



Subject: RE

Year 6

Overview

Studying RE at Alameda will provide students with a rich curriculum which will broaden their understanding of different faiths, cultures, mindset and philosophies which relate to the real world. This understanding will help students to reflect on and respond to issues beyond the classroom, that they may experience personally or may observe in wider society.

Autumn

1. Justice and Poverty

The theme for this unit of work is how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment. Pupils will explore the concept of right and wrong, consider how they learn to make moral distinctions and think about how easy or difficult it is to make moral decisions. They will explore some references to poverty in religious and philosophical literature and reflect on their own beliefs regarding the existence of poverty in the world. By looking at the work of various organisations and individuals, they will develop an understanding of some of the impact of religion in-action in the world.

2. Rites of Passage

Pupils will be able to discover rites of passage for themselves and learn about what they are in different religions, as well as why they are important and how they make use of symbolism. They will question ideas about growing up, marriage and death to investigate their importance both to individuals and to a community. They will discover a need to develop religion-neutral rituals and ceremonies that will later help them understand how rites of passage come into being. They will discover how instinctive it is to do these things, and understand that these concepts are a natural part of human activity.

Assessment:

All tasks are assessed through a combination of verbal, live marking, and teacher assessment.

Spring 1: How and why do some people inspire others?

Make sense of belief

- explain beliefs about how inspirational people can bring believers closer to God
- describe examples of texts or quotes which explain what an ideal way of life might be
- compare inspiring leaders from different religions

Understand the impact

- make clear connections between belief about living a good life and the leaders they study
- explain differences between leaders from different religions

Make connections

- raise questions about the concept of 'inspirational people', suggesting good answers
- express their own response to the role models or inspiring lives they have studied.

Spring 2: Does faith enable resilience?

Make sense of belief

- describe 3+ examples of ways in which religions guide people in good and hard times in life
- identify beliefs about life after death in at least two religions describing similarities and differences

Understand the impact

- make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)
- give examples of ways in which beliefs about resurrection / judgement / heaven / karma / reincarnation make a difference to how someone lives

Make connections

- interpret varied artistic expressions of the afterlife, explaining different ways of understanding these
- offer reasoned responses to the unit question, with evidence and examples, expressing insights of their own

Assessment:

All tasks are assessed:
combination of verbal, live marking, SA/PA, RAG, teacher assessment.

The Prince of Egypt

- Use the Prince of Egypt to make a textual analysis/media comparison
- Compare the telling of a familiar Bible story through film with the original Bible story.
- Evaluate how well the narrative has been presented
- Understand ways in which religious stories and material are portrayed

Assessment:

All tasks are assessed:
combination of verbal, live marking, SA/PA, RAG, teacher assessment.

Homework:

- At least once a half term. Activities will vary some examples are research, producing a poster.