

RE Year Planner Year 6 2024-2025

Term	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Topic or Stand-Alone?	Christian life Christianity		Hindu beliefs (Hinduism)	Kingdom of God (Christianity)	The Torah Judaism	Belief in God Christianity
Enquiry Questions:	U2.4 How do Christians decide how to live? What would Jesus do?	U2.2 Creation and Science: Conflicting or complementary?	U2.7 Why do Hindus try to be good?	U2.6 What kind of king was Jesus?	U2.9 Why is the Torah so important to Jewish people? (God and Torah)	U2.11 Why do some people believe in God and some people not?
Core elements: Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: 1. Identify features of Gospel texts (for example, teachings, parable, narrative) 2. Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts Understand the impact: 3. Make clear connections between Gospel texts, Jesus' 'good news', and	Make sense of belief: 1. Identify features of Gospel texts (for example, teachings, parable, narrative) •2. Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts Understand the impact: 3. Make clear connections between Gospel texts, Jesus' 'good news', and	Make sense of belief: 1, Identify what type of text some Christians say Genesis 1 is, and its purpose 2. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations Understand the impact: 3.. Make clear connections between	Make sense of belief 1. Identify and explain Hindu beliefs eg dharma, karma, samsara, moksha, using technical terms accurately 2. Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc Understand the impact 3. Make connections between Hindu beliefs about <i>dharma, karma, samsara</i> and <i>moksha</i>	Make sense of belief 1. Explain connections between biblical texts and the concept of the kingdom of God 2. Consider different possible meanings for biblical texts studied, showing awareness of different interpretations Understand the impact 3. Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice.	Make sense of belief 1. Identify and explain Jewish beliefs about God 2. Give examples of some texts that say what God is like and explain how Jewish people interpret them. Understand the impact 3. Make clear connections between Jewish beliefs about the Torah and how they use and treat it. 4. Make clear connections between Jewish	Make sense of belief 1. Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect those beliefs. 2. Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. 3. Give examples of reasons why people do not believe in God. Understand the impact

<p>Understand the impact: 3. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</p> <p>Make connections: 4. Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives •</p> <p>5. Articulate their own responses to the issues studied, recognising different points of view.</p>	<p>how Christians live in the Christian community and in their individual lives</p> <p>Make connections 4. Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives 5. Articulate their own responses to the issues studied, recognising different points of view.</p>	<p>Genesis 1 and Christian belief about God as Creator 4. Show understanding of why many Christians find science and faith go together</p> <p>Make connections: 5. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses 6. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views</p>	<p>and ways in which Hindus live 4. Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc. 5. Give evidence and examples to show how Hindus put their beliefs into practice in different ways</p> <p>Make connections 6. Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus 7. Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view.</p>	<p>4. Show how Christians put their beliefs into practice in different ways</p> <p>Make connections 5. Relate the Christian 'kingdom of God' model 9 ie loving others, serving the needy) to issues, problems and opportunities in the world today . 6. Articulate their own responses to the idea of the importance of love and service in the world</p>	<p>commandments and how Jews live (e.g. in relation to kosher laws)</p> <p>5. Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice).</p> <p>Make connections 6. Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. 7. Consider and weigh up the value of eg tradition, ritual, community, study and worship in the lives of Jews today , and articulate responses on how far they are valuable to people who are not Jewish</p>	<p>4. Make clear connections between Jewish beliefs about God and the impact of this on how they live 5. Give evidence and examples to show how Christian sometimes disagree about what God is like (eg some differences in interpreting Genesis)</p> <p>Make connections 6. Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging 7. Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not. 8. Make connections between belief and behaviour in their own lives, in the light of their learning.</p>
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Sequence of lessons	Making sense Lesson 1	Making sense	Making sense	Making sense	Making sense	Making sense
<p>Lesson 1</p> <p>EQ1 : What do I already know about how Christians decide to live? How do they consider Jesus?</p> <p>EQ2: What is a gospel text and what are the features of a Gospel text?</p> <p>EQ3: What are the meanings of the different Gospel texts for Christians? Do you agree?</p> <p>Lesson 2</p> <p>The Wise and the Foolish builders.</p> <p>Lesson 3</p> <p>The Sermon on the mount</p> <p>Lesson 4</p> <p>A healing miracle</p> <p>Understanding impact</p> <p>Lesson 5</p>	<p>EQ1 : What type of text is Genesis 1 and what is it's purpose?</p> <p>Lesson 1: Consider examples of Genesis 1</p> <p>EQ2: What might Genesis 1 mean and what are the different ideas relating to this?</p> <p>Lesson 2: Consider meaning and different ideas. Look at genre and effect on meaning</p> <p>EQ3: What connection are there between Genesis 1 and Christian belief about God as creator?</p> <p>Lesson 3: Cosmology and evolution. Stephen Hawkins and Darwin.</p>	<p>EQ1 : What are Hindu beliefs and how can I explain these?</p> <p>Lesson 1</p> <p>1. What do we already know?</p> <p>Lesson 2</p> <p>2. Hindu beliefs. (Close)</p> <p>EQ2: What are the meaning behind the man in the well story and how does it relate to Hindu beliefs?</p> <p>Lesson 3</p> <p>3. Read story and record elements. Discuss and label meanings.</p> <p>Understanding impact</p> <p>EQ3: How do Hindu beliefs impact on the way they live?</p> <p>Lesson 4</p> <p>4. Beliefs and lifestyle. 5. Matching activity. 6. Game</p> <p>EQ4: How do the four aims link with the four stages of Hindu life?</p> <p>Lesson 5</p> <p>7. The four stages 8. Sorting activity</p>	<p>EQ1 : What do Christians believe about Jesus as King?</p> <p>Lesson 1</p> <p>1. Explore Christian ideas of Jesus as king</p> <p>EQ2: What is a Kingdom?</p> <p>Lesson 2</p> <p>2. Explore the idea of a kingdom and qualities required to enter.</p> <p>EQ3: What is a parable and how are these important?</p> <p>Lesson 3</p> <p>3. Consider parables 4. Read examples 5. Links to kingship 6. Close activity</p> <p>Make sense of belief</p> <p>EQ4: What are the meanings of the different parables?</p> <p>Lesson 4</p> <p>7. The Feast</p>	<p>Lesson 1</p> <p>EQ1: What do you already know about Judaism?</p> <p>EQ2: What is it like to be a Jewish person today?</p> <p>Lesson 2</p> <p>EQ3: What are the Jewish beliefs about God in the Shema?</p> <p>Understanding impact</p> <p>Lesson 3</p> <p>EQ4: What is the Torah, how does it link to Jewish beliefs and how do they use and treat it?</p> <p>EQ5: What is inside a Torah and how does this link to Jewish beliefs?</p> <p>Lesson 4</p>	<p>Lesson 1</p> <p>EQ1: How many people believe in God and why?</p> <p>EQ2: Why do people believe or not believe in God?</p> <p>EQ3: Which words can I use to describe how much people believe in God?</p> <p>Lesson 2</p> <p>EQ4: What do religious and non religious people believe about God?</p> <p>EQ5: If this God exists, what difference would 'he' make to the way people live?</p> <p>EQ6: Why might some people not believe in God?</p>	

	<p>EQ4: How are the Gospel texts / Jesus' Good news connected to how Christians live?</p> <p>Prayer Justice Illness and healing Turning friends into enemies</p> <p>Make connections</p> <p>EQ5: : What connections are there between Christian teachings and the issues problems and opportunities in the world today ? (People)</p> <p>Lesson 6: people</p> <p>EQ5: : What connections are there between Christian teachings and the issues problems and opportunities in the</p>	<p>How is the scientific theory similar / different to Christian ideas?</p> <p>EQ4: Why so many Christians find science and faith go together?</p> <p>Lesson 4 Consider individual who are scientists and Christians,</p> <p>EQ5: What are the key ideas you find arising from Genesis1? What is your opinion / response to these?</p> <p>Lesson 5 Key ideas and extent to which are helpful / inspiring</p> <p>EQ6: How much does the creation story support or contradict a scientific account? Can I give reasons for my ideas?</p> <p>Lesson 6 Discussion</p>	<p>EQ5: How do Hindus put their beliefs into practice?</p> <p>Lesson 6 9. Match belief and example</p> <p>Make connections</p> <p>EQ6 What impact may the beliefs have on individuals?</p> <p>Lesson 7: 10. Sewa</p> <p>Lesson 8 : 10 Gandhi</p>	<p>8. The tenants in the vineyard</p> <p>Understanding impact Q5: How do Christians try to make the world more lie the Kingdom of God? Lesson 5 9. Ideas for a better world and links to Jesus' ideas. 10 Christian belief / action 11. Examples of beliefs into practice eg food banks, Salvation army, Christian Aid</p> <p>Make connections</p> <p>EQ6: How does the Christian model relate to the world today ?(Lesson 6 12. Value, definition and example cards. 13. Headlines</p> <p>EQ7: How relevant is the Christian 'Kingdom of God' ideas today ? Lesson 7 14. Opinion of modal of leadership.(Discussion)What difference would is make to specific issues (Discussion negative and positive) Finance Ukraine Prejudice</p>	<p>EQ6 What are the Jewish commandments?</p> <p>EQ 7: How are the Jewish commandments important to how Jews live?</p> <p>Lesson 5 EQ8: How do Jewish beliefs and laws vary?</p> <p>Make connections</p> <p>EQ9: How are Jewish beliefs important to Jews today?</p> <p>EQ10: What value have Jewish beliefs got to people who are not Jewish?</p>	<p>Lesson 3</p> <p>EQ7: What is the impact of not believing?</p> <p>EQ8: What is the impact of believing?</p> <p>EQ9: How do believers disagree about how God is like?</p> <p>Make connections</p> <p>Lesson 4</p> <p>EQ10: What are the benefits / challenges in believing / not believing in God in Britain today ?</p> <p>EQ12: What do we think about the different views about God?</p> <p>EQ13: How might your belief about God impact your behaviour?</p>
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	<p>world today ? (Actions)</p> <p>Lesson 7: Actions and discussion.</p>					
Vocabulary:			<p>God dharma karma samsara moksha belief belief Hinduism Worship[Prayer Om Brahman Brahma Atman Punushartha Four ashramas Gandhi Sewa Rebirth Student householder retired renouncer</p>	<p>God Kingdom Belief King Parable Story Kingship Temptation Interpretations Commandments Old testaments Prophets Teachings Advocate Love Justice Forgiveness Hope Faith Peace Truth freedom</p>	<p>Jewish Judasim God Torah Orthodox Progressive Shabbat Kosher Synagogue Prayer Prayer book Ten commandments</p>	<p>God Atheist Agnostic Non believer Science Theist Religion Belief Christian Humanist existence</p>

Additional non-fiction reading						
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