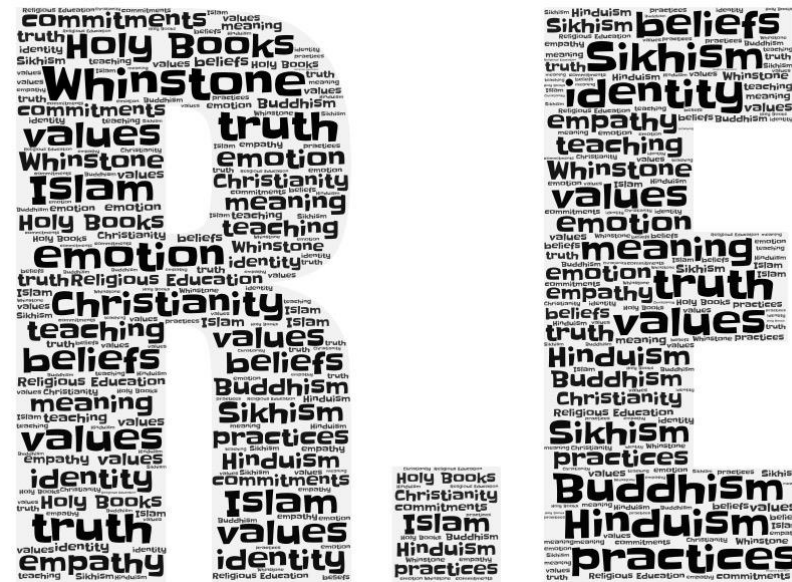




## Religious Education Statement of Intent

We use the agreed Stockton Borough Council Religious Education syllabus as the basis for our curriculum. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain and in our own local community. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, values and traditions of other individuals including practices, festivals and rituals. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences.





# Whinstone Primary School Year 6 Religious Education



## Religious Education Implementation

Religious Education (RE) is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. There is also flexibility to seize opportunities to celebrate and acknowledge significant events.

### Year 6 RE Implementation – Key Concepts

#### The Key Concepts of RE at Whinstone are:

- Beliefs and teaching (What people believe)
- Practices and lifestyles (What people do)
- Identify and experience (making sense of who we are)
- Meaning, purpose and truth (making sense of life)
- Symbols and their meaning in religion

In Year 6 Religious Education is taught in discreet lessons under the following broad topic headings:		
Autumn	Spring	Summer
Rites of Passage, Christianity, Islam, Judaism/What do the gospel stories tell us about the birth of Jesus?	Expressions of faith through art, Christianity, Islam and Buddhism/ How far can the death of Jesus be seen as a victory in Christianity?	World War 1, Christian Pacifism/ Moses and the 10 Plagues of Egypt.

Topic Specific Vocabulary					
Rites of Passage, Christianity, Islam, Judaism/What do the gospel stories tell us about the birth of Jesus?		Expressions of faith through art, Christianity, Islam and Buddhism/ How far can the death of Jesus be seen as a victory in Christianity?		World War 1, Christian Pacifism/ Moses and the 10 Plagues of Egypt.	
Birth	Nativity	Painting	Victory	Pacifism	Moses
Death	Gospel	Church	Achievement	Conscientious	Plagues
Marriage	Messiah	Statues	Resurrection	Objectors	Egypt
Baptism	Interpretation	Mosque	Symbol	Importance	Black Death
Allah	Adoration	Buddha	Chronicle	National	Exodus
Prophet	Magi	Lotus flower	Hymn	prison	Pharaoh
Muhammad	Prophecy	Parasol	Artist	Ceremony	



## Whinstone Primary School Year 6 Religious Education



These key concepts, knowledge and vocabulary will be taught and reinforced through the development of these specific skills. These Key Concepts and vocabulary will be revisited and repeated throughout a child's journey of RE at Whinstone.

<b>Beliefs and teachings</b> (what people believe)	<b>Practices and lifestyles</b> (what people do)	<b>Identity and experience</b> (making sense of who we are)	<b>Meaning, purpose and truth</b> (making sense of life)	<b>Symbols and their meaning in Religion.</b>
Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.	Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.	Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.	Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. Make informed responses to people's values and commitments in the light of their learning They will use different techniques to reflect deeply.	Compare the different ways in which people of faith communities express their faith.



# Whinstone Primary School Year 6 Religious Education



## R.E. Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

<b>Key Concept</b>	<b>Meeting expectations</b>
<b>Beliefs and teachings</b>	I know the main Rites of Passage for Christians and why they are important to Christians.
<b>Identity and experience</b>	I can recount and retell some Rites of Passage that I have had and their importance.
<b>Beliefs and teachings</b>	I know the main Rite of Passage for Muslim and why they are important to a Muslim.
<b>Beliefs and teachings</b>	I know the main Rites of Passage for Jews and their importance to Jews.
<b>Beliefs and teachings</b>	I can describe some features of the Christmas story and recognise that the same story has been told in different way.
<b>Practices and lifestyles</b>	I can begin to make links between Christian beliefs and the Christmas stories and begin to make links between their own values and commitments.
<b>Beliefs and teachings</b>	I can begin to use an increasingly wide religious vocabulary to explain the impact of belief on Christians.
<b>Symbols and their meaning in Religion.</b>	I can explain what inspires and influences their beliefs about Christmas.