

Pudsey Bolton Royd Primary School RE Long-Term Plan

Year 6

<u>Unit 6.1</u>	<u>Unit 6.2</u>
Enquiry Questions	
How do Sikhs show commitment?	What do Christians believe about Jesus' death and resurrection?
Outcomes	
Create a leaflet using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) considering the meanings behind them.	Give pupils a variety of Easter artefacts (images if no artefacts) e.g. an egg, a rabbit, a six-inch nail, a donkey, a chocolate bar, a crucifix, a lamb, a bandage, 30 pieces of silver, a globe, an empty cross, an image of Mary - the mother of Jesus. Ask pupils in groups to put the items in order of least to most important to Christians about Easter. Pupils to discuss and explain their choices. Pupils could choose the 3 objects they think best represents the meaning of Easter to Christians, and write a paragraph to explain their choices.
Linked Texts	
N/A	N/A
Linked Experiences	
Visit from Giani (Sikh priest) to talk to children about their commitment to Sikh faith.	Visit from local Priest into school.
Overview	
<p>This unit further develops the knowledge and understanding of Sikhism including worship practices and invites pupils to reflect on areas of faith in action in Sikhism. The content of the unit supports pupils to understand and evaluate concepts such as values (and how they inform religious practice), symbols, commitment and service within Sikhism. In so doing, the unit also enables pupils to reflect on the significance of these concepts in their own lives.</p> <p>Children will discuss and compare a range of important values. They will summarise and give reasons for Sikh daily practice and reflect on personal values.</p> <p>They will identify and explain Sikh symbols, including the 5Ks and explain how Sikh teachings and stories influence Sikh practice. They will learn about the Amrit ceremony Identify and explain Sewa and make connections with other forms of service. They will consider and discuss the impact of being a Sikh on daily life.</p>	<p>This unit explores how Christians understand the significance of Jesus' death and resurrection, considering narratives such as: Palm Sunday and the link to kingship (John 12:12-15); Maundy Thursday and the Last Supper (Mark 14:12 -26); Good Friday and the crucifixion (Luke 23:26 -56); Easter day and the empty tomb (Luke 24:1-12). Pupils explore stories from the Gospels around Holy Week and the Easter story, and study the celebrations of Jesus' death and resurrection, in an attempt to explain links between scripture sources and Christian beliefs.</p>
Knowledge and/or Skills Covered	
<p>Questioning - Regularly ask and answer perceptive questions in theologically valid ways.</p> <p>Finding Morals (In Stories) - Explain how religious stories fulfil their purpose.</p> <p>Respect and Empathy - Start managing other people's insensitivity in appropriate and courteous ways. Explain how and why people might decide not to show respect or tolerance for other people's religions, faiths and opinions.</p>	<p>Questioning - Regularly ask and answer perceptive questions in theologically valid ways.</p> <p>Finding Morals (In Stories) - Explain how religious stories fulfil their purpose.</p> <p>Insight vs Knowledge - Explain the difference between knowledge and insights</p> <p>Using texts - Explain and critique the way 'facts' are used and interpreted to support opinions. Start to understand the idea of 'tertiary' sources.</p> <p>Respect and Empathy - Start managing other people's</p>

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Right and Wrong - Make reasoned judgments about morality and reassess their own values in response.

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Important Vocabulary

Guru Gobind Singh, Guru Granth Sahib, Khalsa, Amrit, Baptism, Sewa, Langar, The 5Ks (Kesh – uncut hair, Kangha – comb.

Ascension, Communion, Crucifixion, Easter, Forgiveness, Gospel, Incarnation, Jesus, Kingdom of Heaven, Gospels, Palm Sunday, Reconciliation, Resurrection, Ritual, Sacrifice, Salvation.

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<u>Unit 6.3</u>	<u>Unit 6.4</u>
Enquiry Questions	
How does growing up bring responsibilities and commitments?	How do Jews remember Kings and Prophets in worship and life?
Outcomes	
Pupils create a written presentation on different rites of passage and the promises they can make for their own future based on personal beliefs and values.	Pupils create a leaflet explaining different festivals and explain the symbolism used and how these affect lives today.
Linked Texts	
<p>'Owen and the Mountain' by Malachy Doyle and Giles Greenfield, published by Bloomsbury. https://www.youtube.com/watch?v=mC7IoSbJmHE</p>	<p>Read sections of the story of David from 1 Samuel chapter 16 to 1 Kings chapter 2. or watch a few clips e.g. David and Goliath https://youtu.be/_VCHO50wOE0</p> <p>https://youtu.be/OnNXbj6udy4 David and Saul</p> <p>Read Psalm 51 Psalm 23, 'The Lord is my shepherd' Jeremiah 2.20 -25. Haggai 1 1-8. Isaiah 60. 1-5</p>
Linked Experiences	
Invite a religious leader into school to talk about rites of passages.	
Overview	
<p>One of the core purposes of RE is to develop pupils' ability to reflect on their own beliefs, values and feelings about their own lives and about the world around them. This unit focuses on this personal quest, starting with an exploration of the responsibilities and opportunities that arise as young people grow into adulthood. It investigates religious and secular responses to growing up, including rites of passage. As part of the study, pupils consider their own values, beliefs and commitments. The children will describe and understand the rights and responsibilities that come with growing up. Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies and reflect on their own beliefs, principles and values reasonably.</p>	<p>This is a second unit on Judaism in KS2. It builds on previous learning about the covenant with God and how Jewish people live and celebrate their faith today. This unit focuses on what it is like to be Jewish and the covenant with God, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about David as a key leader in the Jewish tradition; about the prophets, about the great festivals of Rosh Hashanah, Purim and Hanukkah, illustrating how Jewish people try to live. This unit gives the children opportunities to explore how religious artefacts and texts can be a source for learning and for beliefs. The lessons offer experiences of looking at and examining artefacts and texts from within the Jewish tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions. The children will describe and express ideas about festivals and how and why they are commemorated. Give a considered response to how Jewish people follow the commandments set out in the Torah. Summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.</p>
Knowledge and/or Skills Covered	

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<p>Questioning - Regularly ask and answer perceptive questions in theologically valid ways.</p> <p>Understanding Religion and Faith - Compare and contrast beliefs and faiths, relating it to their own heritage and to other cultures around the world.</p> <p>Respect and Empathy - Start managing other people's Insensitivity in appropriate and courteous ways. Explain how and why people might decide not to show respect or tolerance for other people's religions, faiths and opinions.</p> <p>Right and Wrong - Make reasoned judgments about morality and reassess their own values in response.</p>	<p>Questioning - Regularly ask and answer perceptive questions in theologically valid ways.</p> <p>Understanding Religion and Faith - Compare and contrast beliefs and faiths, relating it to their own heritage and to other cultures around the world.</p> <p>Finding Morals (In Stories)- Explain how religious stories fulfil their purpose.</p> <p>Using texts - Start to understand the idea of 'tertiary' sources. Explain and critique the way 'facts' are used and interpreted to support opinions. Use careful and sensitive selections of information to politely critique their peers' opinions.</p>
Important Vocabulary	
<ul style="list-style-type: none"> • Rites of passage • Confirmation, Baptism, Amrit, Bar mitzvah, Bat mitzvah • Rights, responsibilities • Growing up, adulthood 	<p>Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath / Shabbat, Passover / Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah, Purim</p> <p>Prayer, belief, worship</p> <p>Questions, mysteries, symbols, divine</p>