

RE– Year 6

Content

Areas of study (Lincolnshire Agreed Syllabus)	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<ol style="list-style-type: none"> 1. Understanding Christianity (God) 2. Understanding Christianity (Creation) 3. Hinduism – Being Human 4. Islam – Being Human 5. Moral dilemmas (Humanists, Muslim and Christian view point) 	<ol style="list-style-type: none"> 1. Understand dilemmas and reasons for varied viewpoints from religious and non-religious people 2. Make connections between biblical texts, Christians beliefs of God and the design of places of worship 3. Compare and evaluate the Creation story of Genesis 1 with a scientific account 4. Explain the rites of passage and describe the events that take place for birth, initiation, marriage and death for Hinduism, Islam and Judaism. Make comparisons to prior knowledge of Christianity. 	<u>Term 1</u>	<u>Term 1</u>	<u>Term 1</u>
		revenge honesty choice purpose benefit	moral immoral dilemma de-extinct controversy	theist atheist agnostic clone
		<u>Term 2</u>	<u>Term 2</u>	<u>Term 2</u>
		sin eternal faithful Biblical architecture	omnipotent omnipresent omniscient condemn just everlasting	Verse/Chapter/book (relating to reading Biblical texts) grace prophet denomination
		<u>Term 3</u>	<u>Term 3</u>	<u>Term 3</u>
genre universe	purpose creation steward protect preserve conflicting complementary	Evolution Cosmology stewardship Genesis		
<u>Term 4</u>	<u>Term 4</u>	<u>Term 4</u>		
immoral biblical - relating to the Bible eternal sin holy injustice architecture community	controversy controversy dilemma moral	<u>World views</u> atheist agnostic Humanist <u>Christianity</u> omniscient omnipotent omnipresent eternal		
<u>Term 5</u>	<u>Term 5</u>	<u>Term 5</u>		
Community	rite of passage	samskaras namkarna jatakarma Brahman atman		

		<p style="text-align: center;"><u>Term 6</u> community</p>	<p style="text-align: center;"><u>Term 6</u> Rite of passage</p>	<p>samsara dharma karma</p> <p>Brit milah Circumcision Shabbat Covenant Bat mitzvah Bar mitzvah Torah Tefillin Blessings Responsible</p> <p>Adhaan Aqiqah Zakat</p> <p style="text-align: center;"><u>Term 6</u></p> <p>Hinduism: vivaha antyeshti</p> <p>Judaism: ketubah Kiddush covenant tachrichim keriah</p> <p>Islam: mahr nikah Makkah equal</p>
Knowledge				

Substantive Knowledge

Moral Dilemmas: Term 1

Just because we can, does it mean we should?

Lesson 1: L.O To understand dilemmas.

Examine cloning – the possibility and the ethical nature of this.

Atheists are a world view where people do not believe in God.

Humanists follow the world view of atheists with the addition that people should

Act in the best interest of humanity.

Muslims believe that Allah is the creator and the destroyer

Christian viewpoints vary from denomination to denomination

Lesson 2: L.O To know reasons for religious viewpoints.

Cloning and de-extinction are possible but that there are arguments whether people

Should do this. Muslims believe Allah is the creator and the destroyer so clones are

Not acceptable to Muslims.

Lesson 3:L.O To understand the dilemmas that Jonah faced.

Jonah faced a dilemma – to save his enemies or to let them perish. He wanted them to perish

but was guided by God (according to Christians, Jews and Muslims (Junis) to save the

Ninevites.

Lesson 4: L.O To understand what Christianity teaches about dilemmas.

The parable of the good Samaritan presents a dilemma to those who understand the nature

of the relationship between Jews and Sarmatians at that time

Lesson 5: L.O To understand transplants

Organ donation/transplant is a moral dilemma. Some religious groups (some Christians, some

orthodox Jews and Muslims) do not agree with the concept. Muslims because of the belief

that a dead body is sacred. How would you feel about receiving or giving an organ? What are your beliefs?

Christianity – Term 2

What does it mean if God is loving and holy?

Lesson 1: LO: To understand Christian beliefs about God.

Christians believe God is omnipotent, omniscient and eternal, and that this means God is

worth worshipping.

Understand the technical terms and draw upon retrieval knowledge to give evidence of

Christians believing in the key vocab

Lesson 2: L.O To use biblical examples to demonstrate Christian beliefs about God.

(disciplinary lesson – working as a theologian)

Disciplinary Knowledge

Working as a theologian:

***Know how** to approach sources of authority from which people derive their beliefs.

***To interpret sources of authority**

Be able to name sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they refer to.

Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.

Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories.

Working as a social scientist:

***Know ways** in which context affects ways of living

***To analyse** data that shows ways in which context affects ways of living

Be able to explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a non-religious worldview different from a religion

Be able to explain the impact of society/culture/geography can have on religious practices e.g. by the way in which a religious practice from one belief tradition varies in different areas of the world

Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g.) that god made the world and that is important to promote fundamental British values

Be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc)

Be able to identify some of the ways in which the wider local/national community impacts on a believer's experience of a belief tradition (e.g. keeping the fats during Ramadan whilst sitting school exams)

Working as a philosopher:

***Know different** ways in which humans seek knowledge/wisdom

***To reason using evidence**

Children to reflect on suffering in the world and how it aligns with religions belief. Christians believe God is both holy and loving – children to now going to look at the words of three people who claim to know the God of the Bible personally:

-David (Psalm 103 — a psalm or prayer/song),

-Isaiah (Isaiah 6:1–5 — a prophet tells of a religious experience)

-John (I John 4:7–13 — a letter).

Connect to the technical vocabulary

Lesson 3: L.O To examine Christian worship.

Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.

Look at Baptists and Anglicans and compare their weeks – how they worship and what additional week day activities they hold

Lesson 4: L.O To evaluate church buildings. To know that initiation for some Christians is done via christening and confirmation – or for other denominations by baptism by full immersion

Visit to St Thomas' church to look at the building and to baptise a doll – [exploring the spiritual practice of the Christian faith.](#)

Lesson 5: L.O To know and differentiate between Christian denominational practices

Christians believe getting to know God is like getting to know a person rather than learning information. Visit other denominational churches – Baptist or Methodist church is within walking distance of school.

Lesson 6: L.O To construct a discussion to answer the Big Question: 'What does it mean if God is holy and loving?'

Use of disciplinary knowledge to combine substantive

Term 3-4 (Science Vs Religion then Digging deeper unit)

Creation and Science: Conflicting or Complementary?

The substantive knowledge is the same in all lessons for T2 and T3 – it is the disciplinary knowledge that is deepened here. (see neighbouring column)

There is debate around the accounts of creation according to: Genesis 1, Cosmology and Evolution.

The Genesis 1 creation story is poetic.

There are many Christian scientists throughout history.

The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

Term 5:

How do Jews, Christians, Muslims and Hindus welcome babies and believers?

Be able to analyse different ways in which people think about the world and make connections between this and their beliefs

Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'

Be able to analyse the strengths and weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs

Term 3-4 (Science Vs Religion then Digging deeper unit)

Creation and Science: Conflicting or Complementary?

Term 3

Lesson 1: LO: To analyse accounts of creation

Share Genesis 1:1 to 2:3 – The Message version and the GNB version (or NLT). What genre is this text? How do you know? What evidence is there?

Who has written this? Who is the audience? What is the purpose? – remind children that this text is over 2,500 years old. [Considering questions about God and evaluating what the truth is.](#)

Lesson 2: L.O To analyse the Christian creation story.

Some people think that Genesis 1 cannot be true because the scientific account contradicts it, but that depends how Genesis is interpreted. Use resource sheet 3 to explore the views - children to discuss. How does this make them feel about the creation story according to Christians?

Lesson 3: L.O To interpret the beliefs of Scientists and Christians

Use resource sheet 4 from the UC unit

Lesson 4: To retrieve information to create argument.

Write this statement on the board: '[Genesis explores why the universe and life exists. Science explores how the universe works and the way it does.](#)' Discuss how far pupils agree or disagree. Science is really important for lots of reasons - such as?

Term 4

Lesson 1: L.O To analyse a Christian/Jewish source of authority

who/what are sources of authority (things/people we take our world view from that led you to create this poem?)

Lesson 1: To understand Hindu birth rites

There are 16 Samskaras. These are rites of passage that mark the move from one phase of life to the next. For the atman to achieve moksha, then these rituals can help to break the cycle of samsara because the atman is fulfilling part of its dharma.

*4th Samskara is Jatakarma. When the baby has been born (within the first 6 days) the father bonds with the baby by using a gold ring to

Draw Aum onto the baby's lips with honey/ghee. This cleanses the atman of any previous karma.

*5th Samskara is Namkarna. On the 12th day, the baby is taken to the Mandir and the oldest woman in the family announces the name of the baby. It is chosen from a list suggested by the priest based upon the baby's birth stars (horoscope)

[What is wonderful and joyful about welcoming a new baby?](#)

Lesson 2: L.O To understand the Hindu initiation rite

10th Samskara Upanayana The sacred thread ceremony is for boys at around 13. The boy is fed by his mother for the last time. His head is shaved to remove bad karma.

He is washed. He receives new clothes. He receives the janoi (the sacred thread he will wear for the rest of his life). Prayers are said in sanskrit

Alms are offered and there is a food-filled celebration

Lesson 3 L.O To understand the Jewish birth rite

Birth; brit milah takes place for boys when they are 8 days old. They are circumcised as a mark of belonging to the people of Israel.

Lesson 4: L.O To understand the Jewish Initiation rite

. Initiation (bar/bat mitzvah– the point at which a boy or girl becomes an adult and must keep the commandments; happens at the age of 13 for a boy and 12 for a girl; key features, e.g. reading Torah portion, binding tefillin on arms and forehead for some Jewish groups.

[Reflect on what it means to be part of a community or how their lives would be different if they weren't part of a community that is important to them?](#)

Lesson 5: L.O To understand the Islamic birth rite

The adhaan is whispered in to the baby's ear, giving them something sweet to taste, shaving the baby's head and the aqiqah ceremony – links between this, zakat and Muslims beliefs about harmony.

Lesson 6: Answer the big question

Term 6:

How do marriage and death rites of Jews, Christians, Muslims and Hindus show religious duty?

Lesson 1: L.O To understand the Hindu marriage rite

Read Psalm 8 to the class. The Psalms are meant to be sung, so you could play a piece of music in the background as you read. Psalm 8 is about the greatness of God, and the privileged role given to humans by God, so choose a stately and uplifting piece. What is the link between the starter activity and this? This is the Psalmist's response (David) to Creation in the form of a poem/prayer!

[Children to create prayers of their own – spontaneous or written.](#)

Lesson 2: L.O To examine how some Christians interpret wisdom from the Bible.

Focus on the description 'a little lower than the angels'. Ask pupils think about what this might mean and where it seems to place humans. Look at the words used to describe humans. What does Psalm 8 say about humanity's status on planet Earth? Identify the notion that humans have control over the planet, derived from their place as being in the 'image of God' (Genesis 1:28).

Lesson 3: L.O To examine the beliefs of people from History

Use the resource sorting quotes science v religion

Lesson 4: L.O To interpret how discoveries make Christians wonder about the power of the creator.

Children to work as a philosopher to ask questions about God. Use these facts around the room to inspire discussion and reflection:

[Beauty of the natural world.](#)

*Fibonacci (real name Leonardo Bonacci) was a mathematician who developed the Fibonacci Sequence. The sequence is found by adding the previous two numbers of the sequence together. It looks like this: 0, 1, 1, 2, 3, 5, 8, 13, 21, 34... And on it goes.

These numbers make a spiral – known as the Fibonacci spiral

*The human eye has over 2 million working parts

*Science cannot find what makes us have our personality or character. Some people call this a soul...

*Science cannot explain how a bee can fly. It shouldn't be possible!

*The universe is larger than we can understand. It is so complicated so many scientists believe it could never have happened by accident.

*15th Samskara Vivaha. It is part of a person's dharma to marry. The atmans are joined for 7 lives to work together to achieve moksha. Many see this as the most important samskara.

Lesson 2: L.O To understand the Hindu death rite

*16th Samskara Antyeshti. It depends where the family lives as to how death is Treated. In India, the body is washed and water from the Ganges is placed on the lips. The body is carried to the river bank and cremated on a funeral pyre. In the UK, cremation is followed by the ashes being sprinkled into a sacred river. Only pregnant women and saints are buried by some Hindus.

Lesson 3 L.O To understand the Jewish marriage rite

Marriage. These take place outside traditionally and the ketubah is signed beneath flower arches traditionally. They are blessed 7 times and the couple drink from the Kiddush cup, breaking a glass to signify the destruction of the Temple; ways in which this links to Jewish beliefs about covenant.

Lesson 4: L.O To understand the Jewish death rite

4. Death: the body is washed and dressed in tachrichim [a simple white shroud]. The body is never left alone and relatives read to the body and spend time with it to grieve. Before burial, the mourners make a tear in their clothes – this is the act of keriah to show their grief. Jews are never cremated. [Reflect on death rituals.](#)

Lesson 5: L.O To understand the Islamic marriage rite

Marriage is a social contract. That mahr is a financial gift given to the bride. The nikah is read without the presence of the woman, but now some women choose to be present.

Lesson 6: L.O To understand the Islamic death rite

When a Muslim dies, the body is washed, wrapped in a white cloth (which shows all are equal in death) and buried facing Makah within 3 days. Muslims are never cremated. [Reflect on death rituals.](#)

Lesson 5: L.O To respond to the idea that humans have great responsibility for the Earth.

Return to the phrase from Psalm 8 about humans being 'a little lower than the angels'. This suggests that humans have a very high position and great authority in God's creation — the idea of 'stewardship' explored in 2a.1 Creation unit. Revisit 'stewardship' task. Share British values. How do these impact the lives of Brits? Some people argue that humans have misused this authority by treating the Earth badly. Briefly ask pupils what evidence they know of to support this view (deforestation, greenhouse gases leading to climate change, fossil fuels, litter, waste and so on).

Lesson 6 L.O To reflect on British values, science and religion. See working as a social scientist objectives

Concepts

God

Duty

Sources of Authority

ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.

BACKGROUND FOR TEACHERS

Christians read the Bible as telling a story of the relationship between God and humanity. Humans generally fail to maintain this relationship, so God is often calling people back into friendship and relation with himself.

Christians use the Bible to help them to understand what God is like. The focus of this unit is contrasting the awesome, terrifying aspect of God's character – his holiness – and the intimate, personal aspect – God as loving. For Christians, God's holiness emphasises ideas of purity and justice – God hates sin and is separate from it. On the other hand, God loves his creation, with a particular focus on drawing human beings into a loving relationship. This requires love, forgiveness and grace on God's part.

The Old Testament says that people can only come to God if they are clean and pure. Of course, no one is, so they have to ask forgiveness and offer sacrifices. Note how in Exodus 19 the people of God are not allowed to go up the holy mountain to

receive the Ten Commandments – it is dangerous for unclean people to come into contact with a holy God! (See Unit 2b.3.)

The stories of Moses and the formation of the People of God are a key to understanding the idea of a covenant, an agreement, between God and humanity. From slavery and desperation, God rescues the people, and offers a relationship: 'I have saved you; now follow these commandments, and you will be my people. I will be your God.' The relationship is based on God's initiative or grace – he rescues first. However, as God is holy, there are spiritual and moral demands upon the people too.

David and Isaiah are key people in the ongoing story of this relationship. They remind worshippers of the forgiveness that is on offer from God, and they point forward to the New Testament. John points out that all people can come to God because Jesus has paid the penalty of sin (or being unclean) – Jesus' holiness is transferred to people (see Unit 2b.6).