



Moorside Primary School

RE Year 6 Overview

Autumn	Spring	Summer
Celebrations and key events in life	Belonging to a community, individual commitment and religious leadership	Sacred texts and stories, their guidance and impact
<p>Pupils investigate what it means to live as a Christian or Buddhist in Britain today considering internal diversity. They develop an understanding of key Christian concepts (annunciation, incarnation, temptation, resurrection, salvation and ascension) enquiring into how God can be different things to different people. They reflect upon spiritual and internal diversity, comparing ways of celebrating the same and different festivals/events around the world (e.g. sacred or secular Christmas and how Humanists mark rites of passage) and question how and why festivals and events are valued by some and not others.</p>	<p>Expressing what belonging and faith means in two different traditions pupils explore and compare the life of contemporary key leaders and the qualities of leadership. They examine challenges, commitments and guidance identifying the impact of faith on how followers live (e.g. considering the Eightfold Path, how do Buddhists try to follow the Buddha's example?).</p> <p>They express insights into modern day challenges of faith (e.g. Can someone be a practising Buddhism and still lead a privileged life?) and the internal diversity of responses. They raise deep questions and ask what might be the most difficult aspects of being Buddhist, Christian and or Humanist in Britain today (e.g. what defines us and what is our purpose?).</p> <p>Focusing on the Easter story and personal heroes, they examine the significance for Christians of Jesus as the Messiah.</p>	<p>Pupils interpret and respond to a range of stories, sacred writing and sources of wisdom from the heart of different traditions and communities.</p> <p>They consider how they guide and what they communicate to followers (e.g. What can stories and images tell us about the inspiration for Buddhist beliefs?).</p> <p>They develop their understanding of key inspirational figures (e.g. Dalai Lama) as sources of wisdom and their contemporary relevance. They reflect on the impact of key sources of wisdom on individuals and different communities.</p>
Symbolic ways of expressing meaning	Communicating beyond prayer and sacred spaces	Taking responsibility for living together, values and respect
<p>Pupils explore and compare how different religions and worldviews express their beliefs through the arts (e.g. poetry, song, film, stained glass and drama). They explore how artefacts and symbolic actions communicate different meaning to individuals. They investigate the mudras (gestures) of the Buddha, the Three Jewels (Buddha, the Dharma and the Sangha) and the wheel and lotus flower in the light of Buddhist teachings and actions.</p> <p>Pupils examine why Christians celebrate the same thing in different symbolic ways (e.g. The Last Supper, baptism).</p>	<p>Engaging with prayers from different religions, traditions and worldviews, pupils explore the role and interpretations of prayer, reflection, meditation and stillness and the impact on individuals.</p> <p>Considering what a multi-faith prayer space might look like, pupils look beyond the formal physical sacred space and construct of prayer and reflection (e.g. through secular music and poetry), as a form of expression.</p> <p>They learn why meditation and the teaching of compassion and mindfulness are central to Buddhism and how the Buddhist community use nature to transmit their prayers (e.g. prayer wheels).</p> <p>They ask how does Buddhist mantra enhance worship and is meditation the same as praying.</p>	<p>Pupils use local and national census statistics to develop an understanding of the religious make up and diversity of their locality and of Britain.</p> <p>They consider what Jews, Humanists, Christians and Buddhists teach about how people can live together respectfully to create a perfect world.</p> <p>They develop their understanding of responsibility and social justice and question why and how we should care. Pupils respond thoughtfully to ideas about human responsibility for the environment and how religious and moral codes are acted upon.</p> <p>Pupils ask how the 'Golden Rule' is interpreted in the Humanist tradition and consider if following God can bring freedom and justice.</p>



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	They experience meditation/stilling/silence and mindfulness as a form of worship sharing their thoughts and reflections by writing prayers, responses or meditations suited to a particular occasion and tradition.	
Exploring annunciation in a sacred and secular Christmas	The significance of Salvation	Different ideas about God and gods, creation and ultimate questions
<p>Was Jesus the Messiah?</p> <p>Pupils will explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>What story the word "annunciation" refers to in the Gospels.</p> <p>How is the annunciation still a part of Christmas for people that do not celebrate Christmas in a religious way.</p>	<p>What did Jesus do to save human beings?</p> <p>Discuss the sorts of qualities a person might need to solve each situation — who might help out or 'save' the situation?</p> <p>What kind of saviour? Introduce to the pupils their role as an investigative journalist, employed to answer the question: Was Jesus the hoped-for Saviour?</p> <p>Was Jesus the Messiah? Ask pupils to list the characteristics this person will need to have — a Saviour who could rescue the People of God in their current situation.</p>	<p>Developing challenging and deeper questions about meaning purpose and truth, pupils consider different perspectives on the questions of creation and the beginnings of life on Earth, debating the relationship/conflict between creation and science.</p> <p>Pupils develop their understanding of different beliefs and perspectives about God and life after death in religious and non-religious settings (e.g. what is meant by a 'soul'), constructing answers to their own challenging questions.</p> <p>When God and theological concepts including life, death, and afterlife beliefs are rejected, they question what is truth and where do non-religious people find answers.</p> <p>This could be introduced through participation in a practical, expressive project such as NATRE Spirited Arts (www.natre.org.uk).</p>
		<p>Reflecting on ethics, what is right and wrong, just and fair</p> <p>Why isn't the world just and fair? Beyond religious guidance, pupils explore how people decide what is right and what is wrong and how they may choose to live.</p> <p>Pupils develop their thinking about why and how some people (from a religious and or non-religious background) try to help others (e.g. victims of poverty, prejudice, crime and those affected by war).</p> <p>Focusing on the lives of children in pre-Holocaust Europe, pupils reflect on the challenging moral choices made and the British humanitarian actions of the Kinder transport (children's rescue operation).</p> <p>Pupils consolidate their ideas about right and wrong, justice and fairness through different religious traditions.</p>



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		They ask how the Buddhist concepts of desire, suffering and compassion affect the choices of followers.
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