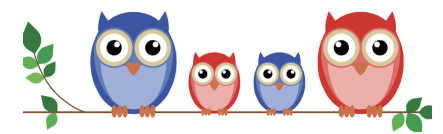


RE Year 6

Autumn 1 Hindus: how do Hindus see Brahman?

Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
How many Hindus understand Brahman as ultimate reality or God?	What is the role of deities in Hindu Dharma and why the Trimurti is important to help explain qualities of Brahman?	Why is puja important in daily life?	How may murti be used in puja?	How is dharma different to Hindus and how fulfilling this leads to good karma?	What does samsara, moksha and karma mean to different Hindus?
Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
In Hindu Dharma there is the concept of one ultimate reality present in everything. This ultimate reality is called Brahman. The story of Svetaketu helps Hindus to understand Brahman. Hindus use the Aum symbol to describe Brahman. Many Hindus understand Brahman as God.	Most Hindus believe that Brahman can take many forms. The forms of Brahman are often represented through deities. The Trimurti is an important way many Hindus describe the divine. Trimurti describes God in different roles. Brahma as creator, Vishnu as preserver and Shiva as transformer or destroyer.	Hindu worship is called puja. Puja has many symbolic parts to it. Puja can take place at home or the mandir.	Many Hindus see Brahman through different deities. Many Hindus use murtis or images of deities to focus their worship. Murtis show different qualities of the deity they represent. Puja is personal to each individual.	A Hindu's personal duty is called dharma, which can take different forms. 'Dana' means generosity, or giving to others through charity. 'Seva' means serving others without wanting any reward. Fulfilling your dharma will help build good karma	In the cycle of samsara, every living being is reincarnated into a new form after death. Every living being's future destiny will depend on karma from their previous life. The ultimate goal is to reach moksha, unity with Brahman.
Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered
Explaining key Hindu beliefs about Brahman Understanding religious concepts using appropriate vocabulary Interpreting religious stories and symbols to explain belief	Explaining how religious beliefs can be expressed through different deities Making links between Hindu beliefs and the Trimurti Understanding how religions describe the divine in different ways	Describing and explaining Hindu worship practices Understanding how beliefs influence daily religious practices Identifying the meaning behind symbols and rituals	Explaining the purpose of religious symbols and objects Understanding how religious practices help believers focus on the divine Recognising diversity in how people practise their faith	Explaining key Hindu concepts such as dharma and karma Understanding how beliefs influence moral choices and actions Making links between belief, values and behaviour	Explaining key Hindu concepts about life, death and rebirth Comparing different interpretations within a religion Reflecting on ultimate questions about life and purpose

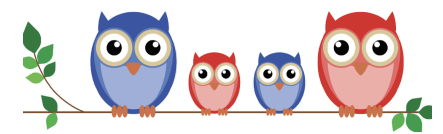


Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Brahman, svetaketu, omnipresent, aum	Trimurti, shiva, vishnu, brahma, qualities	Puja, symbolic, deity, murti	Deity, murti, quality, puja	Dharma, seva, karma, dana	Samsara, Moksha, Atman

RE Year 6

Autumn 2 Sikhs: What does Khalsa mean to Sikhs today?

Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
How have Sikhs contributed to British history?	How did Khalsa create a special identity for Sikhs?	How does taking Amrit show commitment?	How do the Sikh practices develop deeper meaning?	How does Kara show the importance of Sikh faith?	Why do some Sikhs face discrimination in the UK?
Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
Sikhs comprise 0.9% of the population of England and Wales according to the 2021 census. There are historic Sikh communities in London and the West Midlands. The Sikh community has historic links with the UK, connected to the British Empire. Sikh soldiers were heavily involved in fighting for the British Empire, which cost many lives during the World Wars.	Guru Gobind Singh was the final human guru in Sikhi. The Khalsa commemorates five volunteers who were prepared to offer their lives to God. A deeper meaning of the story is the importance of self-sacrifice and a life of service. For most Sikhs, this story is the beginning of a distinctive Sikh identity.	Amrit is a mixture of sugar and water that has been stirred with a double-edged sword. A Sikh who has taken Amrit is known as a Khalsa Sikh. We can look at data to analyse how many Sikhs have taken Amrit. We can better understand Sikh perspectives on taking Amrit by talking to different Sikhs.	Khalsa Sikhs do not cut their hair. A deeper meaning of this is to be spiritually open and connect with God. A deeper meaning of the Kachera is cleanliness and modesty. We can better understand Sikh attitudes to living as a Sikh by talking to different Sikhs.	Khalsa Sikhs wear a steel bracelet (Kara). Some Sikhs wear a Kara if they have not taken Amrit. A deeper meaning of the Kara is to be reminded of God at all times. We can better understand Sikh attitudes to serving by talking to different Sikhs.	Many Sikh boys in the UK face challenges for having uncut hair. Many Sikhs value the laws around freedom of religion in the UK. Many Sikhs and gurdwaras are keen to work with other communities on interfaith activities. Sikhs have made a significant contribution to British society through acts of service.
Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered
Describing the contribution of Sikhs to British society and history Understanding how religion and identity influence communities	Explaining the significance of the Khalsa for Sikhs Understanding how religious stories and events shape identity	Explaining the importance of religious initiation ceremonies Understanding how commitment is expressed through religious practice	Explaining the meaning behind Sikh practices and symbols Understanding how beliefs influence everyday life	Explaining the symbolism of religious objects such as the Kara Understanding how symbols remind believers of their values	Understanding issues of prejudice and discrimination linked to religion Explaining why respect and religious freedom are

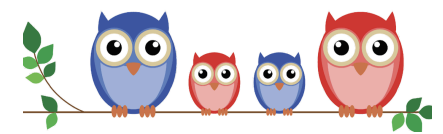


<p>Explain how historical events shaped a religious site.</p> <ul style="list-style-type: none"> • Use evidence to describe why a place became important for believers. • Understand the role of key historical figures in religious traditions. 	<p>Analyse how religious sites continue to be relevant today.</p> <ul style="list-style-type: none"> • Interpret different perspectives on pilgrimage through interviews or sources. • Explain how communities maintain religious traditions in modern contexts. 	<p>Explain why natural places can be sacred in different religions.</p> <ul style="list-style-type: none"> • Interpret religious stories and beliefs (e.g., Mother Ganga). • Explore how beliefs influence actions such as pilgrimage and ritual. 	<p>Investigate religious practices within a large cultural event.</p> <ul style="list-style-type: none"> • Describe how beliefs are expressed through ritual and community gatherings. • Analyse how religious festivals reinforce identity and tradition. 	<p>Evaluate historical and legendary accounts of religious sites.</p> <ul style="list-style-type: none"> • Explain why places can hold meaning for believers over time. • Compare past and present significance of pilgrimage locations. 	<ul style="list-style-type: none"> • Compare how different worldviews interpret the same place. • Analyse similarities and differences between Christian and Pagan pilgrimage. • Form and justify opinions about why places remain spiritually significant.
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Celtic, monastery, monk, thin place	Community, pilgrim, service, Global	Pilgrim, dharm, sacred, Moksha	Kumbh Mela, Dharm, Sadhu/sadhvi, Moksha	Pilgrimage, abbey, shrine, legend, holy grail	Pilgrimage, pagans, solstice, spiritual

RE Year 6

Spring 2 The Church: Has there always been diversity?

Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
Why is the Pentecost celebrated by Christians?	Why is the Orthodox Church important?	What is the Roman Catholic church?	What is the Salvation Army?	What are the features of Quakers and Pentecostals?	How do Christians in Sri Lanka blend their faith with Tamil culture?
Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
<p>The story of Pentecost describes how the disciples were inspired to go and preach about Jesus.</p> <p>The people who heard the words of Pentecost were a diverse group of people.</p> <p>For many Christians, the story of Pentecost marks the birth of the church.</p> <p>Many Christians see Pentecost as the start of the church and its mission to take the story of Jesus into the world.</p> <p>Many Christians interpret the story of Pentecost as marking the gift of the Holy Spirit.</p>	<p>The Orthodox churches are some of the most ancient forms of Christianity found today.</p> <p>Orthodox churches can be found in European countries such as Greece, Russia and Ukraine.</p> <p>There are Orthodox Church communities in the UK.</p> <p>Orthodox services use ancient languages.</p> <p>Orthodox Christians often move around and show devotion to icons during a service.</p>	<p>The Roman Catholic Church refers to the global Christian denomination headed by the Pope in Rome.</p> <p>25% of the world are Roman Catholic, just over 2 billion people.</p> <p>Roman Catholic churches are found around the world.</p> <p>Roman Catholics beliefs and practices are based around tradition and creeds.</p>	<p>The Salvation Army was started by William and Catherine Booth, at a time of great poverty in the 19th century.</p> <p>William's motto for the Salvation Army was 'Soup, Soap and Salvation'. Today, its motto is 'Blood and Fire'.</p> <p>Today The Salvation Army works to support those in need alongside sharing the Christian faith.</p> <p>It provides support through providing shelter, food and help in disasters, alongside fighting injustice.</p>	<p>There has always been diversity in the Christian church - churches having different ways of worshipping God.</p> <p>There are many different Christian denominations in England, including Quakers and Pentecostals.</p> <p>Quakers, or the Society of Friends, began in the 1600s.</p> <p>The Quakers have a key belief that people can experience God personally and do not have to go through clergy.</p> <p>In the early 1900s Pentecostalism started. It has an emphasis on experiencing</p>	<p>Christianity is found in many countries outside Europe.</p> <p>Christianity can be found amongst the Tamil community in Sri Lanka.</p> <p>Sri Lankan Christianity blends elements from Tamil culture with European Christian culture.</p> <p>We can see this blending in wedding and Christmas celebrations.</p>

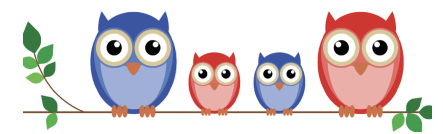


			An important part of its ministry is music, with hymns played by a band.	the Holy Spirit through lively worship.	
Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered
Interpret a religious story and explain its significance for believers. <ul style="list-style-type: none"> • Explain how Pentecost influences Christian beliefs about the Church and the Holy Spirit. • Consider how religious events shape communities and missions. 	Describe key beliefs and practices within the Orthodox tradition. <ul style="list-style-type: none"> • Compare Orthodox Christianity with other Christian traditions. • Explain how history and culture influence religious practice. 	Identify key structures, leadership and beliefs within Roman Catholicism. <ul style="list-style-type: none"> • Explain the global nature of the Catholic Church. • Compare Catholic traditions with other Christian denominations. 	Investigate how Christian beliefs inspire social action. <ul style="list-style-type: none"> • Explain the relationship between faith and charity. • Analyse how Christian groups respond to social issues. 	Compare different Christian denominations and their worship styles. <ul style="list-style-type: none"> • Analyse how beliefs influence ways of worship. • Identify similarities and differences within Christianity. 	Understand how religion interacts with culture and tradition. <ul style="list-style-type: none"> • Explore how Christianity is expressed in different global contexts. • Evaluate how beliefs adapt within cultural settings.
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Pentecost, Holy Spirit, mission, church, power	Orthodox church, icon, communities	Creed, pope, rosary, Roman Catholic	The salvation army, salvationists, officer, soldier, corps	Denomination, Quaker, pentecostal, evangelism	Community, Tamil, diversity

RE Year 6

Summer 1 - Ethics: What values might people live by?

Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
What does the term ethics mean?	How do Christians try to make good choices?	How do Muslims decide what is good?	How do humanists decide what is good?	How did Aristotle define a good life?	What is meant by a good life?
Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
Philosophers are people who think deeply about questions of right and wrong. Ethics is the branch of philosophy that deals with questions of what is good. Ethical questions do not have simple answers.	Most Christians look to the teaching and life of Jesus to decide what is good. Jesus taught that people should forgive others, act generously and have love for everyone. Many Christians will try to make good decisions based on Jesus' teaching,	Muslims will look to the Qur'an and the teaching and example of the Prophet Muhammad to decide what is good. The Prophet Muhammad taught values of generosity and kindness. Many Muslims will try to make good decisions based on how they apply the teaching of the Prophet and the Qur'an.	As a non-religious worldview, humanists believe that ideas of right and wrong are human values. Humanists look to reason and empathy to decide what is good.	Aristotle was a philosopher who lived in Ancient Greece. He defined a good life as one which cultivated virtue: how we live and treat others is as important as what we achieve. Aristotle believed that a good life could be led by	Many religious and non-religious worldviews have ideas about how to live a good life. The golden rule is a common value across many different worldviews. Individuals construct their own ways of living a good

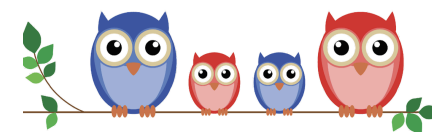


People who share a worldview may have different views on these questions.	such as his sayings in the Beatitudes.		Humanists aim to promote happiness and reduce suffering.	finding a balance between extremes. He called this the golden mean.	life drawing on different values.
Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered
Understand key philosophical vocabulary such as <i>ethics</i> and <i>morality</i> . • Ask thoughtful questions about right and wrong. • Explain that different worldviews may have different answers to ethical questions	Explain how religious teachings influence moral decision-making. • Interpret teachings of Jesus (e.g. Beatitudes). • Apply Christian values to real-life situations.	Identify how sacred texts and teachings guide Muslim choices. • Explain the role of the Qur'an and the Prophet Muhammad in moral decisions. • Compare religious approaches to ethical questions	Understand a non-religious approach to ethics. • Explain how reason and empathy guide moral decisions. • Compare religious and non-religious perspectives on right and wrong.	Interpret philosophical ideas about virtue and the 'golden mean'. • Explain how balance and character shape ethical living. • Apply philosophical ideas to everyday life	Compare different religious, non-religious and philosophical views. • Evaluate what values might guide a good life. • Justify personal viewpoints using reasons and examples.
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Philosophy, ethics, principles	Ethics, The Beatitudes, commandment, values	Ethical, values, sunnah, hadith	Ethical, reason, empathy, humanist	Philosopher, golden mean, logic, virtue	Worldview, ethics, golden rule, values

RE Year 6

Summer 2 - worldviews: how is our country and community changing?

Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
What is a worldview and are they the same thing?	What can the census tell us?	What does the data tell us?	Does census data show any variations?	What does local census data tell us?	Are worldviews in our community changing?
Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
A worldview is the way in which someone understands, interprets and inhabits the world. Some people have a religious worldview and	Social scientists use data to investigate religion and worldviews. The census takes place every 10 years and asks people to state the religion they belong to.	The majority of the world's population identifies as having a religious worldview. Christians and Muslims make up the majority of those with a religious worldview. Worldviews can be affected by context.	We can better understand worldviews in the UK by looking at context. Members of particular worldviews, such as Jews and Muslims, are found in particular areas due to history and culture.	Social scientists of religion use survey data to investigate worldviews. The census provides information at a national and local level about worldviews.	The census provides data about worldviews at a national level. It also provides data for local areas. We can use the census as a tool to investigate change



<p>some people have a non-religious worldview. Worldviews can be organised or personal. Worldviews can change over time. We can better understand worldviews by interviewing people.</p>	<p>We can use census data to look at changes over time in worldviews. Census data shows a decline in Christianity and a rise in non-religion and other religions.</p>	<p>Social scientists use data as a tool to analyse worldviews. We can use data to better understand the context of worldviews globally.</p>	<p>Using the census allows us to identify patterns about where people from particular worldviews live. We can find out more about why people choose to live where they do by interviewing case studies.</p>	<p>We can investigate worldviews in our local community using census data. We can carry out a survey in our school community to see how this data is similar or different to local census data.</p>	<p>in worldviews from 2011 to 2021. Places of worship show continuity and change. Some places of worship may have been converted from other uses. We can use photographs as a tool to see how places of worship have changed over time.</p>
Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered
<p>Understand and explain the concept of a worldview.</p> <ul style="list-style-type: none"> • Distinguish between religious and non-religious worldviews. • Recognise that worldviews can change over time 	<p>Interpret census data about religion and belief.</p> <ul style="list-style-type: none"> • Identify patterns and trends in national data. • Explain how data can be used to study society 	<p>Analyse global data about religion and belief.</p> <ul style="list-style-type: none"> • Explain how context influences worldviews. • Draw conclusions from statistical information. 	<p>Investigate regional differences in worldviews.</p> <ul style="list-style-type: none"> • Identify patterns in where different religious groups live. • Explain possible reasons for variation. 	<p>Investigate religious diversity in a local community.</p> <ul style="list-style-type: none"> • Compare local data with national trends. • Collect and interpret simple survey data. 	<p>Evaluate evidence showing change over time.</p> <ul style="list-style-type: none"> • Interpret photographs, places of worship and historical evidence. • Explain how communities and beliefs evolve.
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
<p>Worldview, religious, non-religious, personal</p>	<p>Worldview, census, data, reliable, survey</p>	<p>Worldview, majority, survey, context</p>	<p>Census, context, pattern, worldview</p>	<p>Census, worldview, data, survey, local</p>	<p>Worldview, census, converted, local</p>