



St Laurence's CE Primary School
RE
Long Term Plan
Year 6



Autumn 1 Creation and Science: conflicting or complementary?	Autumn 2 Why do some people believe in God and some people not?	Spring 1 Why do Hindus try to be good?	Spring 2 What do Christians believe Jesus did to "save" people?	Summer 1 For Christians, what sort of king is Jesus?	Summer 2 How does faith help people when life gets hard?
<p><u>Key Content and Skills</u></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><u>Key Content and Skills</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) <p>Make connections:</p> <ul style="list-style-type: none"> Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning. 	<p><u>Key Content and Skills</u></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. <p>Understand the impact</p> <ul style="list-style-type: none"> Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, 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. karma and dharma), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view 	<p><u>Key Content and Skills</u></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><u>Key Content and Skills</u></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><u>Key Content and Skills</u></p> <p>Making 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 for similarities and differences. <p>Understanding 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) Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives. <p>Making connections:</p> <ul style="list-style-type: none"> Reflect on a range of artistic expressions of afterlife, articulating 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><u>Vocabulary</u></p> <p>Creation God Creation</p>	<p><u>Vocabulary</u></p> <p>Salvation God Theist</p>	<p><u>Vocabulary</u></p> <p>Creation Incarnation</p>	<p><u>Vocabulary</u></p> <p>Salvation Gospel</p>	<p><u>Vocabulary</u></p> <p>Salvation Gospel</p>	<p><u>Vocabulary</u></p> <p>Gospel God sacred text</p>



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<p>Cosmology Evolution Scientific Question Question of Faith Conflict Complementary</p>	<p>Atheist Agnostic religious non-religious</p>	<p>God Brahman Atman Karma Dharma Reincarnation</p>	<p>God Salvation Sacrifice Martyr</p>	<p>God kingdom kingship temptation parable biblical</p>	<p>judgement suffering afterlife</p>
<p><u>Assessment against the Shropshire Syllabus</u></p> <p>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>	<p><u>Assessment against the Shropshire Syllabus</u></p> <p>Make clear connections between what people believe about God and the impact of this belief on how they live</p>	<p><u>Assessment against the Shropshire Syllabus</u></p> <p>Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view</p>	<p><u>Assessment against the Shropshire Syllabus</u></p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice</p>	<p><u>Assessment against the Shropshire Syllabus</u></p> <p>Show how Christians put their beliefs into practice in different ways</p>	<p><u>Assessment against the Shropshire Syllabus</u></p> <p>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</p>