



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?
- How do creation narratives shape what it means to be human and vice versa?
- How do we know what we know?
- How may beliefs have changed over time?

Autumn 2

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?
- Are there deserving and undeserving poor?
- Why are religions so diverse?

- What did Jesus do to save human beings?

Spring 1

Topic/Unit: Judaism

Throughout this unit, pupils will learn about what Jewish people believe, the importance of traditions and customs in Jewish life, as well as the significance of Hanukkah in the lives of Jewish people. They explore the importance of the synagogue to Jewish people and compare Jewish and Christian beliefs.

Knowledge:

- Understand the significance of the Shema as a central declaration of Jewish faith in one God.
- Explain how the Shema expresses the covenant relationship between God and the Jewish people.
- Recognise that rituals and traditions may be viewed differently depending on cultural or historical context.
- Understand the story and significance of Hanukkah, including its themes of light, dedication, and identity.
- Compare Jewish beliefs about God's nature with Christian and Muslim understandings.
- Reflect on the reasonableness of belief in God, considering different worldviews and perspectives.
- Consider the role of ritual, tradition, and prayer in shaping both religious and non-religious identities

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:

- Why is Shema so important to Jewish people?
- What does the Shema teach about the relationship between God and the Jewish community?
- How do Jewish people show respect for the Shema in daily life?
- How do rituals help people feel part of something bigger?
- Are all traditions helpful? Can they ever be harmful?
- How do Jewish beliefs about God compare with Christian or Muslim beliefs?
- Why is God often described in Jewish texts using actions rather than appearance?
- Why is ritual and tradition such a central part across religions?
- Is believing in God reasonable?

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?
- What difference does the resurrection make to Christians?
- Are Christians afraid of death? Should we be afraid? Explain your reasoning.
- For Christians, why is it so important that Jesus rose again (resurrected)?
- How does the image of Jesus that the western world (namely the U.K. and U.S.A.) portrays, show bias?

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?
- Why do you think that the Quran suggests that people will be tested?
- How do beliefs share identity?
- Do you give to charity? Why/why not?

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?
- Do you think that all religions should be included in this family community?
- Why do you think objects help many people in prayer?
- Some say that the Ka'bah was built by the angels. Others say the father of humankind, Adam, others say Ibraheem. In your opinion who do you think the Ka'bah was built by?

Topic/Unit: Worldviews, Jainism and Humanism

Throughout this unit, pupils will consider the 3 major systems which make up a worldview. They will learn about Jainism and will consider the 5 core features of Humanism.

Knowledge:

- Know the core beliefs of Jainism
- Identify key practices in Jainism such as vegetarianism, meditation, and ascetic living.
- Understand the 5 core features of Humanism
- Recognise how worldviews influence a person's view of right and wrong, how they treat others, and how they respond to issues like poverty, peace, or injustice.
- Compare the ways Jainism and Humanism offer guidance on how to live well, despite having very different foundations (religious vs non-religious).

Reflect on how worldviews influence **ethical decision-making**, **identity**, and responses to life's big questions.

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 do worldviews influence our understanding of morality and ethical decisionmaking?
- It is offensive to think of yourself as poor and needy. Do you agree or disagree?
- Does religion bring peace, conflict or both?