

Ashwell Primary School
Religious Education Curriculum
Year 6: Autumn - Christianity & Judaism



Autumn Term Units: Beliefs and Practices, Symbols and Actions and Identity and Belonging.

Core Knowledge / skills to be acquired:

Knowledge and skills from symbols and actions; symbolic ways to express meaning:

- Revise, compare and contrast how symbols express meaning
- Know how symbolic artefacts are used in prayer to express meaning
- Know and recognise key symbols of the Christian and Jewish faith
- Recognise, compare and contrast key Christian and Jewish symbols and how these can be represented in various ways
- Recognise key religious artefacts and know how they are used in Jewish prayer to enrich experience
- Understand how religious faith is communicated and expressed through creative arts

Knowledge and skills linked to beliefs and practices; religious celebrations, key events in life and pilgrimage:

- Develop an understanding of what it means to live as a Christian/ Jew in Britain today
- Consider internal diversity and its impact on oneself
- Reflect on spiritual ways of celebrating the same and different festivals, e.g. Advent, Christmas and Chanukah, Harvest Festival and Sukkot
- Understand the diverse responses to sacred rituals (e.g. Shabbat) and rites of passage (Bar Mitzvah and bat mitzvah)
- Recognise that celebrations, rituals and traditions are practiced in different ways by believers of the Christian and Jewish faiths
- Recognise ways that faith can be communicated and expressed through the creative arts: The Hamsa

Knowledge and skills about identity and belonging; exploring incarnation through the story of Christmas:

- Recognise the significance of incarnation for Christians
- Know that nativity and the birth of Christ is the beginning of God being incarnate
- Understand different views on pilgrimage for both Christian and Jewish people
- Know key places across Israel which are of significance to those who believe in the practice of pilgrimage

Key Vocabulary:

Prayer, worship, reflection, identity, belonging, faith, belief, symbol, family, worshipper, believer, commitment, leadership, pilgrimage

Judaism:

Judaism, Jew, Jewish, Star of David
 Prayer, pray: an expression or request
 Synagogue: Jewish place of worship
 Torah: The Jewish Holy Book in the form of a scroll
 Mezuzah – decorative case with part of a scroll inside

Hamsa – symbol of good fortune

Sukkot/ Sukkah: celebration of freedom

Hannukah: A Jewish festival of rededication

Shabbat: the Sabbath day/ day of rest

Bar Mitzvah and Bat Mitzvah: rites of passage/ age ceremonies

Christianity:

Christian, God, Jesus, Bible

Jesus Christ: His annunciation, advent

Christmas – Christ's birth, nativity

Curriculum Enrichment / Cultural Capital Opportunities

Visitor of faith: Hannukah workshop during late November/ early December (See carousel of pupils activities)

Prior year 5 knowledge / skills this builds on:

- Identifying and comparing key symbols of the Christian and Buddhist faiths
- Recognising key Christian and Buddhist prayer and worshipping practices
- Describing some key Christian and Buddhist beliefs
- Describing some Christian and Jewish key traditions, celebrations and life events
- Understanding aspects of belonging and individual commitment to faith
- Understand why the Torah and Bible are sacred and recognise how they are used
- Recognise how individuals and communities look after each other
- Know how faith and beliefs can influence right and wrong decisions
- Understand what it means to be a Christian or Buddhist in modern day Britain

What comes next:

- Learning about what it means to be part of a faith or non-religious community
- Learning about how individuals and groups of people follow the Christian and Jewish and faiths and how following their faith can offer personal challenges
- Understanding the role of Christian and Jewish sacred spaces
- Exploration of Christian and Jewish prayers and how prayer, reflection and meditation impact on the lives of followers
- Learning about the varied roles of religious leaders, their qualities and attributes and their impact on individuals and on their communities
- Further developing our knowledge of Easter through learning about Passover

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Religious Education Curriculum
Year 6: Spring - Christianity & Judaism



Spring Term Units: Prayer, worship and reflection, Identity and Belonging, Symbols and Actions

Core Knowledge / skills to be acquired:

Knowledge and skills when learning from prayer, worship and reflection; communicating beyond prayer and sacred spaces

- Explore the role of prayer, reflection, meditation and stillness across different world views
- Observe how some believers communicate through physical spaces: churches, temples and synagogues
- Recognise some key differences of sacred spaces across religions studied
- Evaluate whether prayer spaces and sacred spaces are in fact needed in order for followers to connect to their God
- Recognise how The Lord's Prayer and The Shema might enhance worship for Christians and Jews respectively
- Experience the importance of collective and private worship; considering stillness, silence, yoga as forms of worship and meditation
- Write own prayers or meditations suited to a particular occasion or tradition
- Identify ways to maintain one's own time for worship and reflection through mindfulness time and through the zones of regulation

Knowledge and skills when learning from identity and belonging; exploring religious commitment, communities and leadership

- Recognise what belonging and faith means across Christianity and Judaism
- Identify aspects of the lives of key leaders from contemporary life
- Recognise leadership qualities and attributes and identify the impact leaders have on their followers
- Recognise modern-day challenges of Jewish ancient laws in relation to keeping Kosher and Keeping Shabbat

Knowledge and skills when learning from symbols and actions (Easter)

- Know key events in history through stories of Jesus and Moses
- Identify common themes and symbolism of Passover and Easter and recognise how these can be connected
- Explore questions of faith
- Further develop an understanding of Christian and Jewish groups and how they are represented in Britain today

Key Vocabulary:

Prayer, worship, reflection, identity, belonging, faith, belief, symbol, family, worshipper, believer, commitment, challenges, guidance, leadership, sacred spaces

Judaism:

Judaism, Jew, Jewish, Star of David
 Prayer, pray: an expression or request
 Synagogue: Jewish place of worship
 Shema: An important Jewish prayer.
 Kippah: A brimless cap worn by Jewish boys and men.

Yarmulke: A skull cap worn by Jewish boys and men.

Tallit: A Jewish Prayer shawl.

Christianity:

Christian, God, Jesus, Bible, vicar
 Easter story, Good Friday
 Death of Jesus Christ
 Salvation – being saved
 Messiah – the expected King
 Incarnation: To take on or embody the human form/ flesh
 Passover and the Seder plate

Curriculum Enrichment / Cultural Capital Opportunities

Visitor of faith: Visitor of faith: Passover workshop (See carousel of pupils' activities)

Prior knowledge/ skills acquired:

- Recognising key symbols of the Christian and Jewish faiths
- Recognising key Christian and Jewish prayer and worshipping practices
- Know about aspects of Christian and Jewish traditions and celebrations
- Know how Christian and Jewish followers mark key events in life
- Understand the key messages behind the birth of Jesus and God incarnate
- Exploring what self-identity and belonging means as a Christian and Jew
- Know why Christians and Jews make pilgrimage
- Recognise the challenges individuals face when practicing their faith
- Identify key religious Christian and Jewish leaders and know about their attributes and qualities

What comes next:

- Learning from Christian and Jewish sacred texts and stories; their guidance and impact
- Taking responsibility; living as an individual and living together
- Identifying values and respect and how this relates to living in the wider world
- Reflecting on ethics; what is right and wrong, fair and just
- Identify their own learning from Christianity and Judaism
- Asking a range of open questions based on their own knowledge and understanding of Christianity and Judaism
- Discussing ultimate questions about Christianity and Judaism
- Developing links and connections across their learning during the year

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Religious Education Curriculum
Year 6: Summer - Christianity & Judaism



Summer Term Units: Ultimate Questions, Sources of wisdom, Human responsibility and values, Justice and fairness

Core Knowledge / skills to be acquired:

Knowledge and skills when learning to ask ultimate questions:

- Developing deeper questioning about The Divine; whether God is real
- Identify considered reasons as to why there are different responses and ideas relating to questions about The Divine
- Carefully consider and question life after death and what heaven may look like
- Know different accounts on how the world began and generate own questions relating to this
- Identify the role of God and Gods and the responsibility of humanity

Knowledge and skills when studying sacred sources of wisdom:

- Identify sources of wisdom across prior learning
- Investigate and interpret a range of stories, sacred writings: The Lord's prayer, the Gospels, the Torah and Psalms
- Interpret what these sources communicate to followers and know of their impact upon faith groups
- Recognise the actions of key religious figures, for example, the actions of Jesus in saving human beings

Knowledge and skills through exploring human responsibility:

- Identify how people can live together for the wellbeing of all
- Identify social and environmental responsibilities
- Discover and respond to moral codes of conduct and those of the Christian and Jewish faiths
- Compare and contrast moral codes of conduct and rules across different context in relation to our own lives and consider the Jewish concept of Tikkun Olam; how the world can be repaired and restored
- Consider the belief of God and Gods in light of the values of fairness and equality, love, caring and sharing

Knowledge and skills through the consideration of Justice and fairness

- Know the key rules for life guidance put forward by the Ten Commandments
- Express ideas about right and wrong in the light of one's learning
- Offer a variety of reasons as to why people (from both a religious and non-religious background) try to help others in need
- Know how the teachings and life of Jesus are practiced through the work of Christian aid agencies
- Know that Jewish communal projects are supported through the commandment of Tzedekah
- Recognise different religious responses to justice and fairness

Key Vocabulary:

Source, wisdom, responsibility, values, justice, fairness, questions, sacred, care, faith, beliefs, charity, messages, influence, community, respect, fair and just, charity, ethical, truth, death, God, and Gods, truth, right and wrong, creation, equality, love

Judaism:
 Judaism, Jew, Jewish, Star of David
 Prayer, pray: an expression or request
 Synagogue: Jewish place of worship
 Shema: An important Jewish prayer.
 Tikkun Olam; how the world can be restored and repaired
 Commandment of Tzedekah – charity

Christianity:
 Christian, God, Jesus, Bible, prayers, celebrate, festival
 The Divine – whether God is real
 Life after death
 Lord's prayer, Gospels, the Psalms
 Ten Commandments
 Christian Aid

Curriculum Enrichment / Cultural Capital Opportunities

Visitor of faith:

Prior knowledge / skills this builds on:

- Know what it means to be part of a faith or non-religious community
- Recognise how individuals and groups of people follow the Christian and Jewish and faiths and how following their faith can offer personal challenges
- Understanding the role of Christian and Jewish sacred spaces
- Explore Christian and Jewish prayers and how prayer, reflection and meditation impact on the lives of followers
- Recognise the varied roles of religious leaders, their qualities and attributes and their impact on individuals and on their communities
- Further develop our knowledge of Easter through learning about Passover

What comes next: Learning in Key Stage 3

- Learning about different branches of Christianity alongside at least two other principle religions with sufficient depth
- Learning about the key concepts of world religions: practices and ways of life; expressing meaning; identity, diversity and belonging; meaning, purpose and truth and through values and commitments
- Learning both about religion and from religion
- Key skills will include: investigating, evaluating, interpreting, analysing, expressing and asking and answering questions
- Learning will also touch upon themes of: secular and non-secular, religion and science, expressing spirituality, health and about relationships, conflict and collaboration