**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 | |
| 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 | |
| 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 | |
| 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 | |
| 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 | | | | | | |
| **Understand the impact** | * Lesson 1-4 | | | | | | |
| **Make connections** | * Lesson 3 and 4 | | | | | | |