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

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| **Theme: How does faith help people when life gets hard?** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| **Make sense of belief:** • Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences**Understand the impact:**• Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives **Make connections**:• Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these• Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. | **Keyword** | Definition  | **Keyword** | Definition  | Speaking and listening-Discussion, questioning, explaining |
| Moksha | Liberation from the cycle of death and rebirth | Reincarnation | Reincarnation is the religious or philosophical belief that the soul or spirit, after biological death, begins a new life in a new body that may be human, animal or spiritual depending on the moral quality of the previous life's actions |
| Gratitude | A strong feeling of appreciation to someone or something for what the person has done to help you. |  |  |
| Karma | It signifies the consequences of all the actions of a person in their current and previous lives and the chain of cause and effect in morality.“What goes around comes around”  |  |  |
| Resurrection | The act or fact of bringing someone back to life, or bringing something back into use or existence: |  |  |
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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 |  |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. To explore how some people (Christians) might thank God in good times and others show gratitude which leads to a happier life.
 | * Know religious and non-religious groups show gratitude in good times ( Psalm 103 and happierhuman.com)
 | * Investigative skills
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| 1. To explore how religions help people in difficult times in their lives.

Learn the story of ‘Job’ from the Christian and Jewish scriptures. | * Know prayer, being part of a community help in difficult times.
* Know the story of ‘Job’.
 | * Investigative skills
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| 1. To learn about the concept of life after death and bringing comfort to people in the Christian faith.
 | * Know about the bible’s teaching of the resurrection, salvation through Jesus and heaven.
 | * Investigative and interpretive skills
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| 1. To learn about the concept of life after death and bringing comfort to people in the Hindu faith.
 | * Know about the law of karma and the cycle of life, death and rebirth until they can escape (moksha)
 | * Investigative and interpretive skills
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| 1. To explore the Humanist view of death.
 | * Know Humanists believe death is final and we exist in people’s memories.
 | * Investigational skills
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| **Themes** | **Where these are covered:** |
| **Make sense of belief** | * Lesson 1 - 4
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| **Understand the impact** | * Lesson 1-4
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| **Make connections** | * Lesson 3 and 4
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