

Overview RE Year 6

Skills (throughout the year) Based on ST Agreed Syllabus (by age 11).	Knowledge & Understanding		Critical Thinking		Personal Reflection	
	<p>Have more detailed knowledge and understanding of the concepts (beliefs, teaching, 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>Have more detailed knowledge and understanding of the concepts (beliefs, teaching, 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>Be able to respond to the material they learn about by raising controversial questions, expressing their opinions and by using sound reasons to back up these opinions.</p> <p>Show appreciation of different perspectives and recognise the reasons given to support these viewpoints (see both sides of an argument).</p> <p>N.B. Sound = reliable, competent.</p>	<p>Be able to respond to the material they learn about by raising controversial questions, expressing their opinions and by using sound reasons to back up these opinions.</p> <p>Show appreciation of different perspectives and recognise the reasons given to support these viewpoints (see both sides of an argument).</p> <p>N.B. Sound = reliable, competent.</p>	<p>Personal reflection is essentially private and subjective. Pupils may choose to share these thoughts and ideas within the RE classroom but these reflections should not be assessed by teachers to show progress in RE.</p>	
Term	Autumn			Spring		Summer
Big Question	<p>What can we learn about religious diversity in our area?</p>	<p>What can we learn about a local Muslim community?</p> <p>N.B. This unit includes a visit to the mosque.</p>	<p>What do the Gospels tell us about the birth of Jesus?</p>	<p>How and why do people care about the environment?</p>	<p>Why are Good Friday and Easter Day the most important days for Christians?</p>	<p>So, what do we now know about Christianity?</p>
Knowledge/Key Concepts Based on ST Agreed Syllabus - Programmes of study.	<p>*see key skills - thematic unit.</p>	<p>Worship in the mosque: salah prayer including call to prayer, wudu (washing), meanings of positions of prayer; Friday prayer (Jummah).</p> <ul style="list-style-type: none"> • Introduction to 5 pillars as expression of faith and commitment for individuals and communities - Shahadah (declaration of faith), Salah (ritual prayer), Sawm (fasting), Zakah (giving), Hajj (pilgrimage). <p>ISLAM The role of the Imam as spiritual leader and teacher.</p>	<p>CHRISTIANITY The significance of Jesus as the Son of God in Christian belief shown through key events in his life: birth, baptism, temptation, ministry, entry into Jerusalem, arrest, trial, crucifixion, resurrection.</p>	<p>CHRISTIANITY</p> <ul style="list-style-type: none"> • How belief in God will affect Christians eg their belief in life after death, going to church, Praying. • Introduction to how Christian values will affect views on moral issues eg the environment, care for others. <p>ISLAM How Muslim children show commitment to Islam through the mosque school (learning the Qur'an).</p> <p>SIKHISM Introduction to how Sikh values will affect views on moral issues eg the environment, care for others.</p> <p>BUDDHISM Introduction to how Buddhist values will affect views on moral issues eg environment.</p>	<p>CHRISTIANITY The significance of Jesus as the Son of God in Christian belief shown through key events in his life: birth, baptism, temptation, ministry, entry into Jerusalem, arrest, trial, crucifixion, resurrection (see key questions for more detail on which aspects you should cover in detail).</p> <p>CHRISTIANITY The significance of Jesus as the Son of God in Christian belief shown through key events in his life: birth, baptism, temptation, ministry, entry into Jerusalem, arrest, trial, crucifixion, resurrection.</p>	<p>*see key skills - thematic unit.</p>
Vocabulary		<p>Mosque Muhammad</p>	<p>Gospel accounts Luke</p>		<p>Good Friday Easter Sunday</p>	

		Allah Hajj Mecca Salah Zakat Sawm Qu'ran Shahadah Islam	Matthew		crucifixion resurrection hope despair joy fear Jesus Christians God Beliefs	
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