

Year 6	Autumn	Spring	Summer
Theme	<p><u>Autumn</u></p> <p>U2.5 How do beliefs and ideas about land shape the way human beings live? Religions: Christian, Non-religious, Humanist, Islamic, Jewish, Humanist, Pagan</p>	<p><u>Spring</u></p> <p>U2.6 How might your worldview impact on the way you understand death and beyond? Religions: Christian, Muslim, Hindu, Buddhist, Non-religious, Humanist, Pagan</p>	<p><u>Summer</u></p> <p>U2.7 What do organised worldviews have to tell us about what truth is and where it might be found? Religions: Non-religious, Humanist, Christian, Islam</p>
Prior Knowledge	<p><u>Autumn</u></p> <p>Knowledge of the Genesis accounts in U2.2</p> <p>The importance of nature in worldviews in L2.1.</p> <p>Knowledge about pilgrimage gained in L2.4</p> <p>The impact of politics on conflicting worldviews in L2.2.</p>	<p><u>Spring</u></p> <p>Unit K1.2 Sacred texts as sources of guidance for life in different worldviews.</p> <p>Unit U2.1 Who is Jesus? (2) and the importance of the resurrection for Christians.</p> <p>Unit L2.2 Examples of art and architecture showing different worldviews and where these may indicate beliefs about what waits after death.</p>	<p><u>Summer</u></p> <p>Unit K1.2 Stories and teachings for life in sacred texts.</p> <p>Unit L2.5 Ideas about God/deity/supreme being from different worldviews.</p> <p>Unit L2.6 expressing worldviews within and outside of faith communities.</p> <p>Unit U2.2 Hermeneutics for interpreting sacred texts in different ways (e.g. literal, spiritual, metaphorical, mythical, symbolic).</p>
Sequence of lessons	<p><u>Autumn 1</u></p> <p>Lesson 1 What ideas might Christians have about the Earth and how it came to be? (COMPLETE WV CHECKPOINT) Explore different interpretations of the Genesis creation accounts with Christian worldviews.</p> <p>Lesson 2</p>	<p><u>Spring 1</u></p> <p>Lesson 1 What is the transcendent and why is it important in some worldviews? (COMPLETE WV CHECKPOINT) Explore the meaning of transcendence and study quotes about the transcendent.</p> <p>Lesson 2 and 3 What do Abrahamic worldviews say about life after death?</p>	<p><u>Summer 1</u></p> <p>Lesson 1 What might the term ‘truth’ mean? What might it mean to me? (COMPLETE WV CHECKPOINT) Pupils work in groups to discuss a poem.</p> <p>Lesson 2 What might ‘truth’ mean to Philosophers?</p>



	<p><u>What are some Christian and non-religious responses to climate change?</u> Explore some of the ways those with Christian worldviews might choose to respond positively to the climate crisis and take responsibility for the Earth.</p> <p>Lesson 3 <u>Can you be a scientist and hold beliefs about a creator?</u> Look at examples from atheist and theist perspectives as well as Christian and Muslim.</p> <p>Lesson 4 <u>How do Eco Churches express Christian ideas about being caretakers of Creation?</u> Explore meanings of the words ‘steward’ and ‘stewardship and what these mean to Christians.</p> <p>Autumn 2</p> <p>Lesson 1 <u>What was the Doctrine of Discovery?</u> (COMPLETE WV CHECKPOINT) Pupils will learn the meaning behind this and how this affected worldviews in the past.</p> <p>Lesson 2 <u>How have beliefs about land impacted on other people?</u> Pupils consider two situations where colonising (political) and converting (religious) goals were often rolled into one,</p>	<p>This will take two lessons: one of Christians, one on Muslims.</p> <p>Lesson 4 and 5 <u>What do Dharmic worldviews say about life after death?</u> (COMPLETE WV CHECKPOINT) This will take two lessons: one on Hindu worldviews, one on Buddhist worldviews.</p> <p>Spring 2</p> <p>Lesson 1 <u>What do non-religious worldviews say about life after death?</u> Discussions of different worldviews after the previous learning.</p> <p>Lesson 2 <u>How do people live based on their beliefs about life after death?</u> Introduce pupils to the idea behind books such as ‘100 things to do before you die’ and ‘100 things to see before you die’.</p> <p>Lesson 3 <u>How do funerals express ideas about death from worldviews?</u> Note: be sensitive towards any pupils who are recently bereaved or who may find memories of funerals difficult. Pupils investigate how funerals express ideas about death for different worldviews.</p> <p>Lesson 4 <u>How are ideas about the afterlife expressed in artwork?</u> (COMPLETE WV CHECKPOINT)</p>	<p>Use the book <i>Big Ideas for Little Philosophers – Truth with Socrates</i> to ask questions. Pupils scribe ideas.</p> <p>Lesson 3 <u>Where might non-religious people turn to find ‘truth’?</u> Explore that not having a religion doesn’t mean not having belief.</p> <p>Summer 2</p> <p>Lesson 1 <u>What might ‘truth’ look like in Christianity?</u> (COMPLETE WV CHECKPOINT) Explore the concept of ‘incarnation’ and how it helps Christians.</p> <p>Lesson 2 <u>How might Hindus find ‘truth’ in the Sanatan Dharma tradition?</u> Explore an important visual metaphor used by Hindus concerning the idea of ‘truth’.</p> <p>Lesson 3 <u>What might ‘truth’ look like in Islam?</u> Focus on the word ‘Ijtihad’. Explain the following: Ijtihad simply means to make effort (‘struggle’) to use one’s mental capacity to understand the Holy Qur’an.</p> <p>Lesson 4 <u>What does ‘truth’ mean to me?</u> (COMPLETE WV CHECKPOINT) Assessment lesson. Retrieval task about truth from the perspective of religious worldviews before exploring own meaning.</p>
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<p>Key Vocab</p>	<p>Autumn</p> <ul style="list-style-type: none"> • Political • Environmental • Creation • Science • Scientific theory • Evolution • Big bang • Eschatology • Doctrine of discovery • Indigenous • Partition • Pilgrimage • Jerusalem • Mecca • Abrahamic 	<p>Spring</p> <ul style="list-style-type: none"> • Transcendence • Soul • Afterlife • Heaven paradise • Reincarnation • Rebirth • Moksha Nirvana • Funeral 	<p>Summer</p> <ul style="list-style-type: none"> • Truth • Relative • Salvation • Freedom • Vedas • Dharma

Challenge	<p><u>Autumn 1</u></p> <p><u>Lesson 1</u> Pupils will be able to articulate different creation accounts, using their similarities and differences.</p> <p><u>Lesson 2</u> Pupils will be able to articulate their learning, comparing and contrasting the responses from different worldviews.</p> <p><u>Lesson 3</u> Pupils will devise a set of interview questions for exploring the sub-question further with a family member or friend.</p> <p><u>Lesson 4</u> Reflect of the questions: Is it only Christians that care about the earth? Should all churches be Eco-churches?</p> <p><u>Autumn 2</u></p> <p><u>Lesson 1</u> Groups may consider what beliefs and values the people who live on the island might hold.</p> <p><u>Lesson 2</u> Pupils to write a diary entry to explore more complex feelings the political-religious situations would have created.</p> <p><u>Lesson 3</u></p>	<p><u>Spring 1</u></p> <p><u>Lesson 1</u> Pupils can analyse the Venn diagram and explain why many ideas can go into the middle where the circles cross over.</p> <p><u>Lesson 2 and 3</u> Pupils will be able to compare and contrast the worldviews, articulating the similarities and differences.</p> <p><u>Lesson 4 and 5</u> Pupils will be able to compare and contrast the worldviews, articulating the similarities and differences.</p> <p><u>Spring 2</u></p> <p><u>Lesson 1</u> Pupils will be able to compare and contrast the worldviews, articulating the similarities and differences.</p> <p><u>Lesson 2</u> Pupils will be able to think and compare to their own lives, discussing the question: How do your own ideas about death and life after death impact how you live your life?</p> <p><u>Lesson 3</u> Pupils can consider the importance of a eulogy as part of a funeral service, looking at examples of eulogies from different worldviews and identifying and recording the worldview the person held.</p> <p><u>Lesson 4</u></p>	<p><u>Summer 1</u></p> <p><u>Lesson 1</u> Pose the question: Who was right out of the six men? Children should be able to articulate that none of the men were right as they had not seen the whole truth.</p> <p><u>Lesson 2</u> Consider reasons why the four truths are not an absolute truth.</p> <p><u>Lesson 3</u> Pupils will be able to articulate their own responses, listening to and building upon others reasoning.</p> <p><u>Summer 2</u></p> <p><u>Lesson 1</u> Pupils will reflect on the sub-question after exploring the case studies and be able to articulate if their personal worldview may have changed after their research.</p> <p><u>Lesson 2</u> Pupils will remember that overall, the connection between paths up the mountain and Hindu truth signifies the inclusivity, diversity, and multiple approaches within Sanatan Dharma to attain spiritual enlightenment.</p> <p><u>Lesson 3</u> Pupils will consider how Muslim scholars did reach ijthihad regarding Jummah prayers during the pandemic (see SACRE resource to</p>
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<p>Suggested outcomes</p>	<p>Autumn 1</p> <p>Lesson 1 Pupils will answer the questions: is this text helpful when considering climate change? If so, in what way is it helpful? Is there any way in which it might not be helpful?</p> <p>Lesson 2 Pupils will look at a selection of responses across different worldviews.</p> <p>Lesson 3 Explore deeper into the connections with science in both Christianity and</p>	<p>Spring 1</p> <p>Lesson 1 Learn what is typical for those with different religious worldviews. Pupils complete a Venn diagram and sort the key words/ideas into the circles.</p> <p>Lesson 2 and 3 Christian focus: watch and discuss a video where a Christian explains what they believe happens after they die. Muslim focus: pupils imagine that they are in charge of who gets entry to a happy afterlife.</p>	<p>Summer 1</p> <p>Lesson 1 Pupils will work in groups to discuss a ‘truth’ poem and mind-map ideas about what each part of the poem means.</p> <p>Lesson 2 Share the four types of truths from <i>Philosophy of Religion</i>. Give examples and pupils to work out which type of truth it is. SACRE resource for matching activity.</p> <p>Lesson 3 Pupils will write their own definition of each type of ‘none’. Explain that, during the rest of</p>

	<p>Islam. Use SACRE resources to support this.</p> <p><u>Lesson 4</u> Pupils to design their own Eco Church and/or write an advert to attract those with Christian worldviews to it.</p> <p><u>Autumn 2</u></p> <p><u>Lesson 1</u> In groups, ask pupils to imagine that they are inhabitants of an imaginary island. You may wish to ask them to draw a map showing all the wonderful things about the island e.g. natural resources, places of beauty, sacred/special sites etc.</p> <p><u>Lesson 2</u> Share summaries of outcomes of the application of The Doctrine of Discovery in India and USA. Pupils consider what the experience would have been like. Use hot seating to gain feelings.</p> <p><u>Lesson 3</u> Use SACRE resource to gain different Indic worldviews on why the sacred sites are of significant importance and the need to visit them. Reflect on the question ‘What does it mean for somewhere to be sacred?’ How might they answer it and how might somebody with Indic worldviews answer the question differently?</p> <p><u>Lesson 4</u></p>	<p><u>Lesson 4 and 5</u> Hindu worldviews: pupils will draw a life cycle for a given character. Add labels with any milestones the choose and explain whether the character earned good or bad karma. Buddhist worldviews: read one Buddhist’s perspective on Samsara and Nirvana and then highlight and annotate the information to show their understanding.</p> <p><u>Spring 2</u></p> <p><u>Lesson 1</u> Pupils complete the ‘river of life’ activity. Think about Russell’s description of the river of life. Look at the pictures of rivers to inspire pupils. Invite pupils to draw the river of their own life and fill it with words and images that are important to them.</p> <p><u>Lesson 2</u> Pupils record five things on their ‘bucket list’. Match up belief statements with statements about how people live their lives.</p> <p><u>Lesson 3</u> Pupils compare Christian, Muslim and Hindu focus on funerals. Explore what each offer and how this reflects views on death and the afterlife. Pupils explain what an order of service is.</p> <p><u>Lesson 4</u> Pupils explore artwork from Christian, Muslim, Hindu, Humanist worldviews. Compare the way that the paintings reflect viewpoint about death and the afterlife.</p>	<p>this unit, we will focus on religious truths for different religious worldviews. Some religious traditions might claim they have the one ‘truth’ whereas other religious traditions, such as Sanatan Dharma, recognise the diversity of ways people can find truth.</p> <p><u>Summer 2</u></p> <p><u>Lesson 1</u> Explain what short quotes from the Bible mean in their own words. One case study in pairs to discuss and reflect on.</p> <p><u>Lesson 2</u> Practical lesson: try some yoga. This is an opportunity for SMSCD, PSHE, physical, mental, and emotional well-being.</p> <p><u>Lesson 3</u> Put pupils in groups of four to discuss: What is the usual teaching for Jumma? What is the issue here if Muslims gather for prayer during a pandemic? Why can the usual teaching not be followed as normal in a pandemic? What and who do scholars need to think about? What might already exist to help them? Is there anything they must consider alongside their own religious laws?</p> <p><u>Lesson 4</u> Pose the question: <i>What does ‘truth’ mean to you?</i> Pupils discuss this in pairs. Pupils should compare their ideas now to their ideas from lesson one and reflect upon what might have changed or not changed for them. Pupils should also reflect upon what might now influence what their truth looks like. Invite some pupils to share their discussions with the rest of the class.</p>
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<p>Additional Experiences</p>	<p><u>Autumn 1</u> Harvest Festival</p> <p><u>Autumn 2</u> Christmas Service</p> 	<p><u>Spring 2</u> Easter Service</p> 	<p><u>Summer 1</u> Nicholas Chamberlaine Day ('Bun Day') Visit to a place of worship</p> <p><u>Summer 2</u> End of year service</p>