**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 | |
| 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 | |
| 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 | |
| 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 | |
| 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 | |
| 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 | | | | | | |
| **Understand the impact** | * Lesson 3-5 | | | | | | |
| **Make connections** | * Lesson 4- 6 | | | | | | |