**Year 6 R.E Curriculum – Autumn Term 2**

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| **Theme: Why do some people believe in God and some people not?** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| **Make sense of belief:**• 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• Give examples of reasons why people do or do not believe in God**Understand the impact:** • Make clear connections between what people believe about God and the impact of this belief on how they live • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)**Make connections:** • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging• Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not• Make connections between belief and behaviour in their own lives, in the light of their learning | **Keyword** | Definition  | **Keyword** | Definition  | Speaking and listening – discussion, explaining, questioning. |
| Census | Census is a count of the people who live in a country. | Science | Science is a system of observations and experiments used to gain knowledge about how the universe works |
| Theist | A person who believes in the existence of a god or gods | Universe | The universe is everything that exists—all matter and all energy—throughout space and time. |
| Agnostic | A person who holds the view that any ultimate reality (such as God) is unknown and probably unknowable. | Christians | The large group of religions who believe that the son of god was born a man - Jesus of Nazareth - over 2000 years ago. |
| Atheist | The belief that there is no God. |  |  |
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| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* |
| What matters most to humanists and Christians? (Year 5) | How does faith help people when life gets hard? (Year 6 summer term) |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. To find out how many people in the world and our local area believe in God (Census 2011/ global statistics). Reflect why they think so many believe in God.
 | * Know the terms ‘theist’ ‘atheist’ and ‘agnostic’
 | * Investigative skills
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| 1. To discuss if God exists, what difference would ‘he’ make to the way people live? Include viewpoints ranging from believers to atheists.
 | * Know different people have different viewpoints.
 | * Investigative/ exp skills
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| 1. To explore/ discuss why some people don’t believe in God
 | * Know family backgrounds, understanding of how the world was created, a sense of presence, science backgrounds can influence if you believe in God or not.
 | * Investigative, empathising skills
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| 1. To explore the impact believing in God might have on your everyday life. Would this be liberating or restricting?
 | * Know how believing in God would impact your everyday life.
 | * Empathising skills
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| 1. To explore the benefits and challenges of believing or not believing in God in Britian today.
 | * Know how believing in God would impact your everyday life and the challenges or benefits it could bring.
 | * Empathising skills
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| 1. To reflect on their own views and how they view people with different beliefs.
 | * Know their own viewpoint and how they view others views.
 | * Reflective skills
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| **Themes** | **Where these are covered:** |
| **Make sense of belief** | * Lesson 1-2
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| **Understand the impact** | * Lesson 3-5
 |
| **Make connections** | * Lesson 4- 6
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