

## Year 6 – What do sacred texts and other sources say about God, the world and human life?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p><b>Year 6</b></p> <p><b>Unit Number 6.1</b></p> <p><b>Theme Teachings, wisdom and authority:</b></p> <p><b>Enquiry Question:</b> What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life?</p> <p><b>Religions: as selected by the school</b> <b>Non-religious worldviews such as Humanism can also be considered</b></p>	<p><b>Knowledge:</b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>to understand two carefully selected texts from the scriptures of each of the religions selected for study.</li> <li>about two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values.</li> </ul> <p><b>Skills</b> Pupils develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions.</p> <p><b>Key concepts and words</b> Religion, moral codes, Ten Commandments, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, Buddhist Precepts, sources of wisdom, Torah, Bible, Qur'an, Hadith, Humanist, rationalist.</p>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>use artefacts, video or photos to <b>describe how</b> religious people use sacred texts such as Torah, Bible or Qur'an and Hadith in their worship, for private study, memorization and for guidance (A1).</li> <li><b>explain two examples</b> of people from the religions studied who use sacred texts: these could be local or famous people(A2).</li> <li><b>suggest a list of reasons</b> why the sacred texts of religions have lasted so long and are often best sellers (A2)</li> <li><b>explain similarities and differences</b> between the texts they have studied: do the religions teach similar things? (B3)</li> <li><b>consider why</b> some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1<sup>st</sup> Surah, the Opening) are seen as sources of wisdom in different communities. (B3)</li> <li><b>discuss thoughtfully</b> where we can find 'wisdom to live by'. Would the pupils be able to write 'ten commandments for today' or 'a guidebook to the journey of life'? (C1)</li> <li><b>consider</b> moral codes, for example, the Ten Commandments (Jewish), St Paul's advice for believers (Romans 12) and the Five Precepts (Buddhist), expressing thoughtful ideas about what is right and wrong in the light of their learning (c2).</li> <li><b>apply ideas</b> such as inspiration or 'the gift of God' to holy texts from different faiths, and clearly express their own ideas about wise sayings and wise words (c2).</li> <li><b>write an account</b> of the value and importance of the texts they have studied both to the religions which revere these texts and maybe also to any person who reads them (A3).</li> </ul>	<p><b>Most pupils can:</b></p> <ul style="list-style-type: none"> <li><b>Explain the impact of beliefs about sacred writings, God and values</b></li> <li><b>Explain two viewpoints about why people need wise words to follow</b></li> <li><b>Consider varied answers to questions about the value of holy writings and other sources of wisdom</b></li> <li><b>Explain with reasons why (e.g.) Christians and Muslims revere their holy texts</b></li> <li><b>Explain thoughtfully their own ideas about wise words, selecting examples and clearly expressing reasons for their choices</b></li> <li><b>Apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them</b></li> <li><b>Explain similarities between holy books or writings from two different religions</b></li> </ul>

## Year 6 - How can we make Nottingham a county of respect and tolerance?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p><b>Year 6</b>  <b>Unit Number 6.2</b>  <b>Theme</b>  <b>Religion, worldviews, family and community:</b></p> <p><b>Enquiry Questions</b>            What contributions do religions make to local life in Nottingham City and Nottinghamshire?            How can we make Nottingham City and Nottinghamshire a county of tolerance and respect?</p> <p><b>Religions: Select from Christianity, Islam, Hinduism, Judaism. Also, non-religious examples should be studied in this unit.</b></p>	<p><b>Knowledge:</b>            Pupils will learn:</p> <ul style="list-style-type: none"> <li>about the statistics of world religions in the local area, the county, region, nation and world.</li> <li>about at least two examples of inter faith co-operation.</li> </ul> <p><b>Skills:</b>            They will think reasonably about questions of community harmony and inter faith work.</p> <p><b>Key concepts and words</b>            Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality</p>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer, showing their understanding and expressing ideas of their own (A2)</li> <li>linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals, loving the family or serving God (B2)</li> <li>list and describe similarities and differences between the ways different communities show that they belong (C1)</li> <li>linking to Mathematics and Geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today (C2)</li> <li>discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all (C2)</li> <li>apply ideas such as tolerance, empathy and respect for all to real-life examples of tension or conflict between different groups: how can our society become more respectful? What do inter faith events do to make respect grow?</li> <li>clearly express their own ideas about a more respectful community</li> <li>write a speech for someone who wants to be the mayor of Nottingham or another local town, explaining how they will make our communities more harmonious. Can they suggest 6 ideas and explain what impact they would have?</li> </ul>	<p><b>Most pupils can:</b></p> <ul style="list-style-type: none"> <li>Explain the impact of beliefs about communities on people from different religions.</li> <li>Connect at least two viewpoints about whether our communities can be more harmonious to teaching from religious sacred texts</li> <li>Consider varied answers to questions about building peaceful families and communities</li> <li>Explain thoughtfully their own ideas about communities – why they matter, and how they can become stronger.</li> <li>Apply the ideas of tolerance and respect to some tensions or problems in community relations</li> <li>Explain what matters about peace, respect and harmony to themselves and in our community.</li> </ul>



## *Year 6 – How do religions and beliefs respond to global issues of human rights, fairness, social justice, and the importance of the environment?*

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p><b>Year 6</b> <b>Unit Number 6.3</b> <b>Theme</b> <b>Beliefs in action in the world:</b></p> <p><b>Enquiry Questions</b> How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p> <p><b>Religions:</b> <b>Christianity, Hinduism, Humanism.</b></p>	<p><b>Knowledge:</b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>about spiritual concepts of justice, fairness, compassion and responsibility.</li> <li>about at least two examples of major faith based global aid and development charities (e.g. Islamic Relief, Christian Aid. Save the Children might be a good example of a charity without a religious identity).</li> </ul> <p><b>Skills:</b> Pupils will learn to gather, weigh up and use information through simple research. They will practice the skills of discussion, reasoning and argument in relation to questions about global issues.</p> <p><b>Key concepts and words</b> Religion, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith.</p>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li><b>discover and explore</b> what (e.g.) Muslims, Humanists, Hindus and Christians teach about how we can all live together for the wellbeing of each other, including ideas like Ahimsa (Hindu), Ummah (Muslim) and Agape (Christian) (C1)</li> <li><b>discover and explore</b> the teaching and practice of different religions in looking after the planet and caring for the earth and all its creatures (C1)</li> <li><b>apply their ideas</b> about justice and fairness to the work of various development charities such as Christian Aid, CAFOD, Muslim Hands, Islamic Relief, Sewa International and Save the Children (C3)</li> <li><b>write persuasively</b> about the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g. victims of natural disasters, people who live with disabilities or people affected by war) (C3)</li> <li><b>consider and explain</b> similarities and differences between the work of different charities.</li> </ul>	<p><b>Most pupils can:</b></p> <ul style="list-style-type: none"> <li><b>Explain the impact of beliefs on how people respond to charity</b></li> <li><b>Connect two viewpoints about justice and charity: should religious people do more to help the poor, or is it everyone's task?</b></li> <li><b>Consider varied answers to questions about justice, fairness, human rights and environment</b></li> <li><b>Explain thoughtfully their own ideas about the work of some global development charities</b></li> <li><b>Apply the idea of justice to at least two case studies</b></li> <li><b>Explain similarities and differences between two global aid charities.</b></li> </ul>

## Year 6 – What can we learn from people who resist discrimination and persecution?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p><b>Year 6</b>  <b>Unit Number 6.4</b>  <b>Theme:</b>  <b>Beliefs in action in the world:</b></p> <p><b>Enquiry Questions</b>  <b>What was the Kindertransport?</b>  <b>Who resisted and rescued? How can we be Upstanders today?</b></p> <p><b>Religion: Judaism</b></p> <p><b>Key concepts and words</b>  Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander.</p>	<p><b>Knowledge:</b>  Pupils will learn:</p> <ul style="list-style-type: none"> <li>about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s.</li> <li>about the Kindertransport and the importance of providing refuge to people who are persecuted for who they are.</li> <li>about the work of the National Holocaust Centre and Museum as a place of remembrance in the UK. (This can be achieved through using resources online, the NHCM outreach programme or by visiting <i>The Journey</i> exhibition at the National Holocaust Centre.)</li> </ul> <p><b>Skills:</b>  Pupils will learn to reflect on big questions about human values and behaviour. They will discuss, think and create responses to the work for themselves.</p>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li><b>find out</b> about the Jewish religion and community, focusing on religious practice in Germany before the Second World War (A1)</li> <li><b>investigate</b> aspects of the persecution of Jewish people, showing their understanding and expressing ideas of their own (A2)</li> <li><b>learn about</b> the story of a Kindertransportee</li> <li><b>develop</b> their own imaginative and creative ways of expressing some questions and ideas about persecution and prejudice, including examples from the Kindertransport and from today's world (B2)</li> <li>use case studies and survivor accounts to <b>develop accurate understanding</b> of examples of issues arising from the study of the Kindertransport (C2)</li> <li>having learned about Jewish community action in the UK today, <b>create their own charter</b> of ways to become an upstander, applying their own ideas to issues of respect for all (C2)</li> <li><b>write a clear account</b> of the life of a Kindertransportee and explain what matters most in the struggle against hatred and prejudice (B2).</li> </ul> <p><b>NOTE: The material in this unit does not use the concepts of genocide or holocaust and gives some focus to survivors of hatred. This approach is taken in recognition of the young age of the pupils learning from this unit.</b></p>	<p><b>Most pupils will:</b></p> <ul style="list-style-type: none"> <li><b>Explain the impact of beliefs on people lives</b></li> <li><b>Show that they understand a story of a survivor of Nazi hatred</b></li> <li><b>Write a factsheet about the ways Jewish people responded to the prejudice and hatred of the Nazis</b></li> <li><b>Consider varied answers to questions about suffering and God</b></li> <li><b>Explain with reasons why it is important to remember examples of hatred and prejudice, and why 'never again' is an important idea.</b></li> <li><b>Apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas.</b></li> <li><b>Explain what matters about remembrance of those who died and those who survived and the idea of 'upstanders'.</b></li> </ul>