RE year group overview – year 6

RE Intent: At Slade Primary School, our Religious Education (RE) curriculum is designed to foster understanding, respect, and empathy in a diverse and multi-faith society. With inclusivity at the heart of our curriculum, we aim to provide high-quality, balanced RE that explores a range of religious and non-religious worldviews, helping children to develop their own beliefs and values in a safe, respectful environment.

Key Concept and Unit of work	Key objectives	End Point
Jesus **Christians and how to live: what would Jesus do?**	• To identify features of Gospel texts (for example, teachings, parable, narrative). • To suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts • To make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives • To make connections between Christian teachings and the issues, problems and opportunities in the world today, including their own lives.	. I can articulate my own responses to the issues we have studied, recognising different points of view.
Jesus **Why do Christians believe that Jesus was the messiah?**	• To explain the place of Incarnation and Messiah within the 'big story' of the Bible. • To identify Gospel and prophecy texts, using technical terms. • • To explain connections between biblical texts, Incarnation and Messiah, using theological terms. • To show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.	I can explain how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
Jesus **What difference does the resurrection make to Christians?**	• To outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. • To explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. • To suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts • To make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. • To show how Christians put their beliefs into practice in different ways.	I can weigh up the value and impact of ideas of sacriȷce in my own life and the world today. I can articulate my own responses to the idea of sacrifice, recognising different points of view.
Jesus **For Christians what kind of King was Jesus?**	• To explain connections between biblical texts and the concept of the Kingdom of God. • To consider different possible meanings for the biblical texts studied, showing awareness of different interpretations • To make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice.	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.

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	• To show how Christians put their beliefs into practice in different ways	
Hinduism **Why do Hindus want to be good?**	• To identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. • To give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc • To make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • To connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc. • To give evidence and examples to show how Hindus put their beliefs into practice in different ways.	I can make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.
Thematic **Why do some people believe in God and some not?**	• To define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs • To identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • To give examples of reasons why people do or do not believe in God. • To make clear connections between what people believe about God and the impact of this belief on how they live • To give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)	I can consider and weigh up different views on theism, agnosticism and atheism, expressing insights of my own about why people believe in God or not.

Disciplinary Knowledge

Substantive Knowledge