

Manor Primary School
RE. Year 6. Autumn term.
How do Muslims express their beliefs and practices?
Why is Mohammed important to Muslims?

Overview of the Learning:

In this unit children learn about the life and teachings of Muhammad ﷺ and develop their understanding of why he is significant for Muslims. They explore the idea of role models and how Muhammad ﷺ provides a role model for Muslims. They explore the concept of revelation and religious experience, including the importance of quiet contemplation. This unit outlines the key beliefs and practices in Islam, emphasising current practice in addition to providing children with opportunities to learn about the historical foundation of the religion.

Core Aims

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- identify and begin to describe the similarities and differences within and between religions
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them
- describe and begin to understand religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding
- use and interpret information about religions from a range of sources
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Pupils should be taught to

- reflect on what it means to belong to a faith community, communicating their own and others' responses
- respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- discuss their own and others' views of religious truth and belief, expressing their own ideas
- Reflect on sources of inspiration in their own and others' lives.

Expectations

Children can:

use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities.

describe why people belong to religions.

understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this.

explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.

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Manor Primary School
RE. Year 6. Spring term.
Rites of Passage

Overview of the Learning:

In this unit children learn the ages and stages of life and investigate and respond to the ways in which the Christian, Muslim, Sikh and Hindu faiths mark stages and special events in the human life cycle. They will have opportunities to consider similarities and differences between different ceremonies and relate their own experiences of these events. They will also have opportunities to consider the concepts of responsibility, guidance, faith, commitment, ceremony, and legacy.

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Expectations

Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.

Manor Primary School
RE. Year 6. Summer term.
Buddhism and the Buddhist Temple

Overview of the Learning:

In this unit children learn about the key beliefs and practices in Buddhism. They will explore current practice and will have opportunities to learn about the historical foundation of the religion.

Core Aims

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- identify and begin to describe the similarities and differences within and between religions
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them
- describe and begin to understand religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding
- use and interpret information about religions from a range of sources

Pupils should be taught to

- reflect on what it means to belong to a faith community, communicating their own and others' responses
- respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
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