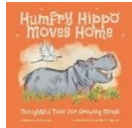
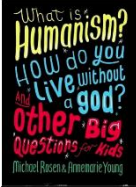


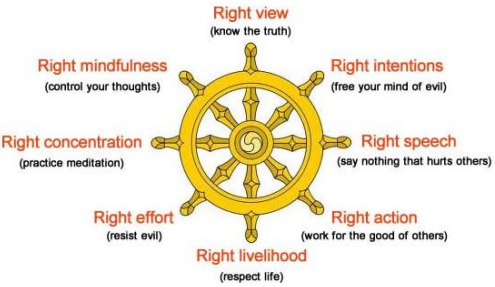
Year 6		
Autumn 1	Justice and Freedom	
Learning objective	To begin to understand how people should be treated in our world today.	
Substantive Knowledge What children must know	<ul style="list-style-type: none"> • The New Testament talks of forgiveness and tolerance, whereas the Old Testament is based more on 'an eye for an eye'. • Some nations do not have the same freedom and freedom of speech as others, peoples are repressed. 	
Key Vocabulary	Justice, Freedom, War, prison, pacifists	
Key Text	<p>Link to Humfry Hippo Moves Home – go onto website. Malala Yousafzai story (see links below)</p> <p>Why is this a good thing to do?</p> <p>Girls not being educated in Uganda.</p> 	
Suggested Activities	<ul style="list-style-type: none"> • What does religion say about our freedom? Does religion restrict or allow freedom? • Look specifically at the Quakers and why are they pacifists • Think about the two different views in the old and new treatments; eye for an eye and turn the other cheek • Look into wars. Why do they happen? What impact do they have? (Taliban, Afghanistan, Ukraine and Russia etc) • How do we treat those in prison? • Human rights act and what it says • 3 big questions 	
Assessment/evidence	Pupils put together an assembly to explain why it is important to think about how we treat others.	
End points	AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
	Make connections between different beliefs and practices of all religions and worldviews studied.	Reflect and respectfully respond to the significance of meaning behind different beliefs and practices.

	Make links and compare stories, beliefs and practices from different religions and worldviews including similarities and differences.	Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences.
	Understand and evaluate the diversity of belief in different religions, nationally and globally. Recognise that those who have non-religious worldview follow a moral code.	Express an informed and considered view on the impact of diversity of faith and belief in our world. Relate this to own lives and others.
	Articulate detailed responses to ethical questions from the range of different religions and world views studied so far.	Discuss and apply their own and others ideas about ethical questions and to express arguments in a structured response.
Useful links and trips/visitors	Learning about human rights in Primary School resource pack Amnesty International UK KS2 Assemblies: Malala Yousafzai - BBC Teach Who is Malala Yousafzai? - CBBC Newsround The nine-year-old boy tackling racism in football - CBBC Newsround Talk to Ugandan schools? (Get contact from RE advisor)	

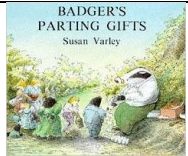
Year 6	
Autumn 2	What is Humanism?
Learning objective	To understand Humanism and what it means.
Substantive Knowledge What children must know.	<ul style="list-style-type: none"> • Humanists are non-religious. They believe that this life is the only life we have. • Humanists believe in the scientific method when it comes to understanding how the universe works and rejects the idea of the supernatural (and is therefore an atheist or agnostic) • Humanists makes their ethical decisions based on reason, empathy, and a concern for human beings and other sentient animals • Humanists believe there is no afterlife
Key Vocabulary	Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule.

Key Texts	<p>What is Humanism? How do you live without a god? And Other Big Questions for Kids by Michael Rosen and Annemarie Young</p> 	
Suggested Activities	<ul style="list-style-type: none"> • Do you have to have faith? • What is faith? • What is Humanism? • 3 big questions 	
Assessment/Evidence	Debate whether we need faith to be a good person.	
End points	AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
	Make connections between different beliefs and practices of all religions and worldviews studied.	Reflect and respectfully respond to the significance of meaning behind different beliefs and practices.
	Make links and compare stories, beliefs and practices from different religions and worldviews including similarities and differences.	Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences.
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	Articulate detailed responses to ethical questions from the range of different religions and world views studied so far.	Discuss and apply their own and others ideas about ethical questions and to express arguments in a structured response.
Useful links and trips/visitors	Education » Humanists UK	

Year 6	
Spring 1	Buddhism what do they believe?
Learning objective	To understand who Buddhists are and what they believe
Substantive Knowledge	<ul style="list-style-type: none"> • Buddhism was founded by Siddhartha Gautama (the Buddha) and draws from his teachings. • Buddhism doesn't have a deity (supreme being/God) like many other religions. • The four noble truths being the basis of Buddhas teachings. <ul style="list-style-type: none"> ○ The truth of suffering, ○ The truth of the cause of suffering, ○ The truth of the end of suffering ○ The truth of the path that leads to the end of suffering. • The eightfold path is the path to Nirvana
Key Vocabulary	Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation, Enlightenment, delusions, Buddha, Dharma and Sangha ('Three Precious Jewels'), ordained and lay, Temple, offerings, Jataka Tales, impermanence, vows, moral discipline, contentment, samsara, nirvana, symbols, pilgrimage
Key text	The Wounded Swan and Other Buddhist Stories-Lynne Broadbent and John Logan

Suggested Activities	<ul style="list-style-type: none"> • Research where Buddhism started, when and by whom. • Why do Buddhists not have a deity? What is a deity? (A supreme being/God) • How you lead your life to eventually go to Nirvana. • What is reincarnation? • What are the four noble truths? • What does the eightfold path mean to Buddhists? • 3 big questions 	
Assessment	<p>Eightfold path wheel</p> <ul style="list-style-type: none"> • What Buddhists do to achieve each part 	
End point	<p>AT1 – Learning about religion and belief</p> <p>Make connections between different beliefs and practices of all religions and worldviews studied.</p> <p>Make links and compare stories, beliefs and practices from different religions and worldviews including similarities and differences.</p> <p>Understand and evaluate the diversity of belief in different religions, nationally and globally. Recognise that those who have non-religious worldview follow a moral code</p>	<p>AT2 – Learning from religion and belief</p> <p>Reflect and respectfully respond to the significance of meaning behind different beliefs and practices.</p> <p>Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences.</p> <p>Express an informed and considered view on the impact of diversity of faith and belief in our world. Relate this to own lives and others.</p>

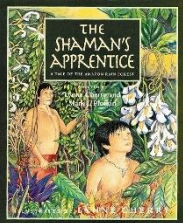
	Articulate detailed responses to ethical questions from the range of different religions and world views studied so far.	Discuss and apply their own and others ideas about ethical questions and to express arguments in a structured response.
Useful links and trips/visitors	KS2 Religious Education – BBC Bitesize	

Year 6		
Spring 2	Eternity What happens to us when we die?	
Learning objective	To understand different views of what happens when we die	
Substantive knowledge	<ul style="list-style-type: none"> • Religions and world views have differing opinions on what happens when we die. • How do different religions and world views believe they achieve their respective life after death eg how do Christians believe they get to heaven? 	
Key Vocabulary	Reincarnation, Day of Judgement, Heaven, Nirvana, funeral, funeral rites, life after death,	
Key Text	 <p>Badger's Parting Gifts by Susan Varley</p>	
Suggested Activities	<ul style="list-style-type: none"> • What do the children believe about life after death? • Reincarnation –What is it? Who believes in this? Hinduism/ Buddhism. • Explore different Christian views on entry to heaven • Explore the Muslim idea- Day of judgement. How do they get to heaven? • Discuss Humanist view of no afterlife. • 3 big questions 	
Assessment /Evidence	Art - collage of their views and thoughts Present ideas and discuss the diversity of beliefs within the class.	

End points	AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
	Make connections between different beliefs and practices of all religions and worldviews studied.	Reflect and respectfully respond to the significance of meaning behind different beliefs and practices.
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	Articulate detailed responses to ethical questions from the range of different religions and world views studied so far.	Discuss and apply their own and others ideas about ethical questions and to express arguments in a structured response.
Useful links and trips/visitors	Dragonflies – How To Help Children Understand Death And Loss (kidsofthewild.co.uk) Badgers Parting Gifts - Bing video What different religions believe about death Teaching Resources (tes.com)	

Year 6
Summer 1 SATS

Year 6	
Summer 2	Why are there so many worldviews?
Learning objective	To explore other religions and beliefs that are not the major six in the world or Humanism.
Substantive knowledge	<ul style="list-style-type: none"> There are more religions and beliefs outside of the six major world religions. Why is this?

	<ul style="list-style-type: none"> • Beliefs of Rastafarian, tribes and Native Americans. 	
Key Vocabulary	Rasta, Zion, Shaman, Maya	
Key Text	<p>See link below (Native American stories)</p> <p>The Shaman's Apprentice-Lynne Cherry</p> 	
Suggested Activities	<ul style="list-style-type: none"> • What is Rastafarianism? (See link below) • Discuss different tribes of the Rainforest and what they believe (The Shaman's Apprentice) • Discuss Native Americans and their beliefs. (see link below) • 3 big questions 	
Assessment/Evidence	Groups to research a given alternative religion and present findings to class.	
End points	AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
	Make connections between different beliefs and practices of all religions and worldviews studied.	Reflect and respectfully respond to the significance of meaning behind different beliefs and practices.
	Make links and compare stories, beliefs and practices from different religions and worldviews including similarities and differences.	Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences.
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Useful links and trips/visitors	Primal - World Religions Resources & Lessons (weebly.com)	

Native American Stories, Myths, and Legends for Kids and Teachers - Native Americans in Olden Times for Kids (mrdonn.org)

Rastafarianism

<https://www.bbc.co.uk/religion/religions/rastafari/ataglance/glance.shtml>

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