



## Religious Studies Curriculum Overview - Year 6

	Unit	Details
Autumn One	<b>What matters most to Christians and Humanists?</b>	This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life. If it is pupils' first encounter with Humanism, then teaching will need to secure their understanding of what a nonreligious way of life means, both similar to and different from Christianity.
Autumn Two	<b>Creation Creation and Science: Conflicting or Complimenting? (UC)</b>	Outline the importance of Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. Suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.
Spring One	<b>Gospel What would Jesus do? (UC)</b>	Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.
Spring Two	<b>What difference does it make to believe in ahimsa, grace and the Ummah community?</b>	This investigation enables pupils to learn in depth from different religious and spiritual ways of life through exploring three important ideas from three different religions in ways that relate to commitment.
Spring Two	<b>Salvation- What did Jesus do to save Human beings? (UC - This is taught across one day)</b>	Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways. Explain why some people find belief in the Resurrection makes sense and inspires them. Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.
Summer One	<b>Incarnation Was Jesus the Messiah? (UC)</b>	Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.
Summer Two	<b>What do religions say to us when life gets hard?</b>	Pupils learn in depth from different religious and spiritual ways of life about teaching about hard times, focussing on exploring death. We have exemplified the unit in this way as we are aware that this is a difficult but essential topic for teachers to explore with children. By the age of 10 many children will have experienced grief and death. This unit allows them to talk about these ideas when emotions are less raw than after a bereavement. The activities enable pupils to share their ideas but do not force children to do so. The use of story acts as a distancing device within the unit.