

## Long Term Planning Religious Education Year Four

INTENT	IMPLEMENTATION
<p>Our children will:</p> <ul style="list-style-type: none"> <li>- be religiously literate.</li> <li>- understand religious concepts and language.</li> <li>- deepen their understanding of faith.</li> </ul>	<p>Our RE Curriculum is the Worcestershire Agreed Syllabus 2020-2025. We deliver RE through Understanding Christianity and RE Today Units.</p> <p>We teach RE every half term.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 4</b>	UC 2a.4 – What kind of world did Jesus want?	L2.7 – What do Hindus believe God is like?	L2.8 – What does it mean to be Hindu in Britain today?	UC 2a.5 – Why do Christians call the day Jesus died "Good Friday"?	UC 2a.6 – When Jesus left, what was the impact of Pentecost?	L2.11 – How and why do people mark the significant events of life?
<b>Overview</b>	GOSPEL			SALVATION	KINGDOM OF GOD	
<b>Knowledge</b>	<p><b>Make sense of text/beliefs</b> To know and identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>To know and make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>To know and offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p><b>Understanding the impact</b> To know and make simple links between Bible texts and the concept of 'Gospel' (good news).</p> <p>To know and give examples of how Christians</p>	<p><b>Make sense of text/beliefs</b> To know and identify some Hindu deities and say how they help Hindus describe God.</p> <p>To know and make clear links between some stories.</p> <p>To know and offer informed suggestions about what Hindu murtis express about God.</p> <p><b>Understanding the impact</b> To know and make simple links between beliefs about God and how Hindus live.</p> <p>To know and identify some different ways in which Hindus worship.</p> <p><b>Making connections</b> To raise questions and suggest answers about whether it is good to think</p>	<p><b>Make sense of text/beliefs</b> To know and describe how Hindus show their faith within their families in Britain today.</p> <p>To know and describe how Hindus show their faith within their faith communities in Britain today.</p> <p>To know and identify some different ways in which Hindus show their faith.</p> <p><b>Understanding the impact</b> To know and identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean.</p> <p>To know and make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</p> <p><b>Making connections</b></p>	<p><b>Make sense of text/beliefs</b> To know and order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</p> <p>To know and offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>To know and give examples of what the texts studied mean to some Christians.</p> <p><b>Understanding the impact</b> To know and make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>To know and describe how Christians show their beliefs</p>	<p><b>Make sense of text/beliefs</b> To know and make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>To know and offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>To know and give examples of what Pentecost means to some Christians now.</p> <p><b>Understanding the impact</b> To know and make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole</p>	<p><b>Make sense of text/beliefs</b> To know and identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.</p> <p>To know and offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.</p> <p><b>Understanding the impact</b> To know and describe what happens in</p>

	<p>try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p><b>Making connections</b> To know and make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p>about the cycle of create/preserve/destroy in the world today.</p> <p>To know and 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 their ideas</p>	<p>To 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 their ideas.</p>	<p>about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p><b>Making connections</b> To know and make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly</p>	<p>lives and in their church communities.</p> <p><b>Making connections</b> To know and make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>	<p>ceremonies of commitment and say what these rituals mean.</p> <p>To know and make simple links between beliefs about love and commitment and how people in at least two religious traditions live.</p> <p>To know and identify some differences in how people celebrate commitment.</p> <p><b>Making connections</b> To 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>To know and make links between ideas of love, commitment and promises in religious and non-religious ceremonies.</p> <p>To know and give good reasons why they think ceremonies of commitment are or are not valuable today.</p>
<b>Skills</b>	<p><b>Make sense of text/beliefs</b> Order at least five key concepts within a timeline of the Bible's 'big story'. • List two distinguishing</p>			<p><b>Make sense of text/beliefs</b> Order at least five key concepts within a timeline of the Bible's 'big story'. • List two distinguishing</p>	<p><b>Make sense of text/beliefs</b> Order at least five key concepts within a timeline of the Bible's 'big story'. • List two distinguishing</p>	

	<p>features of at least three different types of biblical text, for example, Gospel, parable, letter. • Make clear links between biblical texts and the key concepts studied. • Offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christians.</p> <p><b>Understanding the impact</b> Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. • Describe how Christians show their beliefs in worship and in the way they live.</p> <p><b>Making connections</b> Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>			<p>features of at least three different types of biblical text, for example, Gospel, parable, letter. • Make clear links between biblical texts and the key concepts studied. • Offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christians.</p> <p><b>Understanding the impact</b> Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. • Describe how Christians show their beliefs in worship and in the way they live.</p> <p><b>Making connections</b> Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>	<p>features of at least three different types of biblical text, for example, Gospel, parable, letter. • Make clear links between biblical texts and the key concepts studied. • Offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christians.</p> <p><b>Understanding the impact</b> Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. • Describe how Christians show their beliefs in worship and in the way they live.</p> <p><b>Making connections</b> Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>	
<b>Prior Learning</b>	<p>Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</p> <p>Jesus shows love and forgiveness to unlikely people.</p> <p>Christians try to be like Jesus — they want to know him better and better.</p> <p>Christians try to put his teaching and example into practice in lots of</p>	First sustained unit on Hindus.	<p><b>Make sense of text/beliefs</b> Identify some Hindu deities and say how they help Hindus describe God.</p> <p>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</p> <p>Offer informed suggestions about what Hindu murtis express about God.</p> <p><b>Understanding the impact</b></p>	<p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter</p>	<p>Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').</p> <p>Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</p>	Consolidation unit that applies knowledge acquired during Year Four.

	ways, from church worship to social justice.		<p>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>Identify some different ways in which Hindus worship.</p> <p><b>Making connections</b> 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>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 their ideas</p>	<p>events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly</p>	<p>Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</p> <p>Christians celebrate Pentecost as the beginning of the Church.</p>	
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