

**Prior Knowledge**

**Pupils will know that:**

There is a lot of debate and some arguments about how creation is described in Genesis and present-day scientific accounts. **These debates and controversies relate to the purpose of the text and the way it is interpreted.**

There are many scientists throughout history and now who are Christians. **The discoveries of science make Christians wonder even more about the power and majesty of the Creator.**

The Big Story of the Bible and The Big Frieze.

**Key Skills:**

- Analysis of a text, including recognition of its purpose
- Consideration of differing points of view.
- Being able to consider balanced arguments; weighing up different points of view.
- Summarising and talking about opinions and facts.

**Year 6 RE Spring 1 - Christianity**



**CREATION**



**Key Question:**

**Creation and science: conflicting or complementary?**



**Key Knowledge:**

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

**Making sense of belief**

Identify and talk about the importance of Creation on the timeline of the 'Big story' of the Bible.  
Identify what type of text some Christians say Genesis 1 is, and its purpose.

**Understand the impact**

Show understanding of why many Christians find science and faith go together.

**Make connections**

Identify the key ideas of Genesis 1 and talk about how far these are helpful or inspiring, saying why you think this.  
Discussion and thoughts on ideas about how far the Genesis 1 creation story conflicts with, or adds to or complements, a scientific account.

**Subject Vocabulary**

<b>Creation</b>	The action or process of making something exist.
<b>Fall</b>	The Bible understanding is of the time that Adam and Eve 'fell' away from their relationship with God.
<b>Science</b>	The systematic study of the structure and behaviour of the physical and natural world through observation and experiment.
<b>Conflicting</b>	a serious disagreement or argument,
<b>Complementary</b>	a thing that adds extra features to something else in such a way as to improve or emphasise its quality.
<b>Interpretation</b>	The action of explaining the meaning of something

**General Vocabulary**

<b>Engagement</b>	Discuss our own experiences
<b>Investigation</b>	To explore
<b>Evaluation response</b>	To say or give a reaction of my own views.
<b>Expression</b>	Discuss or create ideas of your opinions e.g. through poems/art



“As each one does their part we grow in love.” Ephesians 4 vs

**PSHE**

**Knowledge and Skills Assessment**

**Term: Spring 2**

**Unit: Healthy Me**

<b>P1</b>	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart					
	I can make an informed decision about whether or not I choose to smoke and know how to resist peer pressure					
<b>P2</b>	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart					
	I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure					
<b>P3</b>	I know and can put into practice basic emergency aid procedures and know how to get help in an emergency					
	I know how to keep myself calm in emergencies					
<b>P4</b>	I understand how that media, social media and celebrity culture promotes certain body types					
	I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.					
<b>P6</b>	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy					
	I am motivated to keep myself healthy and happy					