



The Big Picture

This unit enables pupils to explore the church as a community of believers and to examine how rites of passage reflect their commitment and relationship with God. The focus is on 'is life like a journey' so through this unit students will analyse beliefs, teachings and values and how they are linked by exploring the key sacraments in a Christian's life. They should consider different dominations reflecting upon the importance of child baptism, confirmation and adult baptism. This can then be developed by students demonstrating a self-awareness of their own personal development by considering their own life journey and the changes they will make as they progress through life.

Pupils should be able to apply their understanding of the Christian concept of God from previous years. They should be able to make meaningful links with Christian beliefs about God as 'Father', a God who became incarnate in order to teach and save, a God who is both transcendent and personal.

What do we already know? Knowledge retrieval:

Know Christian beliefs about Sin and Forgiveness.

Know the Genesis story about how Adam and Eve disobeyed God.

Know the importance of the Lord's Prayer.

To know there are different types of truth.

Year 6 R.E. How do Christians mark 'turning points' on the journey of life? (Christianity - God)

Castle View Religious Education objectives

Children will:

- Explain how rituals might reflect Christian beliefs about their relationship with God
- Explain how these rituals might differ between different denominations
- Analyse the importance of Christian rites of passage as an expression of faith and commitment
- Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies
- Discuss how people change during the course of their lifetime and they events that humans might mark on the journey of life
- Consider the value of celebrating landmarks in life
- Ask and respond thoughtfully to questions about how they have changed during their life so far and how they might continue to change
- Discuss where they might need to find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life

Key vocabulary and understanding

Sacraments, rites of passage, denominations,

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning



The Big Picture

This unit enables pupils to explore the events of Holy Week and Easter Sunday in the Christian religion. This builds on their prior knowledge of Lent, the Easter Story and the concept of Jesus' sacrifice. They will focus on Christian beliefs about suffering and how these are responded to and commemorated through the events of Holy Week. Through study of Eucharist in different denominations, pupils will identify how Christians view the death and resurrection of Jesus as a source of guidance and comfort. They should have opportunities to reflect on whether suffering can make a person stronger and who or what they can turn to when facing difficulties.

What do we already know? Knowledge retrieval:

- To know about Christians beliefs about miracles.
- To know that some Christians go on pilgrimage.
- To know the difference between fact, opinion and belief.

Year 6 R.E. Why do Christians believe Good Friday is 'good'? (Christianity – Jesus)

Castle View Religious Education objectives

Children will:

- Retell the events leading up to and including the death of Jesus
- Explain how beliefs about suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life
- Explain how and why Christian individuals and communities might celebrate the events of Holy Week
- Use religious vocabulary to describe and explain the Eucharist
- Explain different Christian beliefs about the Eucharist and its importance
- Consider how people might mature and become stronger through overcoming difficulties
- Consider the value of being part of a community on the 'journey of life'
- Raise questions and discuss the extent to which they agree that 'suffering makes you stronger'
- Discuss own experiences and attitudes towards the importance of having companionship on the journey of life

Key vocabulary and understanding

Suffering, resurrection, Eucharist

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning



The Big Picture

This unit enables pupils to explore what it is that Christians believe gives their lives purpose and meaning. This builds on their prior learning about how Christians are guided to live. Pupils will learn about the effect that belief in salvation brought about by Jesus’ death and resurrection has. They will discover how the act of confessing sins and seeking reconciliation and forgiveness restores relationships with others and with God in the eyes of the believer, leading to faith in life after death. Pupils should have opportunities to reflect on the importance of forgiveness to them.

What do we already know? Knowledge retrieval:

- To know that Christians have one God.
- To know what beliefs are contained within the Apostles Creed.
- To know that there are a range of symbols that can be used for the Trinity.

Year 6 R.E. If life is like a journey, what’s the destination?  
Christianity – The Church

Castle View Religious Education objectives

Children will:

- Explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian
- Explain simply Christian beliefs about salvation
- Explain how Christian beliefs about life after death might affect a believer’s sense of purpose and behaviour throughout the journey of life
- Explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven
- Analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice
- Discuss differing ideas and opinions about the purpose of human life and how these beliefs might influence relationships with others
- Discuss the importance of apologising and forgiveness in maintaining relationships with others

Key vocabulary and understanding

Salvation, confession, repentance, atonement, reconciliation

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning



The Big Picture

This unit enables pupils to explore Hindu beliefs about reincarnation and consider how these beliefs might impact on a Hindu’s view about the purpose of human existence. Pupils should be able to build in their prior learning about the concept of ‘dharma’ within Hinduism. They should develop an understanding of the belief that dharma can change during the course of life and that the religious duties of a child are seen as different to those of an adult with family responsibilities or an elderly person. They should be able to explain how performing dharma would have an impact on a person’s karma – and how this then links with Hindu beliefs about the cycle of life, death and rebirth.

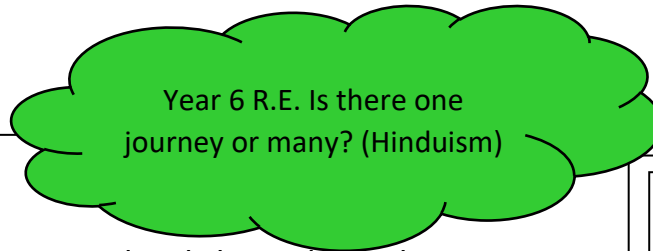
Pupils should have opportunities to explore Hindu beliefs about reincarnation of the soul and the ultimate aim of Moksha (liberation from rebirth).

What do we already know? Knowledge retrieval:

That Hindus believe in Krishna and know what these stories teach them.

That Hindus believe that God is present in all people.

That Hindus celebrate the festival of Holi.



Castle View Religious Education objectives

Children will:

- Analyse Hindu beliefs about samsara, karma and moksha and how these are linked
- Explain how belief in reincarnation might affect the way in which a Hindu views the journey of life
- Explain how belief in reincarnation and the law of karma may affect the way a Hindu lives
- Describe and explain the four ashramas (stages of life) in life of a Hindu
- Explain how a person might change as they move from one ashrama to the next
- Consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama
- Discuss the special milestones that we might celebrate during a person’s lifetime
- Discuss how our rights, responsibilities and relationships with other might change as we go through life
- Ask and respond thoughtfully to questions about their own journey of life
- Consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future

Key vocabulary and understanding

Samsara, karma, moksha, reincarnation, ashrama, samskara

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning



The Big Picture

This unit enables pupils to explore the Five Pillars of Islam and how these beliefs and values impact on the life of a Muslim. Pupils should have opportunities to deepen their understanding by considering the pilgrimage to Mecca and completing Hajj. They should explore what it means to be a Hajji, reflecting on the personal journey a Muslim will make both physically and spiritually. They should be able to explain how a journey might change someone even after the journey itself is over.

Pupils will also consider their own life experiences and suggest how their lives have changed. They should consider the challenges that people may face during the journey of life and the support that may be needed as they move through their own life journey.

What do we already know? Knowledge retrieval:

That the Qur'an is a source of guidance for a Muslim.

That Muslims commemorate the Night of Power.

Know how the Qur'an influences the actions and choices of a Muslim.

Year 6 R.E. What is Hajj and why is it important to Muslims? (Islam)

Castle View Religious Education objectives

Children will:

- Analyse the Five Pillars of Islam and how they are linked
- Explain how the beliefs of Islam might guide a person through life
- Explain the importance of the Ummah for Muslims and that this is a community of diverse members
- Describe and explain the importance of Hajj, including the practices, rituals and impact
- Explain how a person might change once becoming a hajji
- Consider how important it is for a Muslim to go on a hajj and what this means for those who are unable to make the pilgrimage
- Discuss the various events that might happen on the journey of life and how people might change over the course of their life
- Consider what support people might need on life's journey
- Ask and respond to questions about their own journey of life -consider how they have changed so far, how they will continue to change and the support and guidance that might be needed

Key vocabulary and understanding

Ummah, Hajj, ritual,

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning



The Big Picture

This unit will enable pupils to explore the concept of a good life through considering what Buddhism teaches makes someone truly happy. They will find out about the life experiences that started Prince Siddhartha’s journey to becoming the Buddha and will reflect on how the teachings of the Four Noble Truths and the Eightfold Path impact the spiritual journeys and daily lives of Buddhists. They will have the opportunity to experience meditation and to reflect on their own life and happiness as they prepare for the change of leaving primary school.

This unit will build on their prior learning about life as a journey and deepen their understanding of how people might cope with change and difficulties in life. They should be able to make reference to other religions and worldviews that they have studied when discussing how beliefs and values might give people guidance and support to enable them to live a ‘good’ life.

What do we already know? Knowledge retrieval:

To know that all religions have a significant leader.

That all religions have a set of teachings for you to learn from and live by.

Year 6 R.E. What do we mean by a good life? (Buddhism)

Castle View Religious Education objectives

Children will:

- Analyse Buddhist beliefs and teaching about how to be content
- Explain Buddhist beliefs and values contained within the story of Prince Saddhartha
- Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths
- Describe and explain what is involved in following the Eight Fold Path of Buddhism and the impact that following this might have on the life of a Buddhist
- Consider the importance of daily meditation in Buddhism
- Discuss the meaning of contentment - is it the same as happiness or something different?
- Raise questions about the human experience of being unsatisfied – why do humans often want more than they have? To what extend does this prevent people from ever being happy?
- Ask and respond thoughtfully to questions about their own happiness – consider this as something that they are in control of.

Key vocabulary and understanding

Buddhism, Prince Saddhartha, The Four Noble Truths, Eight Fold Path, meditation, contentment

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning