

R.E Progression of Skills - Year 6

Wigan Agreed Syllabus (SACRE):		
<u>Year 6 Areas of Study:</u>		<u>R.E Enquiry</u>
<p>Autumn 1: Why, where and how do Hindus worship?</p> <p>Autumn 2: Can religions help to build a fair world?</p> <p>Spring 1: How are faith communities represented in the UK?</p> <p>Spring 2: How do Christians follow Jesus?</p> <p>Summer 1: Who has made a difference because of their beliefs?</p> <p>Summer 2: Why do some people believe in life after death?</p>		<p>As theologians, we are learning to:</p> <p>Autumn 1: To enquire into and explore the concept of worship in Hinduism.</p> <p>Autumn 2: To enquire into how religions can build a fairer world.</p> <p>Spring 1: To conduct an enquiry into the diverse nature of religion and belief in the UK.</p> <p>Spring 2: To enquire into how Christians follow Jesus.</p> <p>Summer 1: To enquire into the lives and work of people who have made a difference because of their religion or beliefs.</p> <p>Summer 2: To conduct an enquiry into beliefs about life after death. 1. To enable pupils</p>
<u>Unit of work:</u>	<u>R.E Knowledge and understanding:</u>	<u>Learning Outcomes:</u>
<p>Autumn 1.</p> <p>Why, where and how do Hindus worship?</p>	<p>As theologians, we are learning to:</p> <ol style="list-style-type: none"> 1. To enquire into and understand the beliefs about God in Hinduism. 2. To enquire into the concept of God in Hinduism. 3. To research different Hindu gods, determining their qualities in Hinduism. 4. To explore the concept of worship. 5. To gain knowledge and understanding of where, how and why people worship in Hinduism. 6. To be able to recognise and explain the key features of a Hindu shrine and how they reflect Hindu belief. 7. To give pupils the opportunity to visit a Hindu place of worship. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • To conduct an enquiry into the nature and qualities associated with Hindu gods. • Ask and respond to questions about worship in Hinduism. • Explain the beliefs about God in Hinduism. • Identify and explain the key features of a Hindu shrine explaining the beliefs they reflect. • Reflect and identify their personal characteristics and qualities. • Explain the concept of worship with reference to worship in Hinduism. • Demonstrate religious literacy by describing and explaining the main features of Hindu worship, using key religious terminology. • Express viewpoints and opinions relating to worship in Hinduism with reference to religion and belief.

		<ul style="list-style-type: none"> • Use appropriate religious vocabulary such as shrine, puja, Aum correctly in context. • Demonstrate knowledge and understanding of why, where, and how Hindus worship.
<p>Autumn 2.</p> <p>Can religions help to build a fair world?</p>	<p>As theologians, we are learning to:</p> <ol style="list-style-type: none"> 1. To determine what is fair and unfair in their own and other people's lives. 2. To enable pupils to consider examples of injustice and poverty around the world and to determine what could be done about it. 3. To enquire into whether religion can do anything to build a fairer world. 4. Enquire into the work of Samaritan's purse and what they are doing to help those who live in poverty around the world. 5. To enable pupils to organise a charitable event that raises money or helps a charity fighting injustice in the world. 6. To look at why religions, want to help to create a fairer world. Look and consider some of the teachings of Jesus and other religious leaders. 7. To enable students to conduct an enquiry into the work of a religious charity. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Ask and respond to questions about fairness and injustice in the world. • Identify examples of injustice in the world and suggest solutions. • Explain how and why religion wants to fight injustice in the world. • Research a charity fighting injustice and present their research in the form of a presentation to the class. • Identify the things needed to take action to bring about a fairer world. • Reflect upon and express their ideas and beliefs about treating others with justice and love in light of their learning, through story, art, and drama, music and prayer. • Demonstrate religious literacy in discussion and by giving opinions with reasons relating to religion and belief. • Use appropriate religious vocabulary such as injustice, justice, charity etc. • Demonstrate knowledge and understanding of what injustice is and what religions are doing about it and why. • Respond to the statement: 'There will always be injustice in the world.'
<p>Spring 1.</p> <p>How are faith communities represented in the UK?</p>	<p>As theologians, we are learning to:</p> <ol style="list-style-type: none"> 1. To conduct an enquiry into the nature and character of religion and belief in the UK. 2. To be able to identify religious communities represented in the UK. 3. To research into a religious community represented in the UK, determining the distinctive features and key beliefs and practices of that faith community. 4. To be able to identify and explain the symbols of the major religious communities represented in the UK. 5. To identify some of the challenges faced by religious communities practising their faith in the UK. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Identify the major faith communities represented in the UK and their symbols. • Demonstrate knowledge and understanding of faith communities represented in the UK and their distinctive beliefs and practices • Ask and respond to questions about the different faith communities. • Explain the distinctive features of one faith community represented in the UK. • Research a faith community represented in the UK and present your research to your peers. • Identify some of the challenges faced by faith communities represented in the UK and suggest possible solutions. • Identify some core British values and shared universal values relating to how we should treat people. • Reflect upon and express ideas and beliefs about how we should treat others with reference to British and shared universal values.

	<p>6. To identify some British and shared universal values and their importance in determining how we treat others in society today.</p>	<ul style="list-style-type: none"> • Demonstrate religious literacy in discussion by giving opinions with reasons relating to religion and belief in the UK. • Use appropriate religious vocabulary such as Judaism, Islam, Sikhism, Hinduism, Christianity and Buddhism.
<p>Spring 2.</p> <p>How do Christians follow Jesus?</p>	<p>As theologians, we are learning to:</p> <ol style="list-style-type: none"> 1. To gain an understanding of how following Jesus impacts on a Christian's way of life. 2. To gain knowledge and understanding of key Christian beliefs and make links with the actions and lifestyles of believers. 3. To conduct an enquiry into the nature and importance of the Bible in Christian life by asking questions and researching answers. 4. To identify different genres of books contained in the Bible. 5. To learn how to look up a Bible reference. 6. To enquire into the diverse role of a religious leader such as a vicar/priest in the Christian faith. 7. To enable pupils to be able to identify and describe in a creative way the key festivals and events of the Christian calendar and explain how they are celebrated in the Christian community. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Describe and explain what a Christian does to show that they follow Jesus. • Identify key features of the Christian lifestyle. • Describe and explain a typical week in the life of a vicar, priest or minister. • Explain the concept of vocation. • Use appropriate religious vocabulary when referring to the Christian lifestyle, Church, Holy Communion, Cross, Pentecost etc. • Ask questions and suggest reasons for the nature and importance of the Bible in Christian life. • Make links between key Christian beliefs and actions. • Identify the main festivals in the Church calendar and be able to explain the events they remember. • Apply learning by looking up a Bible reference. • Make links between the teachings of Jesus and Christian belief and practice. • Respond to the statement: 'Christians should always obey the Bible.' Discuss this statement and give reasons for your answer.
<p>Summer 1.</p> <p>Who has made a difference because of their beliefs?</p>	<p>As theologians, we are learning to:</p> <ol style="list-style-type: none"> 1. To determine and discuss what qualities inspiring people demonstrate. 2. To enquire into the difference Mother Teresa made to the lives of the people of India. 3. To explore how faith influences people to make a difference in their own and other people's lives. 4. To demonstrate knowledge and understanding of how people from religion and belief, stand up and make a difference to the lives of others. 5. Explore the concepts of humanity, equality and faith through the lives of individuals. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Ask and respond to questions about what it means to inspire others. • Conduct an independent enquiry into the life and work of an inspirational person. • Explain the life and work of Mother Teresa and her impact on the lives of others. • Explain how Mother Teresa put into practice the teachings of Jesus. • Identify and explain the qualities that inspirational people demonstrate. • Make links and explain how faith and belief can influence a person's actions. Reflect upon and express their own views about what qualities they have and how they could be an inspiration to those around them. • Demonstrate religious literacy by expressing viewpoints and opinions relating to the work of others and their ability to inspire. • Demonstrate a good understanding of key religious terms and concepts such as equality, humanity and faith. • Use appropriate religious vocabulary such as equality, faith and humanity.

		<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the lives of inspirational people from religion and belief and their influence on the lives of others. • Respond to the statement: 'We should all try to make a difference in the lives of others.' Do you agree? Give reasons for your answer.
<p>Summer 2.</p> <p>Why do some people believe in life after death?</p>	<p>As theologians, we are learning to:</p> <ol style="list-style-type: none"> 1. To enable pupils to identify some ultimate questions. 2. To enable pupils to ask questions and suggest answers to the question, 'What happens when we die?' 3. To enable pupils to reflect upon and share their own thoughts and feelings about death and the afterlife. 4. To explore key religious beliefs about life after death. 5. To explore the concept of judgment in relation to beliefs about life after death. 6. To be able to explain and understand the purpose of funerals from the perspective of religion and belief. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Ask questions and suggest answers to the question, 'What happens when you die?' • Conduct an enquiry into views about life after death from religion and belief. • Identify some mysterious and puzzling questions that religions give answers to. • Reflect upon and express their own beliefs about life after death supported with reasons. • Use a developing religious vocabulary to express their viewpoints and opinions about life after death. Use religious key words such as funeral, heaven, soul, reincarnation etc. • Demonstrate knowledge and understanding of what Christians and Hindus believe about life after death. • Demonstrate knowledge and understanding of a ceremony that marks the end of a person's life and its value. • Explain how beliefs in life after death may affect a person's everyday life.
<p><u>As spiritual theologians we are learning to:</u></p> <p><u>Autumn 1:</u> Reflect on qualities and characteristics that are seen to be of value in society.</p> <p><u>Autumn 2:</u> Reflect on the nature of injustice in the world through prayer and poetry.</p> <p><u>Spring 1:</u> Explore the spiritual nature of different faith communities represented in the UK.</p> <p><u>Spring 2:</u> Explore the concepts of temptation and sacrifice in their own life.</p> <p><u>Summer 1:</u> Reflect on how you can be an inspiration and impact positively on the lives of others.</p> <p><u>Summer 2:</u> Reflect upon thoughts and feelings about life after death.</p>		<p><u>As moral theologians we are learning to:</u></p> <p><u>Autumn 1:</u> : Consider the good and bad qualities a person may have.</p> <p><u>Autumn 2:</u> Explore and consider answers to the question. Is it fair?</p> <p><u>Spring 1:</u> Consider the rights and wrongs of how we treat others.</p> <p><u>Spring 2:</u> Explore the morality of temptation and sacrifice.</p> <p><u>Summer 1:</u> Consider the moral dilemma of those who have and those who have not.</p> <p><u>Summer 2:</u> Explore how beliefs in life after death impact on how people live their lives.</p>

As social theologians we are learning to:

Autumn 1: Explore how Hindu worship is part of life in a Hindu home.

Autumn 2: Enquire into the ways in which religious communities are trying to fight injustice in the world.

Spring 1: Research into the challenges faced by faith communities in the UK.

Spring 2: Enquire into the diverse lifestyles of a Christian.

Summer 1: Explore the impact of inspirational people in the lives of individuals and communities.

Summer 2: Consider the tradition in society of having a ceremony that marks the end of a person's life.

As cultural theologians we are learning to:

Autumn 1: Explore the religion of Hinduism and its connection with the culture of India.

Autumn 2: Explore the diversity of lifestyles in different cultures and traditions.

Spring 1: Enquire into the cultural and religious diversity of the UK.

Spring 2: Research the Christian Calendar and consider how important events are celebrated by the Christian community.

Summer 1: Enquire into the work of Mother Teresa in India.

Summer 2: Explore and enquire into beliefs and ceremonies associated with life after death in different cultural or religious traditions.