




## Year 6

<b>Concepts</b>		 <b>Beliefs</b> Learning about religions	 <b>Reflection</b> Spiritual, moral and personal development	 <b>Community</b> Social and cultural development
<b>Term</b>	<b>Big Question</b>	<b>Unit Overview</b>		
<b>Autumn 1</b>	<b>What similarities and differences do religions and world views share?</b>	Work in this unit will enable children to explore the differences and similarities within Christianity, Islam and 2 other religions or world views of your choice. It will introduce children to the concept worship and community and will enable them to compare the meanings of both in their own lives and within the lives of human beings. This unit gives an opportunity for the class to visit a church (lesson 3) and a mosque (lesson 4), and to compare similarities and difference between these two places of worship. Also to listen to a believer who could visit your lesson in week 2.		
<b>Autumn 2</b>	<b>What qualities are important to religious leaders?</b>	In this unit children will explore the role of at least three different religious leaders in the local community. Children should have the opportunity to meet at least one of these leaders, whether through visiting their place of worship or inviting them into the classroom to talk about what they do. The children will then think and express what similarities and differences they can find out between the leaders. There is an opportunity to invite in faith visitors in week 3 for this lesson.		
<b>Spring 1</b>	<b>How do different religions and world views create celebrations?</b>	This unit gives pupils to chance to think philosophically and sociologically about why human beings want to celebrate and have an inner need to do so. There is an opportunity in week 2 and 3 to invite in faith leaders or visitors to talk to the class about their Muslim and Christian faith.		
<b>Spring 2</b>	<b>What are the sources of the story about what happened on the first Easter Sunday?</b>	Work in this unit will enable pupils to focus on different accounts of the resurrection stories found in the gospels in the New Testament, and allow pupils to explore what took place. Time is also given to Jesus' ascension and the sending of the Holy Spirit and the beginnings of the early church. This unit gives an opportunity for the class to meet a variety of Christian guests – these could be from within your school community, or from your local community. In lesson three the children need to be able to meet and question at least one Christian visitor; a selection of Christians from different churches would be even better.		
<b>Summer 1</b>	<b>What do people believe about life after death?</b>	Work in this unit will enable pupils to learn about and from what different religions and world views believe about the purpose and end of life. This unit of work needs sensitive handling by teachers, so be aware that pupils may get upset at points, but this is often a positive as it means they are being in touch with their emotions and thinking loss through. It is really important pupils have the opportunity to consider the nature of loss, change and death, so there is a final P4C lesson at the end of this unit we would encourage teachers to use. You might want to look at the book suggestions and order these from Newham bookshop ASAP. There is an opportunity in lesson 3, 4 or 5 to invite religious visitors to talk about their beliefs in life after death.		
<b>Summer 2</b>	<b>How is Art important in Christianity?</b>	This unit focuses on some of the ways in which music, art and drama are used to express aspects of faith. This unit provides opportunities for children to experience how certain art forms can be used to express feelings, emotions and intentions and to learn how these are used in a religious context to express faith. There are some religious traditions that do not use the arts as a means of religious expression e.g. Quakers, and some Muslim cultures - Remember that in Islam no images of Allah are used today. There is an opportunity for a local priest or Christian faith visitor to be used in lesson 3 of this unit to talk about colours in Christianity and what they symbolise.		