

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Why do Hindus want to be good?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. <i>dharmā</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Hindu beliefs about <i>dharmā</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharmā</i>, <i>karma</i>, <i>moksha</i>, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharmā</i>), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in <i>karma</i> and <i>dharmā</i> might have on individuals and the world, recognising different points of view. 		<p>2b.2 CREATION/ FALL: Creation & Science – Conflict or Complimentary?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is, and its purpose 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 <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together <p>Make connections:</p> <ul style="list-style-type: none"> Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses 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>OR 2b.7: SALVATION: What difference does the resurrection make to Christians? Easter</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper Show how Christians put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view. 	<p>2b.3 PEOPLE OF GOD: How can following God bring freedom and Justice?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Explain connections between biblical texts and the concept of the kingdom of God Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice Show how Christians put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today Articulate their own responses to the idea of the importance of love and service in the world today. 	<p>How does faith help people when life gets hard?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives <p>Make connections:</p> <ul style="list-style-type: none"> Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.

<p>Key Disciplinary skills</p> <p>Synthesising – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • linking significant features of religion together in a coherent pattern • connecting different aspects of life into a meaningful whole • making links between religion and human experience, including the pupil's own experience <p>Evaluating – in RE this includes abilities such as:</p> <ul style="list-style-type: none"> • debating issues of religious significance with reference to experience, evidence and argument • weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience • drawing conclusions which are balanced, and related to evidence, dialogue and experience. 		
<p>Skills</p>		
<p>identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions (INVESTIGATING & EXPRESSING)</p> <p>describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts (REFLECTING)</p> <p>give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority (INTERPRETING)</p>	<p>make clear connection)between what people believe and how they live, individually and in communities(APPLYING)</p> <p>using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. indifferent communities, denominations or cultures (DISCERNING & SYNTHESISING)</p>	<p>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) (SYNTHESISING & EVALUATING)</p> <p>reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently (EMPATHISING & ANALYSING)</p> <p>consider and weigh up how ideas studied relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make (DISCERNING)</p>

Year 6