

**CURRICULUM MAP (Long term plan)**

**SUBJECT : R.E**

**YEAR GROUP: 6**

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<b>Substantive knowledge –</b> Essential knowledge & conceptual understanding of the National Curriculum	<p><b>Autumn 1 - How far does faith enable resilience?</b> Ability to define resilience and ways people may demonstrate resilience. How religion can help people be resilient. Exploring different beliefs about life after death from Christian, humanist and Hinduism. Understand how beliefs about life after death can be used to comfort people through hard times.</p> <p><b>Autumn 2 - Justice and poverty - does faith make a difference?</b> define poverty, wealth and justice. Recall and understand the story of the Widow's mite. Explore Christian views on charity through Bible passages and the story of the Good Samaritan. Understand Islamic views on charity with a particular focus on Zakat. Explore two religious charities - Christian Aid and Islamic Relief. Explore the work of Oxfam and discuss whether faith makes a difference to the fight against poverty.</p>	<p><b>Spring 1 - Why do some people believe in God and some people not?</b> Understanding of how many people in the world and in our local area believe in God.  Understanding of what Christians believe God is like.  Understanding of the reasons why people do or do not believe in God.</p> <p><b>Spring 2 - Creation and science: conflicting or complementary?</b> Understand the scientific account of cosmology and evolution.  Develop an understanding of the Genesis text and the beginnings of life.  Find out about Christians who are also scientists.</p>	<p><b>Summer 1 - How is faith expressed in Islam?</b> Understanding of the Five Pillars of Islam.  Looking at the Qur'an and exploring how it was revealed.  Learning about Islamic festivals with a focus on Eid-ul-Adha and Hajj.</p> <p><b>Summer 2 - Values: what matters most to Humanists and Christians?</b> Understanding what a Humanist is and how Humanist has derived from as far back as the Ancient Greeks.  Looking at the similarities and differences between Humanists and Christians.</p>
<b>Disciplinary knowledge - what skills are practised?</b>	Identify and explain the core beliefs and concepts studied.	Identify and explain the core beliefs and concepts studied.	Identify and explain the core beliefs and concepts studied.

	<p>Describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts.</p> <p>Give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts and sources of authority.</p> <p>Make clear connections between what people believe and how they live, individually and in communities.</p> <p>Use evidence and examples to show how and why people put their beliefs into practice.</p>	<p>Describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts.</p> <p>Give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts and sources of authority.</p> <p>Make clear connections between what people believe and how they live, individually and in communities.</p> <p>Use evidence and examples to show how and why people put their beliefs into practice.</p>	<p>Describe examples of ways in which people use texts/sources of wisdom and authority to make sense of core beliefs and concepts.</p> <p>Give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts and sources of authority.</p> <p>Make clear connections between what people believe and how they live, individually and in communities.</p> <p>Use evidence and examples to show how and why people put their beliefs into practice.</p>
<p><b>Key questions</b> (What is the learning about?)</p>	<p>How does faith enable resilience?</p> <p>Justice and poverty - does faith make a difference?</p>	<p>Why do some people believe in God and some people not?</p> <p>Creation and Science: conflicting or complementary?</p>	<p>How is faith expressed in Islam?</p> <p>Values: what matters most to Humanists and Christians?</p>
<p><b>Assessment</b></p>	<p>Live marking throughout.</p> <p>Recall of key vocabulary and concepts.</p> <p>Answering the key question of the topic and summarising learning from the lessons taught.</p>	<p>Live marking throughout.</p> <p>Recall of key vocabulary and concepts.</p> <p>Answering the key question of the topic and summarising learning from the lessons taught.</p>	<p>Live marking throughout.</p> <p>Recall of key vocabulary and concepts.</p> <p>Answering the key question of the topic and summarising learning from the lessons taught.</p>
<p><b>Literacy (L), Numeracy (N), Oracy (O) opportunities</b></p>	<p>Oracy - Discussions with partners, group work and class discussions.</p> <p>Literacy - Use of formal English.</p>	<p>Oracy - Discussions with partners, group work and class discussions.</p> <p>Literacy - Use of formal English.</p>	<p>Oracy - Discussions with partners, group work and class discussions.</p> <p>Literacy - Use of formal English.</p>

	<p>Writing in full sentences, using methods learnt from English e.g. P.E.E paragraphs.</p> <p>Independent research tasks.</p>	<p>Writing in full sentences, using methods learnt from English e.g. P.E.E paragraphs.</p> <p>Numeracy - Analysis of census data - statistics.</p> <p>Independent research tasks.</p>	<p>Writing in full sentences, using methods learnt from English e.g. P.E.E paragraphs.</p> <p>Numeracy - Analysis of census data - statistics.</p> <p>Independent research tasks.</p>
<b>Cross Curricular Opportunities</b>	<p><b>English</b> - Reading comprehensions and extended pieces of writing.</p> <p><b>Citizenship</b> - Looking at and comparing religious charities.</p>	<p><b>English</b> - Looking at definitions of religious words and creating our own definitions to help memory. Extended pieces of writing.</p> <p><b>Maths</b> - Looking at census data.</p> <p><b>Citizenship</b> - Looking at family lives and how they differ depending on religious beliefs and communities.</p> <p><b>ICT</b> - Research based tasks.</p> <p><b>Science</b> - Comparing the creation story with the Scientific explanation for the creation of the world. Looking at science careers such as cosmology and astrology.</p>	<p><b>English</b> - Extended pieces of writing. Definitions of religious words.</p> <p><b>History</b> - Looking at where Islam derived from and comparing old and new practices. Looking at what a humanist is and how it dates back to the Ancient Greeks.</p> <p><b>ICT</b> - Investigation and research the purpose of a Mosque.</p> <p><b>Maths</b> - Ranking, sorting and ordering what our 'valuable things' are.</p>
<b>Super Curriculum</b>	<p>Assemblies focusing on staff and their beliefs.</p> <p>Pastor coming in on a termly basis to deliver a talk to children.</p> <p>My life, my religion <a href="https://www.bbc.co.uk/programmes/b05pc1c9/clips">https://www.bbc.co.uk/programmes/b05pc1c9/clips</a></p> <p>Truetube clips <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a></p>	<p>Assemblies focusing on staff and their beliefs.</p> <p>Pastor coming in on a termly basis to deliver a talk to children.</p> <p>My life, my religion <a href="https://www.bbc.co.uk/programmes/b05pc1c9/clips">https://www.bbc.co.uk/programmes/b05pc1c9/clips</a></p> <p>Truetube clips <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a></p>	<p>Assemblies focusing on staff and their beliefs.</p> <p>Pastor coming in on a termly basis to deliver a talk to children.</p> <p>My life, my religion <a href="https://www.bbc.co.uk/programmes/b05pc1c9/clips">https://www.bbc.co.uk/programmes/b05pc1c9/clips</a></p> <p>Truetube clips <a href="https://www.truetube.co.uk/">https://www.truetube.co.uk/</a></p>
<b>Careers</b>	<p>HT 1</p> <p>HT 2</p>	<p>HT1 <a href="#">Jennifer Wiseman</a></p>	<p>HT1 <a href="https://www.bbc.co.uk/bitesize/articles/z499kmn">https://www.bbc.co.uk/bitesize/articles/z499kmn</a> Balancing work and observing Ramadan rules.</p>

	<p><a href="https://www.prospects.ac.uk/job-profiles/international-aid-development-worker">https://www.prospects.ac.uk/job-profiles/international-aid-development-worker</a></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zjmkpg8">https://www.bbc.co.uk/bitesize/articles/zjmkpg8</a></p> <p><a href="https://www.islamic-relief.org.uk/">https://www.islamic-relief.org.uk/</a></p> <p><a href="https://www.christianaid.org.uk/">https://www.christianaid.org.uk/</a></p>	<p>HT2 Cosmology and the study of evolution</p> <p><a href="https://www.youtube.com/watch?v=DmUiCweDic4&amp;t=82s">https://www.youtube.com/watch?v=DmUiCweDic4&amp;t=82s</a></p> <p><a href="https://www.youtube.com/watch?v=E0ncK6yDy9Q">https://www.youtube.com/watch?v=E0ncK6yDy9Q</a></p>	<p>HT2 <a href="https://www.bbc.co.uk/bitesize/articles/zmg9f4j">https://www.bbc.co.uk/bitesize/articles/zmg9f4j</a> outreach pastor</p>
<p><b>Equality and Diversity</b> Gender Disability Religion Race Sexuality</p>	<p>Diverse representation used within text/videos/images presented to children.</p> <p>Looking at individuals' faiths and how it enables their resilience.</p> <p>Hinduism, Christianity and Humanism views explored.</p>	<p>Diverse representation used within text/videos/images presented to children.</p> <p>Looking at theists, atheists, agnostics.</p> <p>Understanding that everyone has a different idea of the creation of the world and that there are lots of different explanations.</p> <p>Female scientists representations - <a href="https://www.youtube.com/watch?v=pjj81La1wH0">https://www.youtube.com/watch?v=pjj81La1wH0</a></p> <p>Pupils complete a research task using a website which represents Christian scientists from many different backgrounds. <a href="https://www.faradaykids.com/scientists-and-god">https://www.faradaykids.com/scientists-and-god</a></p> <p><a href="https://www.islamic-relief.org.uk/">https://www.islamic-relief.org.uk/</a> <a href="https://www.christianaid.org.uk/">https://www.christianaid.org.uk/</a></p>	<p>Diverse representation used within text/videos/images presented to children.</p> <p>Stotfold has a low diversity in terms of race and religion so by focusing on Islam and their practices and beliefs we enable pupils to be exposed to other ways of life.</p> <p>Looking at the similarities and differences between Humanists and Christians.</p>
<p><b>Local Community Links</b></p>	<p>Local Pastor coming in on a termly basis to deliver a talk to the children.</p> <p>Discussing and exploring local charities such as The Need Project</p>	<p>Local Pastor coming in on a termly basis to deliver a talk to the children.</p> <p>Looking at the number of people who identify as following certain religions</p>	<p>Local Pastor coming in on a termly basis to deliver a talk to the children.</p>



	<p>and how they are trying to help tackle inequality in the local community.</p>	<p>on a local, regional and national scale and comparing the similarities and differences.</p>	<p>Opportunity to explore websites and information about local Mosques as part of the Summer 1 topic.  <a href="https://hitchinmosque.org/about-us/">https://hitchinmosque.org/about-us/</a>  <a href="https://buryparkmasjid.co.uk/">https://buryparkmasjid.co.uk/</a></p>
<p><b>British Values</b>  Democracy  The rule of Law  Individual Liberty  Mutual Respect and Tolerance of others  SMSC  Character Education</p>	<p>SMSC - Pupils are exposed to different faiths and worldviews allowing them to explore their own spiritual identities and those of their classmates. We teach pupils how to have respectful conversations with people who have may have similar or different worldviews, allowing them to learn from each other and develop positive social skills. We talk regularly about different moral concepts and values such as personal rights and responsibilities, justice, equality of opportunity. For example, we look at the links between justice, poverty and faith to try and tackle inequality as well as learning about how resilience can be supported by faith.</p> <p>Democracy - In RE pupils learn the significance of each person’s ideas and experiences through methods of discussion. In debating the fundamental questions of life, for example the beginning of the universe, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.</p> <p>The rule of Law - Laws protect everyone and no-one is above the law. We should understand the need for rules to make a happy, safe and secure environment and know the consequences when rules are not followed. Throughout the R.E. curriculum, we discuss the importance of codes of conduct, distinguishing between right and wrong and the responsibility to act honestly and with integrity.</p> <p>Individual Liberty  Pupils actively encouraged to responsibly reflect on their own beliefs and opinions linked to new knowledge about different faiths and beliefs in a safe, empowering environment. For example, thinking about what they believe happens after death, how they think the universe was created and how they may see the relationship between science and religion.</p> <p>Mutual Respect and Tolerance of others  In the RE curriculum, attention focuses on developing mutual respect and tolerance of those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religions and worldviews and will be challenged to respect others persons who see the world differently from themselves. Pupils are actively encouraged to have discussions with those who share different views and backgrounds from theirs and how to treat them with kindness and respect.</p>		