

**Year 6**  
**RE Knowledge and Skills Organiser**

Autumn 1

"A new command I give you: Love one another.  
As I have loved you, so you must love one another."

John 13:34



**Key Questions**

- What are the Buddhist symbols and what do they mean?
- What is the Eight-fold path and how do Buddhists use this in their daily life?
- How and where do Buddhists practice their faith?
- How do Buddhists believe that you could reach Nirvana?
- What is it like to live in the Sangha?
- What do Buddhists believe the meaning of life is?
- What do Buddhists believe will happen to a person when they die?
- How are my beliefs similar and different to a person who practices Buddhism?

**Learning about Religion (AT1)**

- Explain the significance of Buddhist religious expression.
- Use specific Buddhist and other religious language to describe:
  - some of the different ways in which Buddhists live their lives
  - the practices and experiences of Buddhists
  - the way of life for a Buddhist belonging to their community
  - why people belong to Buddhism and explain how it can make a difference to individuals' lives

**What does it mean to be a Buddhist?**

**Learning from Religion (AT2)**

- Talk about what is important to them and other people and link these ideas with the way they and others think and behave
- Consider the purpose of life for a Buddhist and think about how this relates to their own life
- Think about what it may be like to be a member of the Buddhist community
- Explain how religious sources are used to provide answers to important questions about life and death
- Write questions about life after death and suggest answers that refer to resurrection and reincarnation

**Key Vocabulary**

Buddha  
Sangha  
Dharma  
Temple  
Siddhartha  
Nirvana  
Karma  
Samsara  
Anitya  
Enlightenment

**Enrichment activities**

Class meditation practice

**Year 6**  
**RE Knowledge and Skills Organiser**  
**Autumn 2**

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### Key Questions

- What meaning do different advertisements give to Christmas and how might Christians feel about that meaning?
- What meaning do the different gospel narratives give to Christmas?
- How and why does the church advertise Christmas?
- What should an advertisement include to show the meaning and Christian belief of Christmas?

**How would Christians advertise Christmas to show what Christmas means today?**

### Learning from Religion (AT2)

Ask questions about:

- the values that different Christmas advertisements promote, suggesting answers about what they might encourage in different people
- the real meaning of Christmas, suggesting what this says to people about the purpose of life
- how Christmas is presented through church advertisements of Christmas.
- the aspects of Christmas that Christmas advertisements feature, thinking about what these might teach someone about meaning, purpose and truth

### Learning about Religion (AT1)

- Consider how the meaning of Christmas is expressed in advertisements, using specific Christian and other religious language to discuss reasons for the similarities and differences
- Compare different Christian beliefs about the birth of Jesus, drawing upon different Gospel accounts and examining how different accounts have come about
  - Analyse and express Christian beliefs about Christmas in a range of Church advertisements
  - Express the Christian festival of Christmas to share the meaning, central beliefs and concept of it

### Key Vocabulary

Secular      Religious  
Message      Purpose  
Gospel – 'good news'  
Narrative  
Christian values  
Concept  
Incarnation  
Truth

### Enrichment activities

Writing and performing carols at Christmas Carol service

KS1 nativities

Advent candle service in Collective Worship

**Year 6**  
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**Spring 1**

"A new command I give you: Love one another.  
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## Key Questions

- What does it mean to be a Church of England school?
- Who does the school belong to?
- What are the leaders of the Church of England called?
- How do bishops lead the Anglican Church in The Christian faith?
- Who has inspired and influenced us in our lives?

## Learning about Religion (AT1)

- Understand that each Church of England school is part of a parish which belongs in an Anglican Diocese and is overseen by a bishop.
- Understand the structure and workings of the Church of England, including the role of an Anglican bishop.
- Recognise that the Church of England is part of an international Anglican communion, which in turn is part of the worldwide Christian Church.
- Develop knowledge of the role and work of bishops in the Anglican church
- Develop understanding of Christian teaching associated with the role of bishops, e.g. apostolic authority, spiritual leadership, Biblical images of 'being a shepherd' and offering pastoral care.

**How do 'bishops in action' help lead the Anglican church in the Christian faith today?**

## Learning from Religion (AT2)

- Consider the need to grow and develop spiritually, understanding how learning helps spiritual growth.
- Reflect on what it means to live by a faith and / or a set of values that guide how to behave.
- Consider how working together collaboratively can be effective – "together we're stronger"
- Reflect on similarities and differences amongst Christian communities, celebrating this richness of diversity, particularly in terms of having a common faith.
- Ask questions about who we are and where we belong, suggesting answers that a bishop might give and considering who inspires and influences themselves and others.

## Key Vocabulary

Anglican	Christian Church
Bishop	apostolic authority
parish,	spiritual leadership
Deanery	Biblical
Archdeaconry	pastoral care
Episcopal area	
Diocese	
International Anglican communion	
worldwide	

## Enrichment activities

# Year 6 –RE Knowledge and Skills Organiser

Spring 1

"A new command I give you: Love one another.  
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## Key Questions

- What do The Beatitudes mean for Christians?
- How they might be used by Christians?
- What is a blessing?
- Do we always get what we pray for?
- Which of The Beatitudes might be most important/ most challenging to Christians?
- How do/ should The Beatitudes affect the decisions and actions of a Christian?
- Are there similar blessings in the other faiths?
- Do they inform / guide your decisions and actions? How?
- What do these blessings teach us about God?

**What are The Beatitudes and What Do They Mean For Christians?**

## Learning about Religion (AT1)

- Make links between Christian beliefs and show how they are connected to believers' lives.
- Understand where The Beatitudes came from, what they are and what they mean for Christians.
- Consider the moral decisions that Christians make based on The Beatitudes.
  - Consider a Global perspective when explaining the similarities and differences within different Christian communities and other religions.

## Learning from Religion (AT2)

- Consider the moral decisions they, and other people including Christians, make
- Reflect on what might happen as a result of decisions made, including those made following The Beatitudes
- Consider current moral issues and debate these in relation to their life and the lives of others
- Explore whether people need to have a faith and belief to have certain values

## Key Vocabulary

Beatitude  
Blessing  
Mount of Olives  
Christian  
Moral  
Sermon on the Mount

## Enrichment activities

**Year 6**  
**RE Knowledge and Skills Organiser**  
**Spring 2**

"A new command I give you: Love one another.  
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### Key Questions

- How do Christians believe the Easter story helps people when they do wrong?
- How are forgiveness, hope and salvation shown in the Easter story
- And what does these mean for Christians?
- How does the Easter story relate to God's plan of salvation?
- How do the accounts of the resurrection of Jesus Christ give hope?

### Learning about Religion (AT1)

- Describe and link the Christian belief of forgiveness with the Easter story and how this has an impact upon Christians
- Understand the meaning of each station of the cross
- Make links between the Christian belief of Jesus Christ's resurrection and how Christians believe this is part of God's plan of salvation
  - Give reasons for the similar and different beliefs which Christians hold about Easter and explain how religious sources give answers to the purpose of Easter and important questions about life

**How does the Christian festival of Easter offer hope?**

### Learning from Religion (AT2)

- Consider questions of right and wrong and reflect on what it feels like to be forgiven
- Reflect on the concepts of forgiveness, hope and salvation as shown in the different 'stations' of the Easter Story and what these mean for different people
- Consider and develop their own thoughts about the concepts in the Easter story, drawing upon different sources, and consider those of others
- Reflect on the value of hope and its place in life and death, relating this to their own personal experience, understanding and belief

### Key Vocabulary

Repentance  
forgiveness,  
Impact  
religious sources  
Redemption  
Salvation  
'The Stations of The Cross'  
'The Stations of the Resurrection'  
God's plan  
Eternal life

### Enrichment activities

Year 5 Passiontide

**Year 6**  
**RE Knowledge and Skills Organiser**  
**Summer 1**

"A new command I give you: Love one another.  
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**Key Questions**

- What ingredients does a message need to spread?
- What might stop the spread of a message and how might that stop be overcome?
- How did the Christian message spread after Jesus' ascension and the first Pentecost and what does it show about the Trinity?
- How does confirmation contribute to the spread of the Christian message?
- How has the Christian message survived for over 2,000 years?

**Learning about Religion (AT1)**

- Understand the events of Jesus' Ascension and how believers were tasked with spreading God's message
- Learn how the strength of the Christian message and the perseverance of Paul enabled it to survive
- Make links between the events of the first Pentecost and how Christians feel empowered to spread the Christian message
  - Consider and explain the beliefs of the Trinity and those that Christians are promising in Confirmation
  - suggest reasons for the similar and different beliefs which Christians and other people hold, with reference to religious sources

**How Has The Christian Message Survived For Over 2000 Years?**

**Learning from Religion (AT2)**

- Be aware of the necessary ingredients for a purposeful message that conveys meaning
- Understand how strength of belief can overcome persecution
- Consider how they and others live their lives, and the attributes people try to live by
- Consider how The Trinity has enabled the Christian message to continue today, giving meaning, purpose and truth in Christians' lives
- Reflect on promises that they might make and on how any why messages touch their life and the lives of others

**Key Vocabulary**

Gospel	Grace
Persecution	Incarnation
Asylum seeker	Confirmation
Icthus	Rite of passage
Pentecost	Anoint
Holy Spirit	Denomination
"Fruits of the Spirit"	
Galatians	
Trinity	

**Enrichment activities**

**Year 6**  
**RE Knowledge and Skills Organiser**  
**Summer 2**

"A new command I give you: Love one another.  
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### Key Questions

- What can we discover about the faiths and beliefs in our class and school?
- What can we discover about the faiths and beliefs in the Kew community and in the borough of Richmond?
- How have faith and belief communities in the borough of Richmond changed over the past 50 years?
- What are the reasons for these changes?
- How do faith groups work in partnership with each other and the local community?
- How has life in your borough been enriched by the diversity of the faiths and beliefs that make up the borough?

### **Understanding faith in Kew**

### Learning about Religion (AT1)

- Know that the school and the wider community are made up of people who belong to a (wide) range of faith and belief groups
- Know that some faith communities have been part of the Kew community and the borough of Richmond for many years
- Understand that practices and experiences may have changed over the years
- Know about significant places of worship in the borough of Richmond
- Understand that communities grow and also sometimes move on out of the area
- Understand how these communities have changed and how they are the same.

### Learning from Religion (AT2)

- Talk about what is important to them and other people and link these ideas with the way they and others think and behave
- Consider any changes in the ways that faith communities show and share their beliefs and faiths in the wider community.
- Consider how communities like that of the borough / county are diverse

### Key Vocabulary

Minister  
Choir  
Tallit  
community  
worship  
beliefs  
values  
charity

### Enrichment activities

Walking tour of local places of worship

KS2 Leavers' Service

## Year 6

# RE Knowledge and Skills Organiser

Summer 2

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## Key Questions

- What is a rule?
- Why do we have rules?
- Who makes the rules?
- Where are they found?
- When are rules / laws difficult to follow? What rules or guidelines for living do we have?
- What are our responsibilities?

**Rules and  
Responsibilities  
– Who Decides?**

## Learning about Religion (AT1)

- Know the story of God, the Creator, as told in Genesis and its importance to Jews and Christians
- Consider the consequences biblical characters faced after breaking rules
- Discuss 'The Blessing Seed' and its link to the 10 Commandments
- Know a different version of the Genesis creation story

## Learning from Religion (AT2)

- Consider how people of different religions communicate their values, rules and responsibilities
- Know how to convey a purposeful message
- Reflect on promises that they might make to help them live a purposeful life
- Realise there are consequences if rules are broken
- Understand everyone is responsible for taking care of the world and the consequences of not caring
- Reflect on their beliefs/values and principles for living

## Key Vocabulary

Environment	Decision
Morality	Creed
Authority	Commitment
Sacred	
Issues	
Rule	
Law	
Obedience	
Society	
Rights	
Responsibility	
Secular	

## Enrichment activities

- Junior Citizenship event
- Police visit
- Lavender Hill Magistrates' Court visit
- Speech writing