



Coleman Primary School

Key Knowledge Organiser: Year 6- Autumn 1

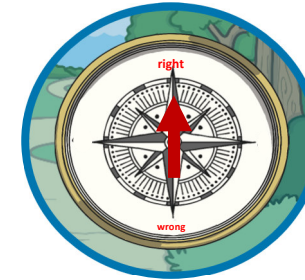
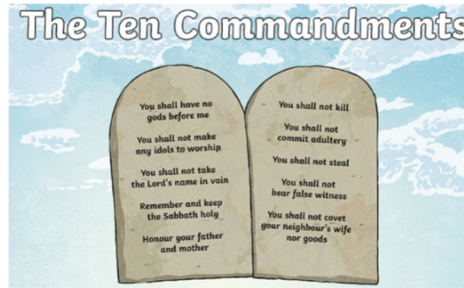
RE: What can we learn from religions about temptations and finding your way through the moral maze?

In this unit, pupils have experience about moral and ethical guidance from different perspectives, including Christianity, Sikhism, and Humanism. They will explore how religious teachings and personal values help shape choices, understanding the difference between right and wrong. This will also include discussions on role models and how external influences like peer pressure can affect decision-making.

Key Vocabulary

Temptations	Desires or urges to do something, especially something wrong or unwise.
Duni Chand	A wealthy merchant from ancient India known for building a tower to display his wealth, often used as a moral story in Sikhism to teach about detachment from materialism.
Commandments	Rules or instructions given by a higher authority, especially the Ten Commandments in religious contexts like Christianity and Judaism.
Hadith	A collection of sayings, actions, and approvals of the Prophet Muhammad in Islam, which help guide the behaviour of Muslims.
Beatitudes	A set of blessings or teachings given by Jesus during the Sermon on the Mount in Christianity, emphasizing spiritual values like humility and mercy.
Beliefs	Ideas or convictions that people accept as true or real, often without needing proof.
Values	Principles or standards of behaviour that guide how individuals or groups make decisions about what is right and important.
Guides	People or things that show the way or provide direction, either physically or morally.
Choices	Decisions made between two or more options or possibilities.
Decisions	The conclusions or resolutions reached after considering different options or information.
Moral Choices	Decisions made based on what is considered right or wrong according to a person's ethics or values.
Intentions	The aims or purposes behind a person's actions or plans.
Peer Pressure	The influence exerted by a group or peers to encourage someone to conform to their behaviour or attitudes.

Images:



Knowledge:

- * To know that Christians apply The Ten Commandments to their everyday life. Humanists use The Golden Rule as their guide.
- * To know that Sikhism and Christianity use examples throughout their sacred texts to show their followers how to live a good life.
E.g. - Sikh stories about money Duni Chand and the needle
- Christian teaching from Jesus on the Beatitudes
- * To know the importance of beliefs or values as guides for making choices and decisions in early life. For example, I understand the difference between making the right and wrong choice.
- * To know the value and challenge for believers of following a code for living.
- * To know the differences between right and wrong / good and bad.
- * To understand what guides your own moral choices.
- * I know what makes a person inspirational to others and I can identify characteristics of a good role model, such as _____.
- * To know what guides your own moral choices: -know why we often have good intentions but do not always follow them through (work on temptation, bad choices and peer pressure)

Skills:

- To explain how some beliefs and teachings make a difference to the lives of individuals and communities
- To make comparisons between the key beliefs, teachings and practices of the religions studied
- To show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules)
- To explain why different religious communities or individuals may have a different view of what is right/wrong
- To use different techniques appropriately to reflect deeply on people's values and commitments (including religious ones)