



The Mall School

Year 6 Religious Studies
Scheme of Work 2023-24
Summer Term

Below expectations	Meeting expectations	Exceeding expectations
<p>Reasonable knowledge and understanding of the work covered.</p> <p>Can relate some themes to own experience</p> <p>Written responses demonstrate that some of the main points can be recalled and have been understood.</p> <p>Answers include most of the relevant information.</p> <p>Written English is structured in simple paragraphs and generally accurate.</p>	<p>Good knowledge and understanding of the work covered.</p> <p>Can confidently relate themes to own experience</p> <p>Written responses demonstrate that all the main points can be recalled and have been understood.</p> <p>Good standard of written English in well-structured paragraphs.</p>	<p>Excellent knowledge and understanding of the work covered.</p> <p>Can relate themes to own experience and the experience of others Work includes own research and additional information not covered in class.</p> <p>Explicit links made with other areas of the subject and supported by evidence.</p> <p>Excellent standard of written English in extended pieces of writing.</p>

Week	Topic	Learning Objectives	Activity	Assessment	Extension
1/2	<p>Woman and Simon the Pharisee</p> <p>Luke 7: 36-50</p>	<p>Understanding the term 'outcast'</p> <p>Understand that Jesus wanted to change the attitude of the Pharisees towards outcasts</p>	<p>Re-tell story with particular attention to the significance of the main characters: The woman and Simon the Pharisee and how Jesus related to each.</p> <p>Think about the standing of each in society then and why it is significant in this story.</p> <p>Explain what Jesus said to try to change the attitude of Simon and the Pharisees</p> <p>Relate to outcasts today – who are considered as outcasts today and why? PP. discussion and writing</p> <p>What is society doing to change this attitude/discrimination? (ie. disability /Paralympics) discussion and PP.</p>	<p>Discussion and retelling of the story. Is the meaning of outcast understood and examples given from Jesus' time and today.</p> <p>Additional research on the Salvation Army, charities, church groups etc. that go out of their way to help the homeless etc. Are pupils aware of how UK charities can help outcasts?</p>	<p>Compare outcasts in Jesus' time and today. Is there any difference? What has changed?</p> <p>Research other cultures where outcasts are not given rights.</p> <p>Are women fairly treated in society today?</p>
2/3	<p>The Good Samaritan</p> <p>Luke 10: 25-37</p>	<p>Understand what a parable is and its importance</p> <p>Thinking about and understanding the term 'equality'</p>	<p>Explain what a parable is – compare to modern day moral tales and fables that serve as a warning.</p> <p>Discuss story drawing attention to the religious beliefs of the characters and the significance of the Samaritans being disliked and outcasts</p>	<p>Explain what a parable is and why Jesus told them.</p> <p>Retell the story explaining the actions of each priest and the reason for ignoring the robber.</p>	<p>Questioning</p> <p>Write story from one character's point of view.</p> <p>Put story into a modern day context. Which people could</p>

		Introduce words such as racism, prejudice, discrimination and explain	<p>Dramatise story or retell including reasons for the actions.</p> <p>Discuss what the Samaritan did and why it would have been shocking to hear for those Jesus told at the time Talk about Jesus' question: Who is my neighbour?</p> <p>Discuss the meaning of racism, prejudice and discrimination. Talk about examples today.</p>	<p>Is the action and significance of the Samaritan understood? Is everyone a neighbour or just the people next door?</p> <p>Is it possible to show kindness to people we don't like or are very different to us?</p>	<p>be portrayed by the Samaritan, priests and the robber?</p> <p>Consider discrimination and prejudice – do we treat people unfairly today because of race or religion?</p> <p>What significance does the parable have today?</p>
4-6	The Lost Son Luke 15:11-32	<p>Recognising that the story is a parable and has different levels of meaning</p> <p>Understand the meaning of repentance</p> <p>Understand the meaning of forgiveness</p>	<p>Read and discuss the story. Re-write from one character's point of view. https://www.youtube.com/watch?v=FFU1o3WngI</p> <p>Describe what happened to the younger son after he spent his years living away from his father.</p> <p>Describe the character of the brothers and the father's relationship towards each of them.</p> <p>Describe the father's reaction to the younger son returning home.</p> <p>What was the older brother's reaction?</p> <p>Explain how the father's reaction is God's reaction when people recognise they have done wrong and want to repent.</p> <p>Talk about forgiveness and experiences of it</p>	<p>Are pupils able to understand the story on different levels, ie the father in the story represents God and the younger son a sinner who repents?</p> <p>Are they able to outline the parable and explain its meaning and significance?</p> <p>Do they know the meaning of repent and forgive?</p>	<p>Consider whether God will forgive as long as someone says sorry. What if they do the same thing again? Should God still forgive?</p> <p>How can we learn from this story and apply it today?</p> <p>Is there anytime when someone should not be forgiven for their actions?</p> <p>Should we always forgive?</p>
7	The Sower Luke 8: 4-15	<p>Thinking about the meaning of faith</p> <p>Link story to being a disciple</p>	<p>Storyboard to explain each symbol https://www.youtube.com/watch?v=tdl30y2lo-Y</p> <p>Outline story of the Sower and significance of what happened to each seed when it fell</p>	<p>Are pupils able to draw pictures to illustrate the parable and explain what the symbolism of each picture means</p>	<p>Can interpret the parable in a modern day context</p> <p>Discuss the difficulty in following Christianity – make a comparison with</p>

		Understand why Jesus chose to talk about faith in the context of sowing seed in soil	Discuss why Jesus spoke about faith and becoming a follower of Jesus using soil and seed		following other faiths. Is it just as difficult?
8/9	Prejudice and Discrimination	<p>Define the meaning of prejudice and discrimination</p> <p>Understand what is meant by stereotypes and can give examples of them</p> <p>Refer to Bible stories Good Samaritan, Zacchaeus and Woman and Pharisee and put in modern day context.</p> <p>Explain laws are in place to protect against discrimination on grounds of race, religion, gender and age.</p>	<p>Responding to pictures of stereotypes The old lady and the chocolate bar story activity – write relevant headlines for each opinion</p> <p>Discuss various stereotypes – have pictures. What value judgements do we make about people? What are they based on?</p> <p>Create an advert in groups that goes against traditional stereotypes – ie women look after children, do the cooking, not good at technology etc., men are into sport, elderly not understanding technology, vicars not enjoying pop music, Germans have no humour and are organised etc.</p>	<p>Do pupils know the meaning of prejudice and discrimination and can give examples of it?</p> <p>Do they appreciate the consequences of discrimination and are aware of laws to help prevent it?</p>	<p>Has researched examples of prejudice and discrimination in contemporary society.</p> <p>Has considered ways of changing views on stereotypes through advertising, novels, TV etc.</p>
10/11	Human Rights	<p>Understanding why we need rules</p> <p>Understand that laws are made to protect people Understand basic human rights – freedom, survival, family, health, happiness etc.</p>	<p>RS C/E textbook activities (p37) Thinking about basic human rights</p> <p>Know about UN Rights of the Child 1989 and UNICEF motto ‘Denying child rights is wrong. Put it right’</p> <p>Write own list of children’s rights</p> <p>Learn about people who have fought for human</p>	<p>Discussion on human rights – do pupils understand why rules are needed?</p> <p>Relevance of choices on list given. Can pupils prioritise which rights are essential and non-essential?</p> <p>Can they explain what</p>	<p>Research on Martin Luther King’s – ‘I dreamed a dream’ message and can explain his campaign for racial equality Can explain what has been done to support human rights.</p> <p>Can form an opinion on</p>

		Link with punishment	rights – Martin Luther King, Discuss whether prisons go against basic human rights – take away freedom, can't vote, not with family etc.	children's rights are? Can they outline the significance of Martin Luther King's message?	whether prisons are an effective way of protecting society from harm
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