

Year 6 RE Curriculum

Autumn	Spring	Summer
<p>Domestic Church- Loving God who never stops loving: -to make links between their beliefs about love, their behaviour and how it affects others. - to compare their own and other people's ideas about questions of unconditional love. - to show understanding of how beliefs and values affect our love and care of each other. to make links between the story of the prodigal son and the Christian's belief in God's forgiveness. - to give reasons for a Christian's love and care. - to describe and show understanding of the scripture, beliefs, feelings and experience of God's unconditional love and make links between them. - to show understanding of how religious belief in God's unconditional love shapes life. - to engage with and respond to questions about loving, in the light of religious teaching.</p> <p>Other faiths -Judaism Belonging and values – Rosh Hashanah, Yom Kippur: -to discuss making a new start -to learn Rosh Hashanah is an important new start for Jews -to understand Yom Kippur is a day of atonement</p> <p>Baptism/Confirmation- Vocation and Commitment The vocation of priesthood and religious life: -to make links to show how feelings and beliefs affect behaviour in relation to commitment. - to compare their own and other people's ideas concerning the questions raised about what it means to be committed. - to compare their own and other people's ideas</p>	<p>Local Church- Sources The Bible, the special book for the Church: -to compare their own and other people's ideas about how books enrich our lives and take us beyond ourselves and realise these questions are difficult to answer. - to show how their own and others' decisions are informed by beliefs and values which may be influenced by what they have read. -to make links between scripture and Christian beliefs. Some children will be able to give reasons for when and how Christians use the Bible. - to describe and show an understanding of the Bible, the beliefs, ideas, feelings and experiences of the Christian and make links between them. - to show understanding of how the Bible shapes the lives of Christians. - to engage with the question, 'What is God like?' or 'What is Jesus like?' in the light of religious teaching.</p> <p>Eucharist – Unity Eucharist enables people to live in communion: -to make links to show how feelings and beliefs about what makes and breaks friendship and unity affects their behaviour and that of others. - to ask and respond to questions about their own and others' experiences and feelings about friendship and unity. - to compare their own and other people's ideas about questions concerning friendship which are difficult to answer. - show understanding of how their own and others' decisions about friendships are informed by beliefs and values. -to make links between scripture and the Eucharist.</p>	<p>Pentecost- Witnesses The Holy Spirit enables people to become witnesses: -to make links to show how feelings and beliefs affect their behaviour and that of others when it comes to making a decision about being a witness. - to compare their own and other people's ideas about questions that are difficult to answer about having the courage to witness. - to show how their own and others' decisions about witnessing are informed by beliefs and values. -to make links between Scripture and belief in the power of the Holy Spirit. - to give reasons for the witness to Jesus Christ by believers. - to show how understanding of belief in the power of the Holy Spirit shapes lives. - to describe and show understanding of Scripture, beliefs, ideas, feelings: and experiences of the power of the Holy Spirit in witnessing to the Good News of Jesus Christ and make links between them.</p> <p>Reconciliation/Anointing of the sick- Healing Sacrament of the Anointing of the Sick: -to make links to show how feelings and beliefs about sickness and care affects their behaviour and that of others. - to compare their own and other people's ideas about questions concerning serious illness and bereavement which are difficult to answer. - to show how their own and others' decisions about care and compassion towards the sick are informed by beliefs and values. -to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences concerning the Sacrament of the Anointing of the Sick</p>

concerning why some people are very committed to service of others and to realise that these questions are often difficult to answer.

- to show how their own and others' commitment to service and care of others are influenced by beliefs and values.

- to use developing religious vocabulary, to give reasons for the signs and symbols used in the Sacrament of Holy Orders.

- to give reasons why Christians fulfil their baptismal promises by answering God's call through their chosen vocation in various ways, including the religious life.

- to use religious terms to show an understanding of prayers of consecration and vows made at ordination and profession.

- to show an understanding of how religious belief shapes the lives of Christians in a variety of ways through their chosen vocation.

- to engage and respond to questions of life in the light of religious teaching.

Advent/Christmas- Expectations

Jesus, born to show God to the world:

- to make links to show how feelings and beliefs about expectations affect their behaviour and that of others.

- to compare their own and other peoples' ideas about questions about expectation that are difficult to answer.

- to show an understanding of how their own and others' decisions concerning expectations are informed by beliefs and values.

- to engage with and respond to questions about expectation in the light of religious teaching.

- to make links between scripture of religious belief in Advent as a time of joyful expectation.

- to give reasons for certain actions by believers as they wait in joyful expectation of Advent and Christmas.

- to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences of Advent as a time of joyful expectation of Christmas

- to use a developing religious vocabulary to give reasons for the actions and symbols of the Communion Rite.

- to give reasons why Christians gather together in 'communion' and receive 'Holy Communion'.

- to show understanding of the links between a range of Scripture texts and some parts of the Mass which express communion with Jesus and the feelings that communion with others brings.

- to use religious terms to show an understanding of different aspects of the Eucharist.

- to show understanding of how belief in Jesus Christ, the uniting presence in Holy Communion, shapes the lives of Christians.

Lent/Easter- Death and New life

Celebrating Jesus' death and resurrection:

- to make links to show how feelings and beliefs about loss and death affect their behaviour and that of others.

- to compare their own and other people's ideas about questions concerning loss and death which are difficult to answer.

- to show how their own and others' decisions concerning the effects of death and loss are informed by beliefs and values.

to make links between Scripture and belief in the Resurrection of Jesus.

- to use a developing vocabulary to give reasons for religious actions and symbols connected with Lent, Holy Week and the Sacred Paschal Triduum.

- to give reasons for certain actions by believers during Lent.

- to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences connected with Lent, Good Friday of the Passion of the Lord; and The Easter Vigil in the Holy Night; making links between them.

- to use a variety of religious terms accurately to show an understanding of the different liturgies of Ash Wednesday, Lent, Good Friday of the Passion of the

and make links between them.

- to use religious terms to - of the different liturgies connected to the sacraments offered to the sick and dying.

- able to show understanding of how religious belief shapes life, and that caring for those in need is a Christian responsibility.

- to engage and respond to questions of the experience of sickness and healing in the light of religious teaching.

Other Faiths- Islam

Belonging/values – guidance for Muslims:

- to discuss guidance in life and the five pillars of Islam.

- to understand Zaka, giving to the poor, it important in the Muslim faith.

- to understand Muslims see the natural world as a sign of Allah who created it

Universal Church- Common Good

Work of Christians for the good of all:

- to make links to show how their feelings and beliefs about being treated fairly/ unfairly, justly/unjustly affect their behaviour and that of others.

- to compare their own and other people's ideas about questions that are difficult to answer regarding injustice and unfairness.

- to show how their own and others' decisions to act justly and fairly/unjustly and unfairly are informed by beliefs and values.

- to explain what beliefs and values inspire and influence them and others to act justly and fairly.

- to make links between Micah, Matthew 25, the Beatitudes and beliefs.

- to give reasons for certain actions by believers in working for justice and the common good.

- to describe and show understanding of religious sources, beliefs, ideas, feelings and experiences around the common good, making links between them.

- to show understanding of how religious belief in

<p>making links between them.</p> <ul style="list-style-type: none"> - to show understanding of how religious belief in Advent as a time of joyful expectation shapes lives. 	<p>Lord; and The Easter Vigil in the Holy Night.</p> <ul style="list-style-type: none"> - to show understanding of how religious belief in death and new life shapes life. - to engage with and respond to questions about death and new life in the light of religious teaching. 	<p>justice and the common good of all shapes life.</p> <ul style="list-style-type: none"> - to engage with and respond to big questions around justice and the common good, in the light of religious teaching on the common good of all. - to identify sources of religious belief and explain how religious beliefs, including Catholic Social Teaching about the common good arise. - to demonstrate how religious beliefs and Catholic Social Teaching give some explanation of the purpose and meaning of life.
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