

Year 6 RE Overview

Main religions studied:

| | <u>Term 1</u> <u>Christianity</u> Creation/Fall 2B.2 Creation and Science: conflicting or complementary? See also U2.2 Creation and science: conflicting or complementary? [Creation] | <u>Term 2</u> <u>Judaism</u> U2.9 Why is the Torah important for Jewish people? Include RE Focus Day Incarnation | <u>Term 3</u> <u>Hinduism</u> U2.7 Why do Hindus try to be good? | <u>Term 4</u> <u>Christianity</u> Gospel 2B.5 What would Jesus do? Include RE Focus Day Salvation | <u>Term 5</u> <u>Christian/</u> <u>Non-religious</u> U2.11 Why do some people believe in God? | <u>Term 6</u> <u>Christianity/Hinduism/</u> <u>Non-Religious</u> U2.12 How does faith help people when life gets hard? |
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| Prior Learning | <p>There is much debate about the accounts of creation in Genesis and scientific accounts. These debates and controversies relate to the purpose and interpretation of the texts</p> <p>There are many scientists throughout history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator</p> | <p>Recap prior learning about Jewish beliefs about God in ‘the Shema’, including belief in one God and the command to love God with all their heart, soul and might. Recall where it is found (Deuteronomy 6:4–9), how it links to beliefs about God and its use in the mezuzah. Learn about Orthodox use of the Shema in the tefillin. The titles used to refer to God in Judaism and how these reveal Jewish ideas about the nature of God (e.g.</p> | <p>Recall learning about Brahman (God, Ultimate Reality) and atman (eternal self) in Unit L2.7. Remember that Hinduism is very diverse, and so there is hardly anything that we can say ‘all Hindus believe ...’ However, the ideas of dharma, karma, samsara and moksha are commonly held, although described in a range of ways.</p> | <p>The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community</p> | <p>Pupil understanding of what God is like as far as Christians, Jews and Muslims are concerned should be reasonably developed by now</p> | <p>An understanding of the beliefs in Christianity, Hinduism and Humanism from Y5</p> |

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| | | Almighty, King, Father, Lord, King of Kings). Texts that describe these names (e.g. the Shema, Ein Keloheinu and Avinu Malkeinu – two Jewish prayers found in a siddur, a daily prayer book). | | | | |
| Key Questions | <p>What is the importance of Creation on the timeline of the ‘big story’ of the Bible? What different text types are there in the Bible? How are they interpreted? What do Christians who are scientists think about the creation story from Genesis? Can science and faith go together? Creation and Science: conflicting or complementary?</p> | <p>Why is the Torah important for Jewish people? How is the sefer Torah produced and used each week? Why is the Torah at the heart of Jewish belief and practice? Why is regular Torah study important for many Jews? Do all Jews keep the kosher law in the same way?</p> | <p>Can you explain Hindu beliefs, e.g. dharma, karma, samsara, moksha? How does the story of the man in the well link to this? Can you explain the Hindu ideas of karma? How do the Hindu ideas about the four aims of life (purusharthas) influence the way they live? Can you show some ways in which Hindus make a difference in the world-wide community? What difference would it make to the way people live if everything they did carries good or bad karma, affecting future rebirths?</p> | <p>WWJD about prayer today? WWJD about ill health? WWJD to make a better world? Can enemies become friends? Why be generous? What would Jesus Do?</p> | <p>Why do people believe or not believe in God? If this God exists, what difference would ‘he’ make to the way people live? What impact does believing in God possibly make on the way someone lives his or her everyday life? What do you believe?</p> | <p>What matters most in life? Can you describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life? What are the connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)? How does faith help people when life gets hard?</p> |

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| Key Story | Creation Story in Genesis 1:1–2:3 Big Bang story | | Hindu story from the Mahabharata, the 'man in the well' | Foundations for Living: The Wise and Foolish Builders, Matthew 7:24–27 The Sermon on the Mount, Matthew 5–7 A healing miracle: The Centurion's Servant, Luke 7:1–10 | | |
| Key Artefacts | Bible creation artwork | Torah, ark, Ner Tamid, bimah (all artefacts in Judaism box) | | | | |
| Key Vocabulary | Creation evolution conflicting complementary scientist | God Synagogue Kosher Torah (the Law) Sefer Torah Nevi'im- the Prophets Ketuvim - the writings mitzvot - commandments TeNakh The People and the Land The Shema Ein Keloheinu Ainu Malkeinu mezuzah Orthodox/Progressive tefilin Rosh Hashanah | Karma dharma samsara moksha Mahabharata atman purusharthas ahimsa (non-violence) satya (truthfulness) | Gospel - good news Commandments global | 'theist' (believes in God), 'agnostic' (cannot say if God exists or not) 'atheist' (believes there is no god) God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light | secular non-religious bereavement reincarnation Brahman |
| Trips and Visits | | OTB Christmas story Trip to synagogue | Trip to temple | OTB Easter Story /Easter Trail | Visit from a theist, atheist & agnostic? | |

New emphasis: Coherent understanding: There is an increased emphasis on helping pupils to develop a coherent understanding of several religions, by studying one religion at a time (systematic study) before bringing together and comparing different traditions (thematic study). The thematic study allows pupils to draw together their learning each year, as well as offering planned opportunities for retrieval and recall (see sample long-term plan p. 147).

Core concepts: Clarity about identifiable core concepts of religions and beliefs helps teachers and pupils to understand how beliefs and practices connect, so that pupils are able to build effectively on prior learning as they progress through the school (see key question overview pp. 16—17 and concept outlines on pp. 137—145). The syllabus forms a 'spiral curriculum', so that pupils encounter and engage with the core concepts on a number of occasions, embedding their learning.

Planning process: The syllabus integrates a planning process. It encourages and empowers teachers to develop their own excellent RE lessons, taking them through the steps of using the syllabus to underpin their planning (long-, medium- and short-term) and creative classroom practice.

Teaching and learning approach: There is a clear teaching and learning approach at the heart of the 2021 syllabus, whereby all units enable pupils to 'make sense' of the religions and non-religious worldviews studied, 'understand the impact' of these beliefs in people's lives, and to 'make connections' in their own learning and with their wider experience of the world (see p. 13—14).

Assessment: Flexible assessment opportunities are given, based on end-of-phase outcomes, linked to the teaching and learning approach. Each unit has specific outcomes that help pupils to achieve the end-of-phase outcomes (see pp. 18—19).

Understanding Christianity: The 2016 resource from RE Today is being used in many schools in Leicestershire. This syllabus incorporates the Understanding Christianity approach, as well as a number of units, so that schools who are using that resource can be confident that they are meeting the requirements of the agreed syllabus with regard to the teaching of Christianity.