

TOPIC	KEY VOCABULARY	POSSIBLE TRIP/EXPERIENCE
CHRISTIANITY WHAT DOES IT MEAN TO LIVE A GOOD LIFE?	TIER 2 (Academic): Rules, Vision, Values, Community, Influence, Attitudes, Actions, Similarities, Differences, Interpret, Behaviour, Commonality, Outcomes. TIER 3 (Subject specific RE words): Gospel, Faith, Belief System, Worldviews, Afterlife, Practices, Religious Traditions, Secular, Humanism.	Visit from a local community leader or faith leader to discuss the rules they live by. Workshop exploring the school's founding documents, Christian vision, and values. Virtual or in-person panel with representatives from different worldviews (e.g., Humanist, Buddhist, Sikh). A reflective "Leavers' Walk" around the school grounds to reflect on personal growth and future steps.
PRIOR LEARNING	This thematic unit builds upon previous Year 6 learning, specifically: Kingdom of God – "How does faith guide people to try and make the world a fairer place?" Salvation – "What does faith and belief teach about the journey of life and death?" It also draws upon accumulated personal, substantive, and disciplinary knowledge regarding world faiths and non-religious worldviews gathered throughout Key Stage 2.	

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
ENQUIRY QUESTION	Does it matter how we live? / Are there rules for how we live? Where can these rules be found?	How do your school vision and values help the school community to live well together?	What have you learned from other religions and beliefs, and from the community or others, about living a good life?	How are ideas similar or different?/What does 'living a good life' mean to you?/How is what you have learned going to influence you as you leave primary school?	Does it matter how we live?/Are there rules for how we live? Where can these rules be found?
LENS	Thinking & Living	Believing	Believing	Thinking & Living	Thinking & Living
RELIGIOUS CONCEPT	Gospel	Gospel	Gospel (Contextualised across world faiths)	Gospel (Personal reflection & Philosophy)	Gospel
LEARNING OBJECTIVES	To understand that there are many different views on living the 'good life', some shaped by religious beliefs.	To evaluate how our school's vision and Christian values frame our daily behaviour and community life.	To identify commonality across world faiths on what a good life means, and how living well in this life impacts the afterlife for believers.	To synthesise learning to define what a 'good life' means personally, and how beliefs frame future behaviour.	To understand that there are many different views on living the 'good life', some shaped by religious beliefs.

ACTIVITY	Pupils debate "Does it matter how we live?" using conscience alleys. They mind-map rules they follow at home, school, and society, categorising them into secular laws and religious commandments (e.g., The Golden Rule).	Pupils analyse the school's vision statement and core values. They work in groups to create a 'Community Charter' showing how these values practically help pupils live well together daily, linking them to Gospel teachings.	Pupils use a Venn diagram or jigsaw learning to compare rules for living from 3 different worldviews (e.g., Christianity, Islam, Humanism). They gather ideas on how these beliefs dictate actions and views on the afterlife.	Pupils create a 'Leavers' Manifesto' or reflective artistic piece. They outline their personal definition of a good life, highlighting similarities/differences with worldviews studied, and state how this will influence their transition to secondary school.	Pupils debate "Does it matter how we live?" using conscience alleys. They mind-map rules they follow at home, school, and society, categorising them into secular laws and religious commandments (e.g., The Golden Rule).
ASSESSMENT	Observation of reasoning during the conscience alley and categorisation of rules.	Peer review of the Community Charters and their explicit links to school values.	Review of Venn diagrams to ensure accurate substantive knowledge of different faiths.	Assessment of the 'Leavers' Manifesto' to evaluate personal knowledge and disciplinary reflection.	Observation of reasoning during the conscience alley and categorisation of rules.
EXPECTED OUTCOMES	Living: Describe the impact of beliefs and practices for different people. Believing: Explore, gather, select, and organise ideas about what they believe in and why. Believing: Suggest some ways in which different people might interpret rules for living and what they base them on. Thinking: Suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning.				
HIGHER ORDER or I WONDER QUESTIONS	If nobody was watching, would you still follow the rules? Why?	How would our school community change if we removed our core vision and values?	Is it possible for people with completely different religious beliefs to live the exact same 'good life'?	Can you live a 'good life' without making mistakes? How does forgiveness play a role in moving forward?	If nobody was watching, would you still follow the rules? Why?
FURTHER QUESTIONS or BIG QUESTIONS FOR DISPLAY	What does it mean to live a good life? (Unit Title) How do individuals who might not have the same beliefs answer this question? Are there any common threads and ideas from across world faiths and those of no faith?				
INCLUSION & ADAPTATION	Provide visual sorting cards for the rules (pictures of a home, a school, a police officer, a church). Use speaking frames for the debate.	Pre-highlight key words in the school vision statement. Allow pupils to express ideas through role-play rather than writing.	Limit the comparison to two distinct worldviews. Provide matching cards linking a religious rule to a practical action.	Provide a structured template for the Manifesto with sentence starters (e.g., "A good life means...", "I will try to...").	Provide visual sorting cards for the rules (pictures of a home, a school, a police officer, a church). Use speaking frames for the debate.
GREATER DEPTH	Challenge pupils to rank the rules they discussed by importance and justify their hierarchy using philosophical reasoning.	Ask pupils to write a critical reflection on a time when the school community failed to live up to its values and how it was resolved.	Have pupils independently research a lesser-known worldview (e.g., Jainism) and present how its rules for living compare to the Gospel.	Pupils write a philosophical letter to their future selves (to open at age 18) advising themselves on how to maintain a 'good life' amidst challenges.	Challenge pupils to rank the rules they discussed by importance and justify their hierarchy using philosophical reasoning.