

Year 6 RE Overview				
Content				
Area of Study (Lincs Agreed Syllabus)	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
- Understanding Christianity (God) - Moral dilemmas (Humanists, Muslim and Christian view point) - Understanding Christianity: Creation & science: conflicting or complimentary? - Understanding Christianity: Creation - Science Vs Religion Digging Deeper unit - Hinduism – Being Human - Islam – Being Human	- Understand dilemmas and reasons for varied viewpoints from religious and non-religious people - Make connections between biblical texts, Christians beliefs of God and the design of places of worship - Compare and evaluate the Creation story of Genesis 1 with a scientific account - Explain the rites of passage and describe the events that take place for birth, initiation, marriage and death for Hinduism, Islam and Judaism. Make comparisons to prior knowledge of Christianity.	clone benefit choice purpose de-extinct revenge honesty moral immoral biblical – relating to the Bible eternal sin holy injustice architecture community universe – all existing matter and space as a whole controversy Brahman - the ultimate reality Baptism Funeral	controversy dilemma moral	<u>World views</u> Atheist Agnostic Humanist <u>Christianity</u> Omniscient Omnipotent Omnipresent Eternal holy <u>Hinduism</u> Samskaras Namkarna Jatakarma Upanayana Antyeshti atman samsara <u>Judaism</u> Bar/bat mitzvah Ketubah – marriage contract Kiddush – blessing cup Islam Adaan Aqiqah Mahar

				Nikah Makkah
Knowledge				
Substantive Knowledge		Disciplinary Knowledge		
Christianity (Term 1) What does it mean if God is loving and holy? Week 1: Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. Week 2: Christians believe God is both holy and loving Week 3: Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. Week 4: Christians believe getting to know God is like getting to know a person rather than learning information. Week 5: To know that initiation for some Christians is done via christening and conformation – or for other denominations by baptism by full immersion Week 6: Mastery/trip to St Thomas' church for a doll's christening. LAS Additional Unit: Moral Dilemmas (Term 2) Do you have to believe in God to be good? Just because we can, does it mean we should? Weeks 1-3: Atheists are a world view where people do not believe in God. Humanists follow the world view of atheists with the addition that people should act in the best interest of humanity. Cloning and de-extinction are possible but that there are arguments whether people Should do this. Muslims believe Allah is the creator and the destroyer so clones are Not acceptable to Muslims. Week 4: The parable of the good Samaritan presents a dilemma to those who understand the nature of the relationship between Jews and Sarmatians at that time. Week 5: Jonah faced a dilemma – to save his enemies or to let them perish. He wanted them to perish but was guided by God (according to Christians, Jews and Muslims (Junis) to save the Ninevites. Week 6: Organ donation/transplant is a moral dilemma. Some religious groups (some Christians, some orthodox Jews and Muslims) do not agree with the concept. Muslims because of the belief that a dead body is sacred.		The substantive knowledge is the same in all lessons for T2 and T3 – it is the disciplinary knowledge that is deepened here. There is debate around the accounts of creation according to: Genesis 1, Cosmology and Evolution. The Genesis 1 creation story is poetic. There are many Christian scientists throughout history. <u>Working as a theologian:</u> *Know how to approach sources of authority from which people derive their beliefs. *To interpret sources of authority Be able to name sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they refer to. Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories. Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories. <u>Working as a social scientist:</u> *Know ways in which context affects ways of living. *To analyse data that shows ways in which context affects ways of living Be able to explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a non-religious worldview different from a religion. Be able to explain the impact of society/culture/geography can have on religious practices e.g. by the way in which a religious practice from one belief tradition varies in different areas of the world. Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g.) that god made the world and that is important to promote fundamental British values.		

Understanding Christianity: Creation - Science Vs Religion (Term 3)

Creation and Science: Conflicting or Complementary?

Week 1: Christian view of creation Vs Darwin's 'Origin of Species' – are these views totally opposite?

Week 2: Christian view of creation Vs Darwin's 'Origin of Species' – can scientists believe in God?

Week 3: Identify the type of text that Psalm 8 is, and its purpose. Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation.

Week 4: Make clear connections between Psalm 8 and some ways Christians respond to God as Creator.

Week 5: Show understanding of why some Christians find science and faith compatible. Respond to the idea that humans have great responsibility for the Earth.

Week 6: Weigh up how well humans are responding to the responsibility of Psalm 8, taking-into-account religious and nonreligious viewpoints.

Understanding Christianity: Creation - Science Vs Religion Digging Deeper unit (Term 4) Creation and Science: Conflicting or Complementary?

Week 1: Return to the phrase from Psalm 8 about humans being 'a little lower than the angels'. This suggests that humans have a very high position and great authority in God's creation — the idea of 'stewardship' explored in 2a.1 Creation unit. Some people argue that humans have misused this authority by treating the Earth badly. Briefly ask pupils what evidence they know of to support this view (deforestation, greenhouse gases leading to climate change, fossil fuels, litter, waste and so on). Ask pupils to weigh up how well humans have taken care of the world.

Week 2: Consider any implications for today's world of these passages. Imagine that there is a God and that God gives humans a clear message that the Creator is going to come to Earth in a year's time to inspect what humans have done as stewards or caretakers of the world. What might people do to prepare?

Week 3: Christians will want to show that they have taken their responsibility of being 'a little lower than the angels' seriously. For the many people who do not believe in God, what might they do?

Week 4: What argument can pupils offer for why all humans should care for the Earth, without God? What do pupils think their own responsibility is? Make it personal — how well do pupils care for the world? Do they only buy local produce?

Be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc).

Be able to identify some of the ways in which the wider local/national community impacts on a believer's experience of a belief tradition (e.g. keeping the fasts during Ramadan whilst sitting school exams).

Working as a philosopher:

***Know different** ways in which humans seek knowledge/wisdom.

***To reason using evidence.**

Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.

Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'.

Be able to analyse some strengths and weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.

Do they re-use, recycle — or get the latest mobiles and tablets, with all those rare Earth metals from China? Reflect on whether or not it is easier to judge others than to change one's own behaviour.

Week 5: Pupils might express their response to this text by writing their own version of the psalm — whether secular, atheist, agnostic, Muslim, Hindu, Jewish, Sikh...

Week 6: Reflect on how the biblical idea of God as Creator and humans as God's representatives relates to the question: 'Creation and science: conflicting or complementary?' Pupils should be able to offer a selection of responses on both sides, referring to Genesis and Psalm 8 and diverse Christian views, as well as atheist and agnostic responses.

Life Journey – Hinduism, Judaism and Islam (Term 5)

How do Jews, Christians, Muslims and Hindus welcome babies and believers?

Week 1: Hindu birth rite

Week 2: Hindu initiation rite

Week 3: Jewish birth rite

Week 4: Jewish initiation rite

Week 5: Islamic birth rite

Week 6: Islamic initiation rite

Life Journey – Hinduism, Judaism and Islam (Term 6)

How do marriage and death rites of Jews, Christians, Muslims and Hindus show religious duty?

Week 1: Hindu Marriage rite

Week 2: Hindu death rite

Week 3: Jewish Marriage rite

Week 4: Jewish death rite

Week 5: Islamic Marriage rite

Week 6: Islamic death rite

Islam

1. Birth: The ahaan is whispered into the baby's ear, giving them something sweet to taste, shaving the baby's head and the aqiqah ceremony – links between this, zakat and Muslims belief about harmony.

2. Marriage is a social contract. The mahr is a financial gift given to the bride. The nikah is read without the presence of the woman, but now some women choose to be present.
3. When a Muslim dies, the body is washed, wrapped in a white cloth (which shows all are equal in death) and buried facing Makkah within 3 days. Muslims are never cremated.

Judaism

1. Birth: brit milah takes place for boys when they are 8 days old. They are circumcised as a mark of belonging to the people of Israel.
2. Initiation: (bar/ bat mitzvah – the point at which a boy or girl becomes an adult and must keep the commandments; happens at the age of 13 for a boy and 12 for a girl; key features eg: reading Torah portion, binding tefillin on arms and forehead for some Jewish groups.
3. Marriage: These take place outside traditionally and the ketubah is signed beneath flower arches. They are blessed 7 times and the couple drink from the Kiddish cup, breaking a glass to signify the destruction of the Temple; ways in which this links to Jewish beliefs about covenant.
4. Death: The body is washed and dressed in tachrichim (a simple shroud). The body is never left alone and relatives read to the body and spend time with it to grieve. Before burial, the mourners make a tear in their clothes – this is the act of keriah to show their grief. Jews are never cremated.

Hinduism:

- There are 16 Samskaras. These are rites of passage that mark the move from one phase of life to the next. For the atman to achieve moksha, then these rituals can help to break the cycle of samsara because the atman is fulfilling part of its dharma.
- 4th Samskara is Jatakarma. When a baby has been born (within the first 6 days) the father bonds with the baby by using a gold ring to draw 'aum' onto the baby's lips with honey/ ghee. This cleanses the atman of any previous karma.
- 5th Samskara is Namkarna. On the 12th day, the baby is taken to the Mandir and the oldest woman in the family announces the name of the baby. It is chosen from a list suggested by the priest upon the baby's birth stars (horoscope).

- 10th Samskara is Upanayana. The sacred thread ceremony is for boys at around 13. The boy is fed by his mother for the last time. His head is shaved to remove bad karma. He is washed. He receives new clothes. He receives the ionic (the sacred thread he will wear for the rest of his life). Prayers are said in the Sanskrit. Alms are offered and there is a food-filled celebration.
- 15th Samskara is Vivaha. It is part of a person's dharma to marry. The atmans are joined for 7 lives to work together to achieve moksha. Many see this as the most important samskara.
- 16th Samskara is Antveshi. It depends where the family lives as to how death is treated. In India, the body is washed and water from the Ganges is placed on the lips. The body is carried to the river bank and cremated on a funeral pyre. In the UK, cremation is followed by the ashes being sprinkled into a sacred river.
- Only pregnant women and saints are buried by some Hindus.

Concepts		
God	Duty	Sources of Authority
End of Year Assessment		
Working at Expected	Greater Depth	
A child working at the expected standard will be able to recall the substantive knowledge. A child working at the expected standard will have made progress in their confidence of using the disciplinary knowledge and skills of: <u>Working as a theologian:</u> *Know how to approach sources of authority from which people derive their beliefs. *To interpret sources of authority <u>Working as a social scientist:</u> *Know ways in which context affects ways of living *To analyse data that shows ways in which context affects ways of living <u>Working as a philosopher:</u> *Know different ways in which humans seek knowledge/wisdom *To reason using evidence	See the expected standard. Children will work as a theologian, a social scientist or a philosopher drawing upon their substantive knowledge independently and they will ask deep questions.	