

<b>Year group:</b> 6	<b>Subject Area:</b> Religious Education	<b>Unit 1 – Autumn 1:</b> Creation and Science: Conflicting or complementary	<b>Subject Leader:</b> C Tose
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<b>Prior linked knowledge (Y3 Unit 5)</b>	<b>Learning Outcomes</b>	<b>Future linked knowledge</b>
<p><b>Making sense of belief</b></p> <ul style="list-style-type: none"> <li>Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’.</li> <li>Make clear links between Genesis 1 and what Christians believe about God and Creation</li> <li>Recognise that the story of ‘The fall’ in Genesis 3 gives an explanation of why things go wrong in the world.</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>Describe what Christians do because they believe God is Creator</li> <li>Describe how and why Christians might pray to God, say sorry and ask for forgiveness.</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>Ask questions and suggest answers about what might be important in the creation story for Christians and for non-Christian’s living today.</li> </ul>	<p><b>Making sense of belief</b></p> <ul style="list-style-type: none"> <li>Identify the type of text some Christians say Genesis 1 is, and its purpose</li> <li>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.</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>Make clear connections between Genesis 1 and Christian beliefs about God as Creator.</li> <li>Show understanding of why many Christians find science and faith go together.</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</li> <li>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.</li> </ul>	

<b>Notes</b>	<b>Cross-curricular links</b>	<b>Possible hooks/enrichment activities</b>
	Science: evolution vs creation English: Looking at genres of texts and analysing an interview	Set homework where pupils star gaze.

**Creation vs science**

<b>Lesson Sequence</b>					
<p><b>Lesson 1</b></p> <p><b>What does Genesis 1: 1- 2:3 tell us? What type of text is it and what is its purpose?</b></p> <p>Can they remember this</p>	<p><b>Lesson 2</b></p> <p><b>What arguments are there for and against the story of Genesis?</b></p> <p>Can the chn find</p>	<p><b>Lesson 3</b></p> <p><b>What is cosmology and evolution?</b></p> <p>Summarise in a simple</p>	<p><b>Lesson 4</b></p> <p><b>What questions do we have about the Genesis text and the beginnings of the universe/life?</b></p>	<p><b>Lesson 5</b></p> <p><b>Are some scientists Christians? How do they reconcile their faith with their professional work?</b></p>	<p><b>Lesson 6</b></p> <p><b>Is creation vs science complementary or conflicting?</b></p>

story as 'creation story'?	evidence for or against ideas in Genesis? Think about the context of the story being 2500 years old. Look at 'The message' translation – is Genesis a literal account or a description of what God/creation are like.	diagram	Are some better answered by science or some of the text?	Look at Astrophysicist Jennifer Wiseman. How do they make sense of believing in God and doing science?	Do you agree with the statement ' <i>Genesis explores why the universe and life exists. Science explores how the universe works the way it does</i> '?
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#### Key vocabulary

Creation Expanse Sprout Vegetation Bearing Dominion Behold	<a href="https://www.bbc.co.uk/religion/religions/christianity/beliefs/creationism_1.shtml">https://www.bbc.co.uk/religion/religions/christianity/beliefs/creationism_1.shtml</a>	Big bang Evolved Evolution Science	Universe Life Science	<a href="http://faradayschools.com/library/video-gallery/">http://faradayschools.com/library/video-gallery/</a>	Complementary Conflicting Opinion
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#### Key skills throughout unit

- Investigating: Use a widening range of source to pursue answers, focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity.
- Reflecting: Reflecting on religious beliefs and practises, reflect upon feelings, relationships and experiences, thinking and speaking carefully about religious and spiritual topics.
- Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting.
- Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol, suggesting meanings of religious texts.
- Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
- Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity, make increasingly subtle and complex links between religious material and their own ideas
- Analysing: See what kinds of reasons are given to explain religious aspects of life, distinguish between opinion, belief and fact, distinguish between the features

of different religions and recognise similarities and distinctiveness of religious ways of life.

- Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching
- Evaluating: Describe how religious people show the importance of symbols, key figures, text or stories, debating issues of religious significance with reference to experience, evidence and argument, draw conclusions which are balanced, and related to evidence, dialogue and experience

<b>Year group:</b> 6	<b>Subject Area:</b> Religious Education	<b>Unit 2 – Autumn 2:</b> Why do some people believe in God and some people not?	<b>Subject Ldr:</b> C Tose
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Prior linked knowledge Y5 Christians and how to live	Learning Outcomes	
<p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>• Identify features of Gospel texts (teachings, parable, narrative)</li> <li>• Taking account of the context, suggest meanings of Gospel texts studied, and compare own ideas with ways which Christians interpret biblical texts</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between Gospel texts, Jesus’ good news, and how Christians live in the Christian community</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>• Make connection between Christian teachings and the issues, problems and opportunities in the world today</li> <li>• Articulate their own responses to the issues studied, recognising different points of view</li> </ul>	<p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Give examples of reasons why people do or do not believe in God</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between what people believe about God and the impact of this belief on how they live</li> <li>• Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>• Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</li> <li>• Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</li> <li>• Make connections between belief and behaviour in their own lives, in the light of their learning.</li> </ul>	
Notes	Cross-curricular links	Possible hooks/enrichment activities
	Science	A class vote/discussion if children feel comfortable talking about their beliefs and religious views

**Why do some people believe in God and some people do not?**

<b>Lesson Sequence</b>					
<b>Lesson 1</b> <i>How many people believe in God?</i>	<b>Lesson 2</b> <i>Is God real? What do people think?</i>	<b>Lesson 3</b> <i>Why do people believe or not believe in God?</i>	<b>Lesson 4</b> <i>What do people say about Science and believing in God?</i>	<b>Lesson 5</b> <i>What impact does believing in God have on how people think and live?</i>	<b>Lesson 6</b> End of unit assessment

<b>Key vocabulary</b>					
Theist Atheist Agnostic	Theist Atheist Agnostic Creation Science Evolution	Theist Atheist Agnostic Creation Science Evolution	Theist Atheist Agnostic Creation Science Evolution		

<b>Key skills throughout unit</b>
<ul style="list-style-type: none"> <li>• Investigating: Use a widening range of source to pursue answers, focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity.</li> <li>• Reflecting: Reflecting on religious beliefs and practises, reflect upon feelings, relationships and experiences, thinking and speaking carefully about religious and spiritual topics.</li> <li>• Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting.</li> <li>• Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol, suggesting meanings of religious texts.</li> <li>• Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.</li> <li>• Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity, make increasingly subtle and complex links between religious material and their own ideas</li> <li>• Analysing: See what kinds of reasons are given to explain religious aspects of life, distinguish between opinion, belief and fact, distinguish between the features of different religions and recognise similarities and distinctiveness of religious ways of life.</li> <li>• Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching</li> <li>• Evaluating: Describe how religious people show the importance of symbols, key figures, text or stories, debating issues of religious significance with reference to experience, evidence and argument, draw conclusions which are balanced, and related to evidence, dialogue and experience</li> </ul>

<b>Year group:</b> 6	<b>Subject Area:</b> Religious Education	<b>Unit 3 – Spring 1:</b> Why do Hindus try to be good?		<b>Subject Leader:</b> C Tose	
<b>Prior Learning ( Year 4)</b>			<b>Learning Outcomes</b>		
<ul style="list-style-type: none"> <li>Identify some Hindu deities and say how they help Hindus describe God</li> <li>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</li> <li>Offer informed suggestions about what Hindu murtis express about God</li> <li>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali)</li> <li>Identify some different ways in which Hindus worship</li> <li>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</li> <li>Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas</li> </ul>			<ul style="list-style-type: none"> <li>Identify and explain Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately</li> <li>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc.</li> <li>Make clear connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live</li> <li>Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc</li> <li>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</li> <li>Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus</li> <li>Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view.</li> </ul>		
<b>Notes</b>		<b>Cross-curricular links</b>		<b>Possible hooks/enrichment activities</b>	
Instead of recalling information, all content will be new to the children.		PSHE: Being good/kind English: Interpreting a story		Watching videos about Gandhi	
<b>Why do Hindus try to be good?</b>					
<b>Lesson Sequence</b>					
<b>Lesson 1</b> <i>What is Brahman?</i> Brief overview of Hinduism Brahman: God, Ultimate reality	<b>Lesson 2</b> <i>Who is Atman? What can be learnt about Atman through a Hindu story?</i> Read the story from the Mahabharata (Page 13 resources)	<b>Lesson 3</b> <i>Samsara: why is atman important? What else is important?</i> Recap story from yesterday. Samara, Karma and Dharma- how do they fit together?	<b>Lesson 4</b> <i>How does Dharma affect the way that someone might live their life?</i> Look at the four stages of life	<b>Lesson 5</b> <i>What examples does Gandhi set about how to live?</i> Share the story of Ghandi and explore the impact of his teachings	<b>Lesson 6</b> <i>Why do Hindus try to be good?</i> How is life affected?
<b>Key vocabulary</b>					
Aum Brahman Namaste	Brahman Atman Pure	Samsara Karma Dharma	Duties Student Householder	Ghandi Teachings Impact	Samsara Moksha Karma

Deities	Eternal Unchanging Mahabharata Vidura	Duty	Retired Renounced	Ahimsa Inspiration	Dharma Atman Brahman Gandhi
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### Key skills throughout unit

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- Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol, suggesting meanings of religious texts.
- Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
- Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity, make increasingly subtle and complex links between religious material and their own ideas
- Analysing: See what kinds of reasons are given to explain religious aspects of life, distinguish between opinion, belief and fact, distinguish between the features of different religions and recognise similarities and distinctiveness of religious ways of life.
- Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching
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<b>Year group:</b> 6	<b>Subject Area:</b> Religious Education	<b>Unit 4 – Spring 2:</b> What do Christians believe Jesus did to ‘save’ people?	<b>Subject Leader:</b> C Tose
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Prior Learning ( Year 4) Good Friday	Learning Outcomes
<p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>• Recognise the word ‘Salvation’ and that Christians believe Jesus came to ‘save’ or ‘rescue’ people.</li> <li>• Offer informed suggestions about what the events of Holy Week means to Christians.</li> <li>• Give examples of what Christians say about the importance of the events of Holy Week.</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>• Make simple links between the Gospel accounts and how Christians mark</li> </ul>	<p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>• Outline the ‘big story’ of the Bible, explaining how salvation and incarnation fit within it</li> <li>• Explain what Christians mean when they say that Jesus’ death was a sacrifice</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper</li> <li>• Show how Christians put their beliefs into practice in different ways</li> </ul> <p><b>Make connections</b></p>

<p>the Easter events in their communities.</p> <ul style="list-style-type: none"> <li>Describe how Christians show their beliefs about Jesus in worship in different ways.</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday'; giving good reasons for their suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</li> <li>Articulate their own responses to the idea of sacrifice, recognising different points of view</li> </ul>
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Notes	Cross-curricular links	Possible hooks/enrichment activities
	Art- explore artwork linked to holy week	

**What do Christians believe Jesus did to 'save' people?**

**Lesson Sequence**

<p><b>Lesson 1</b> <i>What happened in Holy Week?</i> Use Mark 14-15 How would they portray each scene in art?</p>	<p><b>Lesson 2</b> <i>Was Jesus' death a sacrifice?</i> Who was responsible for Jesus' death?</p>	<p><b>Lesson 3</b> <i>What is the celebration of the communion/the Lord's Supper?</i> Look at the symbols of a communion – bread and wine, sacrifice etc.</p>	<p><b>Lesson 4</b> <i>What would you sacrifice and what for?</i> Think about sacrifices people make in life and why it is done.</p>	<p><b>Lesson 5</b> <i>Is sacrifice necessary to make the world a better place?</i></p>	<p><b>Lesson 6</b> <i>Recap lesson – what have we learnt from this unit?</i> End of unit quiz/test</p>
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**Key vocabulary**

Last Supper Garden of Gethesemane Judas Arrest Betrayal Trial Denial Crucifixion Burial Resurrection	Sacrifice Good Sins Burden Believer	Communion Bread Wine Sacrifice Blood Body Passover	Sacrifice Give up	Sacrifice Give up	
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Key skills throughout unit
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Year group: 6	Subject Area: Religious Education	Unit 5 – Summer 1: For Christians, what kind of King was Jesus?	Subject Leader: C Tose
<b>Prior Learning (Y4 – Pentecost)</b>		<b>Learning Outcomes</b>	
<p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>Make clear links between the story of Pentecost and Christian beliefs about the Kingdom of God on Earth</li> <li>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean</li> <li>Give examples of what Pentecost means to some Christians now</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>Make simple links between the description of Pentecost in Act 2, the Holy Spirit, the kingdom of God and how Christians live now</li> <li>Describe how Christians show their belief about the Holy Spirit in worship</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas</li> </ul>		<p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>Explain connections between biblical texts and the concept of the kingdom of God</li> <li>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practise</li> <li>Show how Christians put their belief into practise in different ways</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>Relate the Christian ‘kingdom of God’ model to issues, problems and opportunities in the world today</li> <li>Articulate their own responses to the idea of the importance of love and service in the world today</li> </ul>	



Notes	Cross-curricular links			Possible hooks/enrichment activities	
<b>For Christians, what kind of King was Jesus?</b>					
<b>Lesson Sequence</b>					
<b>Lesson 1</b> <i>What would a better world look like?</i> Gather some ideas also about troubles facing the world today	<b>Lesson 2</b> <i>Who has made a difference to this word?</i> Look at winners of Nobel Peace prizes etc.	<b>Lesson 3</b> <i>What is the concept of 'Kingdom of God'?</i> Read The Feast: Luke 14:12-24	<b>Lesson 4</b> <i>How do Christians put their beliefs into practise?</i>	<b>Lesson 5</b> <i>What kind of world did Jesus want?</i> Explore how local churches serve the needs of the community	<b>Lesson 6</b> <i>What kind of King is Jesus?</i>
<b>Key vocabulary</b>					
Troubles Strife Kind Hunger Connect Love	Difference Impact		Belief Charity	Service Supportive Kind Caring Compassionate Supportive	Serve
<b>Key skills throughout unit</b>					
<ul style="list-style-type: none"> <li>Investigating: Use a widening range of source to pursue answers, focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity.</li> <li>Reflecting: Reflecting on religious beliefs and practises, reflect upon feelings, relationships and experiences, thinking and speaking carefully about religious and spiritual topics.</li> <li>Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting.</li> <li>Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol, suggesting meanings of religious texts.</li> <li>Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.</li> <li>Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity, make increasingly subtle and complex links between religious material and their own ideas</li> <li>Analysing: See what kinds of reasons are given to explain religious aspects of life, distinguish between opinion, belief and fact, distinguish between the features of different religions and recognise similarities and distinctiveness of religious ways of life.</li> <li>Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching</li> <li>Evaluating: Describe how religious people show the importance of symbols, key figures, text or stories, debating issues of religious significance with reference to experience, evidence and argument, draw conclusions which are balanced, and related to evidence, dialogue and experience</li> </ul>					

<b>Year group:</b> 6	<b>Subject Area:</b> Religious Education	<b>Unit 6 – Summer 2:</b> How does faith help people when life gets hard?	<b>Subject Leader:</b> C Tose
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<b>Prior linked knowledge</b>	<b>Learning Outcomes</b>
Knowledge of all faiths and religions taught previously.	<p><b>Making sense of belief</b></p> <ul style="list-style-type: none"> <li>• Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</li> <li>• Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.</li> </ul> <p><b>Understanding the impact</b></p> <ul style="list-style-type: none"> <li>• Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</li> <li>• Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.</li> </ul> <p><b>Making connections</b></p> <ul style="list-style-type: none"> <li>• Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these</li> <li>• Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</li> </ul>

<b>Notes</b>	<b>Cross-curricular links</b>	<b>Possible hooks/enrichment activities</b>
A letter will need to be sent home to inform parents this unit of work is quite sensitive and discusses death	Art: Use artwork to explore concepts of afterlife	Use of art to explain concepts

**How does faith help people when life gets hard?**

<b>Lesson Sequence</b>					
<p><b>Lesson 1</b> <i>What is life like? Exploring the ups and downs</i> What might a religious believer be thankful for?</p>	<p><b>Lesson 2</b> <i>What questions have you got about what happens when we die?</i> Think of reasons why people might believe in life after death e.g. religious teachings, Jesus' resurrection</p>	<p><b>Lesson 3</b> <i>Why do some people believe that we do not only live once? What is reincarnation?</i> Explore Hindu, Sikh and other religious communities beliefs in reincarnation and karma</p>	<p><b>Lesson 4</b> <i>How do Christians mark when someone has died?</i> Look at ceremonies when people have died</p>	<p><b>Lesson 5</b> <i>What different ideas are there about what happens when we die? What do I think?</i>  Explore some art of the afterlife. Time to allow for personal expression and evaluation</p>	<p><b>Lesson 6</b></p>

Key vocabulary					
Thankful Use of metaphors when describing life is like .....	Welcome Unwelcome Journey Spiritual	Reincarnation Karma Samsara – hindu Cycle Atman Dharma Moksha	Judgement Funeral Hymns Eulogy Memories		
Key skills throughout unit					
<ul style="list-style-type: none"> <li>• Investigating: Use a widening range of source to pursue answers, focus on selecting and understanding relevant sources to deal with religious and spiritual questions with increasing insight and sensitivity.</li> <li>• Reflecting: Reflecting on religious beliefs and practises, reflect upon feelings, relationships and experiences, thinking and speaking carefully about religious and spiritual topics.</li> <li>• Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting.</li> <li>• Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol, suggesting meanings of religious texts.</li> <li>• Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.</li> <li>• Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity, make increasingly subtle and complex links between religious material and their own ideas</li> <li>• Analysing: See what kinds of reasons are given to explain religious aspects of life, distinguish between opinion, belief and fact, distinguish between the features of different religions and recognise similarities and distinctiveness of religious ways of life.</li> <li>• Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching</li> <li>• Evaluating: Describe how religious people show the importance of symbols, key figures, text or stories, debating issues of religious significance with reference to experience, evidence and argument, draw conclusions which are balanced, and related to evidence, dialogue and experience.</li> </ul>					