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| **RE**  **Year 6**  **2024 – 2025**  **Key Question: Is Life like a Journey** | | |
| **Autumn 1**  Christianity- God: How do Christians Mark the ‘Turning Points’ on the Journey of Life? | | |
| Vocabulary | Knowledge | Objectives |
| * Ritual * Baptism * Symbolism * Commitment * Denomination * Journey of Life | * Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God * Explain how these rituals might differ between different denominations (eg. infant baptism and believer’s baptism) * Analyse the importance of Christian rites of passage as an expression of faith and commitment * Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies * Discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life * Consider the value of celebrating landmarks in life – for individuals and communities * Ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change * Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life | 1. I can identify key turning points in my own life 2. I cam consider how commitments change as we get older 3. I can identify important religious features of the story of Jesus’ baptism 4. I can compare an infant and believer’s baptism 5. I can connect the symbols of baptism 6. I can think about what support and guidance might they need when if their commitments become difficult |
| **Autumn 2**  Christianity- Jesus: Why do Christians believe Good Friday is Good? | | |
| Vocabulary | Knowledge | Objectives |
| * Support * Guidance * Eucharist * Good Friday * Suffering * Commemorate | * retell the events leading up to and including the death of Jesus * explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life * explain how and why Christian individuals and communities might celebrate the events of Holy Week * use religious vocabulary to describe and explain the Eucharist * explain different Christian beliefs about the Eucharist and its importance * consider how people might mature and become stronger through overcoming difficulties * consider the value of being part of a community on the ‘journey of life’ * raise questions and discuss the extent to which they agree that ‘suffering makes you stronger’ * discuss own experiences and attitudes towards the importance of having companionship on the journey of life | 1. I can think about difficulties I have had and who supported me 2. I can create a Holy Week timeline using symbols 3. I can talk about the Eucharist celebration and what happens 4. I can understand why Christians commemorate the death of Jesus 5. I can reflect on my own life to create my own ‘Stations of the Cross’ |
| **Spring 1**  Islam: What is Hajj and why is it important to Muslims? | | |
| Vocabulary | Knowledge | Objectives |
| * Five Pillars * Ummah * Hajj * Pilgrimage * Ka’ba | * analyse the Five Pillars of Islam and how they are linked * explain how the beliefs and values of Islam might guide a person through life * explain the importance of the Ummah for Muslims and that this is a community of diverse members * describe and explain the importance of Hajj, including the practices, rituals and impact * explain how a person might change once becoming a hajji * consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage * discuss the various events that might happen on the journey of life and how people might change over the course of their life * consider what support people might need on life’s journey * ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed | 1. I can think about my achievements and how I reached these 2. I can explain how the Five Pillars of Islam support and guide a Muslim to live their life the correct way 3. I can explain why Ummah is important to Muslims 4. I can reflect on why it is important for a Muslim to complete Hajj 5. I can reflect on my own journey of life or my journey through school |
| **Spring 2**  Christianity-Church: If life is like a journey, what’s the destination? | | |
| **Vocabulary** | **Knowledge** | **Objectives** |
| * Resurrection * Salvation * Forgiveness * Purpose * Eternal life * Reconciliation | * explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian * explain (simply) Christian beliefs about salvation * explain how Christian beliefs about life after death might affect a believer’s sense of purpose and behaviour throughout the journey of life * explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation) * analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice * discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others * discuss the importance of saying sorry and forgiveness in maintaining relationships with others * raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences) * reflect on the benefits and difficulties of forgiveness | 1. I can think about why forgiveness is important but can be difficult 2. I can explore what ‘purpose’ is 3. I can explain the connection between Jesus’ resurrection and salvation 4. I can explain how the belief in life after death may affect a Christian’s decisions 5. I can explain the Catholic Christian sacrament of reconciliation 6. I can reflect on the purpose of forgiveness |
| **Summer 1**  Judaism: How do religions make the signposts? | | |
| Vocabulary | Knowledge | Objectives |
| * Adult * Bar/Bat Mitzvah * Ceremony * Kippah * Tillit | * Use developing religious vocabulary to describe and show understanding of religious traditions, including sources, practices, beliefs, ideas, feelings and experiences. * Explain what inspires and influences them, expressing their own views whilst respecting other people’s. * To analyse religious information and begin to develop their own opinions * Ask important questions about religion and beliefs, (eg, identity, belonging, meaning, purpose, truth, values and commitments). * Compare different viewpoints within a faith group. | 1. I can consider what an ‘adult’ is 2. I can investigate the ceremony of a Bar/Bat Mitzvah 3. I can explain the artefacts associated with a Bar/Bat Mitzvah 4. I can consider how a young person maybe feeling during the lead up to and during the ceremony 5. I can consider my growing maturity and which aspects of my life are changing 6. I can think about what worries I may have and where I can get support or guidance |
| **Summer 2**  Buddhism: What do we mean by a good life? | | |
| Vocabulary | Knowledge | Objectives |
| * Contentment * Nobel Truths * Eightfold Path * Meditation * Happiness | * analyse Buddhist beliefs and teachings about how to be content * explain Buddhist beliefs and values contained within the story of Prince Siddhartha * Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths * describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist. * consider the importance of daily meditation in Buddhism * discuss the meaning of contentment – is it the same as happiness, or something different? * raise questions about the human experience of being unsatisfied – why do humans so often want more than they have? To what extent does this prevent people from ever being happy? * ask and respond thoughtfully to questions about their own happiness – consider this as something that they are in control of * discuss the potential barriers to their happiness and what they can do to overcome these | 1. I can consider the meaning of the word ‘contentment’ 2. I can identify what Prince Siddhartha learnt in the story 3. I can explain the Four Noble Truths 4. I can explain the Eightfold Paths 5. I can explain what Meditation is 6. I can consider what I think a ‘good life’ is |