

Cheadle Primary - the school at the heart of the village, free to flourish, ready to learn and succeed. Progression of Skills: RE Year 6

	Autumn 1 and 2 TOPIC World War Two	Spring 1 - TOPIC : Mountains	Spring 2 - TOPIC: South America	Summer 1 and 2 - TOPIC: Britain Since 1066
	Is it better to express your religion in arts and architecture or in charity and generosity?	Judaism-The Holocaust	Green Religion? How and why should religious communities do more to care for the Earth?	What difference does it make to believe in Ahimsa, Grace and Ummah?
RE skills	Work in a small group and present to the class an example of the most impressive religious art or architecture. Connect ways in which art and actions can reveal what people believe about God (e.g. cathedrals and mosques might express ideas of greatness and perfection of God; actions might suggest that God is concerned with justice). Suggest reasons why some people may be critical of religious art/ architecture, and why some would defend it as important.	Explain the key features and symbols of Judaism Recognise how architecture is used to commemorate the holocaust - Berlin.	Make connections between beliefs about the earth and activist behaviour in two or more different religions. Describe the teaching of religions about the natural world Discuss and ideas from Islam such as 'khalif' or 'corruption' ; from Christianity such as stewardship and the Fall of Humanity and apply to green issues. Discuss what must happen for people and the planet to survive and re-balance the ways humans have exploited the earth.	Find out the meaning of ahimsa, grace and Ummah. Discuss and consider the impact of ahimsa, grace and Ummah. Make links between the idea of grace, Christian belief in Jesus' death and resurrection as an expression of God's love, and Christian forgiveness today (Luke 23:34, John 3:16, 1 John 1:7-9).
Key Knowledge	Find out about religious teachings, charities and ways of expressing generosity Find information about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive; Compare Christian and Muslim ideas about art (e.g. contrasting views on presenting or not presenting God or people in art; use of calligraphy/ geometrical art vs representational art, narrative art from the life of Jesus and the art inspired by the text of the Qur'an).	Know what the Holocaust is Understand how Jewish people were treated in Germany before and during the 2nd World War. Know the symbols of Judaism	Learn about key concepts which have implications for care of the earth such as: - khalifah (Islam), - stewardship (Christianity), Learn about the work of projects such as the Islamic Relief's tree-planting and Christian projects such as Eco Church or Operation Noah. Learn in detail about examples of creative expressions of green spirituality from different faiths in works of art, music, drama, prophecy and activist protests or actions. Find out about connections between ancient wisdom in holy texts and some ways religious people have become "climate justice activists".	Learn that for Hindus being harmless means, for example, no violence, eating no meat and wearing no leather; find out how ahimsa links to ideas of karma and reincarnation. Learn that for Christians the idea of grace from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything. Recall how this is illustrated by the story of the forgiving father/lost son (Luke 15: 11-32). Recall that for Muslims, the worldwide Muslim community is called the Ummah, and being part of the Ummah is expressed, e.g. in pilgrimage to Makkah and in shared welfare through zakat.
Key questions	Which has greater impact - art or charity? What would the world be like without great art or architecture or charity or generosity? Why do Christians and Muslims think giving money away is important? What difference does this make, both to those who give and to those who receive?	What is the Holocaust? How are the victims of the Holocaust remembered through architecture? What are the main beliefs of the Jewish religion? What are the main Jewish symbols?	Should religions be greener? Whose world is this? Why do humans pollute their own earth? Why do extinctions matter? Can we care better for our planet? Who is most at risk from environmental change? Does the earth belong to God? If some people believe the earth does belong to God, how should they live? What about the beliefs that humans or the powers of nature 'own the planet'? What kinds of behaviour, belief and expression does the world need now?	Make links between the three concepts: How are they similar and how different? Which has the most impact and why? If Christians believe God forgives them for anything, does that mean that it doesn't matter if they do bad things? If we all followed these ideas, how would life change? If people believed in ahimsa, what difference would it make to farming, supermarkets, your meals, community relations, international relations? Why doesn't everybody believe in being harmless?
Learning intentions	Describe and make connections between examples of religious creativity (buildings and art) Show understanding of the value of sacred buildings and art Suggest reasons why some believers see generosity and charity as more important than buildings and art Outline how and why some Humanists - and people within religions - criticise spending on religious buildings or art	Explain the principle beliefs of the Jewish religion. Find out how Jewish people were persecuted and discriminated against. Understand what the holocaust was. Recognise architecture that has been designed to commemorate the victims of the Holocaust.	Understand the challenges facing the planet and responses from different religions. Explain three or more examples of green issues, e.g. plastic waste pollution, rising sea levels, climate change Connect the ideas of khalifah and stewardship to words and stories from sacred texts about the natural world.	Find out what Christians understand by grace from God, and the difference it makes to their lives. Explore the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally, drawing attention to some ways Muslims care for each other in one community. Find out about how Gandhi practised ahimsa in the liberation of India.
Key vocabulary	art charity Muslim Christianity Humanist generosity creativity buildings sacred	fasting, kosher, abstaining, sacrifice, celebration, feast holocaust, kindertransport, concentration camps	khalif stewardship Tu B'shevat goddess Bhumi Mother Earth ahimsa plastic waste pollution rising sea levels climate change activism	ahimsa, grace, Ummah, forgiveness, unconditionally , harmless, karma, reincarnation, zakat, hajj, reincarnation
Texts & links	Islam - special places of worship Christianity - special places of worship	The harmonica Rose Blanche The boy in the striped pyjamas BBC newsround: What was the Holocaust?	Everest - Alexander Stuart https://request.org.uk/resource/issues/the-natural-world/environment/	Ghandi Life Ahimsa - Gandhi. The Force That Changed The World Forever Virtual Bharat Grace - Christianity Why is the Ummah important to Muslims? 9-11