




# Year 6 RE Curriculum

	Autumn 1	Autumn 2
Curriculum focus	Diversity Islam	Christianity
Substantive Concepts and Questions	What can we learn about religious diversity in our area? What can we find out about a local Muslim community?	What do the gospels tell us about the birth of Jesus?
Key Vocabulary	Diversity; Community; Islam; Muslim; Together; Understanding; Respect; Gospels; Literal; Metaphor; Matthew; Luke; Poor; Power	
RE Enquiry and Content	<p><u>What can we learn about religious diversity in our area? Children Learn:</u></p> <p>To use research, visits and investigation to gain an understanding of the importance of diversity in the Cullercoats community.</p> <p>In 2011, in England and Wales, the following % of respondents identified themselves in this way: Christian: 59.3% Muslim: 4.8% Hindu: 1.5% Sikh: 0.8% Jewish: 0.5% Buddhist: 0.4% No religion: 25.1%</p> <p>The children will use a variety of methods, research and visits (out of school and/or visitors to school to learn more about the religious diversity in Cullercoats and North Tyneside?</p> <p>Children will look at why it is important to understand and celebrate diversity.</p> <p><u>What can we find out about a local Muslim community? Children learn:</u></p> <p>Through a visit from Newcastle Central Mosque, children will learn more about Islam and the local Muslim community.</p>	<p><u>What do the gospels tell us about the birth of Jesus? Children Learn:</u></p> <p>Some Christians believe The Christmas Story is literally true. Other Christians view The Christmas Story metaphorically. The Christmas Story appears in two of the four gospels: Luke and Matthew. Both gospels say that Mary and Joseph are the parents, they came from Nazareth, that Jesus was born in Bethlehem and special events happened at Jesus' birth.</p> <p>Matthew's account of The Christmas Story focuses on power: the importance of the supernatural sign of the star after Jesus' birth; the visitors to Jesus being wise men with expensive gifts; Herod, the king, and his jealousy about the birth of a new king.</p> <p>In comparison, Luke's account of The Christmas Story focuses on the poor and vulnerable: The angel appearing to Mary to say a baby would be born; Mary and Joseph having to go to Bethlehem because of the census; Mary and Joseph staying in a stable and Jesus being born there; the shepherds, seeing an angel and Jesus being laid in a manger.</p>

# Year 6 RE Curriculum

	Spring 1	Spring 2
Curriculum focus	The Environment	The Environment Christianity
Substantive Concepts and Questions	How and why do people care about the environment?	How and why do people care about the environment? Why are Good Friday and Easter Day the most important days for Christians?
Key Vocabulary	Environment; Care; Respect; Stewardship; Guardianship; Harmony; Accountable; Good Friday; Easter Sunday	
RE Enquiry and Content	<p><u>How and why do people care about the environment? Children Learn:</u></p> <p>All religions respect the world around them and offer guidance on environmental issues. In the Declaration of Assisi 1986, major religions stated their commitment to the environment.</p> <p>Hindus believe that all living things are sacred because they are part of God, as is the natural world. Hindu beliefs: Ahimsa: the principle of non-violence.</p> <p>Karma: all actions bring consequences. Reincarnation means this is not limited to one lifetime but many lifetimes. If people do negative things in this life, they may pay for these in their next reincarnation. Moksha: Righteous action is the starting point in the quest for moksha (the release from the cycle of reincarnation and the end of all suffering).</p> <p>The Sikh Guru Granth Sahib says that the purpose of human life is to achieve a blissful state in harmony with everything, including other people, animals and nature.</p> <p>For Buddhists, the guiding principles are to live simply in order to respect all life as well as the balance and peace in nature. To some Buddhists, living 'skilfully' means to live without producing waste.</p>	<p><u>How and why do people care about the environment? Children Learn:</u></p> <p>Christians believe that God gave humans a special responsibility within creation to cultivate it, guard it and use it wisely. This is called stewardship.</p> <p>Judaism teaches that humans must take responsibility for the world given to them by God for future generations. This is also known as stewardship.</p> <p>Muslims believe humans have guardianship or khilafah of the planet. Each individual should act as a guardian or khalifah and will be held accountable for their guardianship on the Day of Judgement.</p> <p><u>Why are Good Friday and Easter Day the most important days for Christians? Children Learn:</u></p> <p>Christians believe that Jesus died by crucifixion to atone for the sins of mankind. Because of this, the day on which he died is remembered each year as Good Friday ('Good' because Jesus took upon himself our punishment).</p> <p>Most Christians believe that Jesus was resurrected two days after his crucifixion, and appeared to his followers. Jesus' resurrection is celebrated on Easter Sunday</p>

# Year 6 RE Curriculum

	Summer 1	Summer 2
Curriculum focus	Christianity	
Substantive Concepts and Questions	So, what do we now know about Christianity? (exploration through the concepts)	
Key Vocabulary	Christianity; Jesus Christ; Love; Forgiveness; Faith; Salvation	
RE Enquiry and Content	<p><u>So, what do we now know about Christianity? Children learn:</u></p> <p>Christianity is a faith based on the teachings of Jesus Christ, who Christians believe is the Son of God.</p> <p>One key concept in Christianity is <i>love</i>, especially loving your neighbour as yourself, which means showing kindness and helping others.</p> <p>Christians believe in <i>forgiveness</i>, following Jesus' example of forgiving others, even when it's hard.</p> <p><i>Faith</i> is also important, as Christians trust in God's plan and believe in the teachings of the Bible.</p> <p>Another important concept is <i>salvation</i>, which means being saved from sin through Jesus' death and resurrection. Christians show care for others by helping those in need, being kind, and living according to Jesus' teachings.</p> <p>Through these concepts, Christianity encourages people to live with love, respect, and compassion for all.</p>	

# Year 6 RE Curriculum

<p><b>Benchmark Expectations: Knowledge and Understanding</b></p>	<p>By Age 11, pupils will:</p> <p>Have more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews, using wide-ranging technical vocabulary.</p> <p>Have more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews.</p> <p>Have knowledge of the diversity of religious and non-religious worldviews within the local, national and global context, and show understanding of similarities and differences between them.</p>
<p><b>Benchmark Expectations: Critical Thinking (impersonal evaluation)</b></p>	<p>By Age 11, pupils will:</p> <p>In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up.</p> <p>Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of an argument).</p> <p>Sound = reliable, competent.</p>
<p><b>Personal Reflection (personal evaluation)</b></p>	<p>Personal Reflection develops pupils' ability to reflect on religious and non-religious worldviews in relation to their own beliefs, values and experiences and the influence of these on their daily life, attitudes and actions. Personal Reflection in RE makes a significant contribution to pupils' spiritual, moral, social and cultural development and pupils can make personal progress through reflection, empathy, developing respect and appreciation of others, but this cannot be assessed. Personal Reflection is essentially private and subjective. Pupils may choose to share these thoughts and ideas within the RE classroom, but these reflections are not used to show progression in RE.</p>