

# RE

Class 6

Knowledge

| Topic  | Vocabulary   | Knowledge   |
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| <b>Autumn Term 1 and 2</b><br><b>Unit U2.7 Why do Hindus try to be good?</b>   | dharma, karma, samsara, moksha, ashrama, reincarnation, Brahman, atman, Mahabharata, murti, puja, artha, kama, ahimsa, satya | <p>Make sense of belief:</p> <ul style="list-style-type: none"><li>• I know and can explain Hindu beliefs such as dharma, karma, samsara, moksha, using technical terms accurately.</li><li>• I know the meanings for the story of the man in the well and explain how it relates to Hindu beliefs such as samsara and moksha.</li></ul> <p>Understand the impact:</p> <ul style="list-style-type: none"><li>• I know clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live.</li><li>• I can connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma and moksha.</li><li>• I can give evidence and examples to show how Hindus put their beliefs into practice in different ways.</li></ul> <p>Make connections:</p> <ul style="list-style-type: none"><li>• I can make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.</li><li>• I can reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</li></ul> |
| <b>Spring Term 1</b><br><b>Unit U2.1 UC What does it mean for Christians to believe that God is Holy and Loving?</b> |  | <p>Make sense of belief:</p> <ul style="list-style-type: none"><li>• I know some different types of biblical texts, using technical terms accurately.</li><li>• I know some connections between biblical texts and Christian ideas of God, using theological terms to explain these.</li></ul> <p>Understand the impact:</p> <ul style="list-style-type: none"><li>• I know some clear connections between Bible texts studied and what Christians believe about God; e.g. through how cathedrals are designed.</li><li>• I know how Christians put their beliefs into practice in worship.</li></ul> <p>Make connections:</p>  |

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|   |  | <ul style="list-style-type: none"> <li>I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of my own when considering this question.</li> </ul>   |
| <p><b>Spring Term 2</b><br/> <b>Unit U2.5 UC What do Christians believe Jesus did to 'save' people?</b></p> |  | <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>I know the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</li> <li>I know what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</li> <li>I can suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>I know clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</li> <li>I know how Christians put their beliefs into practice in different ways.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>I can weigh up the value and impact of ideas of sacrifice in my own life and the world today.</li> <li>I can articulate my own responses to the idea of sacrifice, recognising different points of view.</li> </ul> |
| <p><b>Summer Term 1</b><br/> <b>Unit U2.6 UC For Christians, what kind of king was Jesus?</b></p>           |  | <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>I know connections between biblical texts and the concept of the Kingdom of God.</li> <li>I know different possible meanings for the biblical texts studied, showing awareness of different interpretations.</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>I know and can make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice.</li> <li>I know how Christians put their beliefs into practice in different ways.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>I can relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.</li> <li>I can articulate their my responses to the idea of the importance of love and service in the world today.</li> </ul>   |
| <p><b>Summer Term 2</b></p>   |  | <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>I know at least three examples of ways in which religions guide people in how to respond to good and hard times in life.</li> </ul>  |

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| <p><b>Unit U2.12 How does faith help people when life gets hard?</b></p> |  | <ul style="list-style-type: none"> <li>I know beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences.</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>I know and can make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement).</li> <li>I know some examples of ways in which beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>I can interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.</li> <li>I can offer a reasoned response to the unit question, with evidence and example, expressing insights into my own views.</li> </ul> |
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**Skills**

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| <p>UKS2</p> | <ul style="list-style-type: none"> <li>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.</li> <li>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.</li> <li>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority.</li> </ul> | <ul style="list-style-type: none"> <li>Make clear connections between what people believe and how they live, individually and in communities.</li> <li>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.</li> </ul> | <ul style="list-style-type: none"> <li>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).</li> <li>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</li> <li>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing.</li> </ul> |
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