



### **Year 6 - Religious Education - Programme of Study**

Religious Education (RE) is a core subject and an integral part of our curriculum. We are dedicated to providing high quality RE teaching and learning opportunities to reflect the importance of RE within our school. Current Excellent and Good SIAMS (Statutory Inspection of Anglican and Methodist Schools) reports show that each of the schools deliver, within a Christian context, the best educational, spiritual, physical, social and emotional outcomes for children and their families. Each year group has a wide range of exciting and thought-provoking topics that are studied throughout the year, within Christianity (based around 'Understanding Christianity'), as well as units of learning about other faiths.

Our programme of study is in conjunction with the diocesan syllabus and is committed to an approach to teaching RE in which skills are developed through knowledge and understanding and that pupils understand how their learning in RE is progressing and what they need to do to improve it.

#### **Termly Topics/Units**

All lessons included in each unit are thoughtfully constructed to give children knowledge and skills to understand and be aware of religious topics, traditions and rituals, as well as the meaning behind them. Lessons include a critical thinking part, where pupils will be able to discuss the knowledge learnt and share their own beliefs, questions and opinions. This enables pupils to really explore and reflect what their current belief on a topic is; what they already know; what they do not know and most significantly, what they want to find out! This then informs the planning and adaptation of content for the following weeks.

#### **Autumn 1**

Topic/Unit: Creation: Creation and Science: Conflicting or Complimentary?

Pupils will explore the role of God and humans in creation, the impact that Psalm 8 has on the actions of a group of Christians and the role of God as Creator of all things. In addition, pupils will learn about the Christian view of human responsibility over the Earth and look at how well humans care for the world. Furthermore, pupils will also explore and learn about the Christian Harvest festival.

Knowledge:

- Reasoning for similar and different beliefs.
- Research and analysis of biblical and scientific sources.
- The sequence of creation, according to biblical texts.
- Interpretation of biblical scripture.
- Analysis of how humans take care of the earth.
- Acquisition of biblical literacy and vocabulary.
- Making connections between fact and opinion/belief.
- Understanding and awareness of other views and perspectives.
- Questions and answers, as well as theories around the purpose of life.

Enquiring minds:

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- How does the biblical story of creation differ/compare to that of science?
- What was the sequence of events in the Creation story?
- Does science conflict or compliment the story of creation?
- What do you believe, with regards to how the world and all that is in it, came to be?
- How do humans care for the earth? Can they do better?
- Did God create all things?
- Why did God create certain things?

## **Autumn 2**

Topic/Unit: Incarnation – Was Jesus the Messiah?

Throughout this unit, pupils will explore the links between Biblical texts and the life of Jesus, as well as learning about how Jesus' actions made him a humble peacemaker. Pupils will also unfold the attributes of a prophet, the transfiguration and the role and significance of Christmas. Additionally, pupils will learn about what makes Jesus the Messiah and understand how child sponsorship can bring 'blessings'.

Knowledge:

- Understanding and explanation of the place of Incarnation and the Messiah within the 'big story' of the Bible.
- Identification of Gospel links between scriptural evidence and the story of Jesus' life.
- Making connections between biblical texts, Incarnation and the Messiah, using theological terms.
- Understanding and awareness of Christian concepts and beliefs for the celebration of Christmas.
- Research of charity foundations and the impact of sponsoring a child.
- Critically analyse how the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.

Enquiring minds:

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- How does the evidence in the bible support the teachings of Jesus?
- Why did the world need a Messiah?
- Why do we celebrate Christmas – what is its significance?
- What do Christians believe the world needs saving from?
- Why do people give to charity?
- What does it mean to sponsor someone?
- Why do people need to sponsor a child?

## **Spring 1**

Topic/Unit: Judaism

Throughout this unit, pupils will learn about what Jewish people believe, the importance of traditions and customs in Jewish life, as well as the significance of Hanukkah in the lives of Jewish people.

Knowledge:

- The core beliefs of Judaism.
- Understanding and awareness of Jewish traditions and practices.
- An understanding of the significance of traditions and customs in the lives of Jewish people.
- Knowledge of the celebration of Hanukkah.

#### Enquiring minds:

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- How do Jewish beliefs compare/differ to those of Christians?
- Was Jesus Jewish?
- What is Hanukkah?
- Why do Jewish people celebrate Hanukkah?
- What is a Jewish place of worship called?

### **Spring 2**

Topic/Unit: Salvation – What difference does the resurrection make to Christians?

Throughout this unit, pupils will explore the accounts of Jesus' death and resurrection, the impact and significance of the resurrection and how artistic representations link with Christian concepts. In addition, pupils will identify Christian concepts in hymns and discuss the different views of Jesus.

#### Knowledge:

- Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- Interpretation of biblical texts and accounts of Jesus' death as a sacrifice.
- The link between moral values and Jesus' actions.
- Research and analyse the reasons behind Jesus' death and resurrection.
- Understanding and awareness of artistic representations of Christian concepts.
- Knowledge of the importance of hymns.
- Evaluate the value and impact of ideas of sacrifice in their own lives and the world today.

#### Enquiring minds:

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What does salvation mean?
- What is the importance of the resurrection?
- Why did Jesus have to die?
- What did the resurrection mean for Christians?
- How do people of different faiths and none see Jesus?

### **Summer 1**

Topic/Unit: Islam

Throughout this unit, pupils will learn about what Muslims believe, how Hajj makes Muslims feel they are part of one family and how Muslim faith communities are like world-wide families. Furthermore, pupils will also explore what contributions Muslim families make to their local community.

#### Knowledge:

- The core beliefs of Islam.
- Understanding and awareness of Muslim traditions and practices.
- An understanding of the significance of Hajj in the lives and families of Muslims.
- Comparing a Muslim place of worship to a Christian place of worship.
- Knowledge of the practice of Muslims and how community is key.
- Analysis of the challenges of belonging to a religion today with reference to our own and other people's views on human nature and society.
- The acquisition of wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions.

#### Enquiring minds:

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- Do Muslims believe in one god or many?
- What are the core beliefs of Muslims?
- What is Hajj?
- Why and when do Muslims go to the Mosque?
- How do the practices of Islam compare/differ to those of Christianity?

### **Summer 2**

Topic/Unit: Kingdom of God – What kind of King is Jesus?

Throughout this unit, pupils will look at the connections between biblical texts and the concept of the Kingdom of God, forgiveness and how forgiveness is a Christian concept, as well as understanding the impact of Jesus' actions.

#### Knowledge:

- Study of biblical texts and the concept of the Kingdom of God.
- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.
- Gain an understanding and education of how forgiveness is a choice.
- Analysis of the impact of forgiveness.
- Knowledge and understanding of how Christians put their beliefs into practice in different ways.

#### Enquiring minds:

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What kind of King is Jesus?
- What is the Kingdom of God?
- Why should we forgive?
- Why is forgiveness important and what is the impact?
- What kind of kingdom did Jesus want?
- What is your idea of what might be included in the Kingdom of God?