

BOSTON WEST ACADEMY

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# Y6 RE KNOWLEDGE OVERVIEW

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**Year 6 - Follow the compulsory units and use the ideas, questions and resource links to plan a term's sequence of learning.**

Throughout each unit pupils are given opportunities:  
to know and explain what different people believe and why.  
to know and discuss the impact religion has on people's lives.  
to analyse a range of sources and evidence.  
to draw comparisons between the key events in different religions.

**Term 1 and 2**

Life journey/Rites of Passage - Christianity



**Expressions of belonging**

**How do Christians show they belong?**

- Outward signs of belonging - baptism, confirmation, dedication, believers' baptism, marriage - promises and vows made during these events Lesson 2/3/4
- Symbols or actions that are an expression of belonging to the Christian faith, e.g. cross, ichthus (fish) Lesson 1

**Key questions**

How do Christians show they belong?  
What value does religion bring for religious people?  
How does this relate to ideas about community, identify and belonging?  
How do people mark important events in life?

**Key vocabulary**

Confirmation  
Believers' baptism marriage  
symbolism  
vows  
cross/crucifix  
Ichthus (fish)

**Prior Learning:**

*What do pupils remember about birth ceremonies and the importance Christians place upon belonging to a community?*

See KS1 Life Journey Christianity Unit (Y2)

**Next Steps:**

KS3 – Cycle of Life Lincolnshire agreed syllabus.

## The ideas we might explore

- Christianity

Initiation (confirmation – key features, ways in which it is done differently in different denominations of Christianity, ways in which it connects to Christian beliefs about God, the world and human beings)

Marriage (key features, ways in which it is done differently in different denominations of Christianity, ways in which it connects to Christian beliefs about God, the world and human beings)

Death (funerals - key features, ways in which it is done differently in different denominations of Christianity, ways in which it connects to Christian beliefs about God, the world and human beings)

## Suggested sequence of Learning

Lesson 1- What do Christians believe? How do they show belonging? Retrieval lesson

Lesson 2 - Christian initiation - confirmation. How is it done differently in different denomination of Christianity?

Thinking: Ask pupils to use the resources available to them to build a structure that will support an object (e.g. a book or pencil case) – which sorts of materials do they need to use? What qualities do these materials have? Reflect on the idea of strength – what makes the structure strong enough to support the object? Explore different synonyms for strength, e.g. powerful, sturdy, firm, tough, etc.

Believing and Living: Introduce the Christian sacrament of confirmation (literally, ‘with/together strengthen’); this is a rite of passage in which a person confirms the promises that were made at their baptism – it strengthens their relationship with God and their commitment to the Christian faith.

[http://www.bbc.co.uk/religion/religions/christianity/ritesrituals/confirmation\\_1.shtml](http://www.bbc.co.uk/religion/religions/christianity/ritesrituals/confirmation_1.shtml)

<https://www.britannica.com/topic/confirmation>

<https://www.churchofengland.org/life-events/confirmation>

<https://www.churchofengland.org/life-events/confirmations/confirmation-faqs>

<https://www.churchofengland.org/prayer-and-worship/worship-texts-and-resources/book-common-prayer/order-confirmation>

<https://oca.org/orthodoxy/the-orthodox-faith/worship/the-sacraments/chrismation>

<https://orthodoxwiki.org/Chrismation>

<https://request.org.uk/life/rites-of-passage/the-roman-catholic-sacraments/>

<http://www.aboutcatholics.com/beliefs/catholic-confirmation-explained/>

<https://parish.rcdow.org.uk/hatfieldsouth/sacramental-prep/confirmation>

Ask pupils to record what happens during the service of confirmation in at least one Christian denomination (note: this service is called chrismation in the Orthodox church). They could consider the following questions:

\*What is confirmation/chrismation?

- Does it happen at a particular point in a person’s life/the Christian year?
- How does it connect with Christian beliefs about God/human beings?
- Are there any biblical texts that connect with the sacrament of confirmation/chrismation?
- What is the ‘laying on of hands’ and how does this connect with confirmation/chrismation?
- What impact does this sacrament have on those who participate in it?
- Do all Christians have to be confirmed?
- How does the sacrament of confirmation/chrismation relate to participating in Holy Communion/Mass/Eucharist for some Christians?

Thinking: “It is really important to have an opportunity to publicly declare that you are committed to your religion because it helps you strengthen your relationship with God.” Ask pupils to explain whether they agree or disagree with this statement. They must be able to show their process of reasoning – what evidence do they have for their point of view? Can they acknowledge different points of view? Etc. -

### Lesson 3 - Christian Marriage

Believing and Living: Introduce the Christian sacrament of marriage: <https://www.biblegateway.com/passage/?search=Genesis+2%3A+21-24&version=NIV> (Genesis 2:21-24 – the basis of marriage in Christianity) <https://www.biblegateway.com/passage/?search=John+2%3A1-12&version=NIV> (the wedding at Cana)

[http://www.bbc.co.uk/religion/religions/christianity/ritesrituals/weddings\\_1.shtml](http://www.bbc.co.uk/religion/religions/christianity/ritesrituals/weddings_1.shtml)

<https://www.churchofengland.org/life-events/weddings>

<https://www.churchofengland.org/prayer-and-worship/worship-texts-and-resources/common-worship/marriage#mm093>

<https://www.yourchurchwedding.org/>

<https://www.yourchurchwedding.org/article/wedding-vows/>

<http://www.foryourmarriage.org/catholic-marriage-faqs/>

<https://oca.org/orthodoxy/the-orthodox-faith/worship/the-sacraments/marriage>

<https://www.methodist.org.uk/our-faith/life-and-faith/life-events/weddings/>

<https://www.quaker.org.uk/about-quakers/our-faith/marriages-funerals>

<https://www.theknot.com/content/quaker-wedding-ceremony-rituals>

Ask pupils to record what happens during the service of marriage in at least one Christian denomination. They could consider the following questions: ☐

\*What is marriage?

\*How does it connect with Christian beliefs about God/human beings?

\*Are there any biblical texts that connect with the sacrament of marriage?

\*What impact does this sacrament have on those who participate in it?

\*How does the sacrament of marriage relate to both the individuals and the Christian community?

\*What is a covenant and how does this relate to the Christian understanding of marriage?

Thinking: “Marriage is a way in which Christians can try to understand God as the Trinity: Father, Son and Holy Spirit.” Ask pupils to explain whether they agree or disagree with this statement. They must be able to show their process of reasoning – what evidence do they have for their point of view? Can they acknowledge different points of view? Etc.

Lesson 4 - Christian funerals - key features. Christian belief about life after death

**Term 3 and 4**

Life journey/Rites of Passage - Hinduism and Islam



**Expressions of belonging**

**How do Hindus show they belong?**

- Samskaras (passage of life)
- Birth - namkarna (naming ceremony), jatakarma (welcoming the baby into the family)
- Ear piercing (karnavedha) and first haircut (mundan)
- Upananyana or sacred thread ceremony



**Expressions of belonging**

**How do Muslims show they belong?**

- Birth – choice of names, the qualities or people associated with certain names
- Role of madrasahs, e.g. training to become Hafez

**Key questions**

How do Hindus show they belong?

How do Muslims show they belong?

What value does religion bring for religious people?

How does this relate to ideas about community, identify and belonging?

**Key vocabulary (Hinduism)**

Namkarna  
Jatakarma  
Karnavedha  
Mundan  
Upananyana

**Key vocabulary (Islam)**

Community  
Belonging  
Initiation  
Brotherhood  
Ceremony  
Madrasah  
Family

**Prior Learning:**

**Next Steps:**

KS3 – Cycle of Life Lincolnshire agreed syllabus.

## The ideas we might explore

- **Hinduism:**

**Samskaras** (rites of passage that mark the move from one phase of life to the next):

1. Birth (***namakarana*** and ***jatakarma*** – naming ceremony and welcome ceremony)
2. Initiation (***upanayana*** – sacred thread ceremony)
3. Marriage (***vivaha***)
4. Death (***antyeshti***)

The key features of each and the ways in which they connect to beliefs about ***Brahman***, ***atman***, ***samsara***, ***dharma*** and ***karma***

## The ideas we might explore

- **Islam**

1. Birth (reciting the ***adhaan*** [call to prayer] into the baby's ear, giving them something sweet to taste, shaving the baby's head and the ***aqiqah*** ceremony – links between this, ***zakat*** [charitable giving] and Muslims beliefs about harmony)
2. Marriage (a social contract, ***mahr*** [a financial gift given to the bride], the ***nikah*** [marriage ceremony]; the role of cultural traditions in Muslim weddings)
3. Death (burial rituals should take place as soon as possible after death [within three days]; ritual collective washing of the body, wrapping the body in white cloth [death as an equaliser], buried facing Makkah; Muslims are never cremated)

## Suggested sequence of Learning

### Lesson 1- Recap Islam/Hinduism - Key Beliefs and Practices

### Lesson 2 - How do Hindus/Muslims show they belong - Birth/Initiation

Thinking: Ask pupils to record all the rites of passage they have gone through so far in their lives, e.g. learning to walk, losing baby teeth, learning to ride a bicycle without stabilisers, starting school, learning to swim, learning to read, etc. Pupils could consider a particular celebration event to mark one of these events – what key features would the celebration involve? How would it commemorate the big event that has happened?

Believing and Living: Introduce the idea of samskaras in Hinduism:

<https://www.britannica.com/topic/samskara-Hindu-passage-rite>

<https://www.youtube.com/watch?v=FLSFUb5AF-Y>

<https://www.youtube.com/watch?v=i30Nf18kJDo> (Hindu naming ceremony – namakarana samskara)

<http://www.bbc.co.uk/schools/religion/hinduism/questions.shtml>

Compare the namakarana samskara (naming ceremony) with birth rites in Islam, baptism in Christianity and naming ceremonies in Humanism – what are the key features, differences and similarities? How do they relate to key beliefs/principles from these religions/non-religious belief systems?

Islam <http://www.bbc.co.uk/religion/religions/islam/ritesrituals/birth.shtml>

<https://www.truetube.co.uk/film/muslim-birth-ceremonies>

Draw pupils' attention to the fact that different Hindus celebrate different samskaras and not all of them complete all possible samskaras. Draw pupils' attention to the fact that religious and non-religious people celebrate birth in diverse ways.

Ask pupils to discuss the reasons why people think it is important to mark the arrival of a new baby or a new member of a religious community. Pupils could discuss ways in which they might have a special ceremony to welcome new members of the school community – would it need to be different for Nursery/ Reception class pupils, older pupils and new members of staff/governors?



### Lesson 3- Hindu/Muslim Marriages

Thinking: Ask pupils to consider a promise they have made in the last week/month/year – how easy it was it to make this promise? How easy was it to keep this promise? Is ever alright to break a promise? Might some promises be harder to keep the longer they last?

Believing and Living: Introduce marriage as a key rite of passage in religions and non-religious belief systems. What are the key features, differences and similarities? How do they relate to key beliefs/principles from these religions/non-religious belief systems?

Hinduism <https://www.youtube.com/watch?v=rs83rrB5E4E> (Hindu marriage ceremony - vivaha)

<http://www.bbc.co.uk/religion/religions/hinduism/ritesrituals/weddings.shtml> (Hindu marriage)

[https://www.hinduwebsite.com/hinduism/h\\_marriage.asp](https://www.hinduwebsite.com/hinduism/h_marriage.asp) (read in advance and select out age-appropriate elements)

Islam [http://www.bbc.co.uk/religion/religions/islam/ritesrituals/weddings\\_1.shtml](http://www.bbc.co.uk/religion/religions/islam/ritesrituals/weddings_1.shtml)

<https://www.central-mosque.com/fiqh/Wedding.htm> (select a few age-appropriate teachings)

<https://www.theknot.com/content/muslim-wedding-ceremony-rituals>

### Lesson 4 - Hindu/Muslim deaths and funerals

Term 5 and 6	<u>Key questions</u>	Prior Learning:	Next Steps:
<p>Another religion other than Christianity, Hinduism and Islam - <b>Buddhism</b></p> <p><b>In depth study – Key beliefs, practices, festivals, symbols, place of worship, sacred text.</b></p> <p><b>Key beliefs</b></p> <p>The noble eightfold path</p> <p>The five precepts</p> <p>Compare and contrast with other religions covered.</p> <p><b>Use NF reading spine books as a resource to aid teaching</b></p> <p>Our places of worship – Buddhism by Honor Head</p> <p>Collins Religions of the World</p> <p>Buddhism KS2 published by the Buddhist Education Foundation (UK)</p>	<p>What are the key beliefs/concepts that underpin a Buddhist worldview?</p> <p>How do Buddhist practices connect with key Buddhist beliefs/concepts?</p> <p>How do Buddhist beliefs/concepts and practices shape the way in which Buddhists think about the world around them?</p> <p><b>Key vocabulary</b></p> <p>meditate</p> <p>Temple</p> <p>Buddha</p> <p>monks</p> <p>nuns</p> <p>shrine</p> <p>puja</p> <p>sacred</p> <p>chanting</p> <p>Tipitaka</p> <p>Lotus flower</p> <p>Wesak</p> <p>Loy Krathong</p>	<p>Other religious beliefs to compare and contrast but no previous Buddhism knowledge.</p>	

**Types of knowledge you might include (*substantive, disciplinary, personal – see below*):**

- Key Buddhist beliefs/concepts: the story of Siddhartha Gautama and his discovery of the **Four Noble Truths**; **samsara** (the cycle of birth, life, death and rebirth) and **nirvana/nibbana** (Enlightenment; literally 'blowing out' or 'quenching'); **ahimsa** (the principle of non-violence); the **Three Poisons** (greed, ignorance and hatred) and the **Three Jewels (Buddha, dharma [teaching] and sangha [community])**
- Key Buddhist practices: following the **Eightfold Path** as a way of escaping suffering and the cycle of birth, death and rebirth; the role of meditation and mindfulness in this process; the fact there is no God as part of this system; the **Five Precepts** as moral guidance
- Practical examples of ways in which Buddhists are influenced by their beliefs and practices respond to and act on ethical issues, e.g. care of the environment, poverty, care of the elderly, etc.