

# RE Planning Overview: Vision. Provision. Impact.

## Year 6

Theme	Understanding Christianity Knowledge Building Blocks	Other strands / Local link	Outcomes. Children can ...
Autumn 1:	<p><b><u>Digging Deeper</u></b>  <b><u>Unit 2B.2: Creation. Creation and Science; conflicting or complimentary?</u></b></p> <ul style="list-style-type: none"> <li>• There are many scientists through history and now who are Christians.</li> <li>• The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</li> </ul> <p>EXTENSION (FROM KS3 BUILDING BLOCKS):</p> <ul style="list-style-type: none"> <li>• Creation reveals something about the nature of God – for example, power, creativity, concern for life – and reminds humans of their place as dependent upon the Creator.</li> </ul> <p><b><u>Questions to ask God:</u></b>            Children consider any questions they might have and the possible answers.</p>	<p><b>Judaism</b></p> <p><b>Harvest</b></p>	<ul style="list-style-type: none"> <li>• Identify the type of text that Psalm 8 is, and its purpose.</li> <li>• Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation.</li> <li>• Make clear connections between Psalm 8 and some ways Christians respond to God as Creator.</li> <li>• Show understanding of why some Christians find science and faith compatible.</li> <li>• Respond to the idea that humans have great responsibility for the Earth.</li> <li>• Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious viewpoints.</li> </ul>
Autumn 2:	<p><b><u>Unit 2B.4: Incarnation. Was Jesus the Messiah?</u></b></p> <ul style="list-style-type: none"> <li>• Jesus was Jewish.</li> <li>• Christians believe Jesus is God in the flesh.</li> <li>• They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</li> <li>• The Old Testament talks about a 'rescuer' or 'anointed one' – a messiah. Some texts talk about what this 'messiah' would be like.</li> <li>• Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</li> <li>• Christians see Jesus as their Saviour (See Salvation).</li> <li>• See additional notes on Candlemas at end of chart.</li> </ul>	<p><b>Christmas:</b>            Light is a significant part of the Jewish celebration of Hannukah and a Christian Christmas.            Understand the symbolism of light in both stories.</p> <p>Recognise and consider the significance of light in their own lives and celebrations.</p>	<ul style="list-style-type: none"> <li>• Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</li> <li>• Identify Gospel and prophecy texts, using technical terms.</li> <li>• Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</li> <li>• Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</li> <li>• Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</li> <li>• Weigh up how far the idea that Jesus is the Messiah – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives.</li> </ul>

	<i>Add from Digging Deeper as required.</i>		
Spring 1:	<p><b><u>Unit 2B.1: God. What does it mean if God is holy and loving?</u></b></p> <ul style="list-style-type: none"> <li>Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</li> <li>Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</li> <li>Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</li> <li>Christians believe getting to know God is like getting to know a person rather than learning information.</li> </ul>	<p><b>Local link:</b> Visit church as part of Our God unit to find out where we can find God in church.</p>	<ul style="list-style-type: none"> <li>Identify some different types of biblical texts, using technical terms accurately.</li> <li>Explain connections between biblical texts and Christian ideas of God, using theological terms.</li> <li>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</li> <li>Show how Christians put their beliefs into practice in worship.</li> <li>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</li> </ul>
Spring 2:	<p><b><u>Unit 2B.7: Salvation. What difference does the resurrection make to Christians?</u></b></p> <ul style="list-style-type: none"> <li>Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</li> <li>The Gospels give accounts of Jesus' death and resurrection.</li> <li>Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</li> <li>This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</li> </ul> <p><i>Add from Digging Deeper as required.</i></p>	<p><b>Easter</b> Understand the "Easter Story" from Jesus' point of view. Make links to Jesus being Jewish and Passover. explore the symbolism of the Passover festival *understand why the festival is important to Jewish people and about how food could symbolise important parts of our lives</p> <p>Explore personal reactions to the story and how Jesus and his friends felt.</p>	<ul style="list-style-type: none"> <li>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</li> <li>Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</li> <li>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</li> <li>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</li> <li><b>Show how Christians put their beliefs into practice in different ways. Local link?</b></li> <li>Explain why some people find belief in the Resurrection makes sense and inspires them.</li> <li>Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</li> </ul>

<p>Summer 1:</p>	<p><b>Unit 2B.8: Kingdom of God. What kind of a King is Jesus?</b></p> <ul style="list-style-type: none"> <li>• Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</li> <li>• The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</li> <li>• Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</li> </ul> <p><i>Include Digging deeper strands where required.</i></p>	<p><b>Judaism</b></p>	<ul style="list-style-type: none"> <li>• Explain connections between biblical texts and the concept of the Kingdom of God.</li> <li>• Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</li> <li>• Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</li> <li>• Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</li> </ul>
<p>Summer 2:</p>	<p><b>Judaism unit</b>  Recognize equivalent features in Judaism and Christianity.  Key Question: What is the difference between Christianity and Judaism  Know where Jews worship and look at important objects in a synagogue. To understand the symbolism behind these objects.  Key Question: How is a synagogue different from a church?  Find out the about the Shema and understand why Jewish people pray and why the Shema.  Key Q: Which artefacts remind the Jewish community about God.  Understand the importance of Shabbat in a Jewish Family.  Key Q: What family traditions occur in Jewish families?  Understand that Jewish communities revere and follow the Torah in their everyday lives and understand why the Torah is so important to members of the Jewish faith (rules) and explain how some of these rules apply to our lives today.  Understand how the scrolls are treated with respect.  Key Question: Are rules necessary?  Understand the importance of the food laws to Jews and their implications in the home.  Key Question: Does the Jewish faith have particular laws about food?</p>	<p>Recognise equivalent features in <b>Judaism</b> to those in Christianity. Know that Jesus was Jewish.  To know the rules and reasons for "Kosher" food and living. Understand the importance and significance of rules - religious and non-religious.  A Jewish way of life. Understand why Jews observe Shabbat and how.  To know the key features of a synagogue and their significance.  Recognise what Jews</p>	<ul style="list-style-type: none"> <li>• Show what they already know about Judaism on a mind map and discuss symbols that are important in the Jewish faith and compare these with Christian symbols.</li> <li>• Compare Judaism with Christianity using a venn diagram or table.</li> <li>• Draw and describe some Jewish artefacts</li> <li>• Name the Jewish place of worship and identify some of the important features of a synagogue. Explain the symbolism behind each object.</li> <li>• Say why the synagogue is important to Jewish communities.</li> <li>• Identify two ways in which a synagogue different from a church?</li> <li>• Say what the Shema is and explain the importance of the Shema to members of the Jewish faith.</li> <li>• Describe one central beliefs of Judaism.</li> <li>• Explain how certain artefacts are used as reminders of God.</li> <li>• Explain what Shabbat is.</li> <li>• Explain how Shabbat is celebrated within the Jewish Family.</li> <li>• Explain why it is importance of having time for reflection.</li> <li>• Describe what the Torah is and explain its importance in the Jewish faith?</li> </ul>

	<p>See the Bar Mitzvah as a rite of passage in Judaism and think about ways people should show that they are responsible at home, at school and with their friends (Chr and J)</p> <p>Key Question: What is a Bar Mitzvah and what is its importance?</p> <p>Understand the role and work of the rabbi within the Jewish community.</p> <p>Key Question: What is the role of rabbi in the synagogue?</p>	<p>refrain from doing on Shabbat and why.</p> <p>Experience a Jewish Synagogue first hand (tbc).</p>	<ul style="list-style-type: none"> <li>• Explain the importance of having a set of rules to follow within a community?</li> <li>• Describe what kosher means and identify foods that kosher/non kosher</li> <li>• Explain why keeping kosher is important to a Jewish person</li> <li>• Explain how you think these beliefs might affect Jewish persons daily life?</li> <li>• Give your views as to whether modern Jews should stop following kosher food laws and eat what they want.</li> <li>• Say what a Bar Mitzvah is and describe new responsibilities and opportunities a Jewish boy might have following his Bar Mitzvah</li> <li>• Say who we learn from and talk about how religions have their own religious leaders who have similar roles.</li> </ul>
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## CANDLEMAS

### KNOWLEDGE:Core

- Know the story of Jesus being presented in the Temple
- Know that male babies were presented as a thanks to God
- Giving thanks at the birth of a baby is commonplace across the world
- The names of the characters in the story
- That Jesus was recognised as a special baby

### UNDERSTANDING : core

- The importance of going to the Temple for Jews
- The pleasure of Simeon

- That Jesus' parents were told life would not be easy for him

## TASKS

- Act out the story of the Presentation
- Write a prayer to say thank you for the birth of a baby

## KNOWLEDGE: Digging deeper

- To know the importance of the Nunc Dimittis
- That prophets and prophecy was important
- That Jesus was recognised to be a special person
- That Mary and Joseph were told of the pain that would be in Jesus' life
- That the Church celebrates the event on 2<sup>nd</sup> February (which church all Christians?)
- Why candles are used
- What happens in the local church

## UNDERSTANDING Digging deeper

- That the Nunc Dimittis is a prophecy of Jesus' life
- Why the "light of the world" is an important phrase Christians use to describe Jesus
- That Mary and Joseph would have had much to think about
- That Jesus was identified as a unique person very early in his life
- That God was telling other people about what to expect in Jesus

## TASKS

- Write a diary of the event as if you were Mary or Joseph on your return home
- "A light to lighten the Gentiles" – what does this phrase mean? When do we use the light? Draw or paint a picture using the idea of light as a symbol

- Listen to the Nunc Dimittis using a candle as a focus. Write a poem or a prayer about the Christian idea of Jesus being a “light to lighten the Gentiles