



RE Progression of Knowledge and Skills – Year 6

<p>What do religions say to us when life gets hard?</p>	<p>Is it better to express your religion in arts and architecture or in charity and generosity?</p>	<p>What matters most to Christians and to Humanists?</p>	<p>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p>
<p>What questions have you got about what happens when we die?</p> <p>Skills</p> <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life. 	<p>What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place?</p> <p>Skills</p> <ul style="list-style-type: none"> • Respond with ideas of their own to the title question • Describe and make connections between examples of religious creativity (buildings) • Show understanding of the value of sacred buildings and art. • Apply ideas about values and from scriptures to the title question • Examine the title question from different perspectives, including their own. 	<p>Do rules matter? Why? What is a code for living?</p> <p>Skills</p> <ul style="list-style-type: none"> • Identify the values found in stories and texts. • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning. 	<p>What can we learn from the game ‘Everyone’s Committed’? What does it mean for Hindus, Muslims and Christians to commit to key beliefs?</p> <p>Skills</p> <ul style="list-style-type: none"> • Respond sensitively to examples of religious practice with ideas of their own. • Make connections between beliefs and behaviour in different religions. • Consider similarities and differences between beliefs and behaviour in different faiths. • Explain similarities in ways in which key beliefs make a difference to life in two or three religions.
<p>What do some people think carries on after we have died? What is our soul?</p> <p>Skills</p> <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers 	<p>How do mosque buildings express Islamic beliefs and values? What makes a fine mosque?</p> <p>Skills</p> <ul style="list-style-type: none"> • Respond with ideas of their own to the title question. 	<p>Who is a humanist? What codes for living do non-religious people use?</p> <p>Skills</p> <ul style="list-style-type: none"> • Suggest ideas about why humans can be both good and bad, making links with Humanist ideas. • Describe some Humanist values simply. 	<p>How do Muslim people build their community, the Ummah, by following their Prophet?</p> <p>Skills</p> <ul style="list-style-type: none"> • Describe what Ummah means to Muslim people. • Respond sensitively to examples of religious practice with ideas of their own.





RE Progression of Knowledge and Skills – Year 6

<p>about life, death, suffering, and what matters most in life.</p> <ul style="list-style-type: none"> • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation. • Express ideas about how and why religion can help believers when times are hard, giving examples. • Outline Christian, Hindu and/or non-religious beliefs about life after death. • Explain what difference belief in judgement/heaven/karma/ • Reincarnation might make to how someone lives, giving examples. • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding. 	<ul style="list-style-type: none"> • Describe and make connections between examples of religious creativity (buildings and art) • Show understanding of the value of sacred buildings. • Apply ideas about values and from scriptures to the title question • Examine the title question from different perspective, including their own. 	<ul style="list-style-type: none"> • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning. 	<ul style="list-style-type: none"> • Make connections between belief in Ummah, teachings and sources of wisdom in the Muslim religion. • Consider and evaluate the significance of the key ideas studied, in relation to their own ideas.
<p>Do some people believe that you come back to life as a</p>	<p>Muslim calligraphy, painting and poetry: what is inspiring?</p>	<p>What can we learn from discussion and drama about good & bad, right & wrong?</p>	<p>How does it feel to be a part of the Muslim Ummah? What difference does it make?</p>





RE Progression of Knowledge and Skills – Year 6

<p>different thing? What is reincarnation?</p> <p>Skills</p> <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life. • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation. • Outline Christian, Hindu and/or non-religious beliefs about life after death. • Explain some similarities and differences between beliefs about life after death. • Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples. 	<p>Skills</p> <ul style="list-style-type: none"> • Respond with ideas of their own to the title question. • Describe and make connections between examples of religious creativity (buildings and art) • Show understanding of the value of sacred buildings and art. • Examine the title question from different perspectives, including their own. 	<p>Skills</p> <ul style="list-style-type: none"> • Suggest ideas about why humans can be both good and bad, making links with Humanist and Christian ideas. • Describe some Christian and Humanist values simply. • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning. 	<p>Skills</p> <ul style="list-style-type: none"> • Describe what Ahimsa, Grace or Ummah mean to religious people. • Respond sensitively to examples of religious practice with ideas of their own. • Make connections between beliefs and behaviour in Islam. • Make connections between belief in the Ummah and teachings and sources of wisdom in Islam. • Outline the challenges of being a Muslim in Britain today. • Consider and evaluate the significance of the key ideas studied, in relation to their own ideas.
---	---	---	---





RE Progression of Knowledge and Skills – Year 6

<p>Do you get to heaven if you do things wrong?</p> <p>Skills</p> <ul style="list-style-type: none"> • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation. • Outline Christian, Hindu and/or non-religious beliefs about life after death. • Explain some similarities and differences between beliefs about life after death. • Explain some reasons why Christians and Humanists have different ideas about an afterlife. • Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples. 	<p>How do Christians use art in worship and in remembering Jesus? What do you admire about some works of art?</p> <p>Skills</p> <ul style="list-style-type: none"> • Respond with ideas of their own to the title question. • Describe and make connections between examples of religious art. • Show understanding of the value of art. • Apply ideas about values and from scriptures to the title question. • Examine the title question from different perspectives, including their own. 	<p>What codes for living do Christians try to follow?</p> <p>Skills</p> <ul style="list-style-type: none"> • Identify the values found in stories and texts. • Suggest ideas about why humans can be both good and bad, making links with Christian ideas. • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning. 	<p>What does harmlessness mean in the Hindu religion? The example of the ways Gandhi stood up for his beliefs and commitments?</p> <p>Skills</p> <ul style="list-style-type: none"> • Describe what Ahimsa means to Hindu people. • Respond sensitively to examples of religious practice with ideas of their own. • Make connections between beliefs and behaviour in Hindu religions. • Outline the challenges of being a Hindu in Britain today. • Explain similarities in ways in which key beliefs make a difference to life in Hindu religion.
<p>What do Christians think happens when we die?</p> <p>Skills</p>	<p>Can a Christian place of worship be a building for the 'glory of God'? What does this mean?</p>	<p>What can we learn from a Values Game?</p> <p>Skills</p>	<p>How do Hindus show their commitment to ahimsa through acts of service or sewa?</p> <p>Skills</p>





RE Progression of Knowledge and Skills – Year 6

<ul style="list-style-type: none"> • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation. • Outline Christian, Hindu and/or nonreligious beliefs about life after death. • Explain some similarities and differences between beliefs about life after death. • Explain some reasons why Christians and Humanists have different ideas about an afterlife. • Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples. 	<p>Skills</p> <ul style="list-style-type: none"> • Respond with ideas of their own to the title question. • Find out about religious teachings, charities and ways of expressing generosity. • Describe and make connections between examples of religious creativity (buildings and art) • Show understanding of the value of sacred buildings and art. • Apply ideas about values and from scriptures to the title question. • Examine the title question from different perspectives, including their own. 	<ul style="list-style-type: none"> • Suggest ideas about why humans can be both good and bad, making links with Humanist and Christian ideas. • Describe some Christian and Humanist values simply. • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. • Give examples of similarities and differences between Christian and Humanist values. • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning. 	<ul style="list-style-type: none"> • Describe what Ahimsa means to Hindu people. • Respond sensitively to examples of religious practice with ideas of their own. • Make connections between belief in ahimsa and teachings and sources of wisdom in Hindu religion. • Outline the challenges of being a Hindu in Britain today. • Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas.
<p>What do people who don't believe in God think happens when we die?</p> <p>Skills</p>	<p>How and why do Muslim charities try to change the world?</p> <p>Skills</p> <ul style="list-style-type: none"> • Find out about religious teachings, charities and 	<p>Peace: is it more valuable than any money?</p> <p>Skills</p> <ul style="list-style-type: none"> • Identify the values found in stories. • Describe some Christian and Humanist values simply. 	<p>What did Jesus teach about God's grace and forgiveness?</p> <p>Skills</p> <ul style="list-style-type: none"> • Describe what Grace means to Christian people.





RE Progression of Knowledge and Skills – Year 6

<ul style="list-style-type: none">• Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life.• Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation• Outline Christian, Hindu and/or nonreligious beliefs about life after death.• Explain some similarities and differences between beliefs about life after death.• Explain some reasons why Christians and Humanists have different ideas about an afterlife.• Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples.	<p>ways of expressing generosity.</p> <ul style="list-style-type: none">• Suggest reasons why some believers see generosity and charity as more important than buildings and art.• Apply ideas about values and from scriptures to the title question.• Examine the title question from different perspectives, including their own.	<ul style="list-style-type: none">• Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.• Give examples of similarities and differences between Christian and Humanist values• Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning.	<ul style="list-style-type: none">• Respond sensitively to examples of religious practice with ideas of their own.• Make connections between beliefs and behaviour in Christian religion.• Make connections between belief in the grace of God teachings and sources of wisdom in the three religions.• Outline the challenges of being a Christian in Britain today.• Consider and evaluate the significance of the key ideas studied, in relation to their own ideas.
--	--	--	---





RE Progression of Knowledge and Skills – Year 6

<p>What different ideas are there about what happens when we die? What do I think?</p> <p>Skills</p> <ul style="list-style-type: none">• Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life.• Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation• Outline Christian, Hindu and/or nonreligious beliefs about life after death.• Explain some similarities and differences between beliefs about life after death.• Explain some reasons why Christians and Humanists have different ideas about an afterlife.	<p>How and why does Christian Aid try to change the world?</p> <p>Skills</p> <ul style="list-style-type: none">• Respond with ideas of their own to the title question.• Find out about religious teachings, charities and ways of expressing generosity.• Suggest reasons why some believers see generosity and charity as more important than buildings and art.• Apply ideas about values and from scriptures to the title question.• Examine the title question from different perspectives, including their own.	<p>Can we create a code for living that would help the world?</p> <p>Skills</p> <ul style="list-style-type: none">• Suggest ideas about why humans can be both good and bad, making links with Christian ideas.• Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.• Give examples of similarities and differences between Christian and Humanist values.• Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning.	<p>Why did Jesus share bread & wine with his disciples, the night of his arrest? How did Jesus show the meaning of grace?</p> <p>Skills</p> <ul style="list-style-type: none">• Describe what Grace means to Christian people.• Respond sensitively to examples of religious practice with ideas of their own.• Make connections between beliefs and behaviour in the Christian religion.• Consider and evaluate the significance of the idea of grace in relation to their own ideas.
---	--	---	--





RE Progression of Knowledge and Skills – Year 6

<ul style="list-style-type: none"> • Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples. • Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding. 			
	<p>What matters more to Christians & Muslims: art and architecture or generosity and charity? What matters more to you?</p> <p>Skills</p> <ul style="list-style-type: none"> • Respond with ideas of their own to the title question. • Show understanding of the value of sacred buildings and art. 		<p>How can the life of a great Christian person show us the meaning of grace?</p> <p>Skills</p> <ul style="list-style-type: none"> • Describe what Grace means to Christian people. Respond sensitively to examples of religious practice with ideas of their own. • Make connections between beliefs and behaviour in the Christian religion. • Consider and evaluate the significance of the idea of grace in relation to their own ideas.





RE Progression of Knowledge and Skills – Year 6

	<ul style="list-style-type: none">• Suggest reasons why some believers see generosity and charity as more important than buildings and art.• Outline how and why some Humanists criticise spending on religious buildings or art.• Examine the title question from different perspectives, including their own.		
			<p>What have we learned from the Muslims, Christians and Hindus about their commitments to the Ummah, to Ahimsa and to Grace? How are these religions similar, and how are they different?</p> <p>Skills</p> <ul style="list-style-type: none">• Describe what Ahimsa, Grace or Ummah mean to religious people.• Respond sensitively to examples of religious practice with ideas of their own.• Make connections between beliefs and behaviour in different religions.• Consider similarities and differences between beliefs and behaviour in different faiths.• Explain similarities in ways in which key beliefs make a difference to life in two or three religions.• Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas.





RE Progression of Knowledge and Skills – Year 6

