

<b>Year 6</b> <b>The substantive knowledge children should know by the end of each unit.</b> <b>CHILDREN SELF ASSESS neatly NEXT TO STATEMENT WITH EITHER ✓✓ , ✓ or L</b>	
<b>Autumn 1: What might the journey of life and death look like from a Christian perspective?</b> <ul style="list-style-type: none"> <li>To know what a rite of passage is within the Christian Faith.</li> <li>To know and understand what a sacrament is.</li> <li>To understand the meaning of baptism and confirmation as sacraments of initiation.</li> <li>To know what marriage means for a believer.</li> <li>To understand how the sacraments are significant to a believer's life.</li> <li>To understand what Christians believe happens after death.</li> </ul>	<b>Autumn 2: How would Christians advertise Christmas to show what Christmas means today?</b> <ul style="list-style-type: none"> <li>To know and remember the meaning of the core concept: Incarnation</li> <li>To understand the difference between the secular and religious views of Christmas.</li> <li>To know the different emphases, the Gospels give to the Nativity narrative and the reasons why.</li> <li>To know and understand some of the reasons why churches advertise Christmas.</li> <li>To know and remember the key religious vocabulary and what each word means.</li> <li>To understand what Christians believe happens after death.</li> </ul>
<b>Spring 1: What does it mean to be a Buddhist?</b> <ul style="list-style-type: none"> <li>To know and remember what Buddhism teaches about suffering.</li> <li>To know and remember the role the noble eight-fold path plays in helping a Buddhist live their life well and to end suffering.</li> <li>To understand what samsara is and how a Buddhist understands karma as a way of breaking free from samsara.</li> <li>To know what being part of the sangha means for a practising Buddhist.</li> </ul>	<b>Spring 2: How does the Christian festival of Easter offer hope?</b> <ul style="list-style-type: none"> <li>To know and remember what forgiveness, salvation and hope mean from a Christian perspective.</li> <li>The parable of the prodigal son and the key concepts within it: Forgiveness, jealousy, repentance, redemption</li> <li>The story of Zacchaeus and the paralysed man and the concept of repentance and forgiveness.</li> <li>To know and remember the Stations of the Cross and how they link to the concepts of forgiveness, salvation and hope.</li> <li>To know and remember how the resurrection narratives, help to understand what Christian hope is.</li> </ul>
<b>Summer 1: How has the Christian message survived for over 2000 years?</b> <ul style="list-style-type: none"> <li>To know and remember the account of Pentecost found in Acts and its impact.</li> <li>Key concepts found within the Apostles' Creed and its significance.</li> <li>How Christians use the Bible and reasons why translating it into different languages is important.</li> <li>To know about the experience of the persecuted church in North Korea.</li> <li>To know about world and local mission and the reasons why Christians are motivated to share the Christian message.</li> </ul>	<b>Summer 2: Who decides?</b> <ul style="list-style-type: none"> <li>Story of Moses</li> <li>Prophet Mohammad (PBUH) and the birds</li> <li>The story of 'The People who Hugged the Trees'</li> <li>Beliefs of Albert Schweitzer</li> </ul>

**This year, children should become confident in the following disciplinary knowledge and skills.**  
**TAKE EVIDENCE FROM: RE BOOKS, PUPIL VOICE SHEETS, PROJECTS. HIGHLIGHT WHERE MET.**

Theology (Believing)	Philosophy (Thinking)	Human/Social Sciences (Living)
<ul style="list-style-type: none"> <li><b>I can explain</b> why believers hold key beliefs, and why they use worship and rituals to mark important events in life.</li> </ul>	<ul style="list-style-type: none"> <li><b>I can consider</b> the challenges of belonging to a religion today.</li> <li><b>I can explain my view of</b> how people express their ideas about the meaning and purpose of life, giving examples.</li> <li><b>I can explain</b> how beliefs and teachings influence what people think about ethical/ moral questions. I can give my own view.</li> </ul>	<ul style="list-style-type: none"> <li><b>I can explain</b> the influence and impact religions and beliefs have on individual lives, communities, and society (recognising the <b>similarities</b> and <b>differences</b> found within and between religions.)</li> </ul>
<ul style="list-style-type: none"> <li>I can suggest reasons why people choose to mark certain milestones in life. (WT)</li> <li>I can describe, connect and explain how the sacraments and associated rituals mark important points in life. (Exp)</li> <li>I can present a coherent picture as to why the sacraments of initiation and belief and rituals around death are important and significant to a believer's life. (GD)</li> </ul>	<ul style="list-style-type: none"> <li>I can present what I think gives life meaning. (WT)</li> <li>I can express my own and others' views on questions about what it is that gives life meaning and purpose. (Exp)</li> <li>I can give a personal view with reasons and examples of what value the sacraments of initiation and religious views about marriage and death might have for understanding questions about the meaning and purpose of life. (GD)</li> </ul>	<ul style="list-style-type: none"> <li>How are the sacraments significant to a believer's life? (WT/ EXP/ GDS)</li> <li>How do they impact on a person's life?</li> <li>Explain similarities and differences between religions regarding sacraments. (WT/ EXP/ GDS)</li> </ul>