

# YEAR 4 – ST KENTIGERN’S RELIGIOUS EDUCATION YEARLY OVERVIEW

<u>Term</u>	<u>Focus/Topic</u>	<u>Resources</u>	<u>Curriculum Directory</u>	<u>AT Attainment</u>	<u>HRSE</u>	<u>Big Questions</u>
<b>Autumn 2</b>  5th November 20th December (7 weeks)	<u>Gospel Value</u>  Purity Holiness	<b>Wk 1</b> Faith week	Celebration Respect for celebrations of the Jewish faith	Show knowledge and understanding of a range of different beliefs  Show understanding of beliefs and sources, worships and life	Core Theme 1  To value the diversity of national, regional, religious and ethnic identities in the UK and beyond.	
	<u>Beatitude</u>  Blessed are the pure in heart, for they shall see God.  <u>Curriculum link</u> How can we serve God and love others?  <u>Links to church and community</u>  Christmas Advent Other faith visits	<b>Wk 2-4</b> WTL Unit 4.2 Trust in God  <b>Wk 5-7</b> Advent Come and See (Loving)	<u>Revelation</u> Gospel account of key events in the Bible <u>Celebration</u> The Church celebrations of significant events in the life of Jesus  <u>Revelation</u> The Bible <u>The Church</u> How the local church is good news for people and how everyone can have a part in it	AT1  To describe with increasing accuracy a range of religious beliefs about special places for Jesus AT1  To describe why Christians should care about the world AT1  Describe with increasing accuracy a range of religious beliefs, religious symbols and steps involved in activity and worship AT1  Make links between beliefs and life, giving reasons for actions and choice AT2	Core theme 2: To be aware of different types of relationships including those between acquaintances, friends, relatives and family. Core theme 2: To know that some relationships can be harmful and who to talk to if they need support. Core theme 2: To judge what kind of physical contact is acceptable or unacceptable and how to respond. Core theme 3: To understand that giving time to prayer and reflection is a way of growing in understanding of themselves and their character, as well as deepening relationships with God.  Core theme 1: begin to be thankful for the gifts of G	What does it mean to be called and chosen?  Why should we spread Good News?  What's so special about gifts?  What does it mean to live in hope?

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<p><b><u>Spring 1</u></b></p> <p>6<sup>h</sup> January – 14<sup>th</sup> February (6 weeks)</p>	<p><b><u>Gospel Value</u></b> Trust and Justice</p> <p><b><u>Beatitude</u></b> Blessed are those who hunger and thirst for righteousness, for they shall be satisfied</p> <p><b><u>Curriculum link</u></b>  Do we always make the right choice?</p> <p><b><u>Links to the church/community</u></b>  St Kentigern’s feast day Christian Unity Week Fairtrade fortnight</p>	<p><b>Wk 1- CIA</b></p> <p><b>Wk 2 -4</b> Baptism/Confirmation Come and See (Belonging)</p> <p><b>Wk 4-5</b> Eucharist Come and See (Relating)</p>	<p><b>Celebration</b> The Rites of Baptism and Confirmation and the response they invite.  Elements of sacramental celebrations.</p> <p><b>Revelation</b> How Jesus called people to follow him.</p> <p><b>Life in Christ</b> The suffering, death and resurrection of Jesus as a sign of love, sacrifice and the source of new life.</p> <p><b>Revelation</b> Gospel accounts of the key events in the life of Jesus.</p> <p><b>The Church</b> How the local Church is ‘good news’ for people and how everyone can have a part in it.</p>	<p>To make links between beliefs and worship giving reasons for actions and symbols <b>AT1</b></p> <p>Describe with increasing accuracy a range of religious beliefs , religious symbols and steps involved in activity and worship <b>AT1</b></p> <p>Ask and respond to questions about their own and other experiences about each are of study in relation to questions of meaning and purpose <b>AT2</b></p> <p>Use a given source to support a point of view <b>AT3</b> Express a preference <b>AT3</b></p>	<p><b>Core theme 1:</b> Understand that they can chose to have a friendship with God</p> <p><b>Core theme 1:</b> To recognise cause and effect in their actions take personal responsibility.</p>	<p>What does it mean to be called and chosen?</p> <p>Why make promises?</p> <p>Is commitment important?</p> <p>What’s so important about listening and sharing?</p> <p>What’s more important - giving or receiving?</p> <p>Why do we need memories?</p>

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<p><b>Spring 2</b> 25<sup>th</sup> February – 9<sup>th</sup> April (6.5 weeks)</p>	<p><u>Gospel Values</u> Forgiveness Mercy</p> <p><u>Beatitude</u> Blessed are the merciful, for they shall obtain mercy</p> <p><u>Curriculum Link</u> How does each day offer opportunities for good?</p> <p><u>Links to the church/community</u> Lent - recycling fashion show Easter Assemblies Ash Wednesday Re Week</p>	<p><b>Wk 1</b> CIA Pg 144 Poor and Vulnerable</p> <p><b>Wk 2 – 3.5</b> Jesus the Teacher WTL (unit 4.3) <b>Beatitudes</b></p> <p><b>Wk 3.5 – 6</b> <b>Lent</b> <b>Come and See – Giving</b></p>	<p><b><u>The Church</u></b> The life of the Church in other parts of the World.</p> <p>How the local Church is good news for people and how everyone can have a part in it.</p> <p><b><u>Life in Christ</u></b> Similarity, equality and difference.</p> <p><b><u>Life in Christ</u></b> The Gospel Message that Jesus brings fullness of life for all people: the Beatitudes</p> <p><b><u>Revelation</u></b> Gospel accounts of the key events in the life of Jesus.</p> <p><b><u>Celebration</u></b> The Churches celebration of significant events in the life of Jesus.</p>	<p>Describe with increasing accuracy a range of religious beliefs <b>AT1</b></p> <p>Describe with increasing accuracy a range of religious beliefs , religious symbols and steps involved in activity and worship <b>AT1</b></p> <p>Make links between beliefs and sources giving reasons for beliefs <b>AT1</b></p> <p>Make links between beliefs and life, giving reasons for actions and choice <b>AT2</b></p> <p>Ask and respond to questions about their own and other experiences about each are of study in relation to questions of meaning and purpose <b>AT2</b></p>	<p><b>Core theme 2:</b> That being part of a community means working together for common aims.</p> <p><b>Core theme 2:</b> That they are part of many local, national and international communities.</p> <p><b>Core theme 2:</b> That being part of a community means understanding the rights and responsibilities in that group and that rules and laws are made to protect. Different rules are needed for situations and being in a group means taking part in making and changing rules</p> <p><b>Core theme 3:</b> That all people have worth and dignity as creations of God. All lives have purpose and we are all created equal.</p> <p><b>Core theme 3:</b> To manage their personal safety. That they are responsible for managing the risks they are exposed to, pressure to behave in an unacceptable, unhealthy or risky way can come from many sources such as people they know and media.</p>	<p>What makes ‘community’?</p> <p>Why are bridge-builders important in life?</p> <p>What makes some people give everything for other people?</p> <p>What’s so important about new life?</p> <p>How do rules bring freedom? Do we need rules? (beatitudes)</p>

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			<p>The prayer Jesus taught his friends (Our Father) and its significance.</p> <p><b><u>The Church</u></b> Key images of the Church used in Scripture and Tradition, the implications of this imagery for community life.</p> <p><b><u>Life in Christ</u></b> Taking responsibility for themselves and towards others.</p> <p>Similarity, equality and difference.</p> <p>The suffering, death and resurrection of Jesus as a sign of love, sacrifice and the source of new life.</p>	<p>Use a given source to support a point of view <b>AT3</b></p> <p>Express a preference <b>AT3</b></p>		<p>How can I be self –disciplined in the choices I make?</p> <p>How will self-discipline help me to grow and to reach my full potential?</p> <p>What makes some people give everything for other people?</p> <p>Why do we need to make sacrifices?</p>
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<b>Summer 1</b> 20 <sup>th</sup> April – 22 <sup>th</sup> May 5 weeks	<u>Gospel Value</u> Faithfulness Integrity  <u>Beatitude</u> Blessed are the poor in spirit, for theirs is the Kingdom of Heaven  <u>Curriculum Link</u> Who do I want to be? Links to church/community Pentecost Month of May	<b>Wk 1</b> CIA  <b>Wk 2-3</b> The Early Christians WTL (unit 4.5)  <b>Wk 4-5</b> The Church WTL (unit 4.6)	<u>Revelation</u> The Bible  The story of the Holy spirit at Pentecost.  <u>Life in Christ</u> The Gospel message that Jesus brings fullness of life for all people.  <u>Celebration</u> Elements of sacramental celebrations  <u>The Church</u> Key images of the Church used in Scripture and Tradition, the implications of this imagery for community life.	To give examples from their own and lives of others based on how writings have influenced them. <b>AT2</b>  To make links between beliefs and life, giving reasons for actions and choices <b>AT1</b>  Use religious terms to show an understanding of liturgy. <b>AT1</b>  Express a point of view <b>AT3</b> Make links to show how feelings and beliefs affect behavior and that of others <b>AT2</b>	<b>Core theme 1:</b> To understand that we can choose to have a friendship with God.  <b>Core theme 2:</b> To value the diversity of national, religious and ethnic identities in the United Kingdom and beyond.	What’s so important about new life?  How can energy transform?  What does it mean to be called and chosen?  Is commitment important?

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<b>Summer 2</b> 5 <sup>th</sup> June – 17 <sup>st</sup> July	<u>Gospel Values</u> Peace Tolerance  <u>Beatitude</u> Blessed are the peacemakers, for they shall be called children of God  <u>Curriculum link</u> What makes a community?  Links to church/community  Garden Liturgies CAFOD resources –	<b>WK 1 – CIA</b>  <b>WTL – The Church (Unit 4-.6 cont)</b>  <b>Come and see Gods People</b>	<u>Life in Christ</u> Sunday as the Lord’s day  <u>Celebration</u> Elements of sacramental celebrations.  The Rites of Baptism and Confirmation and the response they invite.  Sunday as a significant day in the life of the local Church  <u>The Church</u> How the local Church is ‘good news’ for people and how everyone can have a part in it.	To describe and show understanding of religious sources, beliefs, ideas, feeling and experiences making links between them. AT1  To engage with and respond to questions of life in the light of religious teaching. AT2	<b>Core theme 2: To value the diversity of national, religious and ethnic identities in the United Kingdom and beyond.</b>	Where do I come from?  What does it mean to be called and chosen?  Why make promises?  What makes ‘community’?