p>Know that Muslims believe that there is only one God called Allah. Understand that Muslim's believe Allah is the only ruler of the universe.</p> <p>Know that the word 'Islam' means submission and obedience to Allah. Know that Muslims have a belief in the prophets and that Muhammad was the final prophet. Muhammad is so highly respected by Muslims that they will say "peace be upon him" after his name is spoken. Understand that he Muslim place of worship is called a mosque. Services are held in mosques every day. The most important service for Muslims is on a Friday.</p>	<p>why it is important to Christians.</p> <p>Know the symbolism of some Christian Christmas decorations.</p> <p>1 . Advent Candles - the candles symbolize the number of weeks for advent.</p> <p>2 . Angel Tree Toppers - the angel represents the role of angels in the birth of Jesus.</p> <p>3 . Boughs of Holly - Christians believe that, the red berries represented the blood of Christ, and the pointy leaves the crown of thorns placed upon his head as he was crucified.</p> <p>4 . Christmas Bells - bells were used to announce any big moment, good or bad, which is why they were used for the birth of Christ.</p> <p>5 . Christmas Candy Canes - the curved crook</p>	<p>Discuss how such beliefs have an impact on the lives of Christians.</p> <p>Suggest meanings for some of the ways in which beliefs about God are represented in art/symbolism.</p> <p>Knowledge</p> <p>Know that Christians believe that there is one God, but He is three separate people: Father, Son and Holy Spirit. The Holy Spirit is sometimes known as the Holy Ghost</p> <p>Know that Christians believe in God as:</p>	<p>Know that The Last Supper provides the scriptural basis for the Eucharist, also known as "Holy Communion" or "The Lord's Supper".</p> <p>Vocabulary</p> <p>Jesus Disciples Blood Body</p> <p>Belief, Authority, Expressions of Belief, Impact of Belief</p> <p>Resources: Christianity resources/photographs outside staffroom.</p>	<p>3. Belief in the holy books.</p> <p>4. Belief in the prophets and that Muhammad was the final prophet.</p> <p>5. Belief in the Day of Judgement (the day when Allah decides if a person goes to heaven or hell).</p> <p>6. Belief in predestination (the belief that Allah has already planned out what will happen)</p> <p>Know about the Five Pillars of Islam:</p> <p>Shahadah: Muslims say a declaration of faith.</p> <p>Salah: Muslims pray five times a day. Before prayer, they must wash themselves and then face Mecca whilst praying.</p> <p>Zakat: Muslims must donate to charities.</p> <p>Sawm: Muslims fast for one month during a time called Ramadan.</p> <p>Hajj: Muslims have to travel to Mecca once in</p>	<p>Show understanding of similarities and differences between the religions.</p> <p>Know how people show they care for others. Know why people use ritual in their lives.</p> <p><u>Vocabulary</u></p> <p>Authority, Expressions of Belief, Impact of Belief</p> <p>Resources: Invite a range of local faith leaders into school.</p> <p>Visit: Gurdwara Sikh Temple 23 Lorne St, Middlesbrough TS1 5QY Phone: 01642 250125 Sikh Gurudwara Sahib Louisa St, Darlington DL1 4ED 01325 250050 Nasir Mosque Hartlepool Address: 42 Brougham Terrace, Hartlepool TS24 8EY Phone: 01429 234644</p> <p>MIDDLESBROUGH CENTRAL MASJID AND COMMUNITY CENTRE 30 Southfield Road, Middlesbrough, Cleveland TS1 3EX email: borocentralmasjid@gmail.com</p>
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<p>Muslims take off their shoes before going into the mosque and wash before they pray. Muslims pray kneeling on the floor on a prayer mat. The wall of the mosque which faces Mecca is called the qibla wall</p> <p><u>Vocabulary</u> Allah Muhammad God Prophet Mecca Mosque Prayer Prayer mat.</p> <p>Impact of Belief Resources: Christianity resources/photographs outside staffroom Visit Bede's World - Jarrow</p>	<p>resemble a shepherd's staff.</p> <p><u>Vocabulary</u> Christmas Decorations Symbols</p> <p>Belief, Authority, Expressions of Belief Resources: Christianity resources/photographs outside staffroom</p>	<p>creator, ruler, provider, just, loving. Know that this is shown through metaphors for God: Potter, Father, Rock, Shepherd, Shield. Begin to understand that Christians believe that god is the: creator God, loving God, powerful God. Understand how belief in God will affect Christians e.g. prayer. Begin to understand how Christian values will affect views on moral issues – e.g. environment</p> <p><u>Vocabulary.</u> Trinity God Provider</p>		<p>their lifetime, if they can afford to.</p> <p><u>Vocabulary</u> Islam Muslim Islam. Allah Five Pillars of Islam Prophet Mecca Hajj pilgrimage The Qur'an Ramadan</p> <p>Belief, Authority, Expressions of Belief, Impact of Belief Resources: Islamic resources/photographs outside staffroom</p>	<p>St. Mary's Cathedral Middlesbrough Cathedral Dean: Mgr Gerard Robinson Address: Cathedral House, Dalby Way, Coulby Newham, MIDDLESBROUGH TS8 0TW. Telephone: 01642 597750 Email: parish@middlesbroughrccathedral.org</p> <p><u>Vocabulary</u> Diversity Ritual Worship Belief practices</p>
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<ul style="list-style-type: none"> •what makes a healthy friendship and how they make people feel included •strategies to help someone feel included •about peer influence and how it can make people feel or behave •the impact of the need for peer approval in different situations, including online •strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication •that it is common for friendships to experience challenges •strategies to positively resolve disputes and reconcile differences in friendships 	<ul style="list-style-type: none"> •to identify what physical touch is acceptable, unacceptable, unwanted or unwanted in different situations •how to ask for, give and not give permission for physical contact •how it feels in a person's mind and body when they are uncomfortable •that it is never someone's fault if they have 	<ul style="list-style-type: none"> •to recognise that everyone should be treated equally •why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own •what discrimination means and different types of discrimination e.g. racism, sexism, homophobia •to identify online bullying and discrimination of groups or individuals e.g. trolling and Harassment •the impact of discrimination on individuals, groups and wider society 	<ul style="list-style-type: none"> •about how resources are allocated and the effect this has on individuals, communities and the environment •the importance of protecting the environment and how everyday actions can either support or damage it •how to show compassion for the environment, animals and other living things •about the way that money is spent and how it affects the environment 	<ul style="list-style-type: none"> •to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise •basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, 	<ul style="list-style-type: none"> •to identify jobs that they might like to do in the future •about the role ambition can play in achieving a future career •how or why someone might choose a certain career •about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values •the importance of diversity and inclusion to promote people's career opportunities •about stereotyping in the workplace, its impact and how to challenge it •that there is a variety of routes into work e.g. 	<ul style="list-style-type: none"> •how sleep contributes to a healthy lifestyle •healthy sleep strategies and how to maintain them •about the benefits of being outdoors and in the sun for physical and mental health •how to manage risk in relation to sun exposure, including skin damage and heat Stroke •how medicines can contribute to health and how allergies can be managed •that some diseases can be prevented by vaccinations and immunisations •that bacteria and viruses can affect health •how they can prevent the spread of bacteria and viruses with everyday hygiene routines 	<ul style="list-style-type: none"> •about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes •that for some people their gender identity does not correspond with their biological sex •how to recognise, respect and 	<ul style="list-style-type: none"> •to identify when situations are becoming risky, unsafe or an emergency •to identify occasions where they can help take responsibility for their own safety •to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour •how to deal with common injuries using basic first aid techniques •how to respond in an emergency, including when and how to contact different emergency services •that female genital mutilation (FGM) is against British law¹ •what to do and whom to tell if they think they or someone they know might be at risk of FGM

	<ul style="list-style-type: none"> •that friendships can change over time and the benefits of having new and different types of friends •how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable •when and how to seek support in relation to friendships. 	<p>experienced unacceptable contact</p> <ul style="list-style-type: none"> •how to respond to unwanted or unacceptable physical contact •that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about •whom to tell if they are concerned about unwanted physical contact 	<ul style="list-style-type: none"> •ways to safely challenge discrimination •how to report discrimination online 	<ul style="list-style-type: none"> •to express their own opinions about their responsibility towards the environment 	<p>opinion, or is biased</p> <ul style="list-style-type: none"> •that some media and online content promote stereotypes •how to assess which search results are more reliable than others •to recognise unsafe or suspicious content online •how devices store and share information 	<p>college, apprenticeships, university, training</p>	<ul style="list-style-type: none"> •to recognise the shared responsibility of keeping a clean environment 	<p>express their individuality and personal qualities</p> <ul style="list-style-type: none"> •ways to boost their mood and improve emotional wellbeing •about the link between participating in interests, hobbies and community groups and mental wellbeing 	
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