A person with her hand on her chest

Description automatically generated with low confidence

**Believing**

**What do religions say to us?**

Year 6 – RE – Autumn 1

|  |  |  |
| --- | --- | --- |
| **Key Objectives:** | **Start of unit** | **End of unit** |
| Can I express ideas about how and why religion can help believers when times are hard, giving examples? |  |  |
| Can I explain some reasons why Christian, Hindu and/or non-religious beliefs about life after death? |  |  |
| Can I explain some similarities and differences between beliefs about life after death? |  |  |
| Can I explain some reasons why Christians and Humanists have different ideas about an afterlife? |  |  |



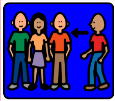
**Expressing**

**What matters most to Christians and Humanists?**

Year 1 – RE – Autumn

|  |  |  |
| --- | --- | --- |
| **Key Objectives:** | **Start of unit** | **End of unit** |
| Can I describe what Christians mean about humans being made in the image of God and being ‘fallen’? |  |  |
| Can I describe some Christian and Humanist values? |  |  |
| Can I express my own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied? |  |  |
| Can I suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view? |  |  |

Year 6- RE -Autumn 2

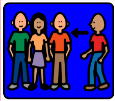


**Living**

**What difference does it make to believe in Ahimsa?**

Year 6 – RE – Spring 1

|  |  |  |
| --- | --- | --- |
| **Key Objectives:** | **Start of unit** | **End of unit** |
| Can I make connections between beliefs and behaviour in different religions? |  |  |
| Can I outline the challenges of being a Hindu, Christian or Muslim in Britain today? |  |  |
| Can I make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions? |  |  |
| Can I consider similarities and differences between beliefs and behaviour in different faiths? |  |  |

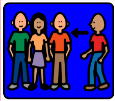


**Living**

**If God is everywhere why go to a place of worship?**

Year 6 – RE – Spring 2

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| --- | --- | --- |
| **Key Objectives:** | **Start of unit** | **End of unit** |
| Can I make connections between how believers feel about places of worship in different traditions? |  |  |
| Can I select and describe the most important functions of a place of worship for the community? |  |  |
| Can I give examples of how places of worship support believers in difficult times, explaining why this matters to believers? |  |  |
| Can I present ideas about the importance of people in a place of worship, rather than the place itself? |  |  |



**Living**

**How do people express their religion through the green religion?**

Year 6 – RE – Summer

|  |  |  |
| --- | --- | --- |
| **Key Objectives:** | **Start of unit** | **End of unit** |
| Can I make connections between beliefs about the earth and activist behaviour in different religions? |  |  |
| Can I understand the challenges facing the planet and responses from different religions? |  |  |
| Can I discuss their own and others’ ideas about the kinds of collaboration, activism and commitment needed to ‘save the Earth’? |  |  |