



		Year 5 4 lessons per fortnight		
	Wk	Topic/Key Question/Festival	Learning content	Assessment
Autumn- 14 ½ weeks	1	What is SSE? What is religion?	SSE as a subject in WW AFL on baseline and what new pupils have covered in other schools	Baseline Assessment
	2	Why do some people believe in God and some not?	Pupils explore their idea of God which they revisit each year to see development/ progression.	
	3	What do Christians believe about God?		
	4		Laws and rules. Human Rights	Self assessment
	5	Rights and responsibilities	Relationship between rights and responsibilities	
	6		<i>Key Vocabulary</i> God, belief, divine being, higher power, theist, theist, agnostic. Right, responsibility, rule, law, human rights, protection.	
	7	Who is Jesus and why do Christians believe he was the Messiah?	Exploration through Old and New Testament scripture of Jesus as Messiah.	
	8		Real meaning of Advent and the story of the Incarnation.	
	9	Meaning of Advent and birth of Jesus to Christians.		Peer Assessment
	10	How do Christians put this belief into practice?	Why Christians celebrate the birth of Jesus and the meaning of Saviour for the world.	
	11			
	12	How Jesus as the Messiah makes sense in the wider story of the Bible.		
	13	Compassion and shared responsibility	The importance of compassion towards others; sharing this, how to show concern and care for others and living things. Shared responsibility for protection of the environment, relationship of everyday choices affecting this.	Teacher Assessment based on one piece of writing and class participation.
	14	Self Esteem and Individuality	Individual and personal qualities Personal strengths, skills, achievements and interests.	
	15		<i>Key Vocabulary</i> Incarnation, Messiah, prophecy, Saviour, salvation, Ehipany, Magi. Shared responsibility, compassion, protection. Self-esteem, self-worth, unique.	
Spring- 13 weeks	1	What do Christians believe Jesus died to save people?	Jesus' death as a sacrifice	Peer Assessment
	2		The Easter Story	
	3	Easter and Holy Communion	The meaning of Holy Communion for Christians	
	4			
	5		<i>Key Vocabulary</i> Sacrifice, Eucharist, salvation, eternal life, Crucifixion, Resurrection, sin, Palm Sunday, Shrove Tuesday, Ash Wednesday, Temptation, Lent, Maundy Thursday, Good Friday	Self Assessment on MC test
	6			

		Year 6 4 lessons per fortnight		
	Topic/Key Question	Learning content	Assessment	
	Creation and Science: conflicting or complimentary?	Exploring Christian and Jewish belief about God as Creator; Genesis 1 Study of scientists who are Christians ; how do they 'make sense' of their belief and profession?	Self Assessment	
	Are there differences between what Jews and Christians believe on the Creation story?			
	Stewardship- what are our responsibilities?	Recapping R and R as far as the world is concerned from year 5. Has our view changed as we have studied SSE so far?	Peer Assessment/ MC choice assessment.	
	What are my skills and talents? How can I shape my goals?	Recognising positive things about ourselves and our achievements; set goals to help achieve personal outcomes <i>Key Vocabulary</i> Creator, literal, metaphoric, evolution, 'Big Bang' cosmology, Genesis, universe, life, time. Steward, care, responsibility, choices. Achievement, positive qualities, personal outcomes		
	What sort of King was Jesus?	Kingdom of God; trying to transform the world.		
	What was Jesus' teaching about the Kingdom of God?	What would a better world look like? Parables; the Feast, the Tenants in the Vineyard ,Unforgiving Servant.	Peer Assessment	
	Life Choices and Skills- what is a career?	Exploring the broad range of different career and jobs available; matching our skills and talents to these. <i>Key Vocabulary</i> Kingship, Kingdom of God, parable, tenant, feast, serving others. Career, 'job for life', aspiration, stereotype	Teacher Assessment based on one piece of writing/ class participation/ PBP work. Target setting for next term	
	Why is the Torah / Pentateuch important to Jews ?	Explore the Torah and how Jews live their lives based on these teachings. Investigate how the teachings are set up as a mix of Poetry /Prose and / Law – the traditional set up of the Jewish 'Bible'.	Peer Assessment	
	How does faith help people when life gets hard?	Explore how people of faith and non-faith deal with suffering and bereavement		
	How can we express feelings, especially when they are intense?	Investigate the effect of intense feelings, conflicting feelings, and the warning signs relating to mental health.	Self Assessment MC mini test style assessment	
	Life Choices- what are workplace stereotypes?	Determining the meaning of a workplace stereotype and how this may influence life choices for a career.		



		Recognise and respect that there are diverse types of family structure	pieces of writing/ class participation. Final attainment grades.		mean for males and females?	Linking the process of puberty to human growth and development; physical and emotional changes for male and female.	extended writing/ class participation. Final levelled assessment
	11	<p><i>Key Vocabulary</i> <i>Brahman, atman, dharma, karma, samsara, moksha, Mahabharata, reincarnation, purusharthas, Mahatma Ghandi, Pandurang Shashtri Athavale.</i> <i>Family structure, co-habit, blended families, same sex parenting, support, diverse.</i></p>				Exploring how to stay healthy in this period, what help is available and where to obtain advice and support.	
	12				What sort of career interests me?	<p>Linking growing maturity with increased independence and rights, but how this also matched by increased responsibility.</p> <p>How to retain self-respect in life choices during puberty and growth.</p> <p>Revisiting personal skills and strengths; recapping Year 5 view and how this may have changed/ developed. Matching these to possible career choices and routes to adulthood.</p> <p><i>Key Vocabulary</i> <i>Close friendship, expectations, Puberty, human reproduction, hygiene.</i> <i>Independence, self-respect.</i> <i>Employment, professions, skilled / unskilled jobs</i></p>	Self Assessment and own target setting for Key Stage 3.