



## RE in Year 5

All learning is guided in line with the Agreed Syllabus Nottinghamshire. At Edna G Olds Academy our approach to RE celebrates and embraces the diverse richness of our community. Through consideration of our whole school concepts, British values, our core behaviours and multi-faith links children develop both the skills and knowledge so that they grow in understanding of one another, can consider 'The Big Questions', and develop **spiritually, morally, socially and culturally**.

### Autumn 1

We learn about –  
Harvest Festival  
Black History

Our learning will link to our whole school concept – Slavery  
We will consider the life and work of **Sojourner Truth**

### Autumn 2

We learn about –  
Eid  
Diwali  
Advent/Christmas

Our learning will link to our whole school concept – **Symbols and Pilgrimage**. We will explore the Muslim pilgrimage of Hajj.

### Spring 1

We learn about –

Our learning will link to our whole school concept – **Natural Disasters**.  
We will explore avalanches in History, and how humanitarian aid supports such disasters.

### Spring 2

We learn about –  
Lent/Easter  
Ramadan  
Eid-al- Fitr  
Vaisakhi

Our learning will link to our whole school concept – Innovations and Inventions. We will consider how the sacrifices made during Ramadan may inspire others.

### Summer 1

We learn about –  
Hajj  
Eid-al-Adha

Our learning will link to our whole school concept – **Power**. We will consider the power of democracy and the democratic systems that are familiar to us in school and in the wider world.

### Summer 2

We learn about –  
Windrush

Our learning will link to our whole school concept – **Bridges and Structures**. Through the story of 'Rama and The Demon King' we will explore how metaphorical bridges can transform darkness into light.



*\* Whilst the curriculum is compulsory, lessons should allow for timely and sensitive responses to be made to unforeseen events locally, nationally or globally of a religious, moral or philosophical.*

# RE in Year 5

## Leaders and Inspirational People Autumn 1

What can we learn from inspiring people in sacred texts and in the history of religions?

## Symbols and Pilgrimage Autumn 2

How do people express their religious and spiritual ideas on pilgrimages?



## The Journey of Life and Death Spring 1

Why do some people think life is like a journey?  
Where do we go?  
What do different people think about life after death?

## Inspirational People Spring 2

What can we learn from inspiring people in sacred texts and in the history of religions?

## Prayer and Worship Summer 1

How do religious families and communities practice their faith?

## Worship and Celebrations Summer 2

How do Hindu families practise their faith?  
What are the deeper meanings of some Hindu festivals?

**Key Vocabulary:-**Consolidation of KS1/LKS2 vocabulary Harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, vision, sources of wisdom, Golden Rule, charity, place of worship, sacred text, compassion, prejudice, persecution, teachings, diversity and expression Letters of Saint Paul, Incarnation, resurrection, Eucharist, agape, 'Green Christianity' synagogue, schul, Jerusalem, Western Wall, Orthodox, Reform, Tu B'Shevat, tzedakah, tikkun olam Prophethood, Ummah, Iman (faith), akhlaq (character or moral conduct), Hadith ahimsa, karma, dharma, Brahman, shrines, Mahatma agnostic, rationalist

