

### HRSE – CT1

Everyone has a personal identity; a way to describe their race, ethnicity and religion. We remember that all people are created by God and should be treated with respect.

### HRSE - CT2

We are part of many communities on different scale and have relationships with many people. Sometimes those relationships go wrong and we need to ask for help.

### Religious Education

We can be the Good News in our local community following the Beatitudes.

### HRSE – CT3

God created us all equally but not everybody is treated fairly. We should fight for justice on behalf of ourselves and others.

### PSHE

Our mental health is as important as our physical health and we must be sure to protect it in the same way.

### Prayer and Liturgy

The Church can be represented in different ways, each of which helps us to understand The Church better.

### Outcomes

AT1 – Retell the story of The Sermon on the Mount.

AT1 – Sunday is described as 'The Lord's Day'; What does this mean? How does it impact our actions?

AT1 – Describe 'The Church' and the different roles that people hold.

AT2 – How did what Martin Luther King believe shape the way he lived his life? What can you learn from his life? How can you apply it to your own life?

AT3 – Look at the painting The Sermon on the Mount. What do you think the artist was trying to show? How does it make you feel?

## Y4:1 HOW CAN I SERVE MY FAMILY?

# Serving One Another

### Vocabulary

**IDENTITY** – A sense of who we are.

**RACE** – A group of people distinguished by common heritage / physical characteristics.

**ETHNICITY** – The common characteristics of a group of people.

**RELIGION** – A particular system of faith and worship.

**JUSTICE** – The ideal of fairness.

**MENTAL HEALTH** – One's emotional well-being.

**THE CHURCH** – Christians seen as a single, spiritual community.

**THE POPE** – The head of the worldwide Catholic Church (Pope Francis).

**SERVE** – To be useful to somebody else.

# HRSE – Core Theme 1

## Personal Identity

### HRSE – CT1 Key Knowledge 1

Identify, name and respond appropriately to a wider range of feelings in themselves and in others. (M)

### HRSE – CT1 Key Knowledge 2

Understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See protected characteristics of the Equality Act 2010). (C)

### HRSE – CT1 Key Knowledge 3

Recognise cause and effect in their actions and take personal responsibility. (M)

### HRSE – CT1 Key Knowledge 4

Take increased responsibility for their safety and that of others. (M)

### Galatians 3:28

‘There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus,’

### Learning Step 1

Know and describe their own personal identity in terms of race, ethnicity and religion.

### Learning Step 2

Compare their personal identity to that of others (real or fiction).

### Learning Step 3

Know that discrimination on the grounds of race, ethnicity and religion is wrong and can cause emotional insecurity.

### Learning Step 4

Name some of the feelings associated with discrimination on the grounds of race, ethnicity and religion.



### HRSE – CT2 Key Knowledge 1

To be aware of different types of relationships including those between acquaintances, friends, relatives and family. (C)

### HRSE – CT2 Key Knowledge 2

To know that some relationships can be harmful and who to talk to if they need support. To recognise and manage dares. (C)

### HRSE – CT2 Key Knowledge 3

To talk about different types of friendship and recognise examples of this in real life, role play or fictional characters. Relate this to Jesus' teachings on loving our neighbour. (C)

### HRSE – CT2 Key Knowledge 4

To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help. (C)

### HRSE – CT2 Key Knowledge 5

That being part of a community means working together for common aims. (C)

### HRSE – CT2 Key Knowledge 6

That they are part of many local, national and international communities. (F)

### Philippians 2:4

'Let each of you look not only to his own interests, but also to the interests of others.'

# HRSE – Core Theme 2 Communities and Relationships



### Learning Step 1

Recognise their place in local / national / international communities (including school and The Church).

### Learning Step 2

Recognise the school as a community and know / understand the Mission Statement.

### Learning Step 3

Know that they have friends and acquaintances and recognise how their relationships differ.

### Learning Step 4

Know that relationships can be harmful and know who to ask for help if needed – including friendships at school.

### Learning Step 5

Know what cyber bullying is, how to recognise it and where to get help.



### RE Key Knowledge 1

Taking responsibility for themselves and towards others. (M)

### RE Key Knowledge 2

How the local Church is 'good news' for people and how everyone can have a part in it. (C)

### Learning Step 1

Know the story of The Sermon on the Mount.

### Learning Step 2

Consider how the Beatitudes can influence their behaviour and actions towards others in everyday life.

### Learning Step 3

Plan and carry out a Faith In Action project based on The Beatitudes.

### Matthew 5:2

'And he opened his mouth and taught them, saying:'

# Religious Education Good News



*The Sermon on the Mount by Jan Brueghel the Elder*

### Key Text:

**The Sermon on the Mount**



#### HRSE – CT3 Key Knowledge 1

That all people have worth and dignity as creations of God. All lives have purpose, and we are all created equal. (C)

#### HRSE – CT3 Key Knowledge 2

When how and who to ask for help, how to resist pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, anxious or that they believe to be wrong. (P)

#### HRSE – CT3 Key Knowledge 3

That relationships involve choice and choices can have positive, neutral and negative consequences and to begin to understand the concept of a balanced lifestyle. (C)

#### HRSE – CT3 Key Knowledge 4

To know that some rights are universal, these are human rights. (F)

#### HRSE – CT3 Key Knowledge 5

Christians believe that they should work for justice for all people because everyone has equal worth in the eyes of God. (C)

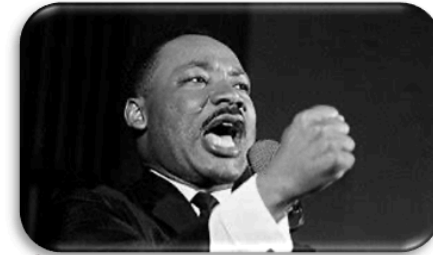
#### HRSE – CT3 Key Knowledge 6

That they are responsible for their health, taking care of their body and asserting their right to protect their body from inappropriate or unwanted contact. What positively affects their physical, mental and emotional health (including the media). (C)

#### HRSE – CT3 Key Knowledge 7

That being truthful includes knowing when to keep a secret, when not to agree to this and when it is right to break or confidence or break a secret. (C)

## HRSE – Core Theme 3



## Serving One Another

#### Learning Step 1

Know that all people are created equally.

#### Learning Step 2

Know that we all have human right not to be discriminated against and that being discriminated against can affect our mental health.

#### Learning Step 3

Know about people who worked for justice – Martin Luther King.

#### Learning Step 4

Identify ways of fighting for justice in their own lives including not keeping discrimination a secret if they are aware of it.

#### Luke 6:37

“Judge not, and you will not be judged; condemn not, and you will not be condemned; forgive, and you will be forgiven;”

### PSHE Key Knowledge 1

H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. (P)

### PSHE Key Knowledge 2

H21. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. (P)

### PSHE Key Knowledge 3

H22. To recognise that anyone can experience mental ill health, that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. (C)

### PSHE Key Knowledge 4

R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability. (C)

### PSHE Key Knowledge 5

R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. (C)

### PSHE Key Knowledge 6

R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. (P)

### PSHE Key Knowledge 7

L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. (C)

# PSHE



## Family & Emotions

### Learning Step 1

Understand what mental health is (emotional security) and know that it is as important as physical health.

### Learning Step 2

Know strategies for supporting their mental health.

### Learning Step 3

Know and recognise warning signs about mental health and how to seek support.

### Philippians 4:6

'do not be anxious about anything, but in everything by prayer and supplication with thanksgiving let your requests be made known to God.'

# Prayer & Liturgy

## The Church

### P&L Key Knowledge 1

Key images of the Church used in Scripture and Tradition, the implications of his imagery for community life. (C)

### P&L Key Knowledge 2

Sunday as a significant day in the life of the local Church. (F)

### P&L Key Knowledge 3

Sunday as the Lord's Day. (C)



### Learning Step 1

Understand The Church as a People of God.

### Learning Step 2

Understand The Church as the Body of Christ.

### Learning Step 3

Understand The Church as the Temple of the Holy Spirit.

### Learning Step 4

Understand The Church as the Kingdom of God.

### Learning Step 5

Recognise and describe the roles of people in the local, national and international church.

### Learning Step 6

Know that Sunday is the Lord's Day (day of rest) and know what happens at the local church on Sunday.

### Matthew 16:18

'And I tell you, you are Peter, and on this rock I will build My church, and the gates of hell will not prevail against it.'



**Stunning Start:**

**Enrichment:**

**Resources:**

**Celebration:**

**Planning Ideas:**