



UKS2 Markland Hill RE Curriculum – Upper Key Stage 2 YEAR A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
At Markland Hill, we follow the Bolton Agreed Syllabus for RE. This has been created for Bolton SACRE and has been approved by Bolton Council. RE teaching and learning should enable pupils to ...					
Knowledge and Skills	Make sense of a range of religious and nonreligious beliefs	Understand the impact and significance of religious and nonreligious beliefs	Make connections between religious and non-religious beliefs, concepts, practices and ideas studied		
End of UKS2 Outcomes	identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority	make clear connections between what people believe and how they live, individually and in communities using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures	make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make		



U2.1 What does it mean if Christians believe God is holy and loving? Lesson Objectives (end points) Core Concept: God Making sense of belief: I can identify some different types of biblical texts, using technical terms accurately I can explain connections between biblical texts and Christian ideas of God, using theological terms Understanding the impact: I can make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed I can show how Christians put their	U2.8 What does it mean to be a Muslim in Britain? Lesson Objectives (end points) Core Concepts: Tawhid, Iman, Ibadah Making sense of belief: I can 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) I can 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) Understanding the impact: I can make clear connections between Muslim beliefs and	U2.3 Why do Christians believe Jesus was the Messiah? Lesson Objectives (end points) Core Concept: Incarnation Making sense of belief: I can explain the place of Incarnation and Messiah within the 'big story' of the Bible I can identify Gospel and prophecy texts, using technical terms I can explain connections between biblical texts, Incarnation and Messiah, using theological terms Understanding the impact: I can show how Christians put their beliefs about Jesus' Incarnation into practice in different	U2.9 Why is the Torah so important to Jewish people? Lesson Objectives (end points) Core Concept: God, Torah Making sense of belief: I can identify and explain Jewish beliefs about God I can give examples of some texts that say what God is like and explain how Jewish people interpret them Understanding the impact: I can make clear connections between Jewish beliefs about the Torah and how they use and treat it I can make clear connections between Jewish commandments and how Jews live (e.g.	U2.4 How do Christians decide how to live? What would Jesus do? Lesson Objectives (end points) Core Concept: Gospel Making sense of belief: I can identify features of Gospel texts (for example, teachings, parable, narrative) I can taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical text Understanding the impact: I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives Making connections: I can make connections between Christian	U2.10 What matters most to Humanists and Christians Lesson Objectives (end points) Making sense of belief: I can identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) I can 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') Understanding the impact: I can make clear connections between Christian and Humanist ideas about being good and how people live I can suggest reasons why it might be helpful to follow a moral code
--	--	---	---	--	--



beliefs into practice in worship Making connections: I can 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 Key Vocabulary: Holy • Omnipresent • Omniscient • Believer • Eternal • Loving • Omnipotent • Isaiah • John • Testament	ibadah (e.g. Five Pillars, festivals, mosques, art) I can give evidence and examples to show how Muslims put their beliefs into practice in different ways Making connections: I can make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Bolton today I can 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 I can reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views Key Vocabulary: • Muslim	ways in celebrating Christmas I can comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible Making connections: I can weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for my answers Key Vocabulary: • Messiah • Incarnation • Saviour • Immanuel • Micah • Theological • Prophecy • Gospel • Prophet • Isaiah	in relation to kosher laws) I can 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) Making connections: I can make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today I can 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 Key Vocabulary: Torah • Sefer Torah	teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives I can articulate my own responses to the issues studied, recognising different points of view Key Vocabulary: Gospel • Theology • Luke • Matthew • Mark • Interpretation • Leprosy • Christ-like • Parables • Commandments	and why it might be difficult, offering different points of view Making connections: I can raise important questions and suggest answers about how and why people should be good I can make connections between the values studied and my own life, and my importance in the world today, giving good reasons for my views Key Vocabulary: Humanist • Non-religious • Belief • Moral • Golden rule • Humanism • Worldview • Christian • Values • Authority
---	---	---	--	---	---



	• Ibadah • Submission • Ramadan • Shahadah • Salah • Sawm • Zakah • Hajj • Pilgrimage		• Orthodox • Secular • Pesach (Passover) • Synagogue • Kosher • Progressive • Kashrut		
--	---	--	---	--	--