

<b>Spring 2 Year Group:</b> Five	<b>Teacher:</b> Catherine Ayres	<b>Religion/belief:</b> Christianity	<b>Key Question:</b> Where can people find guidance on how to lead their lives?
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**Focus Question: What do religious texts and teachings say about God and human life?**

<b>Links with:</b> <b>Spiritual</b> <b>Moral</b> <b>Social</b> <b>Cultural</b>	<b>Possible Cross-curricular links:</b> <b>English</b> – diary entries	<b>Shared human experience:</b> pupils will investigate the role of the written word including story, wisdom and rules as sources of guidance. <b>Living religious traditions:</b> pupils will research, describe and explain the use and impact of teachings from revered literature in local, national and/or global religious life and community. <b>Beliefs and values:</b> pupils will identify and consider the beliefs and values within religious teachings from revered literature. <b>The search for personal meaning:</b> pupils will consider the teaching, stories and treatment of revered literature, asking questions of authority and meaning in their own lives.
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<b>Attainment Target 1: Learning about religion and belief</b> · <b>describe</b> the importance and nature of revered literature showing its influence on beliefs and values. · <b>identify</b> and begin to describe the similarities and differences within and between religions with regard to sacred texts [max two religions]. · <b>consider the meaning</b> of a range of forms of religious expression, in revered literature, understand why these are important in religion and begin to explore questions of truth and symbolism. · <b>describe</b> and begin to understand religious and other responses to ultimate and ethical questions. · <b>use specialist vocabulary</b> in communicating their knowledge and understanding.	<b>Attainment Target 2: Learning from religion and belief</b> · <b>discuss their own and others' views</b> of issues addressing truth and belief as they are expressed in revered literature, expressing their own ideas. · <b>identify and explain non religious</b> sources of guidance and truth that they turn to. Consider the connections to and differences from religious writings. · <b>reflect</b> on ideas of right and wrong found in revered literature, and on their own and others' responses to them. · <b>reflect</b> on sources of inspiration and guidance in their own and others' lives.
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	<b>Key questions</b>	<b>Learning objectives/intentions</b>	<b>Possible activities</b>	<b>Possible resources</b>
<b>SHE</b>	Which humans do we respect? Why? Which humans have we read about? What did we learn about them? What makes us human?	To understand what makes us a human being.  To recognise humans we respect and the reasons behind our respect for them	Ask the children what the term RESPECT means and which humans do we respect and why. Have the children look at a sample of famous people and everyday people in their lives. Sort according to whether they respect them or not or in the order in which they respect them. Share with a partner the order they have chosen and explain the reasoning behind their ordering.	
<b>LRT</b>	What does the Easter story teach humans?	To understand what the Easter story teaches Christians	Key message: The Easter story and what teaches Christians about what Jesus was like(a human who suffered, who was brought back to life and then taken up	

			to Heaven) Read through the Easter story.	
<b>B and V</b>	Is Jesus Human?	To understand that Christians believe that Jesus is both human and God.	In what ways is Jesus human? In what ways is Jesus God also? Discuss as a class – make a list of the different ways in which Christians may believe Jesus to be both human and God.	
<b>SPM</b>	Do I believe that Jesus is human and God? Why? Which human, that I have read a book about, do I respect? Why? Am I a good example of a human being? Why?	To be able to consider and reflect upon their own beliefs and how they present themselves as a human	Do I believe that Jesus is human and God? Why? Which human, that I have read a book about, do I respect? Why? Am I a good example of a human being? Why? Children make a personal response to these questions through a diary entry.	