 **Subject Overview - RE Year Group: Year Six Zetland Primary School**

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| RE – Year Six | Autumn | Spring | Summer |
| Throughout UKS2, pupils learn about Christianity, Islam, Buddhism, Sikhism, Judaism and Hinduism, recognising the impact of religion and belief locally, nationally and globally. Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasonings to support their ideas and views. | **Autumn 1:**  **Why is the Buddha important for Buddhists?**  **How do Buddhist beliefs affect the way Buddhists live their lives?**  • To think about different famous people and why they are famous • To find out the basic facts of the Buddhist religion.  • To identify key events in the life of the Buddha.  • To understand why the life of the Buddha is important for Buddhists.  • To understand the significance of the Buddhist shrine and how Buddhists can worship at home.  • To explore how Theravadin Buddhists express their faith.  • To explore the concept of community in the Buddhist tradition and beyond.  **Autumn 2:**  **What do the gospels tell us about the birth of Jesus?**  • To have a clear understanding of the story of Christmas and understand why it is significant to Christians.  • To compare and contrast the Gospel stories of Christmas from Matthew and Luke.  • To begin to understand why there are differences and the implications of this for Christians. | **Spring 1:**  **How do religions respond to prejudice and discrimination?**  • To begin to understand what a stereotypical view is and how we can all have them.  • To understand what prejudice and discrimination is.  • To understand how Christians, deal with prejudice and discrimination.  • To understand how Buddhists, deal with prejudice and discrimination.  **Spring 2:**  **Why are Good Friday and Easter Day the most important days for Christians?**  • To understand the Easter story and realise its significance for Christians. • To identify ways in which Christians celebrate Easter.  • To know that Good Friday is the anniversary of the Crucifixion.  • To understand why Christians, believe Jesus is the Light of the World.  • To compare and contrast the church on Good Friday and Easter Sunday and recognise the significance of Easter Sunday | **Summer 1:**  **How and why do some religious people inspire others?**  • To understand what an inspirational person is and what makes them one.  • To understand how people have inspired others by actions and words.  • To compare these inspirational people and the techniques they have used.  **Summer 2:**  **What do religions believe about life after death?**  To understand:  • what Christians believe happens when you die  • what Christians mean by spirit or soul  • what practical aspects follow a death  • that saying goodbye is part of the grieving process  • what Hindus/ Sikhs believe happens when they die  • that Hindus/Sikhs believe the soul continues after death/ is reborn into a new life  • how karma influences a Hindu’s/Sikh’s life  • what Humanist’s view on what happens after death is and what a Humanist funeral ceremony involves.  that we have a responsibility for helping those in need. |