



Ferndale Primary and Nursery School

RE: Year 6

<p>EXPRESSING</p> <p>Know about and understand a range of religious and non-religious worldviews.</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>BELIEVING</p> <p>Express ideas and insights about the nature, significance and impact of religious and nonreligious worldviews.</p> <p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.</p>	<p>LIVING</p> <p>Gain and deploy the skills needed to engage seriously with religious and nonreligious worldviews.</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>
<p><i>U2.9 What can be done to reduce racism? Can religion help?</i> Describe examples of connections between anti-racism and religion (A1)</p> <p><i>U2.7 What matters most to Christians and Humanists?</i> Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. (A2)</p> <p><i>U2.3 What do religions and worldviews say when life gets hard?</i> Outline Christian, Hindu and/or non-religious beliefs about life after death.(A1)</p> <p><i>U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?</i> Describe and make connections between examples of religious creativity (buildings and art). (A1)</p> <p><i>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and ummah (community)?</i></p>	<p><i>U2.9 What can be done to reduce racism? Can religion help?</i> Understand the challenges racism presents to human communities and consider different religious responses. (B2)</p> <p><i>U2.7 What matters most to Christians and Humanists?</i> Describe some Christian and Humanist values simply. (B3) Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. (B2)</p> <p><i>U2.3 What do religions and worldviews say when life gets hard?</i> Express ideas about how and why religion can help believers when times are hard, giving examples. (B2) Explain some similarities and differences between beliefs about life after death. (B2) Explain some reasons why Christians and Humanist have different ideas about an afterlife. (B3)</p> <p><i>U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?</i></p>	<p><i>U2.9 What can be done to reduce racism? Can religion help?</i> Discuss their own and others' ideas about reducing racism and prejudice, informed by rick knowledge of case studies. (C3)</p> <p><i>U2.7 What matters most to Christians and Humanists?</i> Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others their have studied. (C3)</p> <p><i>U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?</i> Apply ideas about values from scriptures to the title question - Is it better to express your religion in arts and architecture or in charity and generosity? (C2)</p>



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<p>Make connections between beliefs and behaviour in different religions. (A1)</p> <p>Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions (Hindus, Christians, Muslims). (A1)</p>		<p>Show understanding of the value of sacred buildings and art. (B3)</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art. (B2)</p> <p><i>U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and ummah (community)?</i></p> <p>Outline the challenges of being a Hindu, Christians or Muslim in Britain today. (B2)</p> <p>Consider similarities and differences between beliefs and behaviours in different faith. (B3)</p>	
Language Enrichment	First Hand Experiences	Purpose / Life Skills	Previous Knowledge
<p>Discussion about own beliefs and the beliefs of others.</p> <p>Debating the value of religious artwork and building.</p> <p>Collective singing and worship</p> <p>Racism</p> <p>Anti-racism</p> <p>Humanist</p> <p>Agnostic</p> <p>Rationalist</p> <p>Golden-rule</p> <p>World-views</p> <p>Religion</p> <p>Place of worship</p> <p>Mosque</p> <p>Allah,</p>	<p>Christmas unwrapped Baptist church visit</p> <p>Easter unwrapped Baptist church visit</p> <p>Harvest, Christmas, Easter visit to All saints church.</p> <p>Singing assembly songs</p>	<p>Reflecting on feelings and beliefs</p> <p>Understanding the actions of other beliefs and world-views</p> <p>Discussing actions of others</p> <p>Visiting a place of worship</p>	<p>If God is everywhere, why go to a place to worship?</p> <p>Believers feelings about places of worship</p> <p>Jesus' views of how his followers should live</p> <p>How believing in God is valuable in the lives of Christians</p> <p>Interpreting Jesus parables and what they might teach Christians about how to live</p> <p>What is means to be a Muslim in Britain today</p> <p>Beliefs about the prophet Muhammad</p> <p>Key functions of a mosque</p>



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Ahimsa Christian			
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