



Unit Planner RE Year: 6 Title: What do religions say to us when life gets hard?

NB – COMMUNICATION WITH PARENTS TO BE SENT HOME REGARDING THIS TOPIC. IT EXPLORES THE IDEA OF DEATH AND WHAT RELIGIONS BELIEVE ABOUT LIFE AFTER DEATH. THIS CAN BE SENSITIVE AND PARENTS NEED TO BE AWARE IT IS BEING STUDIED.		
Unit Overview	Children investigate difficult questions and think about how these can be answered in different ways through science, philosophy and religion. They explore the idea of life after death, and the beliefs of different religions regarding this. Children think about how people live their lives because of the knowledge that life will end at some point. They can discuss and compare the beliefs of different religions.	
Prior Learning/ Links	Y3 – Children learn about what different people believe about God. Why people pray and what they pray for. Y4 – Why do some people think life is a journey – they will have considered death as part of this. Hinduism and its key beliefs. Y5 -	
Unit Title:	Substantive Knowledge	Disciplinary Knowledge
Key Questions: Is death the end of life? Why is there suffering in the world? What solutions are there to some of the world's problems?	<ul style="list-style-type: none"> • That some questions in life are hard to answer, and that many people have different theories from different sources of evidence. • Children know that religions have different thoughts about what happens after death. Children can explain what Christians and Muslims believe about having a soul. • That in the Hindu religion, there is a belief in reincarnation and Karma. • Can explain some of the similarities and differences in the Christian and Muslim beliefs about judgement and how this is different to the Hindu beliefs about reincarnation. • Children can explain their own thoughts and beliefs about life after death. • They can interpret life after death from different religions using art, images and religious texts. 	Believing Gain and employ the skills and knowledge needed to engage seriously with religion and world views. <ul style="list-style-type: none"> • To discuss and present their own and others views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms such as music, poetry and art. • To debate and reason as to why people believe god exists and what forms this takes in different religions. • To discuss what different religions believe about hardship and what to do when things get hard. Expressing Express ideas and insights about the nature, significance and impact of religions and worldviews. <ul style="list-style-type: none"> • Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. • Considering places of worship and what they mean to different religions. Thinking about why people would go to worship when god is everywhere. Living Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong and what is just and fair, and express their own ideas clearly in response. <ul style="list-style-type: none"> • What does it mean to be a Muslim in Britain today? • Investigate what are the things that matter most to Christians and humanists. • What difference does it make to believe in different elements of harmlessness, grace and community
Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
Substantive:		



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Disciplinary:		
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