

Summer 1 Year Group: Five		Teacher: Catherine Ayres		Religion/belief: Christianity	Key Question: Where can people find guidance on how to lead their lives?
Focus Question: What do guidance should I follow?					
Links with: Spiritual Moral Social Cultural		Possible Cross-curricular links: English – descriptive writing; calligrams and posters Art – collages to signify meaning		Shared human experience: pupils will investigate the role of the written word including story, wisdom and rules as sources of guidance. Living religious traditions: 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. Beliefs and values: pupils will identify and consider the beliefs and values within religious teachings from revered literature. The search for personal meaning: pupils will consider the teaching, stories and treatment of revered literature, asking questions of authority and meaning in their own lives.	
Attainment Target 1: Learning about religion and belief · describe the importance and nature of revered literature showing its influence on beliefs and values. · identify and begin to describe the similarities and differences within and between religions with regard to sacred texts [max two religions]. · consider the meaning 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. · describe and begin to understand religious and other responses to ultimate and ethical questions. · use specialist vocabulary in communicating their knowledge and understanding.				Attainment Target 2: Learning from religion and belief · discuss their own and others' views of issues addressing truth and belief as they are expressed in revered literature, expressing their own ideas. · identify and explain non religious sources of guidance and truth that they turn to. Consider the connections to and differences from religious writings. · reflect on ideas of right and wrong found in revered literature, and on their own and others' responses to them. · reflect on sources of inspiration and guidance in their own and others' lives.	
	Key questions	Learning objectives/intentions	Possible activities	Possible resources	
SHE	Who do we get guidance form?	To develop some understanding of the concept of authority. To make link between some key figures and their position in relation to others.	Where do we get guidance in school/home? What is guidance? Who or what guides us? Who needs guidance? Why? Discuss examples of people found within the school, home; community and wider society who pupils feel have some form of authority. Consider where this authority comes from and how it is used/misused. Play a guessing game where a person takes a given role e.g. parent, teacher, policeman, referee. Identify the role and thought share words or descriptions to display alongside		

			pictures of some of the examples.	
LRT	Can I explain the significance of the Bible for Christians?	<p>To become aware of the status of The Bible for Christians.</p> <p>To identify the Bible as important feature of Christian worship and explain some different ways it is used.</p>	Examine posters that show the Bible being used (include world view example). Use websites videos, examples of Order of Service, prayer groups and interviews with Christians to discover how Bible is used and displayed. Who uses it? How? What kinds of Bible writings are used? Produce a visual representation/montage to illustrate the findings.	
B and V	How does the Bible give guidance to Christians?	<p>To know that Christians believe The Bible provides guidance on how they should live their lives.</p> <p>To illustrate how the example chosen provides guidance for present day Christians.</p>	<p>Read examples of guidance e.g. The Beatitudes (Matthew 5:1-11), Jesus' Two Commandments. Discuss their message for Christians and translate them into a modern context through re-writing, poetry, dance, drama or music.</p> <p>Key message: Christians get their guidance from the Bible. The church offers guidance to Christians and helps them live their lives like Jesus.</p>	
SPM	Where do I take my guidance from?	<p>To consider who has authority in their lives.</p> <p>To illustrate patterns of behaviour or belief they are developing.</p> <p>To identify where they might look for guidance and support in their lives.</p>	<p>Produce a list of rules someone might provide for them. What would be the purpose of the guidance? Do I get my guidance from church? Why? Do I agree with the answers in the interviews? Why? Could I offer guidance to someone else? How? Why? Who/where do I get my guidance from? Make a visual representation e.g. poster, calligram, of who or what they look to for guidance and explain why they would choose that person or thing for support.</p>	