

Half term	Topic title	Knowledge covered in RE in Y5
Autumn 1	Philosophy Is believing in God reasonable?	<ul style="list-style-type: none"> ● To start to understand some of the different philosophical answers to questions relating to meaning and existence. ● To know about some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God: Ontological, Cosmological or Teleological arguments as found in the work of St. Thomas Aquinas for example. ● To know how to explain, using a range of reasons, whether a position or argument is coherent and logical. ● To understand how to link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God.
		<p>Key Vocabulary: Cosmological argument, Existence, Ontological argument, Reasonableness, Teleological argument</p>
Autumn 2	Human and Social Sciences How has belief in Christianity/Islam impacted on music and art throughout history?	<ul style="list-style-type: none"> ● To know about the divergent role of music in worship and festivals in the life of the Christian Church. ● To understand how art has been used in Christianity to reflect key events and facilitate worship. ● To know about the key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art. ● To know how to explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history.
		<p>Key Vocabulary: Aniconism, Architecture, Church, Expressions, Hadith, Hymn, Iconoclasm, Mosque, Patronage, Prophet, Symbolic</p>
Spring 1	Philosophy What can we learn about the world / knowledge / meaning of life from the great philosophers?	<ul style="list-style-type: none"> ● To know about the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy. ● To know about the complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato. ● To become familiar with the work of one or two key philosophers such as Socrates/Plato and Descartes. ● To understand about the consideration of consequences of action in relation to karma.
		<p>Key Vocabulary: Corporeal, Eternal, Incorporeal, Karma, Philosophers, Philosophy, Reincarnation, Self, Soul</p>

<p>Spring 2</p>	<p>Theology</p> <p>What difference does the resurrection make to Christians?</p>	<ul style="list-style-type: none"> ● To be familiar with the Christian view of Jesus as God incarnate, also known as the Son of God and the Christian belief that Jesus fulfilled prophecies about the Messiah. ● To understand the notion of salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption). ● To know about textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus. ● To understand practices and expressions of Christian worship. ● To know about the diverse ways in which people celebrate festivals such as Easter.
	<p>Key Vocabulary: Crucifixion, Easter Sunday, Eternal life, Forgiveness, Good Friday, Gospel, Redemption, Resurrection, Sacrifice, Salvation</p>	
<p>Summer 1</p>	<p>Theology/Human and Social Sciences</p> <p>How do Hindus make sense of the world?</p>	<ul style="list-style-type: none"> ● To recognise the concepts of Brahman, Atman, Avatars, Ahimsa, Samsara and Karma. ● To know about the different genres and interpretations of oral traditions and the Vedas. ● To understand the impact of events and experiences on Hindu beliefs. ● To recognise different viewpoints about the nature of knowledge, meaning and existence. ● To understand the impact of Ahimsa, Dharma and Karma on daily life and beyond.
	<p>Key Vocabulary: Ahimsa, Atman, Avatars, Brahman, Caste System, Karma, Moksha, Ramayana, Samsara</p>	
<p>Summer 2</p>		
	<p>Key Vocabulary</p>	