

KNOWLEDGE OVERVIEW GRID						
	Subject: RE			Year Group: 6		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Christians and how to live: What would Jesus do?	Why do some people believe in God and some people not?	Why do Hindus want to be good?	What difference does the resurrection make to Jesus?	Why do Christians believe that Jesus was the Messiah?	What Kind of King was Jesus?
Believing and Belonging Objectives Covered	<p>Through investigating the Nature of Religion and Belief, pupils should learn that:</p> <ul style="list-style-type: none"> • The terms 'religion' or 'worldview' represent an overall approach to life including beliefs, practices, values and identity. • Within each there is diversity in beliefs and practices. • There are reasons why some aspects have stayed the same and others have changed. <p>Through investigating How Beliefs are Expressed, pupils should learn that:</p> <ul style="list-style-type: none"> • People often express their feelings and beliefs through art, music, poetry, story, drama and physical movement. • These creative forms of expression also play important roles in most religions and cultures. <p>Through investigating what is meant by a Good Life, pupils will learn that:</p> <ul style="list-style-type: none"> • Most religions share stories of moral exemplars from the past and more recently, guiding followers on leading virtuous lives. • Religions/worldviews provide guidance for their followers on how to live a good life. • There are both differing opinions and agreement on what is meant by a 'good life' and what is right and wrong. <p>Through exploring what is meant by a Personal Journey, pupils will learn that:</p> <ul style="list-style-type: none"> • Some people have amazing, puzzling or mysterious experiences that they may explain as an encounter with a power above • They may see these as beyond or within the material world and may claim they have given new insights into life. <p>Through studying Influence and Authority, pupils should learn that:</p> <ul style="list-style-type: none"> • Communities worldwide are shaped by traditional beliefs from religions/worldviews. • Some are influenced by a single source and others by many. • In some communities, the influence of a religion/worldview is largely limited to its followers. <p>Through considering the Big Picture, pupils should learn that:</p> <ul style="list-style-type: none"> • People tell different stories to communicate important teachings and these stories often form part of longer narratives. • Groups of religious and non-religious people tell different stories, which reflect the different ways in which they view the world. 					

<p>Previous Knowledge -What have children learnt previously that will support this next step?</p>	<p>In this unit pupils will build on work done in Lower KS2 and learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels spend time discussing how Christian communities today act and how this is based on Jesus' teachings.</p>	<p>Within this unit, pupils will build on their understanding of the idea of God from some of the systematic units previously studied. They will put this in the context of both global and local beliefs and examine the rising number of people who identify as 'no religion' and learn to use the terms atheist, agnostic and theist with confidence. They will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God.</p>	<p>Within this unit, pupils will build on their learning about the Hindu worldview and way of life. They will build on their understanding of dharma, investigate the key concepts of Karma, Dharma and samsara and how these might affect how a Hindu chooses to live their life using the example of two charities.</p>	<p>In this unit, pupils will continue to study the 'big story' of the Bible, explaining the place of incarnation and salvation. Through studying accounts of Jesus' death and resurrection and comparing their thoughts with the different ways that Christians may interpret these texts. They will explore how Christians put their beliefs into practice in different ways.</p>	<p>In this unit, pupils will build on work done in Lower KS2 on the Trinity and learn about the concept of 'incarnation'. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Pupils will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition.</p>	<p>In this unit, pupils will build on work done in Lower KS2 on Pentecost and find out about parables and how most Christians believe that they explain what the Kingdom of God is like. Pupils will learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community.</p>
<p>Misconceptions -What are the common misconceptions in knowledge for this unit?</p>						
<p>Learning Sequence -Detail the learning sequence using key questions in an ordered sequence. -The questions should have a sequential build up to answer the overall learning challenge.</p>	<ol style="list-style-type: none"> 1. Where do Christians find out about what Jesus did? 2. Why do Christians think it is wise to follow Jesus' teachings? 3. What was Jesus' sermon on the mount about? 4. How do some Christians follow Jesus' example in caring for those in need? (part 1) 5. How do some Christians follow Jesus' example in caring for those in need? (part 2) 6. How far do Jesus' teachings and actions inspire others? 	<ol style="list-style-type: none"> 1. Belief in God: what patterns can we see in our local area, our country and our world? 2. What do we mean by agnostic, atheist or theist? Introducing the lens of philosophy 3. How can psychology help us understand what people mean when they think about the idea of God? 4. What can we learn from theology about the idea of God? 5. Why do some people believe that God does not exist? 6. Why do some people believe in God and some people not? Where do I stand? 	<ol style="list-style-type: none"> 1. Who or what is Brahman? 2. What is atman? What can be learned about atman through a Hindu story? 3. What is samsara? Why is atman important? What else is important? 4. How might dharma affect the way someone lives their life? 5. What is ahimsa and how does it affect the lives of Hindu people? 6. Why do Hindus want to be good? 	<ol style="list-style-type: none"> 1. Why do Christians believe Jesus was resurrected? 2. How do many churches mark Good Friday and Easter Sunday? 3. What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt? 4. When and why might a Christian have to stand up for their beliefs? 5. Why do Christians have hope even when someone dies? 6. What difference does the resurrection make to Christians? 	<ol style="list-style-type: none"> 1. What was going on that meant the People of God needed a saviour? 2. What kind of rescuer/Messiah were people expecting? 3. Why do Christians believe Jesus fulfils the expectations of the Messiah? 4. Why do most Christians believe Jesus is the Messiah? 5. How does Christmas fit in with Christian beliefs about Jesus? 6. Why do Christians believe that Jesus was the Messiah? 	<ol style="list-style-type: none"> 1. In Jesus' parables, who is invited into God's kingdom? 2. According to Jesus' teachings, how important is forgiveness in God's kingdom? 3. How does Christian Aid try to make the world more like God's kingdom? 4. How do Christians see God's kingdom as being now and in the future? 5. For Christians, what are the features of God's kingdom and Jesus' kingship? 6. How do Christians try to live in God's kingdom?

Knowledge Showcase -What will children know and be able to do by the end of the unit? -What will the children produce to demonstrate this knowledge?	Ask pupils to work in small groups to create a mind map of what they already know about how Jesus wanted his followers to act. Ask them (if they can) to make links to teachings and parables that they have studied through their time at school. Ask pupils to choose some that might be easy to follow, and some that are difficult – perhaps even impossible. Encourage pupils to work in pairs and to pick out two teachings that they think are the most important for Christians today. Give pupils sticky notes and encourage them to share why they chose these two teachings. Give pupils a relevant link* and encourage them to work in pairs to research the work of this charity to find out how people there try to live in a Christ-like way Pupils in pairs or small groups could research some outline information about some of the big charities that do this (e.g. Islamic Relief, Tzedek, Go Dharma, Karuna Trust, WaterAid, Oxfam, Khalsa Aid, Comic Relief, Doctors Without Borders). Ask pupils what they would be prepared to do to support and help people in need.	Ask pupils to think of what questions their findings from today generate. Keep a list of these and see if any can be answered as you move through the unit. Show a continuum line from atheist through to theist. Give a series of quotes and ask pupils to match each 'speaker' to the position they consider to be most suitable on the line. Ask pupils to consider why people might hold each of the positions introduced in this lesson. What experiences or evidence might lead people to think that this position is reasonable to them? Get pupils to think about Christians today. Discuss what might all these texts tell them about what God is like. Can pupils create a 'Wanted poster' for a Christian God. Rather than having a picture, the poster should include a word cloud of adjectives to describe a Christian view of God, alongside a description. Have the pupils work to produce a short oral presentation to give to a group of Year 3 pupils. They are to present reasons why people might not believe in God today and how humanists would see the world using evidence and reason.	Give each group one of the pieces of paper and tell them the paper links to work that they have already done on the Hindu Dharma. Pupils should hold a silent discussion. Get pupils to re-tell the story to each other, using their pictures. Give out the story on resource sheet 1. Get the pupils to use their senses to explore the story from the man's point of view. Give pupils a copy of resource 3 (this can be cut into cards if you wish), explaining that many of the pieces of wisdom on this page come from Hindu holy texts. Ask pupils to read through the cards and choose three that they think would be most useful to a Hindu child of their age, then suggest how a child might behave if they followed the advice on the card. Individually, ask pupils to sum up the three main points they learnt from reading these accounts and write a short reflection on Vaahila and Jeevan's ideas	Create a hot-seat activity where one of the characters interviews another character; for example, the women interview the men in gleaming clothes, or one of the disciples interviews the couple on the road to Emmaus. Stick each picture into the middle of a sheet of A3 paper. Arrange pupils into groups and give each group one of the sheets of paper. The sheets are then moved in a carousel round the class, with each group doing the next activity on the list with the sheet they have just received. Tell pupils that at the end of the lesson, we are going to have a class debate about the following question 'Does Jesus' resurrection really make a difference to life today?'. Ask pupils to create a table of reasons that agree and disagree with this question. Ask pupils to design a card that a Christian might send using a verse or their own words to share the Christian message of salvation and life after death.	In groups ask them to list the qualities of someone who might free the people of God from occupation, bring them into a close relationship with God again, and draw all other people back to God too. Ask pupils to create a wanted poster or radio advert based on these expectations. Ensure there is a link to each of the Messianic expectations e.g. Wears a crown, holding a family tree with King David marked on it, birth certificate with place of birth Bethlehem etc. Ask pupils to come up with four questions that they would like to ask Mary and Joseph about the events on the night Jesus was born and the prophecies/ expectations	Ask pupils to talk about the work that this charity does***, how it supports prisoners and their families, and how it lives out the teachings of the parable of the great banquet. Ask pupils to list at least three characteristics of Jesus' kingship, from their learning so far. For example, ask them to select from the following, noting that not all of them are relevant and that Christians disagree about some of them.
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<p>Knowledge Sentences</p> <p>-Using the end points, what are the key statements children need to remember by the end of the unit? (I know that...)</p> <p>(To share with children when it is taught during the unit)</p>	<ol style="list-style-type: none"> I know that Christians learn about Jesus from the Bible, especially the Gospels I know that Christians follow Jesus' teachings because they guide them to live good and loving lives. I know that the Sermon on the Mount teaches how to live kindly, fairly and faithfully. I know that some Christians help people by giving money, food, time or support. I know that some Christians care for others by volunteering, praying and speaking out for justice. I know that Jesus' teachings and actions inspire Christians to love, help and forgive others. 	<ol style="list-style-type: none"> I know that people believe in God in different ways and in different numbers locally, nationally and globally. I know that a theist believes in God, an atheist does not, and an agnostic is unsure. I know that psychology studies how people feel and think about God and religion. I know that theology studies God and what different religions teach about Him. I know that some people do not believe in God because of science, doubt or lack of evidence. I know that people have different reasons to believe or not, and I can think about my own beliefs. 	<ol style="list-style-type: none"> I know that Brahman is the one ultimate reality in Hinduism. I know that atman is the soul, and stories teach it is eternal and part of Brahman I know that samsara is the cycle of rebirth, and atman, dharma and karma are important. I know that dharma guides Hindus to do their duties and live a good life. I know that ahimsa means non-violence and makes Hindus avoid harming people and animals. I know that Hindus try to be good to gain good karma and reach moksha. 	<ol style="list-style-type: none"> I know that Christians believe Jesus rose from the dead to show He is God's Son. I know that churches remember Jesus' death on Good Friday and celebrate His resurrection on Easter Sunday. I know that Christians feel sadness on Good Friday and joy on Easter Sunday because Jesus rose. I know that Christians stand up for their faith when it is challenged or people are treated unfairly. I know that Christians have hope because they believe in eternal life through Jesus. I know that the resurrection gives Christians hope, strengthens their faith and shapes how they live. 	<ol style="list-style-type: none"> I know that the People of God needed a saviour because of sin and suffering in the world. I know that people were expecting a Messiah to save them and bring God's kingdom. I know that Christians believe Jesus fulfils the Messiah by teaching, healing and saving people. I know that most Christians believe Jesus is the Messiah because of His life, death and resurrection. I know that Christmas celebrates Jesus' birth as God's promised Messiah. I know that Christians believe Jesus is the Messiah because He fulfils God's promises in the Bible. 	<ol style="list-style-type: none"> I know that Jesus' parables show that everyone who follows God is invited into His kingdom. I know that forgiveness is very important in God's kingdom because God forgives and wants us to forgive. I know that Christian Aid helps people, fights poverty and works for justice to reflect God's kingdom. I know that Christians believe God's kingdom is partly here now and will be complete in the future. I know that God's kingdom is loving, fair and peaceful, and Jesus rules as King. I know that Christians try to live in God's kingdom by loving others, forgiving and following Jesus.
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What does this look like at Bramhope?

Key Vocabulary (To share with children and add to working walls/knowledge mats)	Gospel Theology Luke Matthew Mark Interpretation Leprosy Christ-like Parables Commandments	Theist Atheist Psychology Evidence Psychologist Agnostic Humanist Philosophy Reason Theologian	Dharma Samsara Reincarnation Atman Duty Karma Moksha Brahman Ahimsa Deity	Salvation Resurrection Interpret Sacrifice Biblical Theological Gospel Eternal Life Incarnation Funeral	Messiah Incarnation Saviour Immanuel Micah Theological Prophecy Gospel Prophet Isaiah	Parable Kingdom Salvation Forgiving Unforgiving Banquet Biblical Inheritance Social Unjust
Enrichment Activities (trips, residential, speakers, SMSC)	<ul style="list-style-type: none"> - KS2 Christmas Visits to St. Giles' Church - Diversity Week speakers <p>Action Plan – 25/26 – Ongoing Further links with wider community</p>					
	Physical Resources (artefacts)	Action Plan – 25/26 – Ongoing <ul style="list-style-type: none"> - Collecting resources - Putting them in one central location in 3M cupboard 				
	Cross Curricular learning (Include opportunities for writing and quality texts)	<ul style="list-style-type: none"> - PSHE - Diverse Texts - Celebration periods <p>Action Plan – 25/26 – Ongoing Further links with subject leaders and RS</p>				
	Local Learning including outdoor learning	<ul style="list-style-type: none"> - Links with local Church and Vicar <p>Action Plan – 25/26 – Ongoing <ul style="list-style-type: none"> - Further links with wider community </p>				
	Opportunities for cultural Diversity	<ul style="list-style-type: none"> - Diversity week <p>Action Plan – 25/26 – Ongoing Further links with wider community</p>				

