



Religious Education Long Term Plan Hadrian Y6





Y6 Religious Education				
Benchmark Expectations by Age 11		Key Links		
<p>Knowledge and understanding - Pupils will:</p> <ul style="list-style-type: none"> • 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 • have more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews • 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>Critical thinking - In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up. Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints (see both sides of an argument). Sound = reliable, competent.</p>		<p>https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize https://school-learningzone.co.uk/key_stage_two/key_stage_two.html http://www.resorucescentreonline.co.uk</p>		
Topics		Benchmark Expectations	Key skills	Key Vocab
Autumn 1	<p>Why do people have ceremonies and rituals in their lives? (Christian/ Sikh)</p>	<p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> · show knowledge and understanding of what a ritual is and why rituals can be important today 	<ul style="list-style-type: none"> • Asking relevant questions • Drawing meaning from artefacts, art, poetry and symbolism • Interpreting religious language • suggesting meanings of religious texts • Giving an informed opinion 	<p>Symbol / mass / wuzu / mosque / Israelites / ritual / Minaret / Holy Communion / salah /</p>




		<ul style="list-style-type: none"> · show detailed knowledge and understanding of the features and beliefs expressed in Christian Eucharist, Muslim ritual prayer (salah), the Jewish Pesach meal · show similarities and differences between the religions studied in relation to ritual, meaning and significance · show detailed knowledge of how the concepts connect (Belief, Authority, Expressions and Impact of Belief) in relation to ritual to form a framework for understanding religion · raise and explore questions relating to the study of rituals (e.g. Do rituals matter today?), expressing their opinions, giving sound reasons and appreciating different views (<i>Critical Thinking</i>). 	<p>and expressing a personal viewpoint</p> <ul style="list-style-type: none"> ● Making the association between religions and individual, community, national and international life ● Pursuing a line of enquiry or argument ● Distinguishing between the features of different religions ● Thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices 	<p>Pesach / Submission / Eucharist / chalice / prostration / Islam</p>
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Progression





This unit focuses specifically on **ritual** and this theme is exemplified through the religions Christianity, Islam and Judaism. It is not necessary for pupils to have a lot of background knowledge of these religions (they will be core religions at KS3) but to learn specifically about Eucharist, salah and Pesach as key significant rituals and

expressions of worship within these religions.				
<p>Teacher Subject Knowledge</p> 	<p>Know what happens at a Eucharist and the belief expressed - links to the Last Supper and how Belief, Authority and Expression of belief are linked in the ritual / know what salah is, how it is performed and its significance to Muslims - how Beliefs, Expressions of Belief and Impact of Belief are linked through salah / the story of the Israelites being freed from slavery in Egypt / know what happens at the Passover meal and the symbolism involved / how Belief, Authority, Expressions of Belief and Impact of Belief are linked in the Pesach meal</p>			
<p>Cross Curricular Links</p> 	<p>Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about ceremonies and rituals. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p>			
<p>Autumn 2</p>	<p>What do the Gospels tell us about the birth of Jesus?</p>	<p>By the end of this unit most children will;</p> <ul style="list-style-type: none"> · show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language · describe some of the key beliefs and teachings of Christianity · ask questions about the significant experiences of key figures studied and suggest 	<ul style="list-style-type: none"> • Asking relevant questions • Knowing how to use different types of sources as a way of gathering information • Knowing what may constitute evidence for understanding religion(s) • Interpreting religious language • Suggesting meanings of religious texts • Drawing meaning from artefacts, art, poetry and symbolism • Identifying key religious values 	<p>Gospel / Bible / shepherds / kings / stable / manger / stars / angel / true / truths / concept of truth</p>

		<p>answers from their own and others' experiences.</p>	<p>and their interplay with secular ones</p> <ul style="list-style-type: none"> • Giving an informed opinion and expressing a personal viewpoint • Debating issues of religious significance, with reference to evidence, factual information and argument 	
<p>Progression</p> 	<p>This unit builds on previous units relating to Christmas. Children will learn about the two versions of the birth story and will consider some of the ideas that have grown up around the nativity story, but are not part of the story.</p>			
<p>Teacher Subject Knowledge</p> 	<p>Know the birth stories as shown in Matthew and Luke - similarities and differences between the two versions of the story / know how Christians view these Gospels and why they believe there are differences</p>			
<p>Cross Curricular Links</p> 	<p>Opportunities will be given in this unit for pupils to reflect on their own feelings and experiences in relation to learning about the Gospel stories. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> <p>Art</p>			

Spring 1	Why should people with a religious faith care about the environment?	<p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> · demonstrate detailed knowledge and understanding of the teachings of Christianity, Buddhism and Islam in relation to care of the natural world by humans · show understanding of some of the ways Christians, Buddhists and Muslims may act on these teachings and describe the impact this may have for them and for others · describe some of the similarities and differences between these teachings and actions across Christianity, Buddhism and Islam · ask questions raised by these teachings and actions within Christianity, Buddhism and Islam. They will express views on these questions, give sound^(*) reasons to support these views and give reasons to support opposing views · reflect on their own feelings and 	<ul style="list-style-type: none"> ● Knowing how to use different sources, including religious texts and listening to religious people, as a way of gathering information about beliefs and their impact ● Making links between religious teaching and its impact on individuals, communities and international life ● Identifying religious values about the natural world and their interplay with secular ones ● Give an informed opinion. ● Consider the thoughts, feelings and values of others 	<p>Religious / secular / Stewardship / environment / impact / creation / dominion / natural disaster / human-made disasters / Quran / Allah / Surah / Paradise / Waheguru / mukti / reincarnation / Guru Nanak</p>
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		<p>values in relation to care for the natural world.</p> <p>(*) SOUND – reliable, competent, unbroken</p>		
<p>Progression</p> 	<p>By Year 5/6 pupils have increased their knowledge and developed their understanding of the beliefs and features of Christianity, Hinduism and Sikhism as discrete religions. This unit further develops skills of investigation and enquiry by comparing 3 religious traditions in one area of study: <i>The Environment</i>. Through this study pupils will increase general awareness of the global world in which they live and learn about the impact of religion on individuals and communities, both locally, nationally and internationally.</p> <p>This unit could form part of a cross-curricular topic on environmental issues.</p>			
<p>Teacher Subject Knowledge</p> 	<p>Know the Creation Story and why it is significant to Christians / understand what is meant by Stewardship / know Buddhist story 'Siddhartha and the Swan' / the Buddhist concept of 'Harm no living thing' and how this impacts Buddhist's lives / know about Muslim beliefs relating to care for the world and the impact that this teaching can have on individuals and communities / know how to conduct The Council of All Beings</p>			
<p>Cross Curricular Links</p>	<p>This unit contributes to pupils' moral development as they investigate how the behaviour and actions of individuals and groups can be influenced by religious beliefs, teachings, sacred texts and guidance from religious leaders and organisations today.</p>			



Geography

PSHE

Spring 2

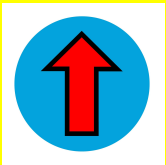


Why are Good Friday and Easter Day the most important for Christians?

By the end of this unit most children will;




- know the events of Good Friday and will understand the significance of this special day for the Christian community
- know what the Stations of the Cross represent
- know that rituals connected to the Paschal Candle remind Christians of the events of Easter and the importance of Jesus in their lives
- know what happened on Easter Day and the significance of these events to Christians today
- that Christians believe in life after death and how this belief might influence their action


- Ask relevant questions
- Considering the thoughts, feelings, experiences, beliefs, attitudes and values of others
- Drawing meaning from artefacts, art, poetry and symbolism
- Knowing how to use different types of sources as a way of gathering information
- Interpreting religious language
- Explaining why people belong to faith communities
- Identifying key religious values and their interplay with secular ones
- Giving an informed opinion and expressing a personal viewpoint
- Thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs

Easter / crucifixion / Disciples / Judas / Palm Sunday / fasting / symbol / procession / Paschal / Stations of the Cross / ritual / tomb / Alpha / Omega / incense / Heaven / Easter Garden / Calvary

		<ul style="list-style-type: none"> • know what an Easter garden is and understand how and why Christians make these artist creations. 	<p>and practices</p> <ul style="list-style-type: none"> • Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow 	
<p>Progression</p> 	<p>This unit builds on previous units covering Easter.</p>			
<p>Teacher Subject Knowledge</p> 	<p>Know the events of Easter Friday / know how Easter Friday is remembered today - what do Christians do and what symbolism is used / know The Stations of the Cross and why these are significant during church worship on Good Friday / know what happens on the day following the crucifixion and the role of the Paschal Candle / know the events of Easter Day and their significance for Christians / know that Christians believe in life after death and the concept of Heaven / know what an Easter garden is, its symbolism and and how to make one</p>			
<p>Cross Curricular Links</p> 	<p>Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about Good Friday and Easter Day. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p> <p>Art</p> <p>D&T</p>			

<p>Summer 1 and 2</p>	<p>So, what do we now know about Christianity?</p>	<p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> · demonstrate more detailed knowledge and understanding of some of the beliefs and features of Christianity through the RE concepts · demonstrate more detailed knowledge and understanding of BELIEF in Christianity (God, Jesus, love, forgiveness) · demonstrate more detailed knowledge and understanding of AUTHORITY in Christianity and how this links to beliefs (Bible, Jesus) · demonstrate more detailed knowledge and understanding of EXPRESSIONS OF BELIEF in Christianity (worship, ritual, symbols) · demonstrate more detailed knowledge and understanding of IMPACT OF BELIEF in Christianity (e.g. through Christian attitudes of love and care for others). 	<ul style="list-style-type: none"> • Asking questions; • <u>U</u>sing different types of sources to gather information • Linking the RE concepts together • Drawing meaning from artefacts, biblical passages • Giving an informed opinion • Thinking/ reflecting about their own feelings and ideas. 	<p>Belief / Authority / Expression / Impact / Trinity / forgiveness / Beatitudes / diversity / artefact / chalice / icon / crucifix</p>
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<p>Progression</p> 	<p>This is a statutory unit for all community schools using South Tyneside Agreed Syllabus. The unit draws on learning from units in primary school especially KS2</p> <p>It is designed to pull together what pupils have learnt about Christianity in primary school and enable continuity and progression of learning into Year 7.</p>			
<p>Teacher Subject Knowledge</p> 	<p>Know about the 4 RE concepts of Belief, Authority, Expression of Belief and Impact of Belief / key characteristics of God / what Christians believe about Jesus / know about the Bible and its importance in Christianity / know how Christians worship / how Christians use artefacts to express beliefs / how Christians show care for others / know how to conduct a Community of Enquiry</p>			
<p>Cross Curricular Links</p> 	<p>This unit mainly focuses on consolidating pupils' knowledge and understanding of Christianity. There is also, however, some opportunities for pupils to respond to puzzling/interesting questions raised by their study of Christianity. These can be discussed and help develop Critical Thinking. There is also opportunity for pupils to reflect on their own feelings, beliefs, values and ideas as a result of their learning about the RE concepts – Personal Reflection.</p> <p>Art</p>			

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Education for a Connected World (Throughout the year)		•	•	
Key texts 	Bible - Story of Zacchaeus / § Calming the Storm / Healing the Leper / Turning water into wine / Feeding of 5000 / The sheep and the goats / The wise and foolish builders / The Greatest Commandment / Love for enemies / Mark 15 v37-29 / Matthew 28 v1-7 / Psalm 23 / The Beatitudes / Story of crucifixion / Luke 24:1-12 / Psalm 24 v1-2 / Genesis 1 v26 Heaven by Steve Turner 'Siddhartha and the Swan' - Buddhist story Christine Rossetti poem "Hurt no living thing" 'Bestiary' by Joanna Macy. Qur'an - Surah 50: 6-7 Quotes from Surah 6 / 7 / 56 and Hadith			