

HRSE – CT1

We reflect on the year we have had in Year 4 and explore our feelings regarding transition to Year 5.

HRSE – CT2

We know that we are part of many communities and as such need to work together for common aims. We establish rules for working together.

Religious Education

We know the story of the Sermon on the Mount and consider how the different sections of The Beatitudes and how these relate to the Gospel Values.

HRSE – CT3

We recognise that all lives have value. We learn about causes related to animals that are important to us and become a voice for the voiceless.

PSHE

We know that it is important to demonstrate compassion to all living things. We consider how to keep safe over the summer holiday and prepare for Year 5.

Outcomes

AT1 – What do the Beatitudes help us to believe?

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

AT1 – Use a range of religious vocabulary to explain how your actions are linked to your beliefs and to the Gospel Values.

AT1 – How are the Gospel Values and British Values linked?

AT1 2 – How can you work for justice on behalf of those with no voice?

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

AT3 – Use the story of The Sermon on the Mount to support your point of view about rules and behaviour.



Y4:6

**WHAT CAN I
CHANGE?**

**Campaigning
for Change**

Vocabulary

REFLECT – To think seriously; to ponder or consider.

TRANSITION – The process of change from one form, state, style, or place to another.

COMMUNITY – A group sharing common understanding, and often the same language, law, manners, and traditions.

CAMPAIGN – A series of operations undertaken to achieve a set goal.

CAUSE – A goal, aim or principle which is not purely selfish.

COMPASSION – Deep awareness of the suffering of another, coupled with the wish to relieve it.

SAFE – Not in danger; free from harm's reach.

CARE – To be concerned about or have an interest in.

'Now there are varieties of gifts, but the same Spirit; and there are varieties of service, but the same Lord; and there are varieties of activities, but it is the same God who empowers them all in everyone.'

HRSE – Core Theme 2

Working Together

HRSE – CT2 Key Knowledge 1

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

HRSE – CT2 Key Knowledge 2

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. (C)

Learning Step 1

Know that they are part of many communities and as such should work together for common aims.

Learning Step 2

Establish rules for their class community as they work together to campaign for change

Ecclesiastes 4:9

‘Two are better than one, because they have a good reward for their toil.’



Religious Education

The Beatitudes

RE Key Knowledge 1

The Gospel message that Jesus brings fullness of life for all people: The Beatitudes. (C)

Learning Step 1

Know the story of the Sermon on the Mount.

Learning Step 2

Know and understand the different sections of The Beatitudes and how these relate to Gospel Values.

Key Text:

The Sermon on the Mount



Sermon on the Mount by Carl Bloch

Matthew 5: 1

'Seeing the crowds, he went up on the mountain, and when he sat down, his disciples came to him.'

HRSE – Core Theme 3

A Voice for the Voiceless

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

To extend their vocabulary of emotion, to explain both the range and intensity of their feelings to others and recognise that they may experience conflicting emotions and when they might need to listen to their emotions and some ways to control them. (F)

HRSE – CT3 Key Knowledge 3

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

HRSE – CT3 Key Knowledge 4

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

Learning Step 1

Recognise that all lives have value.

Learning Step 2

Select a cause important to them (animals) and extend their emotional vocabulary in relation to this issue.

Learning Step 3

Know the rights that allow them to share their thoughts freely and set up a group.



Proverbs 31:9

'Open your mouth, judge righteously, defend the rights of the poor and needy.'

PSHE

PSHE Key Knowledge 1

H41. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about. (P)

PSHE Key Knowledge 2

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 / P)

PSHE Key Knowledge 3

L5. Ways of carrying our shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling, food choices). (P)

PSHE Key Knowledge 4

H36. Strategies to manage transitions between classes and key stages. (P)

Ephesians 4:32

'Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you.'



Learning Step 1

Know that it is important to show compassion towards all living things.

Learning Step 2

Understand the way they can carry out shared responsibility for protecting the environment and how this can relate to animals.

Learning Step 3

Consider how they can keep safe over the summer holiday, particularly in relation to river safety, road safety and stranger danger.

Learning Step 4

Take part in transition arrangements and activities to prepare for Year 5.

Care and Compassion

Stunning Start:

Enrichment:

Resources:

Celebration:

Planning Ideas: