

RE Key Skills Year 6

Key Skills

Investigating	Interpretation	Reflection	Empathy	Evaluation
Analysis	Synthesis	Application	Expression	Self-understanding

Attitudes

Self-esteem	Curiosity	Fairness	Respect
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Unit 6: How do we make moral choices?

This unit explores how religious and other beliefs affect approaches to moral issues.

Unit 4: Why are some stories special?	Key questions	What are moral questions?
		What are the consequences of the moral choices we make?
		What people and organisations help in making moral choices?
		What are the most important moral values and teachings?
		How do we decide what is right and wrong?
	Christianity	To understand the word 'atonement' in Christianity (referring to the forgiving or pardoning of sin through the death and resurrection of Jesus)
		To know that 'atonement' originally meant "at-one-ment", which means being "at one" or harmony, with someone
		To know Jesus told his followers, "As I have loved you, so you must love one another." John 13.35.
		To give examples of the ways that the Christian Church shows the love of God both to its members and across society (in the UK and wider world today. E.g. visiting the sick, chaplains, hospices, food banks, rehabilitation of prisoners and addicts, helping the homeless, street pastors, promoting fair trade, aid work, education and working with youth)
	Judaism	To know the golden rule in Judaism ("You shall not take vengeance or bear a grudge against your kinsfolk. Love your neighbor as yourself: I am the Lord" (Leviticus 19:18))
		To know the Torah contains around 613 commandments, or mitzvot (including the 10 Commandments)
		To understand the 10 commandments and other commandments which were the rules Jews had to live by
		To understand that the Jews made an agreement or covenant with G-d (If Jews agree to obey His commandments; the Jews would be His Chosen people.)
		To understand that these moral prescriptions impact not only Judaism, but Christianity and Islam. (In fact, much of the Ten Commandments mirror similar tenets in faiths such as Hinduism and Buddhism as well)
	Islam	To be familiar with the concept of the Five Pillars of Islam (these pillars make up the most well-known part of Islamic morals. The Five pillars do not appear as such in the Qur'an, but in a hadith)
		To know that the Qur'an also speaks of 10 commandments (Surah Anaam, 6:151-153 Some scholars call them the "verses of the ten commandments" simply because they speak of ten significant commandments to be observed by a Muslim)
		To understand that the Quran does not directly state that these are the same commandments that were given to Moses.
		To know that these verses are not set apart from any other moral stipulations in the Qur'an (nor are they regarded as a substitute, replacement, or abrogation of some other set of commandments as found in the previous revelations)
	Hinduism	To recall and understand the Hindu greeting Namaste and its meaning: 'I respect you' (because Hindus believe the same God is inside every heart and must be treated as one world-family)
		To recall and understand the Hotika story (who died using her powers to try and kill Prahlad, a believer in God. This reminds Hindus to use their gifts to help not hurt others, the principle of ahimsa)
To know and understand the Hindu word Karma (acting from personal preference, without attention to Dharma - always impacts on ourselves and others, known as the Law of Karma)		
Humanism	To study some of the alternate versions of the ten commandments (e.g. Rodrigue Tremblay, Socialist Sunday Schools, Bertrand Russell, Rethink Prize - The Atheists' New Ten Commandments)	
	To know that Humanists look for truth as it is known and accessible through science, reason and human experience	
	To know that Humanists primarily make decisions about right and wrong based on what is perceived to bring justice, happiness and peace to individuals, communities and societies	
	To know that Humanists do not believe that knowledge of right and wrong comes from a deity or deities (or that good deeds or wrong-doing will be judged and/or punished by a god or gods)	

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Unit 8: What do people believe about life?

This unit explores ideas about the natural world and our place in it and relates them to religious and other beliefs.

Unit 5: How do we celebrate our journey through life?	Key questions	What feelings do people experience in relation to birth, change, death and the natural world?
		What answers might be given by ourselves and by religions and beliefs to questions about: i. the origin and meaning of life? ii. our place in society and the natural world? iii. the existence of God? iv. the experience of suffering? v. life after death?
	Christianity	To know Christian beliefs about birth (a) babies are baptised as a symbol of welcome and belonging to the family of the Church (b) water is sprinkled on the baby's head as a symbol of new life and of being washed clean from sin.
		To know the names and importance of the Christian coming of age ceremonies (a) children may be confirmed in their early teens (b) confirmation is a ceremony in church (c) the young person reconfirms the promises to follow Jesus that were made on their behalf at baptism
		To know what many Christians believe about death and the afterlife (a) God is just and fair, and so cannot let evil go unpunished. (b) judgment after death (c) God will treat people in the afterlife according to how they lived their life on earth (d) that the body dies but their unique soul lives on and is raised to new life by God
		To know Jewish beliefs about birth (a child is born pure, completely free from sin)
	Judaism	To know the names and importance of the Jewish coming of age ceremonies (a) Bar and Bat Mitzvah (for boys and girls, respectively) (b) These are important because it marks the time when people become responsible for following the Torah.
		To know what many Jews believe about death and the afterlife (a) Jewish practices relating to death and mourning have two purposes to show respect for the dead (kavod ha-met), and to comfort the living (nihum aveilim), who will miss the deceased (b) primarily focused on life here and now rather than on the afterlife (c) Judaism does not have much dogma about the afterlife
		To know Islamic beliefs about birth (a) all children to be born in a state of sinlessness; implicitly therefore they are perfect Muslims (b) after a few days, the baby's hair is shaved and weighed (c) A small amount of charity is disbursed by the parents equal in value to the baby's hair's weight in silver
	Islam	To know the names and importance of the Islamic coming of age ceremonies (a) as boys and girls get older they get older, they will gradually begin to fast during Ramadan (b) when they arrive at full adulthood, they will be expected to participate in the entire month of the fast
		To know what many Muslims believe about death and the afterlife (a) Up to the point of death relatives will gather around the dying person and recite verses of the Qur'an with the intention that the Divine reward of the reciting is added to the good deeds of the dying person (b) It is an Islamic tradition to bury the body facing Mecca and as quickly as possible after death (c) Muslims believe that on a day decided by Allah, life on earth will come to an end and Allah will destroy everything. On this day all the people who have ever lived will be raised from the dead and will face judgement by Allah. Muslims believe that they will remain in their graves until this day.
		To know Hindu beliefs about birth (a) often welcomed with a ceremony in which some honey is put in the child's mouth and the name of God is whispered in the child's ear (b) ten to twelve days after the birth, the priest announces the baby's name and prayers are said. (c) ear-piercing and first haircut ceremonies are also considered highly significant
	Hinduism	To know the names and importance of the Hindu coming of age ceremonies (the Sacred Thread ceremony is performed when a boy is growing up. He is given three strands of the sacred thread which represent three promises (vows) he makes: to respect the knowledge, the parents and the society)
		To know what many Hindus believe about death and the afterlife Hindus believe in Reincarnation: the belief that when a body dies their atman ("soul") may move onto another being. (a) In the Bhagavad Gita this is likened to someone changing dirty clothes for clean ones. Similarly, the Atman casts off its worn out body for a new one. (Bhagavad Gita 2:22). (b) The Atman persists and is reborn many times. This continual cycle is called Samsara. (c) The type of life an Atman moves onto depends on its previous one. This is determined by the Law of Karma. (d) The end of Samsara is called Moksha. The soul breaks out of reincarnation and joins with Brahman.
	Humanism	To know how secular Humanists regard life and death. (They should know that the focus of their attention is on what can be achieved during this life in this world and that they hold that death is the end of life)
		To know how Humanists might celebrate marriage or conduct an event to mark the death of someone close to them
To be able to say how Humanist celebrations differ from a religious ceremony and why		

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Unit 9: How should we live and who can inspire us?

This unit explores how people's values and commitments might be demonstrated in the lives of [religious.] leaders and believers. It may include a study of a particular religious or belief community

Unit 8: Why is our world special?	Key questions	What positive examples have people given that show us how to live?
		What values and commitments have inspired or been taught by founders of faiths or communities, leaders, believers and specific communities?
		How have the actions and example of people of faith or belief changed our world?
		How might we change our lives in the light of the qualities demonstrated by other people?
	Christianity	To know that Christians emphasize that Jesus is the Saviour of the world and through his death the sins of humanity have been forgiven. Christians use a range of theories and metaphors to explain how this reconciliation works. A common approach in Western Christianity is that: a) Humans have not lived in the way God intended - they have sinned. b) Having broken God's Law, humans should have been punished. (Romans 6:23) c) Jesus is without sin. d) He sacrifices himself in the place of humanity. e) Because Jesus is without sin, he 'pays the price' which should have been paid by humanity'. (Galatians 3:13)
		To reflect on and appraise the view that Easter celebrates Jesus's atonement (dying to take the punishment (atonement)/ pay the debt of sin (redemption) so that people can be forgiven by God and live in relationship with Him)
		To know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer
	Judaism	To know that Abraham is called one of the fathers of Judaism
		To know the story of Abraham who Jews believe was the first person to believe in one G-d: (a) Abraham was rich and lived in Ur; the people worshipped many gods. (b) G-d speaks to Abraham and tells him to leave his home with 3 promises: a relationship with G-d, numerous descendants and land (c) But his wife Sara is barren (d) With no scriptures or traditions, he puts his faith in G-d
		To understand that, for Jews, the covenant is an important belief of a two-way relationship (Jews put their faith in G-d (not blind faith - Abraham often questions G-d) and G-d gives his blessings to Abraham and his descendants)
	Islam	To know the story of Bilal and understand why this story is important to Muslims: (a) Bilal is a black African slave; refuses to obey his master to attack one of (b) Muhammad's followers who claimed that all people are equal; while imprisoned, waiting to be punished, he became a Muslim; close to death he was sold to Abu Bakr one of Muhammad's closest companions; (c) Bilal was freed; Bilal became the first Muezzin (gave the first call to prayer at the first mosque in Medina and then at the Ka'aba). (d) meaning: this story emphasises that people should be judged not by their position in society or race, but on their commitment to obey Allah's commands (e) Muslims believe Allah alone is worthy of worship. Bilal exemplified his dedication to Allah, even risking his own life. He is a role model to Muslims
		To understand the terms Muezzin and Imam
		To know and understand the term Khalifah (Caliph)
	Hinduism	To know that Hindu holy books describe Rama AND Krishna as special people called Avatars
		To know that Avatars are believed by Hindus to be God in human form
		To know that Hindus believe that they can also worship God in other divine forms (or deities)
Hum	To know about the lives and contributions of two prominent Humanist scientists of the modern period (e.g. Marie Curie, Albert Einstein, Helen Caldicott)	
	To have looked at some of the writings, art or philosophy of other modern Humanists	