

Medium Term Plan: Religious Education

Year 5 Christianity - Church

Year 5 Key Question (to be used all year): Where can we find guidance about how to live our lives?

Focus Question (for this investigation): How do people decide what to believe?

Concepts: transcendence, diversity, commitment (authority), traditions,

Key Vocabulary: The Trinity, denominations, ecumenical, influence, authority, Taize

Prior learning: In LKS2 children will have been able to retell some of the main parables of Jesus, explain how and why these might be an important source of guidance for Christians and described and explained (with examples) Christian attitudes about how to treat others including the importance of love for all (agape). Also, they will have identified how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations

Core Knowledge: In depth study

- Ask children to work together to write a poem to express the shared ideas and values of the school community. Discuss similarities and differences between the poems. Are there any key ideas that all groups agree on? Were there any surprising ideas? Does it matter if people within a community have different ideas and opinions? What are the advantages and disadvantages of having different beliefs and values in a community?
- Explain that religious communities often have sources of authority which guide them in their beliefs and values – Consider what might be classed as ‘sources of authority’ for non-religious communities and how these might guide individuals within the community.
- Investigate the Apostle’s Creed. Identify the Christian beliefs and values contained within this declaration and discuss how these might have an impact on a believer.
- Read the story of John the Baptist from the Bible (an example can be found here https://dltk-kids.com/bible/cv/jesus_is_baptized-cv.htm) and discuss the appearance of the trinity during the baptism.
- Look at a selection of images representing Christian beliefs about the Trinity. Ask pupils to explain how symbolism is used to express beliefs about the nature/role of each person of the Trinity, but also how the three are ultimately one. Encourage pupils to make links between the images and their prior learning about the Apostle’s Creed.
- Pupils could design their own piece of art work to show understanding of the Trinity. This could be used as an assessment task, along with a written explanation.
- Explain that there is one worldwide Christian church with many branches – denominations. All Christians share the same basic belief in God the creator, Jesus Christ and the Holy Spirit. However, there are differences between how the different churches understand some of the teachings and how they should live a Christian life. Some of these differences are evident in worship – some focus more on a particular aspect of the Trinity.
- Compare different forms of Christian worship – eg. Anglican/Catholic/Salvation Army/Quaker/Pentecostal. Discuss similarities and differences and suggest reasons.
https://www.youtube.com/watch?v=E5-aKSrLXM4&list=PLcvEcrcF_9zJxDHG9JtcCmiAgwVFRW3uK&index=26
Explain the meaning of ecumenical – the movement to bring together the different denominations to focus on their shared values and bring unity to the Church. Look at Taizé or Iona as examples of a Christian communities united in diversity.
- Discuss the difference between fact and belief. Give pupils a list of questions containing some questions which can be answered factually and others that ask about personal beliefs and values. Pupils could do a ‘speed dating’ activity to compare and discuss responses, including what has influenced their answers.
- Pupils could write their own ‘creed’ containing their personal beliefs and values.
Lead a discussion about the importance of people with very different beliefs and values being able to live together in peace and harmony. Consider the importance of being respectful towards people with beliefs and values that may be different to their own.

Key Questions: -

What do we mean by a source of authority?

Do communities need to share the same beliefs and values?

What sources of authority might people turn to for guidance?

How might people decide what to believe?

Why should I be respectful towards the beliefs of others?

What is my ‘ultimate authority’?

Who or what has influenced my beliefs?

Wider Influences: worth being familiar with

- The main branches of Christianity (denominations)
- The main symbols of the Christian faith e.g. cross, fish

Enduring Understanding:

- To describe what Christians mean when they talk about one God in Trinity & explain the meaning of a range of symbols that might be used for the Trinity
- To identify the beliefs contained within the Apostle's Creed & explain why the Christian community might want/need an agreed statement of belief
- To describe the role of places like Taizé where Christians from different backgrounds might come together to worship