



Subject/Area: RE

Year Group: 6

Prior Learning	Year 6 Learning	Future Learning	Subject Specific Vocabulary	Linked Vocabulary
<p><b><u>Thinking About Religion and Belief</u></b> Explain connections between questions, beliefs, values and practices in different belief systems.</p> <p>Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>Explain how and why differences in belief are expressed.</p>	<p><b><u>Thinking About Religion and Belief</u></b> Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems.</p> <p>Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world.</p> <p>Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p>	<p><b><u>Thinking About Religion and Belief</u></b> Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences.</p> <p>Explain the religious and nonreligious worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology.</p>	<p>God Bible Murtis Allah Quran Creator Reconciliation Parable Resurrection Qur'an al Fatiyah Mandir Puja Mekkah Shrine Pesach Diwali Lakshmi Ramadan Passover Baptism Bar Mitzvah Orthodox Vedas Ashramas Deities Murtis Diva Aarti Bhajans Artha Karma Dhama Moksha Humanism Rosh Hashanah Sedar Plate Repentance</p>	<p>Sacred Holy Place of worship Religion Beliefs Faith Wisdom Temptation Creation Prayer Communion Community</p>
<p><b><u>Enquiring, Investigation and Interpreting</u></b> Suggest lines of enquiry to address questions raised by the study of religions and beliefs.</p> <p>Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p>Recognise and explain diversity within religious expression, using appropriate concepts.</p>	<p><b><u>Enquiring, Investigation and Interpreting</u></b> Identify the influences on, and distinguish between, different viewpoints within religions and beliefs.</p> <p>Interpret religions and beliefs from different perspectives.</p> <p>Interpret the significance and impact of different forms of religious and spiritual expression.</p>	<p><b><u>Enquiring, Investigation and Interpreting</u></b> Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religious and non-religious worldviews as coherent systems or ways of seeing the world.</p>		
<p><b><u>Beliefs and Teachings</u></b> Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.</p>	<p><b><u>Beliefs and Teachings</u></b> Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.</p>	<p><b><u>Beliefs and Teachings</u></b> Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.</p>		

<p><b><u>Practices and Lifestyle</u></b> Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.</p>	<p><b><u>Practices and Lifestyle</u></b> Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</p>	<p><b><u>Practices and Lifestyle</u></b> Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to religious and nonreligious worldviews, accounting for the impact of diversity within and between communities.</p>		
<p><b><u>Expression and Language</u></b> Explain how some forms of religious expression are used differently by individuals and communities.</p>	<p><b><u>Expression and Language</u></b> Compare the different ways in which people of faith communities express their faith.</p>	<p><b><u>Expression and Language</u></b> Examine and evaluate issues about community relations and respect for all in the light of different perspectives from varied religious and nonreligious worldviews.</p>		
<p><b><u>Identity and Experiences</u></b> Make informed responses to questions of identity and experience in the light of their learning.</p>	<p><b><u>Identity and Experiences</u></b> Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p>	<p><b><u>Identity and Experiences</u></b> Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed, and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.</p>		
<p><b><u>Meaning and Purpose</u></b> Make informed responses to questions of meaning and purpose in the light of their learning.</p>	<p><b><u>Meaning and Purpose</u></b> Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p>	<p><b><u>Meaning and Purpose</u></b> Explore some of the ultimate questions that are raised by human life, making wellinformed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy.</p>		
<p><b><u>Values and Commitments</u></b> Make informed responses to people's values and commitments (including religious ones) in the light of their learning.</p>	<p><b><u>Values and Commitments</u></b> Make informed responses to people's values and commitments (including religious ones) in the light of their learning they will use different techniques to reflect deeply.</p>			
Common Misconceptions			Key People Studied	

- What does each religion believe?
- What is the holy book of each religion?
- Where is the place of worship for each religion?
- What are some sacred stories from each religion?

Jesus  
 God  
 Prophet Mohammad  
 Mahatma Gandhi  
 Rama and Sita  
 Lakshmi  
 Ganesh  
 Vishnu  
 Shiva

Assessment Opportunities/Final Assessment

- Work in books.
- Opportunities for children to demonstrate how they have learnt **from** religion as well as **about** religion
- Assessment documents in the Wakefield Agreed Syllabus

Other