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| **Year 4 RE Autumn 1-What kind of world did Jesus want? Autumn 2 – What is the ‘Trinity’ and why is an important for Christians?** |

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| **Key question –**  **Aut 1 – What kind of world did Jesus want? (L2.7)**  **Aut 2 – What is the Trinity and why is it so important to Jesus? (L2.5)** |

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| **Skills** | |
| **Make sense of belief** | Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus.  Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’.  Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian. |
| Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains  Offer suggestions about what texts about baptism and Trinity mean.  Give examples of what these texts mean to some Christians today. |
| **Understanding the impact** | Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways. |
| 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. |
| **Make connections** | Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reasons for their ideas. |
| Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. |

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| **Children who have not understood the above skills**  **Barriers to understanding** |

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| **Year 4 RE Spring 1 – Keeping the 5 pillars of Islam Spring 2 – Why does the prophet matter to Muslims?** |

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| **Key question –**  **Aut 1 – How do Muslims beliefs make a difference to their way of living? (L2.11)**  **Aut 2 –Why does the prophet matter to Muslims? (L2.12)** |

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| **Skills** | |
| **Make sense of belief** | Identify and describe the 5 Pillars of Islam and the beliefs they express  Consider questions about what Muslims believe, e.g. is submission to Allah and  generosity a good way to live? |
| Identify and describe some stories and sayings of the Prophet, showing how they provide an example to live by.  Explain the meanings of examples of texts that Muslims use to understand Islam  Consider questions about leadership, and Islamic examples of answers |
| **Understanding the impact** | Make simple connections between beliefs about Allah and the 5 Pillars  Describe how people show devotion in Islam |
| Make simple connections between sacred texts and Muslim admiration  for the Prophet  Describe how Muslim people follow the example of the Prophet today |
| **Make connections** | Ask questions about why the Pillars are practiced by so many millions  Express their own ideas about the meaning and value of rituals like these  Give good reasons for their views about religion and ritual. |
| Raise questions about why we often seem to like to follow a leader  Express their own ideas about the meaning and value of different kinds of leadership.  Give good reasons for their views about the leadership of the Prophet |

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| **Children who have not understood the above skills**  **Barriers to understanding** |

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| **Year 4 RE Summer 1 –Pentecost Summer 2 – Values – Christians and Humanists** |

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| **Key question –**  **Aut 1 – For Christians what was the impact of Pentecost? (L2.10)**  **Aut 2 – Values: What matters most? (L2.6)** |

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| **Skills** | |
| **Make sense of belief** | Make clear links between the story of Pentecost and Christian beliefs about the ‘Kingdom of God’ on earth.  Offer informed suggestions about what the events of Pentecost in Acts 2 might mean  Give examples of what Pentecost means to some Christians now. |
| Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)  Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’, and exist without a designer) |
| **Understanding the impact** | Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now.  Describe how Christians show their beliefs about the Holy Spirit in worship |
| Make clear connections between Christian and Humanist ideas about being good and how people live  Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view |
| **Make connections** | Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas |
| Raise important questions and suggest answers about how and why people should be good  Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views |

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| **Children who have not understood the above skills**  **Barriers to understanding** |