

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

Year: 5/6

Cycle: A

Term: Summer 1

Topic: What can we learn about Christianity from the Northern Saints?

	Skills	Vocabulary
<p style="text-align: center;">Knowledge</p> <p>To know about some of the origins of Christianity in the UK ☒</p> <p>To know the importance of the Northern Saints in the origins of Christianity in the UK ☒</p> <p>To explore and understand concepts of faith and hope.</p> <ol style="list-style-type: none"> Discuss different ways of communicating and how stories can be spread. Introduce island of Lindisfarne. Elicit children’s existing knowledge. Story of St. Aidan and the saddle. Use web page St Aidan and a horse called Archie. Comprehension. Research life of St Cuthbert. Discuss why he is so important in the spread of Christianity. Write paragraph about this importance. Writing biography of St.Cuthbert. Legend of Durham Cathedral and Cuthbert’s final resting place. Write own legend. Explore the life of Bede . Write a postcard from the young Bede to his parents, try to include how he is feeling, being 	<p style="text-align: center;">AF1: Thinking about religion and belief</p> <ul style="list-style-type: none"> Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures <p>AF2: Enquiring, investigating and interpreting</p> <ul style="list-style-type: none"> Identify the influences on, and distinguish between, different viewpoints within religions and beliefs Interpret religions and beliefs from different perspectives Interpret the significance and impact of different forms of religious and spiritual expression <p>Beliefs and teachings (what people believe)</p> <ul style="list-style-type: none"> Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary <p>Practices and lifestyles (what people do)</p> <ul style="list-style-type: none"> Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities <p>Expression and language (how people express themselves)</p> <ul style="list-style-type: none"> Compare the different ways in which people of faith communities express their faith. <p>Identify and experience (making sense of who we are)</p>	<p style="text-align: center;">Christianity</p> <p style="text-align: center;">Saints</p> <p style="text-align: center;">Faith</p> <p style="text-align: center;">Hope</p> <p style="text-align: center;">St Aidan</p> <p style="text-align: center;">St Cuthbert</p> <p style="text-align: center;">St Bede</p> <p style="text-align: center;">Isle of Lindisfarne</p> <p style="text-align: center;">Durham Cathedral</p> <p style="text-align: center;">Monks</p> <p style="text-align: center;">Monastery</p> <p style="text-align: center;">Northern Saints</p> <p style="text-align: center;">Belief</p> <p style="text-align: center;">Perspectives</p> <p style="text-align: center;">Spirituality</p>

<p>treated/cared for, by whom, how he is spending his time and what new skills he is learning.</p> <p>Resourced by TES and Twinkl</p>	<ul style="list-style-type: none">• Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths <p>Meaning and purpose (making sense of life)</p> <ul style="list-style-type: none">• Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths <p>Values and commitments (making sense of right and wrong)</p> <ul style="list-style-type: none">• Make informed responses to people's values and commitments (including religious ones) in the light of their learning. They will use different techniques to reflect deeply	
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