

Year 5: Autumn 1 - Sikhism

Enquiry: How far would a Sikh go for his/her religion?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓	✓ (how much does a Sikh give up)	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS	I can start to explain why some things I do are more important to me than others and what difference that makes. I can use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way.			
(Level 3)	I can start to explain why I think some practices are more important to Sikhs than others.			
WORKING AT Year 5 expectation	I can identify the different levels of commitment I show to different things and explain these priorities. I can make links between how Sikhs practise their religion and the beliefs that underpin this.			
(Level 4)	I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.			
WORKING BEYOND	I can explain some of the beliefs that are important to me and how I choose to show commitment to them. I can use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion.			
(Level 5)	I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this.			

Year 5: Autumn 2 - Christianity

Enquiry: Is the Christmas story true?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
			✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 3)	I can start to explain why people may see an event in different ways. I can describe what a Christian learns from the Christmas story. I can start to explain that true can mean different things relating to the Christmas story.			
WORKING AT Year 5 expectation (Level 4)	I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to explain the Christian belief that Jesus was the Incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.			
WORKING BEYOND (Level 5)	I can give my opinion on whether a favourite story is 'true' and explain why. I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation). I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.			

Year 5: Spring 1 - Sikhism

Enquiry: Are Sikh stories important today?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (Guru Granth Sahib)		✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS	I can give an example of a story that teaches me how to behave towards other people. I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important.			
(Level 3)	I can understand how what Sikhs learn from stories can influence how they behave.			
WORKING AT Year 5 expectation	I can explain how some stories can teach people about what is important and how to behave. I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.			
(Level 4)	I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.			
WORKING BEYOND	I can give my opinion as to why stories may be important to people today. I can tell you several Sikh stories and explain why some of these are relevant to Sikhs and non-Sikhs.			
(Level 5)	I can explain why Sikh stories could be considered important today.			

Year 5: Spring 2 - Christianity

Enquiry: How significant is it for Christians to believe that God intended Jesus to die?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓		✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS	I can start to consider the goals and purpose I would like for my life. I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny. I can consider important questions about whether Jesus knew He was going to be crucified.			
(Level 3)				
WORKING AT Year 5 expectation	I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.			
(Level 4)				
WORKING BEYOND	I can start to show an understanding of the difference between purpose and destiny. I can consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence. I can give my opinion about the importance for Christians of Jesus' death being part of God's plan.			
(Level 5)				

Year 5: Summer 1 - Sikhism

Enquiry: What is the best way for a Sikh to show commitment to God?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (Guru Granth Sahib)		✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 3)	I can express why showing commitment to something may be a good thing.			
	I can describe some of the ways that Sikhs choose to show commitment to God and am starting to understand that they may do this in different ways.			
	I can start to show I understand that Sikhs make choices about how they show commitment to God.			
WORKING AT Year 5 expectation (Level 4)	I can show an understanding of why people show commitment in different ways.			
	I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.			
	I can start to express what I think about the best way a Sikh could show commitment to God.			
WORKING BEYOND (Level 5)	I can explain why one way of showing commitment may not be better than another.			
	I can explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this.			
	I can give my opinion on what I think Sikhs should do to show commitment to God and explain why.			

Year 5: Summer 2 - Christianity

Enquiry: What is the best way for a Christian to show commitment to God?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (10 commandments)	✓ Martin Luther King	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 3)	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to understand there are different degrees of commitment and that's up to individual Christians.			
WORKING AT Year 5 expectation (Level 4)	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians.			
WORKING BEYOND (Level 5)	I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.			