

Religious Education: Autumn 1 - Year 6

Enquiry Question: Why does religion look different around the world?

Key Vocabulary

Spelling	Definition
Charedi	A denomination of Jewish people who follow the Jewish laws very strictly.
Hijab	A covering for the head worn by Muslim women.
Kippah	A domed head covering worn by Jewish people.
Melacha	A singular prohibited labour.
Melachot	Prohibited labours.
Mitzvah	A singular commandment or rule to abide by.
Mitzvot	Commandments or rules to abide by.
Omnipresent	Widely or constantly encountered.
Shabbat	The Hebrew word meaning a day of rest.
Niqab	A covering for the face which leaves an opening for the eyes.

All Jewish people descended from Israel. They migrated and settled elsewhere when exiled by the Romans.



Many religious followers choose to wear a head covering, such as a kippah or a hijab.

Many Christian, Jewish and Muslim people share similar beliefs about God and his communication with the prophet Abraham.

There are different denominations of the Jewish religion.

Many Jewish families observe Shabbat from sundown on Fridays until sundown on Saturdays.



Attainment Targets

- Explain the meaning and origin of the prefix 'omni'
- Understand the significance of omni words in religious circumstances
- Compare similarities and differences between the Abrahamic religions
- Recall why different worldviews may have interpreted similar origins differently
- Give reasons about why Shabbat can be observed differently
- Consider how geography and culture can affect religious traditions
- Explain why people may choose to wear head wear or hair coverings to support their belief



Links to prior learning - Spiral Curriculum

Year 5: Why are some places in the world significant to believers?



Religious Education – Spring 1- Year 6

Enquiry Question: Why is it better to be there in person?

Key Vocabulary

Spelling	Definition
Dome of the Rock	An Islamic shrine in Jerusalem, located on the Temple Mount.
Hajj	The annual Islamic pilgrimage to Makkah, Saudi Arabia, and one of the five pillars of Islam.
Jerusalem	The capital city of Israel and one of the oldest cities in the world.
Ka'bah	A large, black, cube-shaped building in the direction of prayer for Muslims.
Makkah/Mecca	A city in Saudi Arabia and the holiest site in Islam, being the birthplace of the prophet Muhammad.
pilgrimage	A journey to a sacred place or location, often for religious or spiritual reasons.
secular	Relating to things that have no religious or spiritual basis.
spirituality	The focus on meaningful religious or sacred concepts and feelings rather than the physical aspects of life.
Via Dolorosa	The path Jesus is believed to have taken on his way to his crucifixion.

Traditional pilgrimages are journeys to places of spiritual or religious significance – usually mentioned in religious texts and practised for centuries

Jerusalem is significant for Jewish people who have beliefs that Israel is their promised land.

Jerusalem is significant for many Christians as it is where Jesus went, preached, was crucified and resurrected.

The Ark of the Covenant was a piece of furniture, a chest, which was said to contain the stone tablets on which were engraved the words of the Ten Commandments.

Humanists are non-religious and do not believe in a god or the afterlife.

Core Knowledge

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Attainment Targets

- Identify the common features and significance of both religious and non-religious gatherings.
- Suggest reasons people might attend such events.
- Explain the importance of place, people and practice in the context of gatherings.
- Articulate the importance of Jerusalem to Jewish people.
- Discuss why the Dome of the Rock is important to some Muslim people.
- Identify the significance of Makkah for many Muslims.
- Explain the significance of various pilgrimage sites in different religious worldviews.
- Make thoughtful connections between the pilgrimage sites and the concept of spirituality.



Links to prior learning - Spiral Curriculum

Year 2: Where do some people talk to God?

Year 2: What is a prophet?

Year 5: Why are some places in the world significant for believers?



Religious Education – Spring 2- Year 6

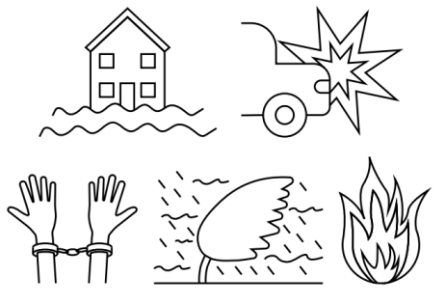


Enquiry Question: Why is there suffering?

Key Vocabulary

Spelling	Definition
Autonomy	The ability to make choices independently, without being controlled by any external or supernatural influences.
conscience	The part of a person’s mind that tells them whether actions are right or wrong.
Evil	Actions or qualities that are morally wrong, harmful or deliberately hurtful.
Hope	Believing that something good might happen in the future.
Resurrection	Coming back to life.
spirituality	Experiencing pain, distress or hardship.
Temptation	The desire to do something, especially something wrong or unwise, often testing someone's ability to resist.

For some people, suffering is seen as a way to learn, improve character and develop a stronger relationship with God.



Suffering can generally be described as being caused by humans or nature, or sometimes a combination.



The story of Jesus being tempted in the desert and his crucifixion suggest that Jesus experienced and understands human suffering.



Abrahamic religions teach that God is all-seeing, all-knowing, all-loving and all-powerful.

Some Zoroastrians believe there are positive and negative spiritual forces that affect human choice and the balance of good and evil in the world.



Attainment Targets

- Make links between the creation story in Genesis and the concept of suffering.
- Suggest some ideas as to why suffering exists in the world.
- Identify different reasons why humans may make choices that cause suffering.
- Draw connections between stories from scripture.
- Understand the different perspectives on suffering and divine intervention presented in these stories from scripture.
- Explain why some people turn to prayer during times of suffering.
- Make connections between teachings about Jesus and how some Christians view and respond to suffering.



Links to prior learning - Spiral Curriculum

Year 3: Where do our morals come from?

Religious Education – Summer 1- Year 6

Enquiry Question: Why is there suffering? (Part 2)

Key Vocabulary

Spelling	Definition
Chardi Kala	Sikh teaching for having eternal optimism, resilience and maintaining a positive outlook.
Four Noble Truths	Core teachings in Buddhism, that explains suffering in life.
Guru Gobind Singh	The 10 th Sikh Guru, known for founding the Khalsa and being a great Saint-Soldier.
Guru Arjan	The 5 th Sikh Guru, who became the 1 st Sikh martyr and was father to Guru Hargobind.
Hukam	The Sikh belief of God’s plan or divine order reflecting the idea that everything happens according to God’s will.
Kami	Shinto spirits, gods, deities or ancestors.
Kisa Gotami	A woman who lived at the time of Buddha and became a disciple.
Naam	A Sikh word meaning God’s name.
Sukha	Happiness and fulfilment.

Sikhs may explain suffering as a result of past karma, to help a person learn, grow or to remember God.



Some believe that everyone is born with a certain number of breaths from God. This can help Sikh’s accept suffering.



Kisa Gotami lived at the same time as the Buddha. Her young son died and she sought help. The Buddha helped her realise suffering is part of life.



Many Buddhist’s follow the teachings of the Buddha’s Four Noble Truths:
dukkha
tanha
nirodha
maggā

Followers of Shinto believe in kami (gods, spirits, ancestors) which can be called upon in shrines or homes to help people in times of difficulty.



Attainment Targets

- Consider different responses to suffering
- Explore my own views and responses to suffering
- Acknowledge that many Buddhists accept that suffering is a part of everybody’s lives
- Define the words Hukam and Naam and explain how they can be helpful to some Sikhs
- Share reasons why many Sikhs live good lives despite the belief that God has a plan for them
- Explain some Shinto beliefs about kami
- Consider how my learning has reflected or developed my own views about suffering



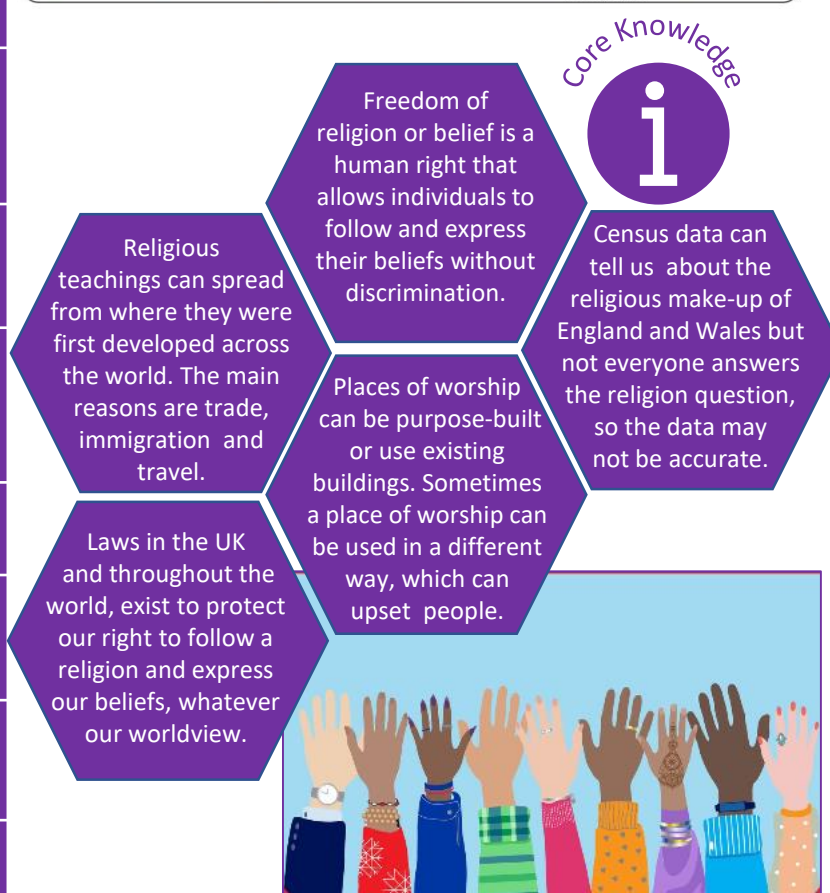
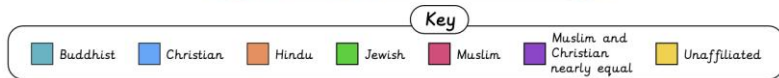
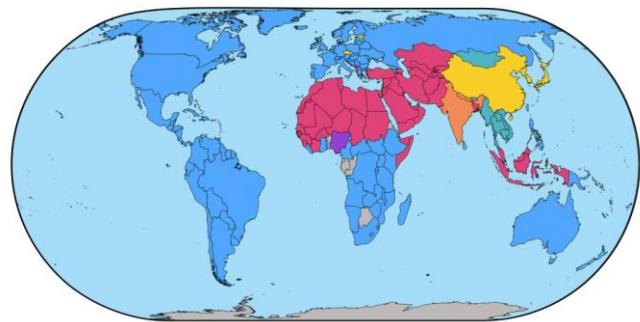
Links to prior learning - Spiral Curriculum
Year 3: Where do our morals come from? Year 6: Why is there suffering? (Part 1)

Religious Education – Summer 2- Year 6

Enquiry Question: What place does religion have in our world today?

Key Vocabulary

Spelling	Definition
Census	Counting and recording information about a population.
Colonisation	The practice of establishing control over foreign territories.
Discrimination	To treat someone differently based on their race, gender, religion or other characteristic.
Diversity	Presence of a variety of different people and cultures in a group or place.
Heritage	Cultural traditions, beliefs, customs and practices passed down through generations.
Immigration	Process of moving to a new country to settle there.
Protected characteristics	Specific traits or attributes that are legally safeguarded against discrimination.
Secular	Relating to things that have no religious or spiritual basis.
Worldview	The way a person sees and explains the world.



- Reflect on their own learning and how it has impacted their personal development
- Analyse census data to identify trends and changes in the religious makeup of the UK
- Reflect on how their local area's data compares with an alternative area and national trends
- Discuss reasons for the changing uses of religious buildings over time
- Analyse and respond to data about religious diversity across the world
- Discuss the historical and geographical influences on the spread and current distribution of religions
- Explain the concept of freedom of religion or belief
- Consider their own responses to issues related to freedom of religion and belief
- Demonstrate an understanding of the need for tolerance and respect
- Explore the role of learning about religion and worldviews in daily life

Attainment Targets

Links to prior learning - Spiral Curriculum

Year 3: Where do our morals come from?

Year 6: Why is there suffering? Why does religion look different around the world?

