



YEAR 6

**RELIGIOUS EDUCATION
CURRICULUM TOOLKIT**



Key Vocabulary & What is a humanist and what do they believe?	
Humanism	God?
Is a following of people who have non-religious beliefs.	Humanists do not believe in God. They believe it is possible to live a good and fulfilling life without following a traditional religion.
Holy Book?	Life after death.
Humanists do not believe in a holy book. They value traits like reason and rely on science to explain the way things are.	Humanists believe that you only have one life. They focus on being happy and making the most of their life.
Worship	Community
Humanists do not have a place of worship, but they do hold talks, lectures and discussion groups all around the country.	Humanists believe they have a duty to support others and helping those in need.

Key Vocabulary & Life after Death? What do people believe?	
Christian	Hinduism.
Judgement	Karma
The belief that God judges on the beliefs and actions throughout your time on earth.	The belief that our actions, both good and bad will come back to us in the future, helping us learn from life's lessons.
Live eternally in Heaven	Soul Samsara or reincarnation
The belief that you will spend your afterlife in heaven.	The belief that the soul is reborn over and over again after death.
Salvation through Jesus	Moksha
The belief that Jesus died to protect us from our sins.	The belief that you can become free of the cycle of reincarnation and achieve eternal joy and blissful emptiness.





What should I already know?
Theist Believes in God.
Agnostic Cannot say if God exists or not.
Atheist Believes there is no God.
In Middlesbrough, and the world, Christianity is the most popular religion.

How might these beliefs influence how people live their life?

Is it better to express your religion in arts and architecture or in charity and generosity?

Key Vocabulary & Religious Charities	
<p>Samaritan's Purse</p> <p>Christian based charity.</p> <p>Meeting the emergency needs of people. Delivers the shoe box appeal.</p>	<p>Muslim Hands</p> <p>Muslim based charity.</p> <p>Helps people with their own charitable missions, from building schools , creating fresh water to drink to health issues.</p>
	
<p>Christian Aid</p> <p>Christian based charity.</p> <p>Fighting against poverty.</p>	<p>SEWA UK</p> <p>Hindu based charity.</p> <p>Helps those in need. They give help to the poorly, homeless and raise money to help people in need.</p>
	

What do you believe? What is the best way to show your religion? How does this impact others?

Key Vocabulary & Religious Art	
<p>Madonna of the Lillies</p> <p>William Adolphe Bouguereau</p>	
<p>The Last Supper</p> <p>Leonardo Da Vinci</p>	
<p>Christ the Redeemer</p> <p>Created by Paul Landowski and built by Heitor da Silva Cost</p>	
<p>Disputation of the Holy Sacrament - Raphael.</p>	

What should I already know?
<p>Baptist church is different to any other Christian church, because Baptists reject infant baptism and only baptise those who can talk about Jesus.</p>
<p>Many Hindus take part in a pilgrimage, which is a special specific religious journey .</p>
<p>Hindus worship in different ways such as in temples, shrines, through charity work and through a pilgrimage.</p>

Year 6 RE Curriculum

KNOW IT!

Living

What matters most to Christians, Muslims and Humanists?

Key readings

The Good Samaritan.	Luke 10:25 –37
Jesus’ attitude on the cross.	Luke 23:32-35
Forgiving father/lost son.	Luke 15: 11-32
Christian forgiveness today.	Luke 23:34 John 3:16,1 John 1:7-9

Key Vocabulary

Grace	God loves people unconditionally and is willing to offer forgiveness for everything.
Ahimsa	Meaning respect for all living things and avoiding violence towards others.
Ummah	An Arabic word for community. A Muslim community bound together by the ties of religion.

Christian Code for Living

Love God with everything you have.

Love your neighbour the same way you love yourself.

Question Time

Think carefully about these questions and think about what you have learnt so far to answer them.

- Is peace more valuable than money?
- Is love more important than freedom?
- Is thinking bad thoughts as bad as acting upon them?

What should I already know?

What it means to be a Muslim in Britain today.

The five pillars of Islam: Shahadah, Salat, Sawm, Zakat and Hajj.

All Mosques are faced the same way. They all face Kaaba in Makkah.

Hindu Code for Living

Hindus believe in living their life harmlessly , which means: no violence, not eating meat and not wearing leather.

Do you agree or disagree with this way of life?
Why do you believe this?

Humanist Code for living





























Be honest.

Use your mind

Tell the truth

Treat other people how you would like others to treat you.

TEACH IT

BELIEVING	EXPRESSING	LIVING
<p>What do religions say to us when life gets hard?</p> <ul style="list-style-type: none">  Give some simple definitions of some key terms to do with life after death. E.g. Salvation, heaven reincarnation.  Express some ideas and give examples about how and why religion can help believers when life is hard.  Outline Christian, Hindu and non- religious beliefs about life after death.  Explain some reasons why Christians and Humanists have different ideas about the afterlife.  Explain what difference belief in judgement/ karma/ heaven/ reincarnation might make to how someone lives their life. 	<p>Is it better to express your religion in arts and architecture or in charity and generosity?</p> <ul style="list-style-type: none">  Describe and make connections between examples of religious creativity. (Building and art).  Show an understanding of the value of sacred buildings and art.  Suggest reasons why some believers see generosity and charity as more important than buildings and art.  Respond with ideas of my own to the title question.  Outline how and why some Humanists criticise spending on religious buildings or art. 	<p>What matters most to Christians and Humanists?</p> <ul style="list-style-type: none">  Suggest ideas about why humans can be both good and bad, making links with Christian ideas.  Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.  Describe some Christian and Humanist views.  Express my own ideas about some big moral concepts, such as fairness, honesty etc.  Apply ideas about what really matters in live for myself, including ideas about fairness, freedom, truth and peace. <p>What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)?</p>
<ul style="list-style-type: none">  Christians believe there is heaven and hell.  Religious communities come together to celebrate and, in times of sadness, to support each other.  Reasons people believe in God: <ul style="list-style-type: none"> • Family influence • Feel the presence of God • Have had prayers answered • Life is so extraordinary and can only be explained by one creator  Reasons people do not believe in God: <ul style="list-style-type: none"> • Family influence • There is bad and suffering in the world • Life was created by science not a creator. 	<ul style="list-style-type: none">  Christian charities help fund religious buildings and art work.  Loretta Minghella is the Director of Christian Aid.  Churches, Mosques and Temples are all sacred buildings.  Some people express their relationship with God through art work or singing. 	<ul style="list-style-type: none">  Describe what Ahimsa, Grace or Ummah mean to religious people.  Respond sensitively to examples of religious practice with ideas of my own.  Outline the challenges of being a Christian, Muslim and a Hindu in Britain today.  Consider similarities and differences between beliefs and behaviour in different faiths. <p> The Golden Rule is practiced in all religions.</p>

TEACH IT

New Learning

Prior Learning

POSSIBLE TEACHING SEQUENCE

BELIEVING

What do religions say to us when life gets hard?

- ✎ Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life.
- ✎ Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc.
- ✎ Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too.
- ✎ Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Teach pupils that some people believe that death is the end of life, and that there is no afterlife.
- ✎ Learn some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also one non-religious view about what happens after death, e.g. Humanism.
- ✎ Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs.
- ✎ Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address.
- ✎ Reflect on and express clearly their own ideas, concerns and possibly worries about death and the idea of life beyond.

EXPRESSING

Is it better to express your religion in arts and architecture or in charity and generosity?

- ✎ Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive;
- ✎ Work in a small group and present to the class an example of the most impressive religious art or architecture.
- ✎ Notice, list and explain similarities and differences between Christian and Muslim sacred buildings.
- ✎ Discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity.
- ✎ Consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive.
- ✎ Compare Christian and Muslim ideas about art (e.g. contrasting views on presenting or not presenting God or people in art; use of calligraphy/ geometrical art vs representational art).
- ✎ Connect ways in which art and actions can reveal what people believe about God (e.g. cathedrals and mosques might express ideas of greatness and perfection of God; actions might suggest that God is concerned with justice).
- ✎ Suggest reasons why some people may be critical of religious art/ architecture, and why some would defend it as important.
- ✎ Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?

TEACH IT

New Learning

Prior Learning

POSSIBLE TEACHING SEQUENCE

LIVING

What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?

Discover and think about the meanings of some key ideas in three religions, building on prior learning:

- ✎ Learn that for Hindus being harmless means, for example, no violence, eating no meat and wearing no leather; find out how ahimsa links to ideas of karma and reincarnation.
- ✎ Find out about how Gandhi practised ahimsa in the liberation of India; if people believed in ahimsa, what difference would it make to farming, supermarkets, your meals, community relations, international relations? Why doesn't everybody believe in being harmless?
- ✎ Learn that for Christians the idea of grace from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything. Find out how this is illustrated by the story of the forgiving father/lost son (Luke 15: 11–32).
- ✎ Make links between the idea of grace, Christian belief in Jesus' death and resurrection as an expression of God's love, and Christian forgiveness today (Luke 23:34, John 3:16, 1 John 1:7–9).
- ✎ Ask some Christians about what they understand by grace from God, and find out what difference it makes to their lives. If they believe God forgives them for anything, does that mean that it doesn't matter if they do bad things?
- ✎ Learn that for Muslims, the worldwide Muslim community is called the Ummah, and being part of the Ummah is expressed, e.g. in pilgrimage to Makkah and in shared welfare through zakat.
- ✎ Explore the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally.
- ✎ Ask good questions about these three key concepts and find out some answers to them.
- ✎ Discuss and consider the impact of ahimsa, grace and Ummah: if we all followed these ideas, how would life change?
- ✎ Make links between the three concepts: how are they similar and how different? Which has most impact and why? Weigh up the value and impact of these key ideas

What matters most to Christians and Humanists?

- ✎ Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why?
- ✎ Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils' answers. Make a link with Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis 3). Why do Christians think this is a good explanation of why humans are good and bad?
- ✎ Talk about how having a 'code for living' might help people to be good.
- ✎ Look at a Humanist 'code for living', e.g. Be honest; Use your mind; Tell the truth; Do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like?
- ✎ Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life?
- ✎ Christian codes for living can be summed up in Jesus' two rules, love God and love your neighbour. Explore in detail how Jesus expects his followers to behave through the story of the good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35). Jesus talks about actions as fruit. What does he mean? If a person's intentions are bad, can their actions produce good fruit?
- ✎ Discuss what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things': family / friends / Xbox / pets / God / food / being safe / being clever / being beautiful / being good / sport / music / worship / love / honesty / human beings. Get pupils to consider why they hold the values which they do, and how these values make a difference to their lives.
- ✎ Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them?
- ✎ Notice and think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves?