

Religious Education at Great Whelnetham

C of E Primary School

Year 6



Title	Christianity Why do Christians think being a pilgrim is a good analogy for life itself?
Overview	<p>This unit will teach children that Christians believe they are pilgrims through the journey of life and that some Christians will go on a pilgrimage to help them to think about God and grow in their own spiritual lives. The lessons will look at some well-known pilgrim routes such the one to Santiago de Compostela in northern Spain and our local destination of Bury St Edmunds.</p> <p>The unit will then go on to explore the experiences that Jesus had in Jerusalem and look at why these places have become pilgrimage sites for Christians as they offer the chance to walk in the footsteps of Jesus. In church practice, baptism is often seen as the start of a life-journey as a Christian believer, a life of following in Jesus' footsteps in a spiritual rather than physical sense and being part of God's mission on earth, culminating in death and resurrection to eternal life. This part of the learning will involve a visit to a local place of pilgrimage – either the Cathedral and Discovery Centre in Bury St Edmunds or our local church across the road - finding the font, and talking about the idea of baptism as a starting point to the Christian life journey, a journey made 'within the company of God's pilgrim people'.</p>
Knowledge Acquisition	<p>The pupils will learn how some Christians go on pilgrimage to somewhere important to their faith and that being on the journey matters as much as arriving for many Christian pilgrims because it gives time to pray and think; they leave behind everyday concerns and spend time in the presence of God. They will know that some Christians believe going on a pilgrimage helps them think about God and grow in their own spiritual lives and also in the importance of visiting the holy lands – the place where Jesus lived when on earth. The children will understand that Baptism is often seen as the start of a life journey as a Christian. They will know the geographical location of Jerusalem and the Holy Lands, the major sites there, and why they are important to Christians.</p>
Key Vocabulary	Holy Lands, Lake of Galilee, Bethlehem, Bethany, River Jordan, Nazareth, Cana in Galilee, Jericho, Gethsemane, The Tomb
Key LOs	<ul style="list-style-type: none">➤ Describe some different religious things a Christian might do when on pilgrimage.➤ Explain why some Christians decide to go on a pilgrimage.➤ Explain the importance of the Holy Lands and other sites of pilgrimage.➤ Describe how the font in a church can the start of o life of pilgrimage for Christians.
Key Learning Experiences	<ul style="list-style-type: none">➤ Role play going on a journey and explore what ways we can travel or things we can do as we walk➤ Create a PowerPoint about the sites of the Holy Land and what happened to Jesus there➤ Learn and sing 'One More Step Along the World I Go' and discuss the lyrics➤ Locating the Holy Land and Jerusalem on a globe and atlas and thinking about a journey there➤ Visiting either Bury Cathedral or our local church and seeing how the font could be the start of a life of pilgrimage after being Baptised

Title	Hinduism How do questions about Brahman and Atman influence the way a Hindu lives?
Overview	<p>This unit will develop the understanding that Hindus believe the soul is reincarnated when we die, that Moksha breaks this cycle, that there are different pathways to Moksha but we all collect good and bad karma through our actions and that everyone has their own dharma to fulfil in life. It will extend pupils knowledge by introducing the idea that respect for the sanctity of life in Hindu tradition is broadly based on the concept of Brahman, the Supreme Being, pervading the universe, including all living beings; Brahman is the mystery that lies at the heart of all life. The unit will explore ideas about Brahman through stories such as ‘Shambo and the Bull’ and ‘The Blind Men and the Elephant’.</p> <p>Children will be taught how Hinduism involves the worship of many different Gods, but that Brahman is the central thread of their belief. This term may simply be used to mean ‘God’ but may also mean an impersonal absolute being or ‘world soul’ which pervades everything in the universe. Whichever meaning is used, Hindus talk of all living things containing a ‘spark’ of Brahman, which in humans is known as the ‘atman’. Children will also be introduced the Vedic scriptures (the ‘Knowledge’ to Hindus) and the Bhagavad Gita, and how the greeting ‘Namaste’ has special meaning to Hindus.</p>
Knowledge Acquisition	<p>Children will come to understand that at the heart of Hindu tradition is the concept of Brahman – the Supreme Being. They will learn that Hindus believe many different things about God, that their views vary greatly and that they think it is our only human nature which limits our understanding. They will know that some Hindus would say Brahman is God, others would describe Brahman differently, as a force or soul of the universe.</p> <p>The lessons will teach the Hindu belief that Brahman is the world and everything in it and that he is a Supreme Being who joins all things together. Children will know that, to Hindus, deities like Krishna or Ganesh reveal aspects of Brahman in human form. They will understand that to Hindus there is a spark of Brahman within each person called the Atman.</p>
Key Vocabulary	Brahman, supreme being, Krishna, Ganesh, Deities, Atman, Ahimsa, Namaste, Bhagavad Gita
Key LOs	<ul style="list-style-type: none"> ➤ Explain some of the key teachings Hindus hold about Brahman and Atman linking these to religious texts. ➤ Explain some of the different ways Hindus explain their ideas of God. ➤ Understand how belief that all life is sacred affects a Hindu’s diet and their attitude to animals.
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Look and listen to the story of Shambo the Bull by Michael Morpurgo and revisit the story each lesson by looking at entries on an online blog about Shambo’s fate ➤ Learn about Brahman through the song ‘Colours of the Wind’ from Pocohontas ➤ Create a factfile for a Hindu God using ‘The Little Book of Deities’ as source material ➤ Discuss Hindu greetings such as Namaste through watching the clip ‘Sanjay’s Super Team’ ➤ Create cardboard cut-outs of animals to use with tea lights to demonstrate the idea of Atman shining out of every living thing

Title	Humanism Why do Humanists say Happiness is the goal of life?
Overview	<p>In this unit pupils will learn that Humanism is a non-religious worldview and that Humanists believe:</p> <ul style="list-style-type: none"> • Every human has only one life to live. • That what is right and wrong should be based on reason and respect for others. • Happiness is a key purpose of this one life and that the time to be happy is now. • That happiness is found in treating others as you would like to be treated. • Do not believe in God or an afterlife. • Look to science instead of religion as the best way to discover and understand the world. • In the importance of providing meaningful non-religious ceremonies like weddings and funerals.
Knowledge Acquisition	<p>Children will learn that Humanists seek to live good lives without religious or superstitious beliefs and that they reject the idea of any supernatural agency e.g. God or angels. They will understand the idea that Humanists base their moral principles on reason, on shared human values and respect for others. The pupils will know that Humanism is a full philosophy, “life stance” or worldview. The children will understand the terms atheist, agnostic and secular, and know that humanists can be either of these things alongside their central philosophy.</p> <p>The pupils will be able to explain why some people choose to belong to a Humanist group and know how some Humanists express their secular beliefs in different ways, e.g. in slogans, bus advertising, and suggest why. They will understand the key beliefs and ideas promoted by local Humanists, or by the British Humanist Association, about God and about how to live. They will understand why Humanists choose non-religious ceremonies and some of the features of these.</p>
Key Vocabulary	Humanist, Agnostic, Atheist, Secularist, World view
Key LOs	<ul style="list-style-type: none"> ➤ To understand the term world view and realise how this can influence what we believe ➤ To identify the key ideas of influential humanist thinkers ➤ To explain humanism to others in the form of a poster ➤ Think about how important these are. ➤ Reflect on rituals, practices and ceremonies in your life and
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Pupils to complete the worldview jigsaw explaining what influences their thinking ➤ Pupils to highlight the key ideas of influential humanist thinkers ➤ To compare the practices of Christianity and Humanism ➤ To create a poster for other children explaining Humanism.

Title	Christianity Should believing in the resurrection change how Christians view life and death?
Overview	<p>In this unit, the children will learn that the word resurrection is used at Easter and it describes the Christian belief that Jesus was raised from the dead. The lessons will revisit how stories of the resurrected Jesus are found in the Bible. Pupils will learn how this underpins the faith of all Christian followers and that they believe that they too will resurrect to be with God after death. Pupils will explore how the stories of Jesus' death and resurrection are told in Holy Week in many churches and after Easter Day other stories are told of the appearances of Jesus in the 40 days before his Ascension into heaven.</p>
Knowledge Acquisition	<p>Pupils will learn the story of the resurrection in detail, gaining knowledge about the characters involved and the events as they took place. They will know and understand various stories of the resurrected Jesus and how he appeared to his disciples that are found in the Bible. Children will understand how Christians try to be a 'witnesses to the resurrection.' Children will be left with the understanding that although the Resurrection is a (maybe the) key belief, there are some grey areas about this and that not all Christians believe exactly the same. They will know the meaning and importance of the word Hallelujah at this time of year and learn songs that celebrate the word. They will explore ideas such as life after death, including non-religious views.</p>
Key Vocabulary	Resurrection, Ascension, Hallelujah, Creed
Key LOs	<ul style="list-style-type: none"> ➤ Pupils to know that Christians try to be a 'witnesses to the resurrection.' ➤ To understand that Jesus was resurrected from the dead. ➤ To know that Hallelujah is a good word to use at Easter, a time of celebration. ➤ To know that Christians believe that death is not the end. ➤ To understand that the resurrection makes a difference in how Christians live well, the right way today, and how to help others to also live well.
Key learning experiences	<ul style="list-style-type: none"> ➤ What does "Resurrection" mean? Discuss ideas, exploring non-religious meanings as well. Deal with misconceptions – e.g. ghosts, haunting. ➤ Read an account of the discovery of the empty tomb. Discuss the variety of moods Jesus' followers and enemies must have felt when they heard this story. Compare the 3 Christian artefacts: an empty cross, cross of the risen Christ and a cross of the suffering Christ. ➤ Can you be a Christian if you don't believe in the Resurrection? How important a belief is it? Look at the 3 statements about Christian beliefs about resurrection ➤ Watch the "Deep Magic" scene in <i>The Lion, the Witch and the Wardrobe</i> (where Aslan comes back from the dead) and discuss. ➤ Plan a painting to depict symbolically your idea of "After Death". Paint your picture and write out an "art gallery" explanation label to hang with it. ➤ Hold a debate: <i>People who believe in an after-life are likely to behave better in their earthly lives.</i>

Title	Buddhism How did Buddha teach his followers to find enlightenment?
Overview	<p>This unit builds on pupil's previous learning about Buddhism by focussing on the term 'enlightenment' and how this means the same as complete understanding or insight, or put more simply – 'getting it'. Children will explore the Buddhist beliefs about the path to enlightenment and how this can be learned by knowing about the Buddha's own life and meditations. We will learn about the Bodhi tree's important symbolism as it was under this tree that the Buddha sat and meditated, and that when he had become enlightened he realised the Four Noble Truths – statements explaining what is wrong with humans. The lessons will then go on to explain how Buddha offered a route to overcome these four faults which he called the Eightfold Path, which can be represented on an eight spoked wheel called a Dharmachakra.</p>
Knowledge Acquisition	<p>Children will consolidate the knowledge that Buddha (also known as Siddhartha Gotama) was a spiritual teacher who lived in Ancient India. He is revered as the founder of the world religion of Buddhism. Pupils will learn that the main message of Buddhist teaching is that life involves suffering and the Buddha found a way to end suffering. They will know that Buddha's ideas about suffering are found in the Four Noble Truths and that the Noble Eightfold Path is the way to end suffering and become enlightened, and that this is often represented by a dharma wheel. They will understand how Buddhists believe that they can become enlightened through the practice of meditation, that this means taking control of your own mind and know what forms meditation can take.</p>
Key Vocabulary	<p>Buddhism, Buddhist, moral enlightenment, noble consequence, eightfold path, change, suffering, truth, Dharmachakra, Dharma wheel, meditate, precepts</p>
Key LOs	<ul style="list-style-type: none"> ➤ All humans have the potential to be enlightened or awakened spiritually. ➤ The Buddha achieved enlightenment sitting under a Bodhi tree. He worked out what was wrong with humans – that we all experience suffering. ➤ The Buddha explained his ideas as Four Noble Truths. ➤ Following the teachings of the Buddha found in the Eightfold Path is a way to end suffering. ➤ They can become enlightened through meditation.
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Recall what is already known of the Buddha's search for an answer to the problem of suffering. ➤ Role-play or make a news report to demonstrate and explain this, linking to the Buddha's teaching. ➤ Introduce the Buddha's teaching of the Eightfold Path and the Dharmachakra and that Buddhists believe that the wheel is supposed to turn clockwise symbolising development in a positive direction – travelling forwards. ➤ Tell the Buddhist story of the Monkey King. Explain that Buddhists believe it is important to be kind and compassionate. In small groups talk about and then individually record how people can show compassion for others in school, locally or globally.

Title	Christianity When Christians need real wisdom where do they look for it?
Overview	<p>This unit will focus on the Christian concept of Wisdom, what it means and where it can be found. Various definitions will be discussed such as how it can be using experience and knowledge with care, having the ability to discern or judge well or being able to recognise the right thing to say or do. The children will consider how they know what a wise choice is and what it looks like. They will the explore the idea of wisdom as God’s gift, using the Biblical example of King Solomon’s dream, how he asked God for the gift of wisdom and how many of his wise sayings are recorded in the Book of Proverbs.</p> <p>The lessons will then study how Psalms’ is the hymn and prayer book of the Bible, composed by different authors over a long period, with many written by King David. The psalms are religious poems and songs addressed to God and used by Jews and Christians in worship. The children will look at Psalm 1 and design an tree picture to incorporate their understanding of the wisdom found within it.</p>
Knowledge Acquisition	<p>The children will learn that all Christians believe that true wisdom comes from God and that, as they grow in faith, so their wisdom will also grow. They will understand that Christians believe that proverbs pass on wisdom from people who have faced similar dilemmas and choices to us and that The Book of Proverbs in the Bible was written by King Solomon and is a source of wisdom for Christians. The pupils will know that when praying, Christians ask God for wisdom – to know what to do or how to help and that God’s wisdom is reflected in the beauty of creation.</p> <p>The lessons will show the children that the Psalms teach that the human skills of creation are also seen as wise because these skills come from God. They will appreciate how Jesus taught that a wise person trusts in God.</p>
Key Vocabulary	Wisdom, Proverbs, Psalms, King Solomon, Queen of Sheba, Sermon on the Mount, Foolishness
Key LOs	<ul style="list-style-type: none"> ➤ Recall the story of Solomon’s wise choice. ➤ Remember some facts about Proverbs and Psalms. ➤ Explain that Christian ideas about wisdom come from the Book of Proverbs, or other Wisdom teachings, in the Bible. ➤ Recall some of Jesus’ teachings about wisdom and foolishness.
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Explore the concept of wisdom by looking at the image of an owl ➤ Learn about King Solomon’s dream using film clips and text extracts ➤ Consider when they have used wisdom in their own lives and where they got it from ➤ Role play and recreate the visit of the Queen of Sheba to Solomon ➤ Create a tree picture to represent their understanding of the wisdom to be found in Psalm 1