


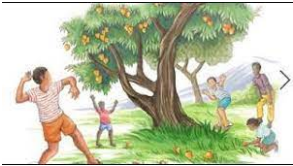






Year 5 RE Knowledge Goals Summer 2

	<p>Judaism - David was only a boy and a shepherd. He was so small compared to Goliath. He looked at Goliath and probably got a little scared. But, David had one thing that Goliath didn't- he had God on his side. Jewish people believe that when they have God on their side, they can face any giant.</p> <p>We all have giants in our lives. Now we don't have 9 foot tall men with armour and a sword, but we do face giants. A giant is something that seems too big for us to handle by ourselves. It may be a maths test, a friend that is mad at us, or trouble at home.</p>
	<p>This miracle shows Jesus' attitude towards people who were treated badly by others in society.</p> <p>Jesus shows no prejudice towards the leprosy sufferers and is willing to heal them. He also makes a point of praising the Samaritan for his faith.</p> <p>9 of the lepers did not thank God for this miracle, however one did. He returned to Jesus and was thankful for this miracle.</p> <p>This parable shows the importance of being thankful.</p>
	<p>A milestone in life is a significant event in your journey of life so far. Often a milestone marks the start of a new chapter in life. E.g. birth, birth of sibling, death, transition from one school year to the next, change in job, an achievement / goal being reached, etc.</p> <p>The elephant represents wisdom and knowledge, therefore, Ganesh became the Remover of Obstacles, just like the elephant.</p> <p>The four arms of Ganesh represent mind, intellect, ego and conscience. The god Ganesh is often depicted wearing red and yellow. These colours symbolise purity, peace and activity.</p>
	<p>The boy that threw stones at a tree liked eating dates. He did not know the harm he was doing but throwing them. He was fulfilling his pleasures but at the tree's expense (the tree was getting weaker and weaker).</p> <p>The moral of this story is to look after nature and animals. These are god's creations and he should look after them.</p> <p>Caring for things can help us get a reward. E.g looking after a tree by watering it and nurturing it and it can grow fruit which can feed</p>

	<p>you.</p>
	<p>What human rights are covered by the Act?</p> <p>The Act sets out your human rights in a series of 'Articles'. Each Article deals with a different right. These are all taken from the ECHR and are commonly known as 'the Convention Rights':</p> <ul style="list-style-type: none"> • Article 2: Right to life • Article 3: Freedom from torture and inhuman or degrading treatment • Article 4: Freedom from slavery and forced labour • Article 5: Right to liberty and security • Article 6: Right to a fair trial • Article 7: No punishment without law • Article 8: Respect for your private and family life, home and correspondence • Article 9: Freedom of thought, belief and religion • Article 10: Freedom of expression • Article 11: Freedom of assembly and association • Article 12: Right to marry and start a family • Article 14: Protection from discrimination in respect of these rights and freedoms • Protocol 1, Article 1: Right to peaceful enjoyment of your property • Protocol 1, Article 2: Right to education • Protocol 1, Article 3: Right to participate in free elections


Year 6 RE Knowledge Goals Autumn 1 - Famous Christians

	<p>Mother Teresa was one of the most significant figures of the 20th century. She felt her calling from God was to help the sick and needy people of India. Working almost up until her death in 1997, she remains an inspiration to people all over the world.</p> <p>Her Legacy Today, her legacy continues through the Missionaries of Charity, which now has over 4500 nuns who care for people worldwide. The organisation runs schools, soup kitchens and homes for orphaned children. These services are free. This extraordinary woman will always be remembered for the love and care that she showed to many people in her lifetime. She once said, 'Not all of us can do great things. But we can all do small things with great love.' In 2003, Pope John Paul II began the process of making Mother Teresa a saint and on 4th September, 2016, she was canonised in Rome. She is now called Saint Teresa of Calcutta.</p> <p>Realise contrary views held about Mother Teresa too.</p>
	<p>Oliver Cromwell became the effective leader of England from 1653 to 1658.</p> <p>Cromwell was a Puritan. He was a highly religious man who believed that everybody should lead their lives according to what was written in the Bible. The word "Puritan" means that followers had a pure soul and lived a good life. Cromwell believed that everybody else in England should follow his example. One of the main beliefs of the Puritans was that if you worked hard, you would get to Heaven.</p> <p>To know of some of his expectations and form a view on these e.g. Pointless enjoyment was frowned upon, Cromwell banned Christmas and women and girls should dress in a 'proper manner'.</p>
	<p><i>Isaiah</i> verse describes the coming of the Messiah. A smooth path is being created for His arrival. MLK is using the hoped-for arrival of the Messiah as a metaphor for his hoped-for vision of the future- all are equal and should have equal footing.</p> <p>Inspired by his Christian beliefs and the nonviolent activism of Mahatma Gandhi, he led targeted, nonviolent resistance against Jim Crow laws and other forms of discrimination.</p>



	<p>Choose from a set of figures to carry out own research on: Desmond Tutu, Henry VIII, Rosa Parks, William Booth and William Wilberforce.</p>
	<p>Apply learning from the unit to find out the religious beliefs of their chosen person and how these beliefs shaped their course of action.</p>
	<p>Know the positive and negative impact of the choices made.</p>




Year 6 RE Knowledge Goals Autumn 2 - Buddhism

	<p>Siddharta was the founder of Buddhism. He taught a path to Nirvana, freedom from ignorance, suffering, craving and rebirth.</p> <p>Know the significance of Siddharta on Buddhism.</p> <p>Relate his findings to potential impact on our lives today.</p>
	<p>Build on learning from Year 5, revising the elements of the eightfold path: right view, speech, action, livelihood effort, concentration and mindfulness.</p> <p>Know how to use it in given, topical situations.</p> <p>Decide situations where a specific aspect of the eightfold path would be useful.</p>
	<p>Build on learning from Year 5, revising the four noble truths. 1) Dukkha - suffering happens because people always want more or something better than we have 2) Samudāya - worries are caused by desire because if we don't have what we want we suffer and feel upset 3) Nirodha - if we accept what we have and stop wanting more, we will become happy. 4) Magga - this will stop suffering</p> <p>Knowing how this led to the Buddha being likened to a doctor.</p> <p>Apply the four noble truths to help with a given situation where a person wants more of ...</p>


	<p>Make the link between the Buddha and meditation. Know the five stages of meditation:</p> <p>1: awareness of the present moment. 2: subduing the negative mind. 3: mindfulness of the meditation object. 4: dawning awareness. 5: unwavering commitment.</p> <p>Pupils know the difference between prayer and meditation: Prayer is about petitioning a higher power, usually a deity and worshipping them. People pray for different reasons, sometimes to serve a deity, sometimes to express their beliefs or sometimes to ask for help.</p> <p>Meditation is about the guided transformation of the practitioner through their own effort. This is easy to see with mindfulness: you simply pay attention to your own body and mind.</p> <hr/> <p>Synthesise all learning from the Buddhism Unit and create a presentation on meditation. Pupils link all the relevant learning from the unit to the practice of mediation.</p> <p>Pupils explain the stages of mediation in a recording used in their presentation (IT knowledge goals are used too) and benefits of meditation.</p>
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Year 6 RE Knowledge goals Spring 1 - Sikhism

	<p>The 5 Ks date from the creation of the Khalsa Panth by Guru Gobind Singh in 1699.</p> <p>The Guru introduced them for several reasons: Adopting these common symbols would identify members of the Khalsa as all members of the Khalsa wear the 5 Ks the members of the community are more strongly bound together. The 5 Ks taken together symbolise that the Sikh who wears them has dedicated themselves to a life of devotion and submission to the Guru.</p> <p>Each K has its own significance</p>
	<p>Throughout history hair (kesh) has been regarded as a symbol both of holiness and strength.</p> <p>Kara - a steel bracelet. A symbol of restraint and gentility.</p> <p>Kachha - special underwear. This is a pair of breeches that must not come below the knee. It was a particularly useful garment for Sikh warriors of the 18th and 19th centuries, being very suitable for warfare when riding a horse. It's a symbol of chastity.</p> <p>The Kirpan can symbolise: Spirituality, the soldier part of the Soldier-Saints, defence of good, defence of the weak, the struggle against injustice. A metaphor for God.</p>

	<p>Sikh prayer or worship consists of reading and listening to the Guru Granth Sahib (holy book) and also Kirtan, or the singing of verses from the Guru Granth Sahib. Langar, a free community meal is prepared and served at all Gurdwaras by volunteers in the spirit of equality and hospitality.</p>
	<p>Guru Nanak Dev started the institution of Guru Ka Langar. Langar is the term in the Sikh religion refers to the common kitchen where food is served to everyone without any discrimination.</p> <p>Guru Angad Dev, second of the 10 gurus, invented and introduced the Gurmukhi (written form of Punjabi) script.</p> <p>Guru Amardas introduced the Anand Karaj marriage ceremony for the Sikhs, replacing the Hindu form.</p> <p>Guru Ram Das, fourth of the 10 gurus, founded the city of Amritsar</p>
	<p>Understand that being a 'pure Sikh' and 'Khalsa' mean the same</p> <p>Understand the practices, beliefs and social organisation of being a Sikh. Understand how to manage conflicts that may arise.</p>

Year 6 RE Knowledge Goals Spring 2 - Big Question


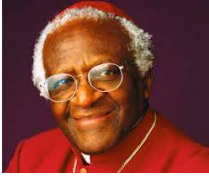


	<p>The Big Bang theory: Children to know The Big Bang theory is a scientific approach to answering the question of how the world began. In answering this question, the Big Bang theory removes the need for a creator.</p> <p>Pupils know that The Big Bang was the moment 13.8 billion years ago when the universe began as a tiny, dense, fireball that exploded. Most astronomers use the Big Bang theory to explain how the universe began.</p>
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	<p>Pupils know The Big Bang theory alongside belief of creation from Islam, Christian and Hinduism. Children are able to debate which statements are most accurate or not.</p> <p>Meaning of life – Quotes from around the world and different beliefs.</p> <ol style="list-style-type: none"> I believe that we are on earth to develop kindness, love and understanding of one another. Life is a process of continual learning and gaining further knowledge. We came to earth to experience mortality and become more like our Heavenly Father. I believe that everything we learn here we take with us, its not lost! We are on earth because we need to learn patience and accept other cultures as they are and not look down on others. Life is a time of learning, almost like being at school, except we learn about choices and those choices are right or wrong choices. We are children of God, we came from God and will go back to God, everything we do on earth is a choice and we decide what kind of a person we will become. We can only know the sweetness of life if we taste the bitterness as well, there is no other way; that is why we are here. There is a plan, just because you do not know it or what to find out about it doesn't mean its not there. Be the best you can be because then you won't fail!
	<p>The Big Bang theory is supported by evidence that space is expanding, including the redshift of light from distant galaxies and the existence of cosmic background radiation in all directions.</p> <p>It is thought planet Earth was formed around 4.6 billion years ago from dust and gas left after the Sun formed. As Earth gradually cooled, creating conditions in which life was possible, living things appeared.</p>
	<p>To know faith means believing in something even when you can't see it. For some people, faith is their belief in God and their religion e.g. Christianity, Islam, Sikhism etc. Religious people have faith in God to guide them through life and all of the problems that come their way. While life isn't perfect for everyone, and some people can still struggle a lot, they have faith that God has a plan for them.</p>




Pupils are able to go through some different scenarios and situations where it is important to tell the truth and when not to in religion.





Know that in religion people love the truth because it's the way we're created by God (in all different religions). Pupils know that all religions have an importance of being honest at all times and how it helps in different ways. Every step we take in the direction of valuing truth and resisting falsity moves us closer to understanding that God is Truth and that it leads towards living a life in **peace**.

	<p>Pupils to know what qualities of a leader ensure success:</p> <p>Skills and qualities</p> <ul style="list-style-type: none"> -A genuine desire to help people -The ability to relate to all kinds of people, in all circumstances, with compassion and sensitivity. -Leadership skills. -The ability to inspire others. -Moral and emotional strength. -To be patient, trustworthy and discreet.
	<p>To know how a leader's attributes influence other people's lives. Build on learning from autumn term on religious leaders and their attributes.</p> <p>Desmond Tutu was a tireless advocate for democracy and human rights, Tutu was determined, compassionate and optimistic. Forgiveness, he preached, is not forgetting but an opportunity for a second chance. Tutu's efforts to end apartheid earned him the Nobel Peace Prize in 1984.</p>
	<p>To know that meditation is a huge part of the Dalai Lama's daily routine (use past learning on Dalai Lama). Every day after his morning shower, he spends roughly seven hours a day on mindfulness. He begins his days with a few hours of prayers, meditations, and prostrations. Following breakfast, he spends another three hours on prayer and meditation.</p> <p>From 6 am to 9 am His Holiness continues his morning meditation and prayers. From around 9 am he usually spends time studying various Buddhist texts and commentaries written by great Buddhist masters. Lunch is served from 11.30 am. His Holiness's kitchen in Dharamsala is vegetarian.</p> <p>The major commitment of the Dalai Lama is the promotion of human values and human rights such as compassion, tolerance, the path towards peace, and self-discipline as well. He is prominently committed towards the Harmony and peace of the people and religious respect and understanding towards the other people.</p>
	<p>Use past learning on Mahatma Gandhi's influence as a leader. His non-violent resistance helped end British rule in India and has influenced modern civil disobedience movements across the globe. Widely referred to as Mahatma, meaning great soul or saint in Sanskrit, Gandhi helped India reach independence through a philosophy of non-violent non-cooperation.</p> <p>Pupils know that whilst Gandhi led nationwide campaigns to ease poverty, expand women's rights, build religious and ethnic harmony and eliminate the injustices of the caste system, Gandhi supremely applied the principles of nonviolent civil disobedience, playing a key role in freeing India from foreign domination.</p> <p>He was an inspirational leader, a peaceful activist, and legendary humanitarian. His birthday is a national holiday in India, and it is also the International Day of Non-Violence.</p>

	<p>Use prior learning from year 5 and beginning of year 6 on religious leaders and their influences. Religious leaders have an enormous influence on their followers (Guru Nanak, Dalai Lama, Desmond Tutu, Mahatma Gandhi), and are well placed to help bring about a change in mindsets that can lead to progress in society. By spreading messages of respect, compassion and love, religious leaders can combat bigotry and hatred, and foster greater tolerance and trust.</p>
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Year 6 RE Knowledge Goals Summer 2

	<p>Pupils have an understanding that people do believe that there is a heaven. To know that different religions have different beliefs and views on heaven.</p> <p>Some religions believe that you enter heaven by forgiveness and through righteousness.</p> <p>At least in the Abrahamic faiths of Christianity, Islam, and some schools of Judaism, as well as Zoroastrianism, heaven is the realm of Afterlife where good actions in the previous life are rewarded for eternity.</p>
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	<p>Pupils understand that over time, as our world evolves and changes, new beliefs, values, and perspectives can create tension between long-practised traditions and customs. These tensions give rise to new religions as well as reform within religions themselves.</p> <p>Children know that the psychological benefits of prayer may help reduce stress and anxiety, promote a more positive outlook, and strengthen the will to live." Other practices such as Yoga, T'ai chi, and meditation may also have a positive impact on physical and psychological health.</p>
	<p>Pupils will know that belief is something that is accepted, considered to be true, or held as an opinion : something believed. an individual's religious or political beliefs.</p> <p>Pupils know that belief does influence people's behaviour. Beliefs shape our thinking, which influences our behaviour. When the gap between what we say and what we really do narrows, tough decisions become easier. High-stakes situations demand that we make our decisions based on our core values — the intersection of what we believe and how we behave.</p>
	<p>Pupils are able to interview each other and enquire what it is like to be a part of a religious and non-religious community in modern Britain.</p> <p>Religious belief and practice contribute substantially to the formation of personal moral criteria and sound moral judgement. Regular religious practice generally inoculates individuals against a host of social problems, including: suicide, drug abuse, crime, and divorce.</p>
	<p>Pupils to know the meaning of declaration; a formal or explicit statement or announcement.</p> <p>Providing opportunities for sustained and meaningful interactions between people is therefore key to promoting more positive relationships in local communities. Recognise that bringing an element of fun into cohesion-building activities can make a real difference.</p> <p>Community cohesion lies at the heart of what makes a safe and strong community. It must be delivered locally through creating strong community networks, based on principles of trust and respect for local diversity, and nurturing a sense of belonging and confidence in local people.</p>