



Corporation Road Community Primary School

RE LTP

RE: Year 6			
Vision: Across the curriculum we aim to develop children’s skills of enquiry, reasoned argument and reflection. We are a multi-faith school and offer a curriculum to reflect this, with more emphasis placed upon the faiths of Christianity and Islam. We plan for a range of activities to engage all children in Religious Education. Our aim is that our children gain an understanding which allows them to develop positive attitudes, wonder, respect and tolerance which will enable them to live successfully in a multi- faith society that is reflected within Britain today. These values will enable our pupils to make a positive impact on their own lives and the communities in which they live.			
Domains		Key Concepts	
Authority and Belief		Thinking About Religion and Beliefs and Enquiring, Investigating and Interpreting	
Expression of Beliefs		Beliefs and Teachings (what people believe), Practices and Lifestyles (what people do) and Expression and Language (how people express themselves)	
Impact of Beliefs		Identity and Experience (making sense of who we are), Meaning and Purpose (making sense of life) and Values and Commitments (making sense of right and wrong)	
Autumn 1	Autumn 2	Spring	Summer
Theme: Community	Theme: Legacy & Impact	Theme: Citizenship	Theme: Gender and Equality
Domains:		Domains:	
<ul style="list-style-type: none"> - Authority and Belief - Expression of Beliefs - Impact of Beliefs 		<ul style="list-style-type: none"> - Authority and Belief - Expression of Beliefs - Impact of Beliefs 	
Key Concepts:		Key Concepts:	
<ul style="list-style-type: none"> - Thinking About Religion and Beliefs and Enquiring, Investigating and Interpreting - Beliefs and Teachings (what people believe), Practices and Lifestyles (what people do) and Expression and Language (how people express themselves) - Identity and Experience (making sense of who we are), Meaning and Purpose (making sense of life) and Values and Commitments (making sense of right and wrong) 		<ul style="list-style-type: none"> - Thinking About Religion and Beliefs and Enquiring, Investigating and Interpreting - Beliefs and Teachings (what people believe), Practices and Lifestyles (what people do) and Expression and Language (how people express themselves) - Identity and Experience (making sense of who we are), Meaning and Purpose (making sense of life) and Values and Commitments (making sense of right and wrong) 	
End Point: Community	End Point: Legacy & Impact	End Point: Citizenship	End Point: Legacy & Impact
Enable our pupils to make a positive impact on their own lives and the communities in which they live. Know that they can make positive contributions to their community and understand their place within the community. Know that school is a central part to the local community- children can	Children learn about a range of major world faiths; although more emphasis is placed upon the faiths of Christianity and Islam. To gain knowledge, insight and experiences of different world religions which will allow children to provide answers to key questions, be able to participate in discussions (sharing knowledge	Our aim is that our children gain an understanding which allows them to develop positive attitudes, wonder, respect and tolerance and will enable them to live successfully in a multi- faith society that is reflected within Britain today The fundamental British values are reflected in the teaching and learning therefore promoting: mutual respect, democracy, tolerance, liberty and the rule of law.	The teaching and learning promote: mutual respect, democracy, tolerance, liberty and the rule of law. Children understand that no matter of their chosen gender they are as equal as any other person and they have rights which they are entitled to exercise and practice.

<p>recognise how school contributes to the local community to ensure the people and children within it are safe and respected.</p>	<p>and informed opinions) and to share stories from different religions.</p>		
<p style="text-align: center;"><u>Christianity</u></p> <p style="text-align: center;">What do we know about Christianity? Y6 bridging unit. B,A,EoB,IoB.</p> 	<p style="text-align: center;"><u>Islam</u></p> <p style="text-align: center;">How do Muslims express beliefs? B, EoB, IoB. What can we learn about the five pillars? B, EoB</p> 	<p style="text-align: center;"><u>Judaism</u></p> <p style="text-align: center;">Why is the Torah important? A, B, EoB Why do Jewish people remember Moses? A, B, EoB, IoB. How are Jewish beliefs expressed in Sukkot and Pesach? A, B, EoB.</p> 	
<ul style="list-style-type: none"> - To use religious and philosophical terminology and concepts to explain religions, beliefs and value systems - To explain some of the challenges offered by the variety of religions and beliefs in the contemporary world - To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. - To identify the influences on, and distinguish between, different viewpoints within religions and beliefs - To interpret religions and beliefs from different perspectives - To interpret the significance and impact of different forms of religious and spiritual expression - To make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary - To explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities - To compare the different ways in which people of faith communities express their faith - To discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths - To express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths - To make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply 	<ul style="list-style-type: none"> - To use religious and philosophical terminology and concepts to explain religions, beliefs and value systems - To explain some of the challenges offered by the variety of religions and beliefs in the contemporary world - To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. - To identify the influences on, and distinguish between, different viewpoints within religions and beliefs - To interpret religions and beliefs from different perspectives - To interpret the significance and impact of different forms of religious and spiritual expression - To make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary - To explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities - To compare the different ways in which people of faith communities express their faith - To discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths - To express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths - To make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply 	<ul style="list-style-type: none"> - To use religious and philosophical terminology and concepts to explain religions, beliefs and value systems - To explain some of the challenges offered by the variety of religions and beliefs in the contemporary world - To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. - To identify the influences on, and distinguish between, different viewpoints within religions and beliefs - To interpret religions and beliefs from different perspectives - To interpret the significance and impact of different forms of religious and spiritual expression - To make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary - To explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities - To compare the different ways in which people of faith communities express their faith - To discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths - To express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths - To make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply 	
<p><u>Christianity</u> What do we know about Christianity? Y6 bridging unit. B,A,EoB,IoB. God is ever present Understand the Trinity (Father, Son, Holy spirit). The wafer represents the body of Christ. The wine represents the blood of Christ Belonging to the faith- prayers, pilgrimage. Know the places Christians like to visit. Know why these places are significant to Christians- pilgrimage. Pilgrimage- why do people completed pilgrimages? How Christian values will affect views on moral issues e.g. the environment. Helping and caring for others and charity work.</p> <p><u>Christmas</u> What do the Gospels tell us about the birth of Jesus? B,A,EoB Who are the Gospels? (Matthew, Mark, Luke and John). Matthew and Luke are correct in regard to their accounts of Jesus' birth. Their different but complimentary writings not only shows their record was true (and not simply copied) but gives us added details regarding one of the greatest events in the Bible- creates the story of the birth of Jesus. Celebrate Jesus' birth and the different but complimentary writings of the event (the Gospels) Celebrate the birth of Jesus and attend services of worship. Midnight mass on Christmas Eve.</p> <p>https://itpress.org/Products/GetSample/2948/9780814629482 https://request.org.uk/festivals/christmas/christmas-in-the-bible/ Christmas</p>	<p><u>Islam</u> How do Muslims express beliefs? B, EoB, IoB. What can we learn about the five pillars? B, EoB Shaada – Declaration of Faith Salat – Prayer Zakat – Charity (only for rich people, 2.5% of savings to poor people) Sawm – Fasting Ramadan - Festival of Fasting (Eid Ul Fitr) – not allowed to eat during day light. Hajj – Pilgrimage to Meccah (Eid Al Hajr – to feed the poor people – buy a cow, share with family and poor people) Hajj – should be completed once in your life time. You need to save money so may only be once in your life) Hajj- pilgrimage once in a life time. One of the Five Pillars of Islam. Lead your life as a good person and the teachings of their faith.</p> <p><u>Easter</u> Why are Good Friday and Easter Day the most important days for Christians? B,A,EoB Jesus died on the cross and rose again on Easter Sunday Jesus is the son of God. The death and resurrection of Jesus and its meaning to Christians. Why did God let this happen to his son? God sacrificed his son? Celebration- Holy week- the lead up to Easter Sunday. Holy week marks the festival and the events of Easter. What are the events and significance of the events in Holy Week? What Christians do to mark the events of Holy Week?</p> <p>http://request.org.uk/festivals/easter/ Easter and Holy week https://www.britannica.com/story/holy-week Holy week</p>	<p><u>Judaism</u> Why is the Torah important? A, B, EoB Why do Jewish people remember Moses? A, B, EoB, IoB. How are Jewish beliefs expressed in Sukkot and Pesach? A, B, EoB</p> <p>The Torah- sacred scrolls, how are they read? Treated with respect (their place use and significance in the synagogue). The giving of the Torah to Moses on Mt Sinai 10 commandments; 613 commandments (mitzvah). Synagogue is a place of worship, education and community. Importance of Moses- chosen by God- the burning bush, leading the Israelites out of Egypt (Passover), receiving the 10 commandments. Daily prayers including the significance of kippah, tallit. What is Sukkot and Pesach (Passover)? https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zn22382 Pesach- celebration of the story of Exodus. Pesach- seder (meal) seder plate- six items. Matzah, wine. Sukkot- giving thanks for the autumn harvest. Jewish laws including The 10 commandments; the impact on an individual and community life. How Jewish people show commitment, belonging to faith community and care for others e.g. tzedaka – charity. Caring for those in the community, Mitzvah Day.</p> <p>https://www.bbc.co.uk/bitesize/topics/z9prkqt/articles/zfn792p Judaism information https://www.youtube.com/watch?v=73Wslne-FKg&list=PLcvEcrsF_9zLEkriUn7s2E8wDNknt7yqp&index=6 What is Judaism? https://www.youtube.com/watch?v=72QaHckhjlw&list=PLcvEcrsF_9zLEkriUn7s2E8wDNknt7yqp&index=5 Life as a Jewish child. https://www.youtube.com/watch?v=3QZ792ricVE&list=PLcvEcrsF_9zLEkriUn7s2E8wDNknt7yqp&index=9 What is the Torah? https://www.youtube.com/watch?v=QF84Wx0dGTg&list=PLcvEcrsF_9zLEkriUn7s2E8wDNknt7yqp&index=2 Passover https://www.youtube.com/watch?v=JpFw7DqRMEc&list=PLcvEcrsF_9zLEkriUn7s2E8wDNknt7yqp&index=8 Shabbat</p>	