






Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	Unit 1:Creation/Fall (Understanding Christianity UKS2 Core Learning)	Unit 2: Incarnation (Understanding Christianity UKS2 Core Learning)	Unit 3: Beliefs in action in The World (The Holocaust)	Unit 4: Salvation (Understanding Christianity UKS2 Core Learning)	Unit 5: God (Understanding Christianity UKS2 Core Learning)	Unit 6: Religion, family and community: Islam and Christianity
Key Question	<i>Creation and science: conflicting or complementary?</i>	<i>The world doesn't need a messiah — it just needs people to love each other. Discuss.</i>	<i>Can good ever come from evil actions?</i>	<i>What difference does the resurrection make to Christians?</i>	<i>Can a holy god really be loving? And if he is – so what?</i>	<i>Should still religious texts still impact people's lives today?</i>
Visit			Local Visit Bramcote Holocaust memorial- 	Easter experience (St Michael's) 		Visit to  Trent Vineyard/Arches compassion to see the outreach projects they have. Muslim Hands Nottingham
Intended Outcome/Evidence	RE Books: Incarnation Resource Sheet 1-7 Children respond to the debate.	RE Books: Incarnation Resource Sheet 1B (Wanted poster for The Messiah) these could also be made into a display 	RE Books: Holocaust memorial: Children consider the purpose of the space, monument and gardens and design own (see link to HMD Trust resources) https://www.hmd.org.uk/resource/creating-a-green-memorial-for-hmd/	Reflection Diaries: response to prayer encounters at St, Michaels RE Books: UC Salvation Unit Resource Sheet 6	(over the term with Y6) Courageous Advocacy: Christian Aid resources https://www.christianaid.org.uk/get-involved/schools/courageous-advocacy	Reflection Diaries: response to Arches & Muslim Hands visit/interview with member of Arches/MH team. 
					Floor/Project book: Courageous Advocacy	RE Books and or Display: Souper Soup project and responses.

Progression	<p>Pupils will consider:</p> <ul style="list-style-type: none"> • There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians wonder even more about the power of God. 	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David), they have to learn new ways of following God. • Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food of God, justice, and telling the story of Jesus. • Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example, as salt and light in the world. 	<p>Religious content will include:</p> <ul style="list-style-type: none"> • Study of religious responses to the Holocaust in Judaism. Pupils will study commitments to remembrance, to peace and to equality influenced by the events of the Holocaust. 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. • This salvation includes the ongoing restoration of humans’ relationship with God. The Gospels give accounts of Jesus’ death and resurrection. • Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). 	<p>Pupils will:</p> <ul style="list-style-type: none"> • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information 	<p>Religious content will include:</p> <ul style="list-style-type: none"> • Statistics of world religions in the local area, the county and region, examples of inter faith co-operation (including RE itself: pupils might write an RE curriculum suggestion for KS2!) • Pupils will know that texts in Islam and Christianity encourage unity and tolerance towards other.
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