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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 beliefs  Key teachings and how they link to beliefs and practices for religions studied | Religious rituals / Prayer  Links 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 forms  How 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/