

Year 6: Autumn 1 - Islam

Enquiry: What is the best way for a Muslim to show commitment to God?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
✓	(5 pillars)	✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 3)	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Muslims choose to show commitment to God. I can explain why there might be different ways of showing commitment.			
WORKING AT Year 6 expectation (Level 4/5)	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims.			
WORKING BEYOND (Level 5)	I can explain why one way of showing commitment may not be better than another. I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life, (partly assessed in Lessons 1&6).			

Year 6: Autumn 2 - Christianity

Enquiry: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
✓ (class vote)		✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 3)	<p>I can talk about the variety of ways I celebrate different events or occasions and explain why I celebrate these in different ways.</p> <p>I can explain why Christmas is important to Christians.</p> <p>I can explain why Christians would find some celebrations remind them of Jesus' birth and life.</p>			
WORKING AT Year 6 expectation (Level 4/5)	<p>I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not.</p> <p>I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</p> <p>I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</p>			
WORKING BEYOND (Level 5)	<p>I can identify when I am celebrating in a way that reflects the meaning of the event.</p> <p>I can explain how Christians use Christmas celebrations and traditions to remind themselves of Jesus' birth and life and can explain which activities do this.</p> <p>I can explain my own feelings on whether or not it is important to follow Christian beliefs in all Christmas celebrations.</p>			

Year 6: Spring 1 - Christianity

Enquiry: Is anything ever eternal?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
			✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 3)	I can start to show an understanding of the concept of eternity. I can describe what a Christian might learn about life after death from a Bible story. I can ask important questions about eternity.			
WORKING AT Year 6 expectation (Level 4/5)	I can express the feelings I have when I think about situations or things I would like to last forever. I can make links between different Christian beliefs and their views on whether anything is ever eternal. I can reflect on my own beliefs about whether anything is eternal.			
WORKING BEYOND (Level 5)	I can explain the difference it would make to me to know that something was eternal. I can explain why Christians believe some things are eternal and the difference this makes to them. I can give my own answer to whether anything is eternal and give my reasons.			

Year 6: Spring 2 - Christianity

Enquiry: Is Christianity still a strong religion 2000 years after Jesus was on Earth?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
✓	✓	✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 3)	<p>I can describe how people have influenced me in different ways and say why I think this happened.</p> <p>I can describe one way that Christianity seems to be a strong religion today.</p> <p>I can start to consider whether I think Christianity is a strong religion now.</p>			
WORKING AT Year 6 expectation	<p>I can explain how the influence people have had on me has affected what I see as important.</p> <p>I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p> <p>I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p>			
(Level 4/5)				
WORKING BEYOND (Level 5)	<p>I can explain how I would like to be a positive influence on others.</p> <p>I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments.</p> <p>I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.</p>			

Year 6: Summer 1 - Islam - Part 1

Enquiry: Does belief in Akhirah (life after death) help Muslims lead good lives?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
✓ (respecting law and leading peaceful lives)	✓ (Qur'an)	✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills <i>Investigation</i> Application	Skills Discernment Analysis Evaluation	Skills <i>Expression</i> Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes <i>Open-mindedness</i>	Attitudes <i>Self-awareness</i>	
Attainment descriptors				
WORKING TOWARDS (Level 3)	I can explain how knowing that my actions have consequences makes a difference to the choices I make. I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them. I can identify why leading a good life might be a good idea and why people think this.			
WORKING AT Year 6 expectation	I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.			
(Levels 4/5)				
WORKING BEYOND (Level 5)	I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make. I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. I can ask questions about life after death and explore how what I believe about this might influence my life.			

Year 6: Summer 2 - Islam - Part 2

Enquiry: Does belief in Akhirah (life after death) help Muslims lead good lives?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
✓ (respecting law and leading peaceful lives)	✓ (Qur'an)	✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 3)	I can explain how sometimes people see/interpret things in different ways. I can explain how Muslims try to make an effort to lead good lives, and how sometimes this leads to fighting/Holy War. I can start to express my opinion on how Jihad is interpreted by some Muslims.			
WORKING AT Year 6 expectation (Levels 4/5)	I can give examples of times when I misinterpreted something. I can explain two different Muslim interpretations of Jihad. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.			
WORKING BEYOND (Level 5)	I can start to explain how my beliefs about right and wrong make a difference to how I see things. I can explain two different Muslim interpretations of Jihad and explore their justification for these. I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.			

