

**Year 6**

**Autumn Term 1**

**Theme: Creation**

**Creation and Science: Conflicting or complementary? (Understanding Christianity)**

<p>OUTCOMES: CORE LEARNING By the end of this units, pupils are expected to be able to:</p>	<p>KNOWLEDGE: Pupils will know that:</p>
<ul style="list-style-type: none"><li>• Outline the importance of Creation on the timeline of the ‘big story’ of the Bible.</li><li>• Identify what type of text some Christians say Genesis 1 is, and its purpose.</li><li>• Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</li><li>• Make clear connections between Genesis 1 and Christian belief about God as Creator.</li><li>• Show understanding of why many Christians find science and faith go together.</li><li>• Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</li><li>• Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</li></ul>	<ul style="list-style-type: none"><li>• There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</li><li>• These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</li><li>• There are many scientists throughout history and now who are Christians.</li><li>• The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</li></ul>
<p>OUTCOMES: DEEPER LEARNING By the end of this units, pupils are expected to be able to:</p>	<p>KNOWLEDGE: Pupils will know that:</p>
<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>

Unit 6.2: Who is inspiring to Muslims and Christians?

Almost all pupils working towards the expected level (at Step 2) will:	Most pupils working towards the expected level (at Step 3) will:	Many pupils working at the expected level (at Step 4) will:
<ul style="list-style-type: none"> <li>• Use religious words and phrase to identify key aspects of the example of the Prophet Muhammad (PBUH) and of inspirational Christians</li> <li>• Show awareness of the role of Prophet in Islam and be able to suggest meanings for this.</li> <li>• Identify how The Prophet Muhammad (PBUH) is an example for Muslims</li> <li>• Retell a story of the Prophet themselves</li> <li>• Ask and respond sensitively to questions about inspiring leaders in Christianity and for themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a developing religious vocabulary to describe key aspects of The Prophet Muhammad’s (PBUH) life and teachings.</li> <li>• Make links between Muslim and Christian beliefs about following the way of God and the example of other people.</li> <li>• Describe how the Prophet Muhammad (PBUH) is honoured (but never worshipped) in Islam;</li> <li>• Describe how Christian people try to live by following the teaching and example of Jesus.</li> <li>• Ask questions about the importance of leaders, role models and inspiring examples for all of us, making links between their own and others’ responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a developing religious vocabulary, to describe, show understanding of and make links between stories about inspiring leaders from Muslim and Christian traditions.</li> <li>• Show that they understand the meanings of a range of sayings and stories of the Prophet Muhammad (PBUH) and of the Lord Jesus;</li> <li>• Raise and suggest answers to, questions about the importance of inspiring leaders and the impact that following them can have on people’s lives.</li> </ul>