

# RE Curriculum Overview

# Year 4

## Learning Outcomes LKS2

### Make sense of a range of religious and nonreligious beliefs

Identify and describe the core beliefs and concepts studied.

Make clear links between texts/sources of authority and the key concepts studied.

Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.

### Understand the impact and significance of religious and nonreligious beliefs

Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.

Describe how people show their beliefs in how they worship and in the way they live.

Identify some differences in how people put their beliefs into practice.

### Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.

Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.

Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.

Give a good reason for the views they have and the connections they make.

Term	Theme	What I will know and remember	Vocabulary	Key texts/stories
1	L2.3 What is the 'Trinity' and why is it important for Christians?	I can recognise what a 'Gospel' is and give an example of the kinds of stories it contains. I can offer suggestions about what texts about baptism and Trinity mean. I can give examples of what these texts mean to some Christians today. I can describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live.	Trinity Holy spirit Messiah John the Baptist Believer's Baptism Pilgrimage Muslims Holy Church	Jesus' baptism Matthew 3:11-17  The Grace: 2 Corinthians 13:14

		I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of my own about what Christians believe God is like.	Father Jesus Scripture Infant Baptism Denomination	
<p><b><u>End of unit assessment</u></b></p>				
<b><u>Working towards</u></b>		<b><u>Working at</u></b>	<b><u>Working above</u></b>	
2	L2.7 What do Hindus believe God is like?	<p>I can identify some Hindu deities and say how they help Hindus describe God.</p> <p>I can make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.</p> <p>I can offer informed suggestions about what Hindu murtis express about God.</p> <p>I can make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali).</p> <p>I can identify some different ways in which Hindus worship.</p> <p>I can raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.</p> <p>I can make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for my ideas.</p>	Hindu Brahman Deity Namaste Shiva Aum Atman Lakshmi Vishnu Brahma	<p><a href="https://www.natre.org.uk/about-natre/projects/spirit-ed-arts/spirited-arts-gallery/2018/">https://www.natre.org.uk/about-natre/projects/spirit-ed-arts/spirited-arts-gallery/2018/</a></p> <p><a href="https://www.learnreligions.com/top-hindu-deities-1770309">https://www.learnreligions.com/top-hindu-deities-1770309</a></p> <p><a href="https://www.bbc.co.uk/programmes/p01140qs">https://www.bbc.co.uk/programmes/p01140qs</a></p> <p><a href="https://www.youtube.com/watch?v=g5E8dVk4XGM&amp;vl=en">https://www.youtube.com/watch?v=g5E8dVk4XGM&amp;vl=en</a></p>

				<a href="http://www.bhagavatam-katha.com/gokula-lila-krishna-eating-fruits-and-yashoda-vision-in-the-mouth-of-krishna/">http://www.bhagavatam-katha.com/gokula-lila-krishna-eating-fruits-and-yashoda-vision-in-the-mouth-of-krishna/</a>  The Story of Rama and Sita  <a href="https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-diwaliperformance">https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-diwaliperformance</a>
<b><u>End of unit assessment</u></b>				
<b><u>Working towards</u></b>		<b><u>Working at</u></b>		<b><u>Working above</u></b>
3	L2.8 What does it mean to be Hindu in Britain today?	I can identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean. I can make links between Hindu practices and the idea that Hindu dharma is a whole 'way of life' (dharma). I can describe how Hindus show their faith within their families in Britain today (e.g. home puja). I can describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali). I can identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India.	Hindu Puja Ramayana Shrine Rama Dharma Deity Mandir Diwali Sita	<a href="https://www.bbc.co.uk/programmes/p02n5xj7">https://www.bbc.co.uk/programmes/p02n5xj7</a>  <a href="https://www.youtube.com/watch?v=Ac2580Gp8qA">https://www.youtube.com/watch?v=Ac2580Gp8qA</a>  <a href="https://www.bbc.co.uk/teach/class-clips-video/diwali-the-hindu-festival-of-light/z668qp3">https://www.bbc.co.uk/teach/class-clips-video/diwali-the-hindu-festival-of-light/z668qp3</a>

I can raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for my ideas.

Working towards

End of unit assessment

Working at

Working above

4

L2.5 Why do Christians call the day Jesus died 'Good Friday'?

I can recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.  
 I can offer informed suggestions about what the events of Holy Week mean to Christians.  
 I can give examples of what Christians say about the importance of the events of Holy Week  
 I can make simple links between the Gospel accounts and how Christians mark the Easter events in their communities.  
 I can describe how Christians show their beliefs about Jesus in worship in different ways.  
 I can raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for my suggestions.

Salvation  
 Jerusalem  
 Resurrection  
 Forgiveness  
 Crucifixion  
 Palm Sunday  
 Disciples  
 Sin  
 Easter  
 Calvary

Matthew 21 v 7 - 11  
 Luke 23 v 13 -25 and v32 - 48  
 Luke 24 v 1 - 12

Working towards

End of unit assessment

Working at

Working above



		<p>I can identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism).</p> <p>I can raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones.</p> <p>I can make links between ideas of love, commitment and promises in religious and non-religious ceremonies.</p> <p>I can give good reasons why I think ceremonies of commitment are or are not valuable today.</p>		<p>Saul/Paul is baptised (Acts 9:10 - 19)</p> <p>An Ethiopian is baptised (Acts 8: 26- 40)</p> <p>The Jailor's family is baptised (Acts 16: 16 - 34).</p> <p><a href="https://www.bbc.co.uk/programmes/p02n2kgx">https://www.bbc.co.uk/programmes/p02n2kgx</a></p>
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Working towards

End of unit assessment

Working at

Working above