|  |
| --- |
| **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
 |