

Year 6 RE



Y6A: Exploring Key Leaders - Sikhs and Hindus	Y6B: What matters most? Christians (Christmas) and Humanists.	Y6C: What can we learn from religions about temptation?	Y6D: How do we express spiritual ideas through the arts?	Additional unit: What can be done to reduce racism? Can religion help?
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Unit	Knowledge - Children will learn Impact: Expected Learning outcomes (intended to enable pupils to meet the end of key stage outcomes)	Children will be able to...	Prior Knowledge	Unit Vocabulary
Y6A: Exploring Key Leaders - Sikhs and Hindus <u>SMSC Links:</u> Explore beliefs, experience and respect faiths, feelings and values. Enjoy learning about ourselves, others and the surrounding world using imagination and creativity and reflect of different religions.	A2. Describe and understand the life stories of inspirational people from Sikh or Hindu faith responding thoughtfully to their wisdom and beliefs; B1. Observe and understand examples of religious individuals who have high significance in Sikh and / or Hindu communities; B2. Understand the challenges of commitment to a faith suggesting why belonging to a community may be both valuable and a big challenge; C1. Discuss and present thoughtfully their own views about challenging	R1 - In groups, we can write a word for each letter of the alphabet sharing our knowledge to create an alphabet of Sikh life and an alphabet of Hindu life. (Evidence on T-Drive) List words for each letter of the alphabet and define them. No one gets 26, but it is a good way to gather prior knowledge and refresh it. Name items, objects, words from the Sikh and Hindu religions. R2 - I can look at photographs and name significant individuals from Hindu and Sikh faiths, name the significant individual and their religion. (R.E Books) Explain to the pupils that in each religion there are local leaders who lead worship and conduct ceremonies and rituals such as wedding ceremonies but that are also other leaders and key figures in a religion Hindu: Ganesh, Rama, Krishna, Lakshmi, Sikh - Guru Nanak, Guru Gobind Singh, Guru Granth Sahib R3 - I can write words, phrases and sentences about the leadership and values of Guru Nanak around his image. (R.E Books) He was one of ten gods Leadership skills equality, kindness, spirituality. □ Discuss what pupils think happened to him. Talk about questions like these: ○ What was Guru Nanak's early life like? ○ What happened to Guru Nanak that caused him to start teaching people about God? ○ What did Guru Nanak do and what did he teach people about God? ○ Tell pupils about his journey and his teaching about God.	Ways of living for Sikh and Hindu people Which unit does this build from • Y1D: Beginning to learn from Sikhs • Y4A: What is it like to be a Hindu? • Y5C: Respect for all: what will make Walsall a more respectful place?	Inspire Sikh Hindu Wisdom Sacred text

	questions about inspiration and community applying ideas of their own; C3. Discuss and apply their own and others' ideas about the leadership and values of inspirational figures.	What made Guru Nanak great as a leader? Note that about 23 million people in the world today follow Guru Nanak. Pupils are to try to explain some of the ways in which the Guru was a good leader. They might include: he was a listener, he was easy to trust, he was thoughtful, he was surprising, and made people think again, he treated men and women equally when it was uncommon to do so. Consider whether the qualities ascribed to the Guru (including generosity, God-consciousness, spiritual insight, courage, good humour and wisdom) make a good leader. R4 -I can produce a biography on Guru Nanak. (R.E Books) Explain that the stories of the Guru say a lot about what Guru Nanak said and did, and these stories often teach Sikhs a lesson Give examples of some wise sayings of the Guru, and discuss what they mean. What difference would it make to our school or our world if everyone followed this wisdom? Birth, childhood, adulthood, famous for, teachings, death. R5 - As a class, we can debate whether the Sikh Gurus are still important today. (Evidence on T-Drive) Treating everyone with respect Helping people through Seva Sharing food in the Langar Working honestly Caring for others Reading and following the teachings in the Guru Granth Sahib You could use the Sikhi materials on the 'Birmingham Faith visits' site to explore Sikh community and values if a visit is not possible. It's free and local. https://birmingham-faith-visits.theartssociety.org/sikh *See appendix 1 R6 - I can write three reasons why Gandhi is inspiring for Hindus - and possibly for other people. (R.E Books) Fought for freedom Worked selflessly Non- violent beliefs Truthful Inspirational R7 - As a group, we can use the 6 aspects of Hindu life and rank them according to what we feel is the most and least important. (Evidence on T-Drive) (God's open temples, being clean for God, Gods fields, Gods trees, Gods boats, prizes and awards) Pandurang Shastri Athavale (1920-2003) - He was often called Dada or Dadaji, which means "elder brother" *See appendix 2		
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		R8 - In groups we can write questions we would have asked 2 inspirational Hindu leaders (Ghandi and Dada). We can use the hot seating technique so that a member of the class can answer some of the questions from the inspirational leader's point of view. (Evidence of T-Drive) R9 - I can write about how Guru Nanak and Ghandi changed lives. (R.E Books) Guru Nanak taught that there is one God and that everyone is equal. He encouraged people to share with others, serve their community (seva), and treat everyone with respect. His teachings led to the founding of Sikhism and continue to inspire millions today. Mahatma Gandhi was inspired by Hindu beliefs to campaign for justice through non-violence (ahimsa) and truth. His peaceful protests helped India gain independence and inspired people around the world to challenge injustice without violence. Campaigns, end poverty, civil disobedience, peace, equality founder of Sikhism, cast system, freedom		
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Unit	Knowledge - Children will learn Impact: Expected Learning outcomes (intended to enable pupils to meet the end of key stage outcomes)	Children will be able to...	Prior Knowledge	Unit Vocabulary
Y6B: What matters most? Christians (Christmas) and Humanists. <u>SMSC Links:</u> Explore beliefs, experience and respect faiths, feelings and values. Enjoy learning about ourselves, others and the surrounding world. Investigate moral issues, appreciate diverse viewpoints and value cultural influences. Appreciate cultural influences, understand, accept, respect and celebrate diversity.	A1. Describe Humanism in detail and reflect thoughtfully on their own ideas about this non-religious worldview; A3. Explore and describe a range of ways of behaving and show that they understand a Humanist and a Christian way of life; B1. Observe and understand examples of Humanist and Christian guidance or rules for living so that they can explain, with reasons similarities and differences between these two worldviews; B2. Understand the challenges of commitment to a community; C1. Discuss and present thoughtfully their own and others' views on challenging questions about right and wrong, applying ideas of their own thoughtfully; C2. Consider and apply ideas about ways in which Christians and Humanists can live together for the well being of all, responding thoughtfully to ideas about community, values and respect; C3. Discuss and apply their own and others' ideas about what is right and wrong and what is just	R1 - Inside the outline of a body, I can write some words and phrases for codes for living a good life. Then underneath, I can write a short paragraph of the importance of living a good life and how kind or unkind actions can influence a person's life. (R.E Books) Happy, joy, laughter, wonder, love, kindness, caring, gratitude despair, anger, revenge, hate, spite, sadness, fear bitterness. R2 - I can describe what I think about the Humanist rules or principles. I can rank these rules 1-4, 1 being more important to 4 being less important and 1-4, 1 for hardest to keep to 4 easiest to keep. (R.E Books) What is a Humanist? (A Humanist is someone who believes people can live good, happy and ethical lives by using reason, kindness and evidence, without believing in a god or gods.) Discuss with the class the religions they know about, and ask: is everyone part of a religion? Many pupils in many classes are not. 1. Be Honest 2. Use your mind 3. Tell the truth 4. Do to other people what you would like them to do to you. R3 - In groups, we can consider a moral dilemma or issue which may have drawn from reports from the local press or from issues within school (e.g. a report on a court case involving burglary, a bullying incident in the playground, an example of vandalism or cruelty to animals). (Evidence on T-Drive) We can discuss: What are your reactions to this? Why do you think people acted like they did? Would you act like this? Why would/wouldn't you act like this? What stops you? Was there justice involved? How would you deal with the situation? Would a Humanist deal with it differently? We can record our answers to each question on post it notes. Good, bad right wrong 'justice', 'freedom', 'fairness' and 'forgiveness'	That non-religious and religious people have values that are important to them. Which unit does this build from - Y3D: Jesus: why do some people think he is inspirational? - Y4D: Finding reasons to care through religious stories - Y5B: Commitments and meanings - Y5C: Respect for all: what will make Walsall a more respectful place?	Humanism Humanity Image of God Fall Good Bad Code for living Neighbour Value Golden rule

	and fair, and express their own ideas clearly in response	R4 - I can write about the Christian values and how they are important. (honesty, kindness, fairness, courage, respect and responsibility) (R.E Books) Values tree to be stuck in Pupil's book to write about each value. Read with children the account of love for the neighbour that introduces the story of The Good Samaritan (Luke 10:25-37). Also read the account of the crucifixion, in which Jesus prays for forgiveness for those who killed him (Luke 23:32-35) Look at the two texts for similarities in Jesus' values. Discuss what kinds of values Jesus wanted people to follow, and how he 'showed a path' (as Christians believe). R5 - I can describe some things Christians and Humanists might say are valuable. I can select 5 that matter most to me and write about why. (R.E Books + Evidence on T-Drive) Use a set of cards that list of 21 valuable things that include the values of Christians and Humanists. (Life, good food, safety, water, sport, home, music, freedom, cleverness, holidays, friends, forgiveness, family, celebration, god, church, love, truthfulness, respect, playstation, kindness, money, pets, presents) Ask pupils in groups of three or four to sort out the cards into three groups of 7: things that really matter a lot, things that are quite valuable, and things that don't matter to them. R6 - I can write a poem about what peace means to them. They can write an acrostic poem using the words 'PEACE or PEACEFUL.' (R.E Books) One Christian leader (Rev Jim Wallis) says that it is "more important to be a peace maker than a peace lover": "We all say we love peace, but the world needs more people who actually make peace." What does he mean? What peace makers do the children know? How do they do it? Who can say who is the peacemaker in their family? In the school? How do they do it? Can anyone be a peace maker? R7 - I can work in groups to create at least 8-10 rules on a mind map as codes for living on a desert island. We can present these rules to the class and discuss their importance and rank. (Evidence on T-Drive)		
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Unit	Knowledge - Children will learn Impact: Expected Learning outcomes (intended to enable pupils to meet the end of key stage outcomes)	Children will be able to...	Prior Knowledge	Unit Vocabulary
Y6C: What can we learn from religions about temptation? <u>SMSC Links:</u> Explore beliefs, experience and respect faiths, feelings and values. Recognise right and wrong, respect the law and understand consequences. Investigate moral and ethical issues linked to charity. Investigate moral issues, appreciate diverse viewpoints and value cultural influences.	A2. Describe and understand links between stories and beliefs about temptation in Islam and Christianity responding thoughtfully to beliefs about how we should make our moral choices; B1. Observe and understand varied examples of religious teaching and action about temptation; B2. Understand the challenges of commitment to living a good life and considering how the Muslim and Christian communities try to support believers in living good lives; B3. Observe and consider some moral dimensions of religion, so that they can understand similarities and differences between Muslim and Christian worldviews C2. Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about temptation and values; C3. Discuss and apply their own and others' ideas about ethical questions, including questions about temptation and making good	R1 - I can write and define temptation and list some common temptations for children and explain what is wrong about giving in to temptation. (R.E Books) articles, toys, ice creams, chocolates, sweets, TV, games, handheld gadgets, playstations/Xbox gossiping, swearing R2 - I can complete a conscious alley and debate for and against each statement and which one they agree with. (Evidence on T-Drive) giving money to charity or spending money on yourself speaking kindly or unkindly working hard or being lazy keeping a secret or gossiping being forgiving or holding a grudge Who gets tempted in movies? Who resists evil? Ask pupils to think of the heroes in 6 recent movies. For each hero, get them to note any examples of where temptation, fighting evil, making good choices are seen. Apply thinking from the activities above to this 'raw material' in discussion or writing. Watch a clip or two from the movies. Can pupils predict where the good and made choices are going to be made? R3 - I can create a forgiveness hand. I can think about why it can be important to forgive someone and write it on the palm of the hand. On each finger or thumb, write a way we can forgive someone. (R.E Books) talk about the situation talk about the feelings find a positive in the situation acknowledge emotions/feelings release emotions/feelings let go of situations/feelings be grateful for good times forgive people and yourself Hear and respond to some surprising or amazing stories of forgiveness e.g. those found at www.theforgivenessproject.org or http://theforgivenessproject.com/	Study of 5 pillars of Islam and Christian belief in life and resurrection of Jesus Which unit does this build from - Y4B: Muslim Ways of Living: Keeping 5 pillars - Y4D: Finding reasons to care through religious stories - Christianity - Y5A: Christian Aid and Islamic Relief: Can they change the world?	Temptation Garden of Eden Adam and Eve Fall Jesus Makkah Hajj Pilgrimage Devil Ritual Submission Reconciliation Confession Priest

	choices and expressing their own ideas clearly in response.	R4 - In groups, we can explore Christian and Islamic scriptures and role-play two scenes, one in which temptation is resisted and the other where someone gives way. (Evidence on T-Drive) Give each group a saying to use as a title from Christian or Islamic scripture such as 'Be kind to one another', 'Do not steal', 'Love your enemies and do good to those who pick on you' (Christian) or 'Adam's children are the limbs of one another,' 'If two parties start to fight, then make peace between them' (Muslim). Ask them to develop two scenes, one in which the temptation is resisted, the other where someone gives way. Perform and discuss the issues raised. Relate this to forgiveness too. Ask pupils to write a structured piece after this work: What did you do? What did you learn? What do Christians think? What does Islam teach? R5- On three post-it notes, I can write one bad thing to remove from my own life, one thing from my school and one thing from the wider world. I can add my post-it notes to a large class bin on the whiteboard to demonstrate what I would throw out. (rejecting evil) (Evidence on T-Drive) Examples: My life -Jealousy School -Gossip Wider world - Injustice Read the story of Adam and Eve from Genesis in a dramatic and engaging way. Hot-seat the characters (get someone to be a spokesperson for God). Explore how this story teaches Christians that Adam and Eve went their own way, against God, and that this messed up everything. Introduce the term 'the Fall.' Remind the pupils about the custom of 'stoning the devil' on pilgrimage. On the pilgrimage to Makkah, Muslims collect 21 tiny stones, and throw them, 7 each, at three pillars to reject evil and to pursue a life of submission to God. Find out about the ritual and the story that goes with it. R6 - I can choose 3 statements that help me to say no to bad choices. <i>Good friends, prayer, family, fear of punishment, shame, my conscience, my beliefs, a voice in my head.</i> (R.E Books) Inspiration: good friends, prayer, family, fear of punishment, shame, my conscience, my beliefs, a voice in my head. R7 - In groups, we can explore 4 scenarios of temptation and discuss		
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		questions on each scenario. (Evidence on T-Drive) Remind pupils of the long list of different temptations they have thought about in the unit of work. - Remind them of the key words for this unit: Christianity, Jesus, Gospel. Temptation Islam, Allah, Submission, Shaytan, Stoning the Devil Moral choice, Good and evil, Right and wrong, Temptation, Conscience - Reflect on the questions: in what ways could God help people when they are tempted? What are my ways of dealing with temptation? Give pupils some scenarios in which people find out about some problems to do with right and wrong in: a) a school b) a court c) a family d) among friends		
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<u>Unit</u>	<u>Knowledge - Children will learn</u> Impact: Expected Learning outcomes (intended to enable pupils to meet the end of key stage outcomes)	<u>Children will be able to...</u>	<u>Prior Knowledge</u>	<u>Unit Vocabulary</u>
Y6D: How do we express spiritual ideas through the arts? <u>SMSC Links:</u> Explore beliefs, experience and respect faiths,	A3. Explore and describe a range of spiritual symbols and expressions (arts, architecture, music, beautiful writing) to show that they understand different ways in which religious communities express beliefs and meanings.	R1 - I can explore photographs/ paintings which are spiritual. I can choose at least 4 images and write answer the questions: (R.E Books) <i>Why you would have these images on your wall?</i> <i>Which images have a spiritual meaning for you today?</i> <i>What would a person who cared about the spirituality of the earth choose?</i> <i>What would a person who cared about God choose?</i> Ask pupils to look at some works of art in which children have tried to show what their spirit means to them. There is a great selection on the	That many people express their religious beliefs creatively eg through music or art Which unit does this build from Y3A: Holy Buildings and	Spiritual Harmandir Sahib Golden temple) Gurdwara Guru Nanak Guru Gobind Singh

feelings and values. Enjoy learning about ourselves, others and the surrounding world using imagination and creativity and reflect of different religions. Appreciate cultural influences, understand, accept, respect and celebrate diversity.	B3. Observe and consider expressive dimensions of religion, so that they can understand similarities and differences between the cultural expression, arts and architecture of 3 religions. C1. Discuss and present thoughtfully their own and others' views on varied cultural and spiritual expressions from the 3 religions, applying ideas of their own creatively in different forms including (e.g.) music, art and poetry; C2. Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about community and expressions of belief	website www.natre.org.uk/spiritedarts Spirituality is not something we can see; it is something we feel inside ourselves. It is about awe and wonder, asking questions, inspiration and being aware of something 'bigger' outside of ourselves. R2 - I can look at images of Sikh art, which portray key stories of Guru Nanak and Guru Gobind Singh and select the three that I would commission for a new Gurdwara in Walsall and write why. (R.E Books) <i>What does each image represent?</i> <i>What is good about the art?</i> <i>Explain why the pictures are following the Sikh path.</i> Look at some examples of Sikh art, - The divine hug artwork Ask pupils to study how these artists portray key stories of for example Guru Nanak and Guru Gobind Singh. Ask them to write a description of the 3 works of art they would commission for a new Gurdwara in Walsall. religion, faith, sacrifice, faith, holy, healing, victorious, peaceful R3 - I groups, we can use the chromebooks to search and select 6 Mosque images to add to our word document and type 5 words to describe the beauty of the religious building. (Evidence on T-Drive) Explain Muslim art rules to pupils - no images of Allah and for many Muslims no image of humans because they mislead rather an enlighten us. Instead geometric and natural pattern is used to create beauty. "A mosque should be beautiful because it is for a beautiful activity: praying to the Creator of beauty is easier in the beautiful surroundings." "God hears your prayer anywhere. No special place is needed to pray. A clean heart, a clean body and a clean prayer mat are all you need. So Muslims today should spend less on mosques and more on feeding the poor." R4 - I can listen to traditional and contemporary Christian music to complete a table answering the key questions. What is the song called? Who would use this music? How do you think it makes them feel? When would this music be used? (e.g, births, deaths and marriages) (R.E Books)	Sacred Space: Visiting places of worship	Guru Ram Das Guru Arjan Dev Allah Mosque Calligraphy Psalm Prayer
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Listen to a variety of Christian music that gives something of the message of the Christian faith. This could be either / both traditional or contemporary.

Example:

Amazing Grace - Hymn - Christians in churches - Hopeful - Funerals
Singing hymns, songs of praise, choirs, instruments.

"Worship the Lord with gladness; come before him with joyful songs." - joyful, happy, in touch with God, free, appreciated and in worship of God.

R5 - I can explore a picture of Jesus from different cultures or different artistic interpretations of Jesus and choose one to write about how the picture helps us understand why Jesus matters to Christians **(R.E Books)**

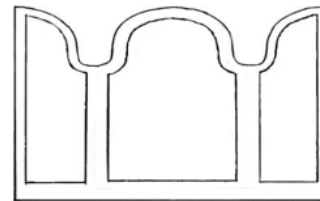
Provide pupils with pictures of Jesus from different cultures or different artistic interpretations of Jesus and allow time for reflection on these. Pupils could write or talk about how the picture helps them to understand why Jesus matters to Christians.

Jesus was a saviour, Jesus made lots of sacrifices for his religion, saved Christians of their sins, Jesus gives peace and strength in times of trial to his followers, Jesus was loved, Jesus was holy, Christians believe Jesus brings a ray of light.

R6 - I can research what each colour is used for in the Christian church and write an explanation (green, red, white and purple). **(R.E Books)**

green for growth, red for spiritual fire/ the Holy spirit, white for forgiveness and purity, purple for passion, suffering and sorrow.

R7 - I can create a stained glass window for a Bible story of my choice. I can write about why I chose to represent this story. **(R.E Books)**



Adam and Eve - jealousy and temptation

David and Goliath - underdog/recognition

The Fall of Jericho - obedience

Moses does not honour God - obedience

Achan's Sin - can't hide from a sin.

The Gibeonite trick - making wise decisions.

The tower of Babel - pride

		God calls Abram - faith Joseph saves his family - grudges Abrahams' three visitors - trust R8 - I can not seat a character from the story about how they felt about how they acted in the story. (Evidence on T-Drive) Actions/emotions- anger, disgust, fear, enjoyment, jealousy, greed, joy, love, hatred, greed, sadness, confusion, empathy, disgust, horror, excitement.		
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Y6A R5

A Tiny Biography of the Guru

Guru Nanak was born on 15 April 1469. Now, nearly 550 years after his birth, over 23 million people celebrate his birthday each year. He was born near Lahore, in present day Pakistan. Today, his birthplace has a huge place of worship built over it, called Gurdwara Janam Asthan. His father was an accountant, but Nanak was always interested in spiritual things. As young as the age of five he would ask questions and make up ideas about God. When he was seven he started school. The teacher taught him the first letter of the alphabet, and Nanak explained how this letter symbolised the unity of God, the oneness of the divine. Everyone was amazed. Did miracles happen to him as a child? One story says that he slept one day under a tree, and the tree bent as the sun moved, to keep shading him from the burning heat of the day.

When he was 11, like lots of boys, he rebelled against his dad's idea that money and business were most important. Sent to market to do some trade, he gave his dad's money to the poor and hungry. His dad was mad, but Nanak was proud: 'The mouth of a hungry person is the treasure chest of God.' He liked to study Hindu religion, as his own family were Hindus – but he loved to study Islam and the Muslim way too. Hindu boys of his caste would start to wear the sacred thread to distinguish them. Nanak refused. He said 'I think people should be distinguished by what they do, not what they wear.' He often argued with people who claimed that religion made it OK to treat some people less well than others. He thought all are equal in God's eyes.

In 1496, aged 27, Nanak set out on a spiritual journey through India, Tibet and Arabia. It lasted nearly 30 years. He studied and debated with the scholars and spiritual leaders met along the way. He shaped up his own ideas, and started to teach a new route to spiritual fulfilment and the good life. 'Sing the name of God and serve the poor' he taught, keeping it simple.

People found him inspiring. Many became his followers. The Sikh religion was born.

The most famous teachings attributed to Guru Nanak are that there is only one God, whose name is truth and that all human beings can have direct access to God with no need of rituals or priests: everyone equal in God's eyes. His most radical social teachings denounced the caste system and taught that everyone is equal, regardless of caste or gender. Today, the Sikhs across the world number nearly 25 million people.



Y6 R7

- **God's open temples:** Village temples, open to all with no barriers of wealth, caste or religion, are built: people worship together, and talk together, deciding how to build the life of the community. The common worship enables a common conversation. People who never used to talk to each other may become friends.
- **Being clean for God:** Millions of people have chosen to avoid smoking, alcohol and gambling, following Dada's call. Instead they devote themselves, their time, money and care, to God and to the human family.
- **God's fields:** Farm land is set aside, not to be owned by one person, but shared by all people. The farmland is worked by Swadhyayees, who believe work is worship. The crop is freely given to anyone who needs it.
- **God's trees:** Trees are a sign of God to Swadhyayees: their life shows that divine life is everywhere. So groups of villagers have taken on barren desert land, and planted orchards there freely. Long before the 'green movement' in the West, Dada's followers were keen tree-planters. Volunteers care for the orchards as devotion to God, and the environment is preserved for the future. The fruit is freely distributed to anyone who needs it.
- **God's boats:** In fishing villages, Dada's followers set aside some money regularly to buy a 'floating house of God', a fishing boat for the community. Anyone can use the boat to fish. All the fish caught from this boat are given to those in need.
- **Prizes and awards:** Dada Athavale has been honoured widely, for example by the UN, and the Pope. He accepted the Gandhi Prize in 1988, but declined to take the money that went with it. In 1997 he was awarded the Templeton Prize for Progress in Religion (over £1m!). But he doesn't bother much about awards: 'the work will succeed if it pleases God' he says.