

Autumn 2 Year Group: Six		Teacher: John Duckett/Justine Mowbray	Religion/belief: Christianity	Key Question: In what way is life like a journey?
Focus Question: What is worth celebrating?				
Links with: Spiritual Moral Social Cultural		Possible Cross-curricular links: English – writing 'The Arrival'; make a list of things to prepare; calligrams, poetry ICT – excel spreadsheets Music – listening to carols Art – weaving or painting to reflect their qualities	Shared human experience: develop awareness of what guides peoples' lives, of turning points in life and where we may be 'going'. Living religious traditions: identify and question how religious traditions support the journey of life and celebrate or mark life's milestones. Beliefs and values: identify and consider the beliefs and values that underpin a religious life at its different stages. The search for personal meaning: in the light of what they have learned from religious lives reflect on their own life as a journey, thinking about the past, present and future and the beliefs and values that may influence them.	
Attainment Target 1: Learning about religion and belief <ul style="list-style-type: none"> · identify and ask questions about key aspects of religions in terms of life's journey (e.g. birth, growing up, marriage, death and beyond). · describe and question some steps on the journey of life in religions making links to beliefs (e.g. where does the soul come from? Where is the soul going?). · identify and begin to describe some similarities and differences between different peoples' journeys through life; · describe and begin to understand religious and other responses to ultimate and ethical questions Identity: Who am I? Origin: Where do we come from? Destiny? Where are we going? · use specialist vocabulary in communicating their knowledge and understanding. · use different sources to find information about life's journey and consider its meaning. 			Attainment Target 2: Learning from religion and belief <ul style="list-style-type: none"> · reflect on what it means to belong to a faith community, communicating their own and others' responses; · respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways; · reflect on sources of inspiration and guidance in their own journey of life. 	
	Key questions	Learning objectives/intentions	Possible activities	Possible resources
SHE	What preparations do we make for celebrations in school?	To know that people often make preparations for a newcomer. To identify actions people might take to prepare for a person's arrival.	Read a story that illustrates people's anticipation and preparations for an arrival. Prepare for the arrival of someone real or fictional e.g. an alien, story character, person in society. Consider what they know/don't know about the person, what they might expect and how the person might act when they arrive. How might the newcomer and those welcoming them be feeling? This could be represented through drama, a list of preparations or thought clouds.	

LRT	Can I describe how Christians prepare for Christmas?	To know that Advent is the time when Christians prepare for the coming of Jesus. To explain why Christians make an Advent ring. To link symbols of an Advent ring to the Christmas story.	Use an Advent ring to explore the idea of Jesus' coming. How and when is it used by Christians? Read relevant parts of Christmas story from Bible and explore how they relate to the components of the Advent ring. Make an advent ring (2 or 3-D) and label parts with some words, titles and ideas that link symbols with the story. Visit to church to look at the preparations made by the church for Christmas. The children could work in teams to make advent wreaths for all classes and one for in assembly.	
B and V	Can I explain what the Christmas story means to Christians?	To understand that Christians believe the Christmas story indicates how they can become God's people. To describe human qualities that Christians believe are 'godly'.	In groups research qualities of being human as revealed in John the Baptist, Mary, prophets and God's promise and actions. Use Bible accounts, Christmas carols and artistic representations. Portray qualities discovered in visual representations, captions or poems about the characters. Key meaning: Jesus was sent to Earth at Christmas to be a guide to Christians	
SPM	Can I reflect on the kind of human being I would like to become and how I can show this to the people I care about?	To consider the kind of human being they would like to become. To illustrate a human quality that is valued by them.	Reflect on the qualities identified in Beliefs and Values, perhaps using a candle or piece of music as a focus. Why are these important to them? What would these qualities bring to their lives or the lives of others? Consider how difficult or easy it would be for them to have or develop those qualities. What might help/hinder them in developing them? Represent a quality they have or would wish to develop in a visual representation e.g. calligram, collage, weaving or in a shape, haiku or acrostic poem. How could we show one of our school core values through an act of kindness to	

			the community? Children to think about this and perform an act of kindness.	
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