

RE Medium Term Plan

Year 6												
SACRE Barnsley Agreed Syllabus	AT1: Explain how Christians and another world religion share some ideas about God, recognising that they are different too. Explain the impacts of the ways a religious charity (eg Christian Aid or Islamic Relief) put religious teaching into action in a world of poverty. Recognise something unique in each of three world religions which have been studied throughout school and suggest why each religion spends time in silence and stillness. Recognise similarities and differences between two branches of Christianity. Suggest reasons why some scientists see religion as a problem, but others see it as a partner.					AT2: Suggest some religious views on peace and conflict, relating the ideas to my own life. Devise four good reasons about what makes a leader worth following. Give my views on the fact that the top 1% wealthiest people own more than the combined 99% of the world's population. Explain two influences that sometimes make people tell lies and two influences that encourage truthfulness. Refer to any world religion text or quotation and give my own response to their belief about God showing respect towards other beliefs.						
Question	Christianity and Sikh Dharam Q1 - Why are these words Special? Sacred Books		Christianity and Sikh Dharam Q2- Why are some places special? Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages.		Christianity and Sikh Dharam Q3- How can faith contribute to Community Cohesion? Beliefs, ethics, family traditions and faith in the community		Christianity and Sikh Dharam Q4 - Why are some times special? Festivals and families		Christianity and Sikh Dharam Q5 - What can be learned from the lives of significant people of faith? Role models		Christianity and Sikh Dharam Q6 - How do I and others feel about life and the universe around us? Ultimate questions	
Overview	In this question pupils learn to describe the stories and teachings of holy books, and make links with their own lives and ideas <i>In Year 6 pupils can recognise the role some people had in the development of the sacred books and understand how that has guided religious beliefs over time..</i>		In this question pupils learn to describe different places of worship and their symbols, and link ideas about peace, strength, love or courage to ideas about worship. Pupils learn that pilgrimages come in many forms in different religions, making links to the idea of 'life as a journey' <i>In Year 6 pupils recognise the importance of special places to the world wide religious communities and describe why religious people aspire to make a pilgrimage</i>		In this question pupils learn to describe what difference believing makes in some religions, and to describe their own beliefs, linking them to religious ones. Pupils describe some of the ways a religion is expressed and the impact the faith has on community life. They link the ideas to their own lives <i>In Year 6 pupils will recognise and describe outward signs of belonging and recognise and explain the prohibitions and values of religious lifestyles comparing it to their own.</i>		In this question pupils learn to describe religious artefacts, festivals and practices, linking them to special times they have studied <i>In Year 6 pupils recognise and describe traditions and rituals linked to religious ceremonies and compare significant times for believers to the secular celebrations</i>		In this question pupils describe the lives and teachings of some great leaders, and make links between their beliefs, the religions they contributed to and themselves <i>In Year 6 pupils will recognise that there is more than one leader who can have an effect on people and how they live their lives. They can explain the importance of these leaders. They can talk about the examples they set to religious people and compare these teachings to their own lives.</i>		In this question pupils can identify some questions about God and religious beliefs that may be difficult to answer and debate answers from different religious viewpoints and personal views <i>In Year 6 pupils will debate the existence of God and evaluate their point of view. They will recognise where in the world equality and tolerance may be an issue and describe why.</i>	
Outcomes	1.Pupil can name the sacred book for different religions 2.Pupils can recognise that the sacred text is a library of books 3.Pupils can explain how sacred texts are treated and why 4.Pupils can describe where the sacred text was written down to share with others 5.Pupils can talk about how the sacred text is used to convey messages 6.Pupils can recognise that the sacred text is used to explain some of life's questions 7.Pupils can justify their reasoning 8.Pupils can use the correct religious terminology when talking about what they have learnt		1.Pupils can talk about why some places are special to the religious communities 2.Pupils can explain why some places are important to the religious communities world wide 3.Pupils can justify their reasoning 4.Pupils can use the correct religious terminology when talking about what they have learnt		1.Pupils recognise that community gatherings can be an expression of faith 2.Pupils will recognise and describe outward signs of belonging 3.Pupils know about religious values and virtues 4.Pupils can compare their own values with religious values and identify the similarities and differences 5.Pupils can justify their reasoning 6.Pupils can use the correct religious terminology when talking about what they have learnt		1.Pupils can explain the significance behind religious celebrations 2.Pupils can compare similarities and differences between the religious and secular celebrations 3.Pupils can evaluate commercialism and charity connected with these celebrations 4.Pupils can identify their own thoughts around these celebrations 5.Pupils can justify their reasoning 6.Pupils can use the correct religious terminology when talking about what they have learnt		1.Pupils can recognise that different leaders have different attributes which have played their part in shaping the religion 2.Pupils can discuss these attributes and link them to their own lives 3.Pupils can justify their reasoning 4.Pupils can use the correct religious terminology when talking about what they have learnt		1.Pupils can identify some questions that are difficult to answer and discuss them 2.Pupils can interpret people's different beliefs 3.Pupil can express their own beliefs 4.Pupils can show a respectful understanding of different beliefs 5.Pupils recognise equality and inequality 6.Pupils can justify their own thoughts 7.Pupils can use the correct religious terminology when talking about what they have learnt	
Vocabulary	Christianity Religion Bible Christian Library Beliefs Key dates Faith Intervention Old Testament New Testament Version Jesus	Sikh Dharam Dharam Guru Guru Nanak Gurdwara Sikh Sikhism Darbar Sahib Guru Granth Sahib Nishan sahib - Palki Rumala Takht	Christianity Worship Tradition Culture Denomination Ground plan Adaptations Internal External Respect Artefacts Reflection Reverence	Sikh Dharam Langar Rumala Takht Shabads Nishan sahib Palki Numala Takht Shabads Golden Temple Amritsar Anandpur	Christianity Jesus Teaching Ethical Morals Eternal Denominations Community Facilities Helping Caring Clergy Influence	Sikh Dharam Ik Onkar Sikhism Akaal Purkah Nirankar Turban Karah Parshad Pani Kakke Kesh Kangha Kara Khalsa Kirpan	Christianity Artefact Nativity Epiphany St Nicolas Symbols Services Customs Traditions Festival Vestments Liturgical colours Liturgical calendar	Sikh Dharam Sikh Ceremonies Naming Amrit Marriage Holy days Gurpurbs Melas Artefacts Guru Nanak Guru Gobind Singh Guru Arjan	Christianity Inspiration Influence Impact ST Paul Rowntree, Fry, Cadbury, Barclay, Lloyd Rev'd James Hudson Taylor William Wilberforce, MP Elizabeth Fry	Sikh Dharam Guru Inspire Martyrdom Leaders Attributes Guru Nanak Guru Gobind Singh Guru Tegh Bahadur Guru Amar Das Guru Angad Guru Arjan	Christianity Metaphor Challenging questions Response Experience Belief Bereavement Responsibility Global warming	Sikh Dharam Religion Three pillars of Sikhism Equality Naam Japna Rules Guru Nanak Maharaja Rajit-Singh Bhai Kanahya Globally Injustice

RE Medium Term Plan

	Monks Monasteries Gutenberg Translations Printing press Abraham Covenant Genesis Gospels Lindisfarne Manuscript	Shabads	Walsingham Jerusalem	Nanded Patna Nankana Sahib Pilgrimage	Impact Belief	Kachera Kirat Karna Virtues Values Prohibitions Hindrances Langar Gurdwara	Pentecost Ascension Pontius Pilate Temple Curtain Hot Cross Buns Shrove Tuesday Lent Holy week Commemorate Palm Sunday Maundy Thursday Passover Communion Good Friday Easter Day Ash Wednesday Palm Cross	Guru Tegh Bahadur Martyrdom Baisakhi Divali	Quaker Jesus Conversion Good leadership William Booth Example Qualities and values Admire	Guru Hargobind Guru Ram Das Guru Har Rai		Justice Values Tolerance Service Kirat Karni Vand Chakna
--	--	---------	-------------------------	--	------------------	---	---	---	---	--	--	---