

Year 6 Term 1 and 2

What matters most to Christians and Humanists?

RELIGIOUS EDUCATION



Progression in Skill:

Describe what Christians mean about humans being made in the image of God and being 'fallen,' giving examples.

Describe some Christian and Humanist values simply.

Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.

Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.

Long-term Memory Knowledge:

Know that Christians believe that humans are made in the image of God, being 'fallen' and what this means, use examples.

Name some of the beliefs of Christians and Humanists, identifying similarities and differences between the two.

Explain what is meant fairness and honesty and give reasons why people's understanding of each may differ.

Name some of the benefits of having a moral code to follow as well as when it might be difficult to do so; offer alternative points of view.

Key Vocabulary

The Fall	When Adam and Eve sinned, the whole of humanity became 'fallen' and can only be redeemed through following the teachings of God.
original sin	when Adam and Eve ate the apple and were expelled from the Garden of Eden
moral code	a set of rules to live by

values	to hold something in great importance
metaphor	a figure of speech – a way of describing something
code for living	a set of rules to live by
commandments	a religious rule
neighbour	all others
Samaritan	someone living in Samara in biblical times

Progression in Resources:

Relevant Bible passages from Genesis and Luke
Humanism UK website

Relevance

Now	Children can see similarities between those with religious beliefs and those without, developing tolerance for and understanding with those whose beliefs differ from theirs.
Future	Children are able to make decisions as to how to live their lives based on their own codes for living which may be influenced by religion but have respect for those who may differ.
Aspiration	Children are inspired to study religion and/or humanism at a higher level in the future; they may take on a role such as a vicar or within a religious organisation or the Humanist society; they may work (paid or unpaid) within their community on projects that promote inclusion and respect.

Ken REAct Syllabus Aims:

Identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religious and non-religious worldviews.

Appreciate and appraise varied dimensions of religion.

Articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.

Essential Prior Learning:

Humanists do not believe in God.

They make sense of the world by what they can see and know – usually through science – rather than through a belief in God.

Christians believe in one God.

The Bible is the holy book for Christians.