



Religious Education
Year 6

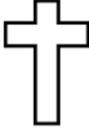
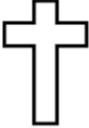


| Cornwall Syllabus (NATRE Unit) | U2.4 (Unit 37) | U2.3 (Unit 38) | U2.7 (Unit 39) | U2.5 (Unit 40) | U2.6 (Unit 41) | U2.12 Cornish Unit |
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| National Curriculum | <p align="center">RE is locally determined, not nationally.</p> <ul style="list-style-type: none"> A locally agreed syllabus is a statutory syllabus for RE, recommended by a local standing advisory committee for RE (SACRE – Standing Advisory Council for Religious Education) for adoption by a local authority. RE is compulsory for all pupils in academies and free schools as set out in their funding agreements. This is a contractual responsibility. Academies may use their locally agreed syllabus, a different locally agreed syllabus (with the permission of the SACRE concerned) or may devise their own curriculum. | | | | | |
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| Cornwall Agreed Syllabus | <p align="center">Making Sense of Beliefs:</p> <ul style="list-style-type: none"> Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority <p align="center">Understanding the Impact:</p> <ul style="list-style-type: none"> Make clear connections between what people believe and how they live, individually and in communities Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures <p align="center">Making Connections:</p> <ul style="list-style-type: none"> Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) <ul style="list-style-type: none"> Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make | | | | | |
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| <p align="center">Title of Unit (Enquiry Question)</p> | <p align="center">Christians and how to live: what would Jesus do?</p>  | <p align="center">Why do Christians believe that Jesus was the Messiah?</p>  | <p align="center">Why do Hindus want to be good?</p>  | <p align="center">What difference does the resurrection make to Christians?</p>  | <p align="center">For Christians, what kind of king is Jesus?</p>  | <p align="center">How does faith help people in Cornwall when life gets hard?</p>  |
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| Unit Link | LP-Y6-U37-How-do-Christians-live.pdf | LP-Y6-U38-Why-do-Christians-believe-that-Jesus-was-the-Messiah.pdf | LP-Y6-U39-Why-do-Hindus-want-to-be-good.pdf | LP-Y6-U40-What-difference-does-the-resurrection-make-to-Christians.pdf | LP-Y6-U41-For-Christians-what-kind-of-king-is-Jesus.pdf | |
| Religion | Christianity  | Christianity  | Hinduism  | Christianity  | Christianity  | Christianity Islam Judaism  |
| Ways of Knowing |  EXAMINING TEXT  ASK QUESTIONS  OBSERVATION  CONSTRUCTING ARGUMENTS  EXPLORING CASE STUDIES  LOOKING AT INTERVIEWS |  EXPLORING CASE STUDIES  CONSTRUCTING ARGUMENTS  EXAMINING TEXT  OBSERVATION  COMING TO CONCLUSIONS |  LOOKING AT STORIES  ETHICAL THINKING  OBSERVATION  CONSTRUCTING ARGUMENTS  EXPLORING CASE STUDIES  COMING TO CONCLUSIONS |  EXAMINING TEXT  INTERPRETING ART AND IMAGES  CONSTRUCTING ARGUMENTS  OBSERVATION  EXPRESSING IDEAS  EXPLORING CASE STUDIES  ETHICAL THINKING  COMING TO CONCLUSIONS |  OBSERVATION  EXAMINING TEXT  EXPLORING CASE STUDIES  COMING TO CONCLUSIONS |  ASK QUESTIONS  EXPLORING CASE STUDIES  EXAMINING TEXT  LOOKING AT STORIES  CONSTRUCTING ARGUMENTS  LOOKING AT DATA |



COMING TO CONCLUSIONS

Lesson Enquiry Question

Lesson 1 - Where do Christians find out about what Jesus did?

Lesson 2 - Why do Christians think it is wise to follow Jesus' teachings?

Lesson 3 - What was Jesus' sermon on the mount about?

Lesson 4 - How do some Christians follow Jesus' example in caring for those in need? (part 1)

Lesson 5 - How do some Christians follow Jesus' example in caring for those in need? (part 2)

Lesson 6 - How far do Jesus' teachings and actions inspire others?

Lesson 1 - What was going on that meant the People of God needed a saviour?

Lesson 2 - What kind of rescuer/Messiah were people expecting?

Lesson 3 - Why do Christians believe Jesus fulfils the expectations of the Messiah?

Lesson 4 - Why do most Christians believe Jesus is the Messiah?

Lesson 5 - How does Christmas fit in with Christian beliefs about Jesus?

Lesson 6 - Why do Christians believe that Jesus was the Messiah?

Lesson 1 - Who or what is Brahman?

Lesson 2 - What is atman? What can be learned about atman through a Hindu story?

Lesson 3 - What is samsara? Why is atman important? What else is important?

Lesson 4 - How might dharma affect the way someone lives their life?

Lesson 5 - What is ahimsa and how does it affect the lives of Hindu people?

Lesson 6 - Why do Hindus want to be good?

Lesson 1 - Why do Christians believe Jesus was resurrected?

Lesson 2 - How do many churches mark Good Friday and Easter Sunday?

Lesson 3 - What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt?

Lesson 4 - When and why might a Christian have to stand up for their beliefs?

Lesson 5 - Why do Christians have hope even when someone dies?

Lesson 6 - What difference does the resurrection make to Christians?

Lesson 1 - In Jesus' parables, who is invited into God's kingdom?

Lesson 2 - According to Jesus' teachings, how important is forgiveness in God's kingdom?

Lesson 3 - How does Christian Aid try to make the world more like God's kingdom?

Lesson 4 - How do Christians see God's kingdom as being now and in the future?

Lesson 5 - For Christians, what are the features of God's kingdom and Jesus' kingship?

Lesson 6 - How do Christians try to live in God's kingdom?

Lesson 1 - How many different faiths are there in Cornwall?

Lesson 2 - Why did the teachings of John Wesley appeal to the people of Cornwall in particular?

Lesson 3 - What help is available in Cornwall for people who are finding life hard?

Lesson 4 - How does the idea of an afterlife help people who have difficult lives?

Lesson 5 - Why do so many people move to Cornwall to find peace?

Lesson 6 - What advice could you give someone in Cornwall who was finding life particularly tough?

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| <p style="text-align: center;">Knowledge</p> | <p>Lesson 1 – I know where Christians find out about what Jesus did.</p> <p>Lesson 2 - I know why Christians think it is wise to follow Jesus' teachings.</p> <p>Lesson 3 – I know what Jesus' sermon on the mount was about.</p> <p>Lesson 4 – I know how some Christians follow Jesus' example in caring for those in need. (part 1)</p> <p>Lesson 5 – I know how some Christians follow Jesus' example in caring for those in need. (part 2)</p> <p>Lesson 6 – I know how Jesus' teachings and actions can inspire others.</p> | <p>Lesson 1 – I know what was going on that meant the People of God needed a saviour.</p> <p>Lesson 2 – I know what kind of rescuer/Messiah people were expecting.</p> <p>Lesson 3 – I know why Christians believe Jesus fulfils the expectations of the Messiah.</p> <p>Lesson 4 - I know why most Christians believe Jesus is the Messiah.</p> <p>Lesson 5 – I know how Christmas fits in with Christian beliefs about Jesus.</p> <p>Lesson 6 – I know why Christians believe that Jesus was the Messiah.</p> | <p>Lesson 1 – I know who or what Brahman is.</p> <p>Lesson 2 – I know what atman is and what can be learned about atman through a Hindu story.</p> <p>Lesson 3 – I know what samsara is and why atman is important.</p> <p>Lesson 4 - I know how dharma might affect the way someone lives their life.</p> <p>Lesson 5 – I know what ahimsa is and how it affects the lives of Hindu people.</p> <p>Lesson 6 – I know why Hindus want to be good.</p> | <p>Lesson 1 – I know why Christians believe Jesus was resurrected.</p> <p>Lesson 2 - I know how many churches mark Good Friday and Easter Sunday.</p> <p>Lesson 3 – I know the change in emotions felt for many Christians from Good Friday to Easter Sunday.</p> <p>Lesson 4 – I know when and why a Christian might have to stand up for their beliefs.</p> <p>Lesson 5 – I know why Christians have hope even when someone dies.</p> <p>Lesson 6 – I know the difference resurrection makes to Christians.</p> | <p>Lesson 1 – I know in Jesus' parables, who is invited into God's kingdom.</p> <p>Lesson 2 - I know according to Jesus' teachings, how important forgiveness is in God's kingdom.</p> <p>Lesson 3 – I know how Christian Aid tries to make the world more like God's kingdom.</p> <p>Lesson 4 – I know how Christians see God's kingdom as being now and in the future.</p> <p>Lesson 5 – I know for Christians, what the features of God's kingdom and Jesus' kingship are.</p> <p>Lesson 6 - I know how Christians try to live in God's kingdom.</p> | <p>Lesson 1 – I know there are many different faiths in Cornwall.</p> <p>Lesson 2 – I know John Wesley offered a message of hope and faith.</p> <p>Lesson 3 – I know people can get help from charities, food banks, mental health services, and community groups that offer support with things like food, housing, and emotional care.</p> <p>Lesson 4 – I know the idea of an afterlife gives people hope that there is something better after death.</p> <p>Lesson 5 – I know why different people move to Cornwall.</p> <p>Lesson 6 – I know where people can get advice and can offer my own suggestions.</p> |
| <p style="text-align: center;">Skills</p> | <p>Lesson 1 - Give meanings for texts / sources of authority</p> | <p>Lesson 1 - Identify and explain the core beliefs and</p> | <p>Lesson 1 - Identify and explain the core beliefs and</p> | <p>Lesson 1 - Identify and explain the core beliefs and</p> | <p>Lesson 1 - Give meanings for texts / sources of authority</p> | <p>Lesson 1 - Identify and explain the core beliefs and concepts</p> |

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Lesson 2 - Make clear connections between what people believe and how they live, individually and in communities.

Lesson 3 - Give meanings for texts / sources of authority studied, comparing these ideas with ways in which believers interpret texts / sources of authority.

Lesson 4 - Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).

Lesson 5 - Using evidence and

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Lesson 2 - Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.

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Lesson 2 - Make clear connections between what people believe and how they live, individually and in communities.

Lesson 3 - Describe examples of ways in which people use texts / sources of authority to make sense of the core beliefs and concepts.

Lesson 4 - Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).

Lesson 5 - Give meanings for texts / sources of authority

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Lesson 3 - Using evidence and examples, show how and why people put their beliefs into action in different ways (e.g. in different communities, denominations or cultures).

Lesson 4 - Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people

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Lesson 2 - Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).

Lesson 3 - Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

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| <p>Vocabulary</p> | <p>Gospel Theology Luke Matthew Mark Interpretation Leprosy Christ-like Parables Commandments</p> | <p>Messiah Incarnation Saviour Immanuel Micah Theological Prophecy Gospel Prophet Isaiah</p> | <p>Dharma Samsara Reincarnation Atman Duty Karma Moksha Brahman Ahimsa Deity</p> | <p>Salvation Resurrection Interpret Sacrifice Biblical Theological Gospel Eternal life Incarnation Funeral</p> | <p>Parable Kingdom Salvation Forgiving Unforgiving Banquet Biblical Inheritance Social Unjust</p> | <p>Faith Charity Afterlife Peace Community</p> |
| <p>Career Links</p> | <p>Philosopher / Ethicist (Holy & loving)</p>  | <p>Diplomat / Cultural Liaison (Muslim life in Britain)</p>  | <p>Historian (Torah & Judaism)</p>  | <p>Scientist (Creation & science)</p>  | <p>Judge - Freedom & justice (People of God)</p>  | <p>Humanist Leader Educator What matters most? (Humanism)</p>  |
| <p>Resource Links</p> | <p>https://thevcs.org/ http://www.biblegateway.com/passage/?search=Matthew+7%3A24-27&version=NCV http://www.christianaid.org.uk/our-work/what-we-do https://www.leprosymission.org.uk/about-us-and-leprosy/</p> | <p>http://www.natre.org.uk/resources/termly-mailing/baic-primary-big-questions-big-answers/investigating-worldviews/how-do-people-celebrate-christmas/ https://youtu.be/AzIT3pbbZr8 https://youtu.be/1zw2tEOQKS0</p> | <p>http://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/Primary%20curriculum%20P https://godharmic.com/ https://climatehealers.org/</p> | <p>https://request.org.uk/festivals/holy-week-and-easter/good-friday/ https://request.org.uk/festivals/holy-week-and-easter/why-is-the-resurrection-so-important-to-christians/ https://www.youtube.com/watch?v=6xM-fpXayUg</p> | <p>https://youtu.be/zvD5G4s5FJw https://prisonfellows.org.uk/our-work/ https://youtu.be/5kO55QqKy4s</p> | <p>https://understandinghumanism.org.uk/wp-content/uploads/2021/10/Understanding-the-world-7.pdf https://understandinghumanism.org.uk/res-films/where-do-we-come-from/</p> |

| | http://www.youtube.com/watch?v=6VIK0I0RBp0 | https://charity-gifts.christianaid.org.uk/ | | https://request.org.uk/resource/life/beliefs/funerals/ | | | | | | | | | | | | | | |
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| <p style="text-align: center;">Assessment</p> | <p>What does the word Christlike mean?</p> <p>Jesus gave the commandment to love you neighbour as yourself, what do you think this means?</p> <p>What happened in the parable of the two housebuilders?</p> <p>Write a brief account of the work of the Leprosy Mission. How does this show they are being Christlike?</p> <p>Why is the Sermon on the Mount important for Christians?</p> | <p>What does the Bible say about Jesus being the Messiah?</p> <p>What do other people say about Jesus being the Messiah? How does this impact on celebrations of Christmas?</p> <p>Who were the prophets and what did they say about Jesus being the Messiah?</p> <p>What is the impact of Jesus being the Messiah on Christians today?</p> | <p>Write a definition of each of these key words: Dharma Karma Atman Samsara Moksha</p> <p>Give five examples of things that a Hindu might do to show ahimsa. Explain why they show ahimsa.</p> <p>Draw a diagram to show samsara.</p> | <p>What do you know about the gospels?</p> <p>How many gospels are there?</p> <p>Who wrote the gospels?</p> <p>How are the gospels different?</p> <p>What do you know about Luke?</p> <p>What evidence is there in Luke's gospel that Jesus rose from the dead?</p> <p>Why might a Christian funeral be a celebration?</p> <p>What sort of readings might a Christian find helpful at a funeral?</p> <p>What might happen in church on Good Friday and Easter Sunday?</p> <p>Why might Christians choose different</p> | <p>What are parables?</p> <p>Why do you think Jesus told parables?</p> <p>What happened in the parable of the Great Banquet?</p> <p>What was this parable trying to teach Christians about the Kingdom of God?</p> <p>What kind of world did Jesus want?</p> <p>How are Christians today working to make this a reality?</p> |  <p>Kind of Faith Assessment: Can you order these beliefs from most to least common in Cornwall? Christian Jewish No Religion</p> <p>Who was John Wesley?</p> <p>Can you order these statements from most to least important? I believe in a personal God who speaks to me through prayer. I believe in the Bible as the word of God. I believe in the Holy Spirit. I believe in the Kingdom of God. I believe in the resurrection of the dead.</p> <p>Which do you think is the most important? Why do you think this?</p> <table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Can you think of three charities in Cornwall? How do they help people?</p> <table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 1 | 2 | 3 | | | | 1 | 2 | 3 | | | |
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music for services on
Good Friday and
Easter Sunday?

What might they
celebrate or reflect
upon?



ASK QUESTIONS



CONSTRUCTING
ARGUMENTS



CREATING
SURVEYS



ETHICAL
THINKING



EVALUATING
ARGUMENTS



EXAMINING
TEXT



EXPLORING
CASE STUDIES



INTERPRETING
ART AND IMAGES



LOOKING
AT DATA



LOOKING AT
INTERVIEWS



LOOKING AT
STORIES



OBSERVATION



EXPRESSING
IDEAS



REFLECTING ON
YOUR OWN
POSITION



COMING TO
CONCLUSIONS