**Upper Key Stage 2**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 5** | **GOD**  **What does it mean if God is holy and loving?**  **Understanding Christianity upper KS2 Unit**  Mention of the Apostles Creed | **PEOPLE OF GOD**  **How can following God bring freedom and justice?**  **Understanding Christianity upper KS2 Unit** | **Introduction to Judaism**  **G-d**  **What does it mean it be Jewish?**  Jewish belief about G-d  G-d is One, good  G-d is creator  G-d cares for all people  Belief exemplified through: The Shema, mezuzah, tefillin, the first of 5 commandments, prayer, psalms and songs, stories, wearing of kippah and tallit.  Festivals and celebrations  Pesach, Shavuot and Sukkot.  Worship and the community  The synagogue: the community centre; place of prayer and study; its main features and components; historical developments, the role of the Rabbi. | **INCARNATION**  **Was Jesus the Messiah?**  **Understanding Christianity upper KS2 Unit**  **SALVATION**  **What did Jesus do to save human beings?**  **Understanding Christianity upper KS2 Unit** | **Why is Cornwall such a spiritual place?**  **Cornwall as a place of Christianity**  The coming of non- conformity, its diversity and the importance of John Wesley and Methodism in today’s Cornwall.  **Cornwall as a place of spiritual enquiry** Why people feel attracted to Cornwall as a centre of spirituality and spiritual experience.  The development of local celebrations which look beyond the origins of Christianity in Cornwall.  **The Celtic Church** and why Celtic Christian spirituality has become so important for some in Cornwall in the 21st century  **Truro Cathedral** and its importance to people today  How buildings artefacts and symbols play a part in worship, rituals and ceremonies of the community.  Lord’s prayer translated into Cornish. Bible translated in Cornish and other languages. | **Why is the Torah so important to the Jews?**  **The Torah**  Torah, Nevi’im and Ketuvim  G-d giving the Torah at Mount Sinai and how different traditions understand the origins and nature of the Torah  Stories  The Creation  The Patriarchs  Moses  Study of the Torah  Reading of the weekly portion  The annual cycle of readings  Regular Torah study  Simchat Torah  Respect and honour for the Torah and G-d’s name  **The People & The Land**  Family Life**,** Shabbat |
| **Year 6** | **CREATION**  **Creation and science conflicting or complementary?**  **Understanding Christianity upper KS2 Unit**  Identifying personal beliefs and how they influence behaviour. | **GOSPEL**  **What would Jesus do?**  **Understanding Christianity upper KS2 Unit**  Temptations of Jesus  The foundations of Christian morality | **KINGDOM OF GOD**  **What kind of king is Jesus?**  **Understanding Christianity upper KS2 Unit**  How our values relate to our understanding of humanity | **What does ‘Celtic Christianity’ mean to local people?**  Research project  **SALVATION**  **What difference does the resurrection make for Christians?**  **Understanding Christianity upper KS2 Unit** | **Re-introducing Hinduism**  **Concepts, Truth and Values**  **What do Hindus value?**  God is worshipped in diverse forms and/or is believed to be formless. Some forms include Vishnu, Krishna, Rama,Hanuman, Lakshmi, Shiva, Ganesha, Kali, Durga. The complimentary attributes of male/female, The concepts of avatars.  Religious symbols  Aum, The lotus flower, The swastika, the colour saffron  Key beliefs: The universe and the cycle of creation, preservation & destruction. Re-incarnation. | **How do Hindu concepts of God influence lives?**  **Family, community and traditions**  Hindu Traditions  Hinduism is originally an Indian religion encompassing many traditions, sects and movements. There are many Hindus living in Great Britain and other parts of the world  Worship  Puja at home and in the Mandir  The Shrine, The Arti ceremony, the role of divine images in worship  Stories  Rama’s exile and return  The childhood of Krishna |
|  | **SPIRITUAL DEVELOPMENT – SELF**  **Encounter: *Learning about life: providing openings for spiritual development through an exploration of identity & personal values.***  SEAL 4: Going for goals – identifying strengths and weaknesses.  Resilience – recovering from mistakes.  Creating spiritual pictures: e.g. entering Spirited Arts competition  **Reflection: *Learning from life: providing openings for spiritual development through an exploration of identity and personal values.***  Should you respect yourself over all other things?  Where does your identity come from?  Does more mean being happier?  Is my understanding self a selfish concept?  Are the opinions of my friends important to me?  Are my beliefs important?  **Transormation: *Learning to live; responding as a means of expressing an idea of self: developing a personal set of beliefs***  The awareness of the value of reflection to explore deeper responses to thoughts that help shapes the ‘inner self’. An understanding that we express our personal values in the way that we approach our relationship with others and the world around us. The ability to express an interpretation of this verbally. Can explain my opinions. | | | | | |
|  | **SPIRITUAL DEVELOPMENT – OTHERS**  ***Encounter: Learning about life: providing openings for spiritual development: recognising the values and worth of others***  SEAL 4: Going for goals – understanding other peoples’ views. Learning to get on with different types of people.  SEAL 7: Changes – learning to accept different opinions and beliefs.  Stilling activities such as The conflict from Stilling  Exploring the role of Christian reformers in combating slavery in the past (and today).  ***Reflection: Learning from life: providing openings for spiritual development: recognising the values and worth of others***  Is it better to please oneself first; or others?  Why do people have to suffer?  What is pain?  Is there such a thing as a bad person?  What is worth striving for?  Why isn’t life always fair?  Is being fair always that right thing to do?  Does more mean being happier?  ***Transformation: Learning to live life: responding as a means of expressing an idea of a relationship with others: expressing innermost thoughts through words, art or actions.***  A growing empathy with the values of others and developing an understanding of the need to appreciate them to build meaningful relationships. A growing ability to express how understanding the value of others is an important part of building meaningful relationships. | | | | | |
|  | **SPIRITUAL DEVELOPMENT – WORLD & BEAUTY**  **Encounter: Learning about life: providing openings for spiritual development: challenging experiences of beauty**  Art, Music, Science, Geography  How have we made Gods world ugly?  What can we do?  Explore through stories like The man who planted trees by Jean Giono  Plan and design a spiritual garden for the school  ***Reflection: Learning from life: reflecting on experiences of beauty – a search for meaning, critical reasoning & big questions***  What is a perfect world?  Why is there ugliness in the world?  Can you love something that is ugly?  Why do you like certain types of music?  What response do you get when you look at a piece of art?  Is beauty something that you can learn, or do you just have to feel it?  What is the point in being creative?  **Transformation: Learning to live life: responding as a means of expressing an idea of the meaning of beauty: expressing innermost thoughts through words art or actions. Being moved emotionally by beauty.**  Be able to explain/ give an emotional response to stimuli and begin to articulate this from a personal perspective. Be able to display shades of meaning when verbalising sensory responses and understand and interpret their reaction. A developing appreciation that some things don’t have answers. | | | | | |
|  | **SPIRITUAL DEVELOPMENT - BEYOND**  **Encounter: Learning about life: providing openings for spiritual development: a growing appreciation of the intangible – truth, love**  RE - Beliefs and questions  RE - Journey of life and death: what difference does belief in life after death make?  Creating Spiritual pictures to express ideas about God. i.e entering Spirited Arts competition  Reflecting on Death rituals connected with Christian and other traditions  Visiting Truro Cathedral, exploring senses of worship.  **Reflection: Learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions**  Is there life after death?  Where do our spirits go when we are dead?  Do we have a soul?  If so, what happens to it after death?  Why do we love?  What lasts forever?  What is unknowable?  What else is there to discover?  How do we know what we don’t know?  What is worth dying for?  **Transformation: Learning to live life: responding as a means of expressing the need to understand the purpose of life.**  Have a sense of enjoyment in devising and discussing questions that have no answer. Use imagination to interpret responses to big questions.  Can generate big questions  Begin to express through a personal vocabulary responses to questions of meaning.  Begin to be able to use critical reasoning in responding to a big question. | | | | | |