
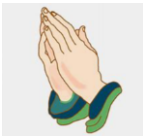


## Y5 RELIGIOUS EDUCATION

The Hertfordshire Agreed Syllabus enables schools to achieve high quality RE for all. Teaching needs to provide pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews<sup>1</sup>, which guide people through life. RE aims to enable pupils to become religiously, theologically and philosophically literate<sup>2</sup> so they can engage in life in an increasingly diverse religious and secular society. It is not about telling pupils what views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.

	<p><b>Beliefs and practices</b> Describe, make connections and reflect upon different features of the religions and worldview studied, <b>discovering more about the significance</b> of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations</p> <p><b>Sources of wisdom</b> Investigate interpret and respond to a range of stories, sacred writings and sources of wisdom and authority <b>reflecting on the impact</b> of beliefs and teachings as ways of seeing the world in different communities</p> <p><b>Symbols and actions</b> <b>Explore and describe</b> beliefs, practices and symbols and their deeper meanings, in order to understand different ways of expressing meaning</p> <p><b>Prayer, worship and reflection</b> <b>Research and explore</b> varied examples of how people of faith communicate their beliefs and receive inspiration through sacred spaces, worship, prayer, reflection, meditation and stillness</p> <p><b>Identity and belonging to a family</b> <b>Explore and describe</b> the challenges of individual commitment to a community of faith or belief. <b>Examine</b> the role of religious leadership <b>and consider why</b> belonging to a community may be valuable in their own lives</p> <p><b>Ultimate questions</b> <b>Discuss and present thoughtfully</b>, through a range of media media, their own and others' views and challenging questions about belonging, meaning, purpose and truth</p> <p><b>Human responsibility and values</b> <b>Consider and apply</b> ideas about ways in which diverse communities can live together for the well-being of all. <b>Respond thoughtfully</b> to ideas about values, respect and human responsibility</p> <p><b>Justice and fairness</b> <b>Discuss and apply</b> their own and others' ideas about ethical questions <b>reflecting</b> on ideas about what is right and wrong and what is just and fair</p>
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## RELIGIOUS EDUCATION

<b>5</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Identity &amp; Belonging</b> Human Responsibility and Values	<b>Prayer, Worship &amp; Reflection</b> Human Responsibility and Values	<b>Symbols &amp; Actions</b> Human Responsibility and Values
<b>Key Focus</b>	Talk about how groups express who they are and how individuals belong to communities including faith groups  Describe what a leader does and why	Know how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness	Identify and describe similarities and differences of symbols and actions between and within communities
<b>Key Questions</b>	<b>I understand some of the challenges of individual commitment, belonging and faith. I can raise questions about leadership in my own and others' lives.</b>	<b>I can talk about how people of faith communicate their faith through prayer, worship and reflection. I know why some people pray or meditate.</b>	<b>I can compare how and why a range of symbols, expressions and actions communicate different meaning to individuals within communities. I can describe similarities and differences between and within communities.</b>
<b>Vocabulary</b>	personal heroes, traditions, impact, religious leaders, celebrate, key events, Jesus Messiah, Eightfold path, Buddhists, Christians Moses, Jews, Shabbat, mezuzah, faith, representatives	Prayer, reflection, meditation, stillness, The Lord's Prayer, compassion, mindfulness, Hindu, Shema, multi-faith prayer space Dalia Lama, worldviews, being peaceful Buddhist mantras	Mudras, Buddha, artefacts, Passover Easter, kippah, Dharma, Sangha, The Three Jewels, wheel, Lotus flower, murti Hinduism
	Other Events Harvest and Remembrance  	Other Events  	Other Events  