



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 units start with 'Big questions', where pupils are able 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: Digging deeper

Creation and Science: Conflicting or complimentary?

This theme is incredibly interesting and quite remarkable. The 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, the role of God as creator of all things, a discussion on the Christian view of human responsibility over the Earth, as well a look at how well humans look after and care for the world.

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 so 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 creation?
- 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: Buddhism

Throughout this unit, pupils will learn about the beliefs and teachings of Buddhism, as well as making comparisons between those of Christianity, as well as their own personal beliefs. The pupils will explore the importance of the Three Jewels in a Buddhist's life investigate how Buddhists live good lives, to investigate the importance of pilgrimage on a person's faith, as well as exploring the noble eightfold path and how Buddhists try to follow the teachings of Buddha.

Knowledge:

- The sequence of teachings of the Three Jewels of Buddhism.
- The significance of Buddha in the religion of Buddhism.
- The teachings of Buddha.
- The reasons behind and for pilgrimage.
- 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.
- Understanding of the four noble truths.

Enquiring minds:

For each unit, it is so 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 noble eightfold path impact a Buddhist?
- What are the teachings of Buddha and why are they important?
- How do Buddhists try to follow the teachings of the Three Jewels of Buddha?
- How do Buddhists try to grow towards enlightenment?
- What are the four noble truths?
- Why do Buddhists go on pilgrimage?

- How do the teachings of Buddha compare/differ to those of Christianity?

Topic/Unit: Incarnation – Digging deeper - Was Jesus the Messiah?

Please note that this topic crosses over into the Spring 1 term, but the programme of study will be discussed here.

Throughout this unit, pupils will explore the links between Biblical texts and the life of Jesus, to learn about how Jesus' actions made him a humble peacemaker, a look at the attributes of a prophet, as well as the transfiguration, the role and significance of Christmas and the links between Christianity and Christmas, exploring how child sponsorship can bring 'blessings', as well as understanding what makes Jesus the Messiah.

Knowledge:

- Understanding and explanation of the place of Incarnation and Messiah within the 'big story' of the Bible.
- Identification of Gospel and links between scriptural evidence and the story of Jesus' life.
- Making connections between biblical texts, Incarnation and Messiah, using theological terms.
- Understanding and awareness of Christian concepts and beliefs for the celebration of Christmas.
- Research of charity foundations and 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 so 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: The journey of life and death

Throughout this unit, pupils will learn about the journey of life and death, exploring what different religions believe happens when someone dies, as well as discussing the ways in which human experiences associated with death, loss, hope, and meaning in life are understood in Islam, Buddhism, Judaism, Hinduism and Sikhism.

Knowledge:

- The beliefs of the afterlife (in multiple religions).
- Understanding and awareness of traditions and practices.
- Awareness and understanding of the major milestones in life.
- Review and analyse different sources from a variety of religions.
- Knowledge and awareness of different bereavement procedures.
- The acquisition of wide religious vocabulary.

Enquiring minds:

For each unit, it is so 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 do other religions and beliefs believe happens after we die?
- How do different religions respond to bereavement?
- Why is it important to have hope?
- How do certain religions celebrate the life of one another?
- What happens to us when we die?

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, a look at linking artistic representations with Christian concepts, identifying Christian concepts in hymns, as well as discussing 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.
- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

Enquiring minds:

For each unit, it is so 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, how Muslim faith communities are like world-wide families, as well as exploring 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 to them.
- 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 so 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 – Digging deeper - 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, how forgiveness is a key trait of Jesus 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 so 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?

Topic/Unit: Worldview and Humanism

Pupils will critically examine the three key components that form the foundation of a worldview. They will delve into the rich teachings of Jainism, exploring its spiritual principles and ethical framework. Additionally, they will analyse the five fundamental core features of humanism, fostering a deeper understanding of its emphasis on reason, ethics, compassion, scepticism, and human agency.

Knowledge:

- Understanding the three key components that shape a worldview and their critical examination.
- Study of Jainism, including its spiritual principles and ethical framework.
- Analysis of the five fundamental core features of humanism and their significance.

Enquiring minds:

For this unit, students are encouraged to ask questions and engage in discussions related to their learning. Here are some examples of questions they might ask:

- What are the three key components of a worldview and how do they interact?
- What are the spiritual principles and ethical framework of Jainism?
- How does Jainism influence the perspectives and behaviours of its followers?
- What are the five core features of humanism and why are they important?
- How does humanism promote reason, ethics, compassion, scepticism, and human agency?
- How do worldviews influence our understanding of morality and ethical decision-making?
- What are the similarities and differences between Jainism and other religious or philosophical systems?
- How can critical examination of worldviews contribute to personal growth and development?
- How can empathy and understanding be fostered between individuals with different worldviews?
- How do humanists navigate moral dilemmas and make ethical decisions?

These questions encourage critical thinking, cultural understanding, and the exploration of different perspectives. Students are encouraged to share their own thoughts, engage in respectful dialogue, and consider multiple viewpoints.