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| **Year 6** | **Beliefs**  | **Practices**  | **Forms of expression**  |
| **What do different people believe about God?** | **Why are certain people, places and times sacred?** | **Why do people need to express their beliefs?** |
|  | **Day 1 (Autumn A)** | **Day 2 (Autumn B)** | **Day 3 (Spring A)** | **Day 4 (Spring B)** | **Day 5 (Summer A)** | **Day 6 (Summer B)** |
| Key content (Bradford guidance) | Worship Understand the significance of worship, rituals and values for the followers of religious and non religious world views and make comparisons between the religions and beliefs studied. | Symbolism Links between symbols, stories, language and ways of expressing meaning.  | Key teachings Understand and make connections between key teachings in religious and non-religious world views. | Practices and beliefsKey teachings and how they link to beliefs and practices for religions studied  | Religious rituals / PrayerLinks between symbols, stories, language and ways of expressing meaning.  | Key moral teachings Understand and make connections between key teachings in religious and non-religious world views. |
| Key content Drivers for the day  | Exploring the perception of God across the main world religions – including Hinduism – one God in many formsHow do the different religions worship and when do they worship? The use of objects and symbols during prayer How can holding beliefs be difficult? – Link to fasting / Friday prayers / Praying 5 times a day / church every Sunday / Shabbat – why do people still do these things even though they can be difficult in a modern world? | Christian Symbol of light – Christingle, advent candles, humans being a metaphorical light for others, Jesus the light of the world Rama and Sita - Divali  | Islam - The 5 pillars of Islam Christianity and Judaism - The 10 commandments in the Book of Exodus (the story of Moses) Non-religious world views   | Holy days – Night of power – Islam Sikhism – the 5Ks. Exploring these aspects in detail.The Sikh place of worship (could include visit to a Gurdwara)  | Praying across the main world religions – (see additional resources for ideas) – difference between men and women praying in Islam. Eid prayers - Link to special services at Christmas / Easter – Communion – Christianity Buddhist / non-religious meditation The role of music and singing, chanting, call for prayer within the main world religions  | Christianity and Judaism - David and Goliath Islam – Dawud and Jalut What do these stories teach us? What does it teach believers about their faith in God? Link to non religious world views -  |
| Key skills Children will be given opportunities to….(Bradford guidance) | Reflect on some questions of meaning and purpose in their own lives and suggest some possible responses | Formulate questions on their own and others' experiences and suggest some possible responses | Formulate questions on their own and others' experiences and suggest some possible responses | Reflect on some questions of meaning and purpose in their own lives and suggest some possible responses | Discuss moral questions, recognising that there are different views to be considered | Explain how believers give meaning to symbols, story and language and make some links between beliefs, practices and ways of expressing meaning |
| P4C | Do you believe in God? | Who is God?Are some Gods is the same?What should we worship? | Concepts of forgiveness Science and religion, are they complimentary or contradictory? Is there a right answer? | What does a Muslim look like? A Jewish person look like? |  |  |
| PSHE | Respect for everyone regardless of faith, gender, skin colour, language or nationality  | British values – law and order / School rules Personal / family values  |  | Why do we need to understand other people’s view points? |  |  |

Useful website - https://www.reonline.org.uk/