

Year 6

Curriculum Map: **R.E**

Below outlines the learning focus for each term

Theme: How religions can be applied to a life of a child and our own lives			
Term	Learning Focus		Conceptual Development
	Knowledge	Skills	
<p>Why do people pray?</p> <p>Autumn 1</p> <p>Islam</p>	<p><u>Learning about religion;</u> Practices and ways of life</p> <p>To remember where Muslims worship</p> <p>To remember why Muslims fast.</p> <p>To understand that prayer is often described as like a conversation or relationship with the Almighty.</p> <p>To Understand Why Muslims, face Mecca when praying.</p> <p>To understand what Muslim Pilgrims Do during Hajj.</p>	<p>To explain why Muslims, pray in various ways.</p> <p>To discuss what we do when things go wrong.</p>	<p>Build upon: Do all actions have a consequence?</p>
<p>How responsible are we for the environment?</p> <p>Autumn 2</p> <p>Christianity/ Hinduism</p>	<p><u>Learning about religion; Belief's</u> Teachings and Sources</p> <p>To discuss why cows sacred to Hindus.</p> <p>To explore about why some Hindus are vegetarian.</p> <p>To understand the Hindu creation story.</p> <p>To understand that Christians believe we should look after the planet because it was created by God.</p> <p>To develop the understanding that beliefs affect action and behaviour.</p>	<p>To discuss the themes and messages in the two Hindu stories.</p> <p>To think about practical consequences of this value, e.g. vegetarianism, and respect for the environment.</p> <p>To consider what I think about how humans should treat the planet and each other.</p>	<p>Build upon: Why did a Chief Rabbi say -" Religion is about the why of creation, science is about the how."?</p>
<p>What do Christians believe is the most important event that has ever happened?</p> <p>Spring 1</p> <p>Christianity</p>	<p><u>Learning about religion.</u> Forms of expression and meaning.</p> <p>To learn about the events of Palm Sunday</p> <p>To explain why Palm Sunday is important to Christians.</p> <p>To learn about the significance of the Last Supper.</p> <p>To learn about the meaning of 'Messiah' for Jesus</p>	<p>To create my own questions to investigate the events of Holy Week.</p> <p>To find out about the events and emotions surrounding the crucifixion of Jesus.</p> <p>To compare the Christmas story with the events of holy week.</p> <p>To think about Which is the most important event</p>	<p>Build upon:</p> <p>Could the Lord's Prayer be universal?</p>

<p>What is the truth about the Baisakhi story?</p> <p>Spring 2</p> <p>Sikhism</p>	<p>Learning from religion: Meaning purpose and truth.</p> <p>To understand the importance of the Vaisakhi story to Sikhs</p> <p>To understand how people with a faith share a common heritage and beginnings that is integral to their faith.</p> <p>To learn about why Sikhs support their local community.</p> <p>To reflect on Religious persecution and what this means and to do some research of their own on this.</p>	<p>To reflect on the ways, they help others and how their faith encourages this.</p> <p>To research what religious persecution is.</p>	<p>Build upon:</p> <p>How did the teaching of Guru Nanak influence the teaching of Guru Gobind Singh?</p>
<p>Who do we look for inspiration and why?</p> <p>Summer 1</p> <p>Buddhism and Humanism</p>	<p>Learning about religion: Forms of expression and meaning.</p> <p>To understand Humanists do not have a faith or religious figures in their lives so they look up to people who have contributed to the world</p> <p>To understand a humanist is someone who does the right thing even though they know no one is watching.</p> <p>To recap on what pupils know about the Buddhist faith, who do Buddhists admire and why.</p> <p>To learn about the Dalai Lama has accomplishments and his views on “Harmony among the major faiths”</p>	<p>To have a debate on which person is the most admirable.</p> <p>To examine the life of the Dalai Lama and think about why he is admired universally.</p> <p>To look at the similarities and differences between the ideas/theories of the Dalai Lama and Charles Darwin and their views on religion.</p>	<p>Build upon:</p> <p>How do faiths define themselves? (Baha’i)</p>
<p>Religious responsibility: What does it mean to grow up?</p> <p>Summer 2</p> <p>Judaism and Zoroastrianism</p>	<p>Learning from religion. Values and commitments</p> <p>To discuss and ask questions about growing up and which age marks growing up.</p> <p>To look at coming of age ceremonies in Judaism.</p> <p>To learn & reflect on Zoroastrianism and the tenets of this faith.</p> <p>To understand that similarities and differences illustrate distinctive beliefs within and between religions.</p>	<p>To Look at different ages to vote/open a bank account/get married/make medical decisions.</p> <p>To ask questions about the moral choices I and other people make, referring to religious beliefs and values.</p> <p>To make links between the beliefs and teachings of Judaism and Zoroastrianism.</p> <p>To describe why people belong to religions and how this makes a difference to their lives</p>	<p>Build upon: Is it better to give than to receive?</p>