

**KFJS**  
**RE Curriculum Map**

**In each learning journey, children: are introduced to aspects of religious life, develop tolerance and understanding of others and reflect on their own personal experiences.**

**Year 6**

Unit	Humanism	The Two Birth Narratives	Messages
<b>Key Question</b>	What is humanism and how could it relate to my life?	What is the value of different interpretations of the Nativity to Christians?	What is the value of Jesus' messages today?
<b>Essential understanding</b>	Some people use pictures of rivers to explain key events in own lives What is meant by a humanist and their view of what is meant by living a good life The similarities and differences in the beliefs of Humanists and religious believers How to make own River of Life with directions own life might take	What is meant by "Interpretation What interpretation means in the birth narratives – Matthew and Luke (Bible) What the value of the different interpretations are to Christians Interpretation in daily lives eg an argument between friends	What is a message and ways of delivering messages today and in the past What messages give to Christians through the teaching of the Parables When messages are important in today and the affect they may have on own lives
<b>Objectives</b>	Explain what is meant by the journey of life	Explain what is meant by the term interpretation	Explain the concept of messages and how the way we send messages has changed
	Explain the humanists view of life with reference to the thoughts of Bertrand Russel	Explain why there are two interpretations of the story of the birth of Jesus in the Bible	Explain what Christians believe Jesus' messages are
	Explain how the river of life model can apply to their own lives	Explain how interpretation affects their daily lives eg two versions of a playground squabble	Explain how messages are significant in own and others' lives and in different situations
<b>Skills</b>	<b>Communicate</b>	Share their own experiences in different ways	
	<b>Apply</b>	Children become aware of the experience of others	
	<b>Inquire</b>	Engage with the dimensions, manifestations, words and concepts of religious traditions and practices	
	<b>Contextualise</b>	Appreciate what it means to live a life with religious or other orientation	
	<b>Evaluate</b>	Discern the question of how the material encountered and studied might matter in their own lives	
<b>Assessment</b>	Children to design a model of their own river of life	Explain the importance of Interpretation of the Birth Narratives to Christians	Explain the value of stories with messages to believers and to themselves.

**KFJS**  
**RE Curriculum Map**

**In each learning journey, children: are introduced to aspects of religious life, develop tolerance and understanding of others and reflect on their own personal experiences.**

**Year 6**

Unit	Humanism	The Two Birth Narratives	Messages
	Explain if they think the Humanist concept of a River of Life could be applied to their own lives.		
<b>WTS</b>	Can design a river which shows past experiences but needs support to suggest what may occur in the future	Needs support to find the differences and place them in the correct place on the Venn diagram	Can explain the value of stories with messages to themselves but need support to link it to believers
<b>EXS</b>	Can design a river which shows some major stages in life	Can complete all three sections of the Venn diagram with some examples of similarities and differences	Can explain the value of stories with messages to believers and to themselves
<b>GDS</b>	Can design a detailed river which shows many aspects of life, both in the past and in the future which they imagine for themselves	Can complete all three sections of the Venn diagram independently and suggest reasons for the differences between the two gospels	Can explain the value of stories with messages to themselves and believers, giving specific examples of how the stories may guide Christians to live their lives

**KFJS**  
**RE Curriculum Map**

**In each learning journey, children: are introduced to aspects of religious life, develop tolerance and understanding of others and reflect on their own personal experiences.**

**Year 6**

Unit	Sacrifice	Jesus through Art	Rites of Passage
<b>Key Question</b>	Can I explain the meaning of sacrifice?	How do Christians use imagery to express their ideas and beliefs about Jesus?	What do people mean by rites of passage?
<b>Essential understanding</b>	<p>What is meant by “sacrifice”</p> <p>How sacrifice is portrayed in The Lion, the Witch and the Wardrobe</p> <p>What was the sacrifice of Jesus and its value to Christians</p> <p>Own experience of sacrifice and the effect on daily life eg giving up something for the good of others</p>	<p>What imagery means</p> <p>Images of famous people throughout history and how they have been altered to portray a certain image</p> <p>The image of Jesus portrayed in stories from the New Testament</p> <p>Images of Jesus from countries around the world</p> <p>Imagery of people who have had an impact on own lives</p>	<p>What rites of passage mean</p> <p>Identify personal rites of passage which are significant in own lives</p> <p>A Muslim naming ceremony</p> <p>Muslim rites of passage – the Hajj</p>
<b>Objectives</b>	Explain what sacrifice means and give examples	Explain the difference between an image and an icon	Explain what is meant by rites of passage
	Explain how sacrifice is expressed in the Christian story	Explain how images of Jesus express important Christian beliefs	Explain what events have been important in their lives so far and what might happen in the future
	Explain how sacrifice could affect their own lives	Explain the value of different imagery of Jesus for Christians	Explain how important events are marked in religion by rites of passage such as the Haj and Muslim naming ceremony
<b>Skills</b>	<b>Communicate</b>	Share their own experiences in different ways	
	<b>Apply</b>	Children become aware of the experience of others	
	<b>Inquire</b>	Engage with the dimensions, manifestations, words and concepts of religious traditions and practices	
	<b>Contextualise</b>	Appreciate what it means to live a life with religious or other orientation	
	<b>Evaluate</b>	Discern the question of how the material encountered and studied might matter in their own lives	

**KFJS**  
**RE Curriculum Map**

**In each learning journey, children: are introduced to aspects of religious life, develop tolerance and understanding of others and reflect on their own personal experiences.**

**Year 6**

<b>Unit</b>	<b>Sacrifice</b>	<b>Jesus through Art</b>	<b>Rites of Passage</b>
<b>Assessment</b>	Explain the value of stories with messages to believers and to themselves.	Choose one of the pictures and draw it, or part of it. From looking at the imagery in the picture, what do you think the artist was trying to say about Jesus? For each point you make, explain what imagery in the picture has sparked off your ideas.	The Government has decided to ban all rites of passage  Write a response to the government's plan asking them to explain their reasons and explaining how you feel, giving reasons for your ideas.
<b>WTS</b>	Can explain the value of stories with messages to themselves but need support to link it to believers	Needs support to "read" a picture and consider what the artist was trying to say by using the imagery	Begin to explain own response with limited reasons, relating solely to own experience, either verbally or in writing
<b>EXS</b>	Can explain the value of stories with messages to believers and to themselves	Can explain some of the imagery the artist has used in the picture	Can independently explain own response to government's plan and give some valid reasons for own ideas, especially in regard to own life.
<b>GDS</b>	Can explain the value of stories with messages to themselves and believers, giving specific examples of how the stories may guide Christians to live their lives	Can confidently read the imagery in a picture and develop an explanation of why it has been used	Can explain confidently own response and justify all ideas with examples from experiences of themselves and others in the wider community