



RE Medium Term Plan 2024 - 2025

| Year | Year 5 | Term: | Autumn 1 and 2 | Unit: | The Bible |
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| Big Question: | How and why do Christians read the Bible? (Why are sacred texts so important to people of faith?) | | | | |
| Prior Declarative Knowledge | <ul style="list-style-type: none">What do you already know about the Bible?What do you know about the Bible?Why do you think the Bible is important to Christians?Why is the Bible important to Christians?Can you name any stories or figures from the Bible?Explain the significance of the Bible in Christianity.Can you name any books from the Bible?A basic understanding of different religions and the concept of sacred texts | | | Cross-curricular | <p>History - Explore the historical contexts in which different sacred texts were written and compiled. Discuss how these texts have influenced societies, cultures, and civilizations throughout history. For example, the influence of the Bible on Western law and culture, the Quran on Islamic civilization, or the Torah on Jewish traditions.</p> <p>Geography - Study the geographical distribution of religions and the sacred texts associated with them. Explore pilgrimage routes such as the Hajj in Islam, the Kumbh Mela in Hinduism, or the Christian pilgrimage to Jerusalem.</p> <p>Art - Study how sacred texts have inspired various forms of visual art, including painting, sculpture, and architecture. For example, the creation of religious icons, calligraphy of Quranic verses, or the stained glass windows depicting Biblical stories.</p> |
| | | | | Key Vocab | <ul style="list-style-type: none">Bible, Old Testament, New Testament, Gospels, Epistles and ApocryphaQuran (Koran) Surah, Ayah, Hadith and SunnahTanakh, Torah, Talmud, Mishnah and MidrashGuru Granth Sahib, Gurbani, Dasam Granth and HukamnamaVedas, Upanishads, Bhagavad Gita, Ramayana, Mahabharata and Puranas |
| Declarative Knowledge (Know what) | | | | Procedural Knowledge (Know how) | |
| <ul style="list-style-type: none">What do you already know about the Bible?What do you know about the Bible?Why do you think the Bible is important to Christians?Why is the Bible important to Christians?Can you name any stories or figures from the Bible?Explain the significance of the Bible in Christianity.What do you know about the Bible?Can you name any books from the Bible?A basic understanding of different religions and the concept of sacred texts | | | | <ul style="list-style-type: none">Have you read any stories from the Bible before?Discuss different views on whether a Bible is essential to being a Christian.Formulate and express their own opinions on the topicHave you read any stories from the Bible before? | |
| Teacher Knowledge | <p>God – Creation – Fall – People of God – Incarnation – Gospel – Salvation – Kingdom of God</p> <p>This unit doesn’t particularly emphasise any of the concepts in great depth as it explores the Bible as a whole book and as the source of Christian belief and teaching. This unit builds on knowledge and understanding developed in unit 2.1</p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none">deepen children’s understanding of the importance and impact of the contents of the Bible in the lives of Christians.to develop further children’s understanding of the significance of holy books in the lives of the people of all world faiths. | | | | |



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| Key concept | Learning objective | Key components | Main input | Activity | Adaptive strategies |
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| To understand how and why the Bible is read and used by Christians. | How and why is the Bible read and used by Christians? | <ul style="list-style-type: none"> Pictures of the Bible Bible passages for group activities Whiteboard and markers for mind mapping | <p>Display a picture of a Bible and ask students to write down what they already know about it. Discuss their responses as a class and create a mind map on the board to visualize their prior knowledge.</p> <p>Introduce the lesson by explaining that the Bible is a sacred text for Christians. Define key terms such as 'Old Testament', 'New Testament', 'Gospels', and 'Scriptures'. Provide a brief overview of the structure of the Bible, including the division into the Old and New Testaments. Discuss the importance of the Bible in guiding Christian beliefs and practices.</p> | Divide the class into small groups and provide each group with a passage from the Bible. Ask students to read the passage and discuss what messages or lessons they think the passage conveys. Encourage students to reflect on how the passage may influence a Christian's beliefs or actions. Have each group present their findings to the class. | <ul style="list-style-type: none"> For more confident pupils, provide additional challenging Bible passages and ask them to explore deeper meanings. For less confident pupils, offer simpler passages with more guidance and support during group discussions. |
| Understanding the significance of the Bible in Christianity and encouraging critical thinking and reflection in students. | Do you need a Bible to be a Christian? | <ul style="list-style-type: none"> Images of religious texts Scenarios for group activity Whiteboard and markers | <p>Show images of different religious texts and ask students to identify them. Discuss with the class what they know about the Bible and its significance in Christianity. Provide a brief overview of the Bible and its importance in Christianity. Explain that the Bible is a sacred text for Christians and is believed to contain teachings from God. Discuss different ways in which Christians use the Bible in their daily lives.</p> | Divide the class into small groups and provide each group with a scenario (e.g. a Christian living in a remote village without access to a physical Bible). Ask students to discuss within their groups whether they believe having a physical Bible is necessary to practice Christianity in such a scenario. Groups should present their opinions to the class. | <ul style="list-style-type: none"> For more confident pupils, encourage them to delve deeper into the theological reasons that underpin the importance of the Bible in Christianity. For less confident pupils, provide additional support during the group activity and encourage them to express their thoughts in a safe and respectful environment. |
| Understand why Christians consider the Bible to be a sacred and holy text. | Why do Christians believe that the Bible is holy? | <ul style="list-style-type: none"> Images of different versions of the Bible. Bible passages for group activities. Whiteboard and markers. Paper and pens for group work. | <p>Begin the lesson with a mind map on the board titled "What I know about the Bible". Encourage students to share their thoughts and ideas. Show pictures of different Bibles and ask students if they can recognise them. Engage students in a brief discussion on why books are important in their lives.</p> <p>Introduce the lesson topic: "Why do Christians believe that the Bible is holy?" Explain the significance of the Bible in Christianity and its role as a sacred text. Discuss key beliefs that make the Bible holy to Christians, such as it being the word of God and containing teachings for living a good life. Define key terms: Bible, sacred, holy</p> | Divide students into small groups and provide each group with a passage from the Bible. Ask students to read the passage, identify key messages, and discuss why they think Christians consider this text as holy. | <ul style="list-style-type: none"> For less confident pupils, pair them with more confident peers during group activities. Provide additional support materials with simplified Bible passages for struggling students. Encourage more confident pupils to take on leadership roles when presenting their group's findings. |
| Identify and justify which books of the Bible they consider the most important and explain the reasons behind that choice. | Which books of the Bible do you think are the most important? Why? | <ul style="list-style-type: none"> List of significant books from the Bible Visual aids or resources on the structure of the Bible | Begin the lesson by displaying a list of popular books that the students might consider important, e.g., Harry Potter, Matilda, The Hunger Games. Ask the students to think about what makes a book important and discuss their ideas in pairs. Introduce the topic by explaining that today they will be discussing which books of the Bible they think are the most important. | Divide the class into small groups and provide each group with a list of significant books from the Bible. Ask the groups to discuss and rank the books in order of importance, providing reasons for their choices. Encourage | <ul style="list-style-type: none"> Offer simplified versions of the Bible texts or visual aids to support understanding. Pair less confident students with more confident peers to facilitate discussion and sharing of ideas. |



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| | | <ul style="list-style-type: none"> Large paper or whiteboard for group work Technology for interactive activities | Present an overview of the Bible, explaining that it is divided into two main sections: the Old Testament and the New Testament. Provide a brief introduction to the different types of books in the Bible (e.g., historical, poetry, letters). Discuss how different books in the Bible serve different purposes and convey different messages. | students to consider the historical context, key messages, and impact of each book. | <ul style="list-style-type: none"> Provide structured prompts and sentence starters to help them articulate their thoughts. |
| Understanding the impacts of sacred texts on the lives of believers. | In what ways do the contents of the sacred texts impact upon the lives of the believers? | <ul style="list-style-type: none"> Whiteboard and markers Printed materials or access to online resources for research | <p>Begin the lesson by asking students to write down what they know about sacred texts and why they are important in different religions. Share some responses with the class and discuss briefly.</p> <p>Introduce the concept of sacred texts to students, explaining that these are texts that are considered significant and revered in various religions. Provide examples of different sacred texts from major religions around the world. Discuss why sacred texts are important in guiding the beliefs, practices, and lives of believers.</p> | Divide the class into small groups and assign each group a different sacred text from a major world religion. Ask the groups to research how the contents of their assigned sacred text impact the lives of believers. | <ul style="list-style-type: none"> For less confident pupils, provide additional support by guiding their research and helping them with structuring their presentations. For more confident pupils, encourage them to explore deeper aspects of how sacred texts influence the lives of believers and to make connections across different religions. |
| Explore why sacred texts hold significance in Judaism, focusing on the Torah as the most important sacred text in Judaism. | Why are sacred texts so important in Judaism? | <ul style="list-style-type: none"> Images of sacred texts from different religions Maps showing the region of the origin of Judaism Excerpts from the Torah | <p>Begin the lesson by showing images of different sacred texts from various religions, including the Torah. Ask students to discuss in pairs what they think a sacred text is and why it might be important to a religion.</p> <p>Introduce the concept of sacred texts in Judaism, focusing on the Torah. Explain the significance of the Torah as the most important sacred text in Judaism. Define key terms such as Torah (the first five books of the Hebrew Bible), Judaism, sacred text, etc. Use visuals, such as maps showing the region where Judaism originated and timelines to give context.</p> | <p>Divide the class into small groups and provide each group with excerpts from the Torah. Ask the students to read the excerpts and discuss the following:</p> <ul style="list-style-type: none"> The key teachings or stories in the passages. Why these teachings or stories are important in Judaism. <p>Encourage students to relate the teachings to ethical practices and beliefs in Judaism.</p> | <ul style="list-style-type: none"> For less confident students, provide simplified versions of the Torah excerpts with annotations to aid comprehension. For more confident students, challenge them to find additional sources related to the importance of sacred texts in Judaism and present their findings to the class. |
| Understanding the importance of sacred texts in Islam. | Why are sacred texts so important in Islam? | <ul style="list-style-type: none"> Images of Islamic sacred texts Excerpts from the Quran Whiteboard and markers for class discussions | <p>To engage students, the teacher can begin the lesson by showing images of Islamic sacred texts, such as the Quran, and asking students what they think these books are and why they might be important to Muslims. This can spark curiosity and set the stage for learning.</p> <p>The teacher introduces the concept of sacred texts in religion and explains that the Quran is the holy book of Islam. The teacher discusses the significance of the Quran to Muslims, highlighting its role as the word of God and its importance in guiding their beliefs and actions. Interactive discussions can be encouraged to ensure student engagement and understanding.</p> | Split the class into small groups and provide each group with excerpts from the Quran. Ask students to read the excerpts and discuss in their groups what messages or teachings they think the passages convey. | <ul style="list-style-type: none"> For less confident pupils, provide simplified versions of Quranic passages with explanations to help them understand the teachings. For more confident pupils, challenge them to research further on how the Quran is interpreted in different Islamic traditions. |



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| Exploring the importance of sacred texts in Sikhism | Why are sacred texts so important in Sikhism? | <ul style="list-style-type: none"> Images of sacred texts from various religions Excerpts from the Sri Guru Granth Sahib Ji Whiteboard and markers | <p>Show images of different sacred texts from various religions and ask students to discuss in pairs what they think the texts might contain and why they are important.</p> <p>Begin by introducing the concept of sacred texts and explaining their significance in religion. Provide an overview of Sikhism, emphasizing the importance of sacred texts in Sikh faith. Introduce the key sacred texts in Sikhism: Sri Guru Granth Sahib Ji, Dasam Granth, and Sarbloh Granth. Discuss the role of these texts in the lives of Sikhs and how they guide beliefs and practices.</p> | <p>Divide the class into small groups and provide each group with excerpts from the Sri Guru Granth Sahib Ji.</p> <p>Ask students to read the excerpts and discuss the messages and teachings conveyed in them.</p> | <ul style="list-style-type: none"> For less confident pupils, provide simplified versions of the sacred texts with key teachings highlighted. For more confident pupils, encourage independent research on how the sacred texts are interpreted and followed in Sikh communities. |
| Understand the importance of sacred texts in Hinduism. | Why are sacred texts so important in Hinduism? | <ul style="list-style-type: none"> Images or posters of Hindu sacred texts Videos or audio clips related to Hinduism | <p>Begin the lesson by discussing the concept of sacred texts and their significance in religion. Introduce the idea of how sacred texts play a vital role in guiding religious beliefs and practices.</p> <p>Present information about key Hindu sacred texts such as the Vedas, Upanishads, Bhagavad Gita, and Ramayana. Discuss the roles of these texts in Hinduism and how they influence the beliefs and traditions of Hindus. Use visuals, videos, and real-life examples to engage students in understanding the importance of these texts.</p> | <p>Divide students into groups and assign each group a different Hindu sacred text.</p> <p>Ask each group to research and share the key teachings or stories from their assigned text.</p> | <ul style="list-style-type: none"> For less confident pupils, provide simplified versions of the information on Hindu sacred texts and offer extra support during the activity. For more confident pupils, encourage them to delve deeper into the meanings and interpretations of the texts and challenge them to relate the texts to modern-day contexts. |
| <p>Identify and describe the Holy Texts of Christianity, Islam, Judaism, Sikhism, and Hinduism.</p> <p>Write an informational text that explains the significance and contents of each religion's Holy Text.</p> | To write an informational text on different religions Holy Texts | <ul style="list-style-type: none"> RE Books and WAGOLL | <p>The lesson can begin with a brief recap of the previous lesson on different religions. The teacher can show pictures of different Holy Texts and ask students if they can recognise any of them. Prompt students to share any prior knowledge they have about the Holy Texts of different religions.</p> <p>Introduce the concept of Holy Texts in religions and explain their significance to believers. Present information on the Holy Texts of Christianity, Islam, Judaism, Sikhism, and Hinduism, highlighting key aspects of each text. Provide examples and excerpts from each Holy Text to help students understand their content and importance. Discuss similarities and differences between the Holy Texts of different religions. Model how to structure an informational text and explain the features of informative writing.</p> | <p>Provide resources such as books, websites, and printed materials for students to gather information about their assigned religion's Holy Text. Have students draft an informational text that includes an overview of the Holy Text, its significance, and key teachings. Encourage students to use headings, subheadings, and factual information in their writing.</p> <p>https://questful-re.org.uk/wp-content/uploads/2022/06/Unit-5-1-Christianity-Learning-Map.pdf</p> <p>https://questful-re.org.uk/wp-content/uploads/2022/08/Unit-5.1-Questful-Learning-Map-World-Faiths-1.pdf</p> | <ul style="list-style-type: none"> For less confident students, provide scaffolded templates or outlines to guide their writing. Pair less confident students with more confident peers to support their research and writing process. For more confident students, encourage them to delve deeper into the comparisons between the Holy Texts and the impact they have on believers' lives. |