

RE Framework – Year Six

| Autumn Term | Spring Term | Summer Term |
|---|--|--|
| <p>RE Session – Week One –introducing the prayer space in your classroom and creating the first display e.g. prayers, hopes and wishes for the future etc.</p> <p><u>What might the journey of life and death look like from a Christian perspective?</u> (6 sessions)</p> <ul style="list-style-type: none"> ● To begin to realise that there are significant milestones of the journey of life and to think about what they would like to happen for themselves and the world in the future. ● To consider human responses to loss and bereavement and to reflect on their own response to human experience of life and death. ● To learn about ways in which human experiences associated with death, loss and bereavement are understood in Christianity and to understand the term bereavement. ● To learn about the ways in which human experiences associated with death, loss, hope, and meaning in life are understood in Islam, Buddhism, Judaism, Hinduism and Sikhism and be aware that people cope with bereavement in different ways. ● To know some ways in which human experiences associated with death, loss, hope, and meaning in life are expressed and understand how important it is to celebrate a life and how | <p>The Feast of St Paul’s occurs on 25th January. During this week we celebrate the life of St Paul and his impact on the Christian faith.</p> <p><u>What does it mean to be Jewish?</u> (6 sessions)</p> <ul style="list-style-type: none"> ● Know that God Chose Abraham as the founder of the Jewish faith and reflect on Abraham’s relationship with God and our relationship with God. ● Know that the Jewish faith believes in One God. Understand the importance of the Shema and understand how religious practices can influence everyday life. ● Know how God saved His people from the Egyptians. Understand the significance of Passover to Jewish people. Consider the importance of celebrating joys and remembering challenges in life and how these influence us. ● Know how the Seder meal teaches young Jews about their past and be able to consider what the Seder meal teaches Jews about their relationship with God. ● Know the roots and significance of The 10 Commandments to Jewish people and apply this to their own rules for life by writing their own 10 commandments to live by. ● Understand why events in the life of Moses are important to Jews and think about why promises are important and what they | <p><u>Understanding Faith in Brentford</u> (6 sessions)</p> <ul style="list-style-type: none"> ● Know that the school and the wider community are made up of people who belong to a (wide) range of faith and belief groups. ● To know that some faith communities have been part of the local area for many years and to understand that practices and experiences may have changed over the years. ● Know about 6 significant places of worship in the wider borough and understand that communities grow and also sometimes move on out of the area. ● Be able to present to the class information about one place of worship and know that there are a wide range of faith and belief communities in the borough / county. ● Clarify similarities and differences between faith and belief communities they have studied in the unit. And know how one more faith / belief community has developed. ● Develop a view on how life in the borough /county has been enriched by the diversity of faiths and beliefs in the borough. <p><u>Who Decides (Version A)</u> (6 sessions)</p> <ul style="list-style-type: none"> ● Consider some key questions in relation to |

remembering them can help their friends to become less sad.

Why is Remembrance important?

(2 sessions)

- To use religious words to describe some of the ways in which people show their beliefs about remembrance; and link things that are important to them and other people about remembering with the way they think and behave.
- To express religious beliefs and feelings about peace in a range of styles and words used by believers and suggest what they mean.

How would Christians advertise Christmas to show what Christmas really means today?

(4 sessions)

- Ask questions about the values that different Christmas advertisements promote and suggest answers about what they might encourage in different people.
- Watch and respond to different Christmas adverts, discussing in particular how a Christian might respond and why.
- Compare different Christian beliefs about the birth of Jesus, drawing upon the different Gospel accounts and being aware of how different accounts have come about.
- Analyse and express Christian beliefs about Christmas in a range of styles of Church advertisements.

mean to us.

The Contemporary Anglican Church

(2 sessions)

- Understand that there are many different styles of worship within the Anglican Church, from traditional to very contemporary
- Understand that Christians choose to worship in a way which best helps them to draw close to God
- Explore different ways of drawing close to God, or developing spiritually themselves
- Understand that Anglican Churches exist all over the world
- Explore the diversity within the Worldwide Anglican Church
- Make links with their own cultural background, identifying similarities and differences with their own faith and life

How does the Christian festival of Easter offer hope?

(4 sessions)

- Describe and link the Christian belief of forgiveness with the Easter story and how this has an impact upon Christians;
- Have an opportunity to consider right and wrong and to reflect on what it feels like to be forgiven.
- Understand the meaning of each station of the cross;
- Reflect on the concepts of forgiveness, hope and salvation as shown in the different

rules

- Relate the breaking of rules to a local topical issue. know the story of God, the Creator, as told in Genesis;
- Consider the following Key Questions:
 - What happens if rules aren't followed?
 - Are there punishments?
 - When are rules difficult to follow?
- Consider the consequences of actions. know a different version of the Genesis Creation story;
- Realise that there are consequences if rules are broken;
- Use art to interpret religious ideas;
- Understand how rules affect Jewish/Christian lives;
- Understand that everyone is responsible for taking care of the world and the consequences of not caring.
- What are our beliefs/ values/ principles for living?
- What are our beliefs/values/principles for living?
- How can we express them/get our message across to others?

- Express the Christian festival of Christmas to share the meaning, central beliefs and concept of it, through the form of an advert or script.

'stations' of the Easter Story and what these mean for different people.

- Make links between the Christian belief of Jesus Christ's resurrection and how Christians believe this is part of God's plan of salvation;
- Consider and develop their own thoughts about the concepts in the Easter story drawing upon different sources and consider those that may be given by other people.
- Give reasons for the similar and different beliefs which Christians hold about Easter and explain how religious sources give answers to the purpose of Easter and important questions about life;
- Reflect on the value of hope and its place in life and death, relating this to their own personal experience, understanding and belief.