

- **Intent** – the extent to which schools demonstrate a rich and varied curriculum.
- **Implementation** – that teachers present all aspects of this broad and balanced curriculum and are visibly encouraging discussion and the whole-hearted engagement of pupils, without an over-concentration on outcomes and with a far greater emphasis on processes.
- **Impact** – that learners develop detailed knowledge and skills across the whole curriculum.

RE Curriculum Coverage – Year 6– 2021-2022

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	<p><u>Why do we use rituals today?</u></p> <p>Demonstrating understating of the significance of religious rituals including symbols & practices today: <u>Skills</u> Raise and explore questions relating to the study of rituals (eg Do rituals matter today?), expressing their opinions, giving sound reasons and appreciating some other should different views (Critical Thinking). Christianity: Describe how symbolic objects and actions are used to express belief through introduction to Eucharist, death and resurrection of Jesus and its meaning for Christians.</p>	<p><u>What do the gospels tell us about the birth of Jesus?</u></p> <p>Demonstrating understanding of the importance of the gospels, what they tell us about the birth of Jesus its impact on worship, values & daily living: <u>Skills</u> Identify similarities and differences between Matthew and Luke’s account of the birth of Jesus. Compare the events in the two Gospel accounts, suggesting reasons for the differences. Suggest why the Gospel is ‘good news’. Identify what the ‘good news’ in each Gospel is</p>	<p><u>How and why do people care about the environment?</u></p> <p>Demonstrating understanding of the importance of how different religions care for the environment and how that affects values & daily living. Including Christians who have a duty to do what they can to ensure they are environmentally responsible: Introduction of how Christian, Buddhist and Muslim values will affect views on the environment (Impact of Belief). Knowledge and Understanding of Religion Pupils will understand some of the beliefs and teachings of Christianity, Buddhism and Islam which relate to the natural world. They will consider the impact these have for differing individuals and communities. <u>Skills</u></p>	<p><u>Why are Good Friday and Easter Day the most important days for Christians?</u></p> <p>Demonstrating understating of the significance of the Good Friday, Easter Sunday including Christian symbols & practices today: <u>Skills</u> Recall the events of Good Friday. Discuss what happened on Easter Sunday. Describe a number of Good Friday and Easter Sunday celebrations across a range of Christian settings. Explain that Jesus’ resurrection means that death isn’t the end and discuss how this is</p>	<p><u>So, what do we now know about Christianity?</u></p> <p>Consolidate and build upon their prior learning about why Jesus is fundamental to Christian belief. They summarise Christian beliefs, authority, expressions of belief and the impact this belief has upon people’s lives. The children then reflect upon the impact of non-religious beliefs and how this affects how people live their lives eg. believing in yourself leading to high aspirations and success. STATUTORY BRIDGING UNIT <u>Skills</u> Recapping Christianity: BELIEF: The Trinity, Jesus, concept of forgiveness AUTHORITY: importance of the Bible for Christians EXPERSSIONS OF BELIEF: different types of Christian worship, objects used in worship IMPACT OF BELIEF: how Christians are for others OR living in a Christian monastic community.</p> <p><u>Knowledge</u></p>	

	<p>Islam: Recall what happens during salah (ritual prayer), submission to God</p> <p>Judaism: Describe how beliefs and feelings are expressed through the practices of Pesach.</p> <p><u>Knowledge</u> Show knowledge and understanding of what a ritual is and why rituals can be important today. Show detailed knowledge and understanding of the features and beliefs expressed in Christian Eucharist, Muslim ritual prayer (salah), the Jewish Pesach meal. Show similarities and differences between the religions studied in relation to ritual, meaning and significance. Show detailed knowledge of how the concepts connect (Belief, Authority, Expressions and Impact of Belief) in relation to ritual to form a framework for understanding religion.</p>	<p>using evidence from the text. Discuss whether the differences in the accounts are important.</p> <p><u>Knowledge</u> Know that there are four Gospels: Matthew, Mark, Luke and John Understand that people experience and recall the same events in different ways. Know that the events of the nativity are recorded as historical by the writers. Understand that the Gospel accounts reveal 'good news' Know that there are similarities and differences between the two birth accounts in Matthew and Luke.</p> <p><u>Vocabulary</u> Gospel – good news Matthew / Luke Bethlehem / Egypt / Nazareth / Judah Magi Nativity prophecy</p>	<p>Describe some of the similarities and differences between these teachings and actions across Christianity, Buddhism and Islam. Ask questions raised by these teachings and actions within Christianity, Buddhism and Islam. They will express views on these questions, give sound(*) reasons to support these views and give reasons to support opposing views. Reflect on their own feelings and values in relation to care for the natural world.</p> <p><u>Knowledge</u> Demonstrate detailed knowledge and understanding of the teachings of Christianity, Buddhism and Islam in relation to care of the natural world by humans. Show understanding of some of the ways Christians, Buddhists and Muslims may act on these teachings and describe the impact this may have for them and for others.</p> <p><u>Vocabulary</u> Christian Buddhist Muslim values environment</p>	<p>reflected in Christian worship. Explain why certain things might happen at a Christian funeral.</p> <p><u>Knowledge</u> In detail know the events of Good Friday. Know in detail the events of Easter Sunday. Know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). Know the sequence of these appearances; to the women at the Tomb, The road to Emmaus and to the disciples on the beach. Know that most Christians believe that Jesus resurrection means that death isn't the end and that they have hope in a new life with God in heaven.</p> <p><u>Vocabulary</u> Good Friday Crucifixion Easter Sunday Tomb</p>	<p>Demonstrate more detailed knowledge and understanding of some of the beliefs and features of Christianity through the RE concepts. Demonstrate more detailed knowledge and understanding of BELIEF in Christianity (God, Jesus, love, forgiveness). Demonstrate more detailed knowledge and understanding of AUTHORITY in Christianity and how this links to beliefs (Bible, Jesus). Demonstrate more detailed knowledge and understanding of EXPRESSIONS OF BELIEF in Christianity (worship, ritual, symbols.) Demonstrate more detailed knowledge and understanding of IMPACT OF BELIEF in Christianity (e.g. through Christian attitudes of love and care for others).</p> <p><u>Vocabulary</u> Belief The Trinity Jesus forgiveness Bible Christians Christian worship objects Christians</p>
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