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| **Year 6 RE Autumn 1-Temptation Autumn 2 – For Christians, what kind of king was Jesus?** |

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| **Key question –**  **Aut 1 –**  **What can we learn from religion about temptation? (U2.6)**  **Aut 2 – For Christians, what kind of king was Jesus? (U2.7)** |

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| **Skills** | |
| **Make sense of belief** | Explain Muslim and Christian beliefs about temptation, sin and forgiveness  Compare their ideas about temptation with those studied |
| Explain connections between biblical texts and the concept of the Kingdom of God.  Consider different possible meanings for the biblical texts studied, showing  awareness of different interpretations |
| **Understanding the impact** | Make clear connections between belief about God and moral choices  Give examples of the impact of ritual in life  Explain differences between Christian and Muslim ideas |
| Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice.  Show how Christians put their beliefs into practice in different ways. |
| **Make connections** | Express their own response to Muslim and Christian teaching about temptation  Give good reasons for their views about moral choices and forgiveness |
| Relate the Christian ‘Kingdom of God’ model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.  Articulate their own responses to the idea of the importance of love and service in the world today. |

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| **Children who have not understood the above skills**  **Barriers to understanding** |

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| **Year 6 RE Spring 1 – How do Christians decide how to live? Spring 2 – What will make Sandwell a more respectful place?** |

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| **Key question –**  **Aut 1 –**  **How do Christians decide how to live? (U2.8)**  **Aut 2 –** **What will make Sandwell a more respectful place? (U2.9)** |

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| **Skills** | |
| **Make sense of belief** | Identify features of Gospel texts (for example, teachings, parable, narrative).  Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts. |
| Explain beliefs about the value of religious and cultural diversity in their local town / community  Describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam  Compare their ideas about respect for all with those studied |
| **Understanding the impact** | Make clear connections between Gospel texts, Jesus’ ‘good news’, and how  Christians live in the Christian community and in their individual lives. |
| Make clear connections between belief in the ‘Golden Rule’ and the needs of a  mixed community  Give examples of the impact of inter faith work in our community |
| **Make connections** | Make connections between Christian teachings (e.g. about peace, forgiveness,  healing) and the issues, problems and opportunities in the world today, including their own lives.  Articulate their own responses to the issues studied, recognising different points of view |
| Raise questions about how we can be a more tolerant and respectful community, suggesting answers  Explain the importance of tolerance, respect and liberty for all in making a  community that is harmonious  Give good reasons for their views about harmony in our communities. |

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| **Children who have not understood the above skills**  **Barriers to understanding** |

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| **Year 6 RE Summer 1 –Christian Aid and Islamic Relief Summer 2 – Expressing the spiritual** |

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| **Key question –**  **Aut 1 –**  **Christian Aid and Islamic Relief: can they change the world? (U2.10)**  **Aut 2 –**  **What impact do people’s beliefs have in their lives? (U2.12)** |

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| **Skills** | |
| **Make sense of belief** | Explain beliefs and teachings about justice from Christian and Muslim texts  Compare their ideas about justice and fairness with those studied in Islam and Christianity |
| Explain some ways beliefs are shown in creative expression  Compare their ideas about religious expression with the examples they study |
| **Understanding the impact** | Make clear connections between belief about justice from sacred texts and the  actions of a modern religiously based charity  Describe clearly examples of the impact of charitable work in the world today  Explain some differences between the two charities |
| Make clear connections between beliefs and different forms of expression  Give examples of the impact of beliefs on art, architecture and music |
| **Make connections** | Raise questions about charity, justice and the impact of religion, suggesting  Answers  Explain the importance of the idea that God loves justice and is just to Muslims  and Christians  Express their own ideas about justice |
| Raise questions about how they might express their own spiritual ideas  Describe clear connections between beliefs and art /architecture / music. |

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| **Children who have not understood the above skills**  **Barriers to understanding** |