

**Bullion Lane Primary School  
Medium Term Plan for Religious Education**

**Year: 5 Penshaw**

**Cycle: A**

**Term: 2**

**Topic: What do the Gospels tell us about the birth of Jesus?**

Knowledge	Skills	Vocabulary
<p align="center"><b>Activity One</b></p> <p><b>To order (glue and stick) the Gospel statements and rate which ones would matter the most to Christians.</b></p> <p><b>*I have more lessons but they are on usb at school – Covid-19 preventing to complete!</b></p>	<p><b>AF1: Thinking about religion and belief</b></p> <ul style="list-style-type: none"> <li>• Explain connections between questions, beliefs, values and practices in different belief systems</li> <li>• Recognise and explain the impact of beliefs and ultimate questions on individuals and communities</li> <li>• <b>Explain how and why differences in belief are expressed</b></li> </ul> <p><b>AF2: Enquiring, investigating and interpreting</b></p> <ul style="list-style-type: none"> <li>• Suggest lines of enquiry to address questions raised by the study of religions and beliefs</li> <li>• Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</li> <li>• <b>Recognise and explain diversity within religious expression, using appropriate concepts</b></li> </ul> <p><b>Beliefs and teachings (what people believe)</b></p> <ul style="list-style-type: none"> <li>• Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</li> </ul> <p><b>Practices and lifestyles (what people do)</b></p> <ul style="list-style-type: none"> <li>• <b>Explain how selected features of religious life and practice make a difference to the lives of individuals and communities</b></li> </ul> <p><b>Expression and language (how people express themselves)</b></p> <ul style="list-style-type: none"> <li>• Explain how some forms of religious expression are used differently by individuals and communities</li> </ul> <p><b>Identify and experience (making sense of who we are)</b></p> <ul style="list-style-type: none"> <li>• <b>Make informed responses to questions of identity and experience in the light of their own learning</b></li> </ul> <p><b>Meaning and purpose (making sense of life)</b></p> <ul style="list-style-type: none"> <li>• <b>Make informed response to questions of meaning and purpose in the light of their learning</b></li> </ul> <p><b>Values and commitments (making sense of right and wrong)</b></p> <ul style="list-style-type: none"> <li>• <b>Make informed responses to people's values and commitments (including religious ones) in the light of their learning</b></li> </ul>	<p><b>Interpret</b></p> <p><b>Versions</b></p> <p><b>Literally</b></p> <p><b>Gospels</b></p> <p><b>Nativity</b></p> <p><b>Vulnerable</b></p> <p><b>Unimportant</b></p> <p><b>Metaphorically</b></p>