RE 3/4 YEAR A

Subject Specific Links – English – studying religious stories and texts; discussing key questions; recording in a variety of ways; Arts – Expressing responses to different stimulus creatively; History /Geography – understanding historical/geographical and cultural factors
Enrichment/Personal development – Range of quality wider opportunities; Trips to different localities eg London, York, Scarborough; Use a range of social skills
SMSC/ Cultural Capital – Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect; investigate moral and ethical issues; offer reasoning views; appreciate cultural influences; participate in culture opportunities; understand, accept respect and celebrate diversity and protected characteristics
Careers – Ordained church minister, religious leader, place of worship staff, Church historians
British Values – Individual liberty, Mutual respect and Tolerance
Equality – As new concepts and views are introduced, provide support to ensure equal access and inclusion for all
Independence – Promote independent thinking and discussion skills ; Self-belief, motivation, self-control, coping skills, resilience, persistence and resolving conflict developed throughout school life
Community – Range of Visits and visitors to enhance learning; Appreciate diverse viewpoints; Participate in the local community
Outdoor learning – Forest School, Reflection Spaces, Outdoor collective worship space

RE teaching and learning should enable pupils to…

A. Know about and understand a range of religious and non-religious worldviews.	B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.	C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.

End of key stage outcomes

RE should enable pupils to:

A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Year 3/4 - RE **Autumn Term A**

Unit L2.2 Why is the Bible so important for Christians today?

Prior Learning: Bible stories told in collective worship, EYFS units; Year 1/2 units

Key Essential Skills and knowledge:

BELIEVING: Theological Lens

Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).

Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).

EXPRESSING: Human/Social Science Lens

Give examples of how and suggest reasons why Christians use the Bible today (B1).

LIVING: Philosophical Lens

Explore and suggest ideas about what is the purpose of prayer in religious communities and in their own lives (C1).

- Talk about sources of guidance and wisdom in their own and others' lives: who or what helps them to decide how to live? Introduce the Bible as a guide for Christians.
- Give pupils a brief introduction to the Christian Bible – Old and New Testaments, divided into books, chapters and verses; different types of writing (illustrate with two examples e.g. histories; laws; poems; prayers; biographies (Gospels); letters) (be clear that what Christians call the 'Old Testament' is Jewish scripture too).
- Introduce pupils to the idea that for Christians, the Bible tells them about what God is like. It also tells a 'big story' of God's dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go their own way ('the Fall'); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation). This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God.
- Creation: Read Genesis 1 (use a lively children's version). Ask pupils to create dance/movement actions for each day, or art work to reflect the narrative; focus on what the narrative shows God is like – powerful, creative, good etc.
- Find out what good and bad things people sometimes do. Explore idea of temptation: what things are tempting? Why do we give in sometimes? Do we sometimes blame others? Tell the story of Adam and Eve giving in to temptation (Genesis 3 – often called 'the Fall'). Does the way the people behave sound familiar? What lessons do pupils think Christians might learn from this story? Think about why Christians say people need to ask God to forgive them.
- Explore creatively the Lost Coin, Sheep and Son stories (Luke 15) and how Christians interpret them as showing how much God wants 'sinners' to turn back to him; ask some Christians what they mean when they say Jesus saves or rescues them.
- Look at some examples of how Christians use the Bible – for everyday prayer and Bible reading (often using notes), in Bible study groups; read aloud in church, with people talking about the meaning. What are the good things and the difficult things people might find from trying to follow this book in day-to- day life?

Sticky Knowledge:

- The Bible is a guide for Christians. It is split into 2 sections – the Old and New Testament (be clear that what Christians call the 'Old Testament' is Jewish scripture too).
- There are 66 books in the Bible and different types of writing by different people: histories; laws; poems; prayers; biographies (Gospels); letters
- Each book is separated into chapters and verses
- The first book of the Bible is Genesis and the last is Revelation.
- The first 4 books of the New Testament (Matthew, Mark, Luke, John), known as the Gospels, record the life of Jesus
- For Christians, the Bible is the inspired word of God and tells them about what God is like.
- It also tells a 'big story' of God's dealings with human beings: One God (Trinity) loves humans and created a wonderful world for people (creation); humans disobey God and go their own way ('the Fall') and death and suffering come into the world for the first time; God enters a series of convenants with the people of Israel but they don't work; So God sends his Son, Jesus (God incarnate) to save people and create a new

covenant as Jesus defeats death on the cross – to bring them back to God (salvation). This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God.

- The Bible is the best-selling book of all time

Vocabulary:	Foundations
Inspirational	Truthfulness
Role	Tolerance
Model	Beatitudes
Hero	Holy
Gospels	God's word
Good News	
Miracle	
Parable	

Sequence:

- Do we all need wisdom on the journey of life? How do Christians find and use ancient wisdom from the Bible?
- The Bible is a big book. How is it put together? Why is it so popular?
- What does the Bible teach Christian people about God, life, the universe and everything?
- How do Christians use Bible stories such as a story of creation to inspire drama, music, art or dance?
- How can the Bible help people if they are tempted to do wrong things?
- Can Bible stories of lost and found help people today? What makes these stories so popular?
- What are the main ways Christians use the Bible? Which ones explain why it is so popular?
- What are your favourite wise words? What Bible ideas are your favourites? How can you express them?

Thinking Deeper: To further consider own views and other religious and non-religious world views.

Resources: North Yorkshire Syllabus and R.E planning units, NATRE 23

Year 3/4 - RE **Spring Term A**

Unit L2.4 Why do people pray?

Prior Learning: Bible stories told in collective worship, EYFS units; Year 1/2 units

Key Essential Skills and knowledge:

BELIEVING: Theological Lens

Describe the practice of prayer in the religions studied (A2).

Make connections between what people believe about prayer and what they do when they pray (A3).

EXPRESSING: Human/Social Science Lens

Describe ways in which prayer can comfort and challenge believers (B2)

Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).

LIVING: Philosophical Lens

Explore and suggest ideas about what is the purpose of prayer in religious communities and in their own lives (C1).

- Discover and think about the meanings of the words of key prayers in three religions – e.g. the Muslim First Surah of the Qur'an, the Christian Lord's Prayer and the Hindu Gayatri Mantra.
- Learn that Hindus, Muslims and Christians pray in many different ways, both using set forms of words
- Consider the idea that some people are spiritual but not religious and like to pray in their own way.
- Consider the idea that some people are atheists who believe it is more use to be kind
- Find out about some symbols used in prayers in different religions.
- Explore connections between prayer in three different religions.
- Explore the impact of prayer: Does it enable people to feel calm, hopeful, inspired, close to God or challenged? How?
- Ask good questions about answered and unanswered prayer and find out some answers to these questions.
- Discuss and consider the impact of praying in some stories from inside the religions, e.g. stories of answered prayer, or of the origin of a prayer in ancient India, in Jesus' teaching or in the Holy Qur'an.
- Make links between beliefs and practice of prayer in different religions.
- Weigh up the value and impact of these key ideas for themselves and express these through the Arts.

Sticky Knowledge:

- People pray to their God in order to talk to them. They praise him and say thank you and sorry.
- Christians pray in a certain way and use the 'Lord's Prayer' which is a prayer Jesus taught.
- Muslims use special mats and different positions to pray- Salat.
- Hindus pray in a special way- this is called Puja.
- A place of worship for a Hindu is a Temple

Vocabulary:

Muslim
First Surah of the Qur'an,
Lord's Prayer
Hindu Gayatri Mantra
Miracle
Worship
Festival
Celebration
symbol, symbolic, symbolism
Intercession
Submission
Meditation
Reflection
Use of silence
Islam: Sawm
Rakah
Dua
Al Fatihah
Christianity: Easter Resurrection
Light of the world
Hinduism: Divali
Madir
Puja
Shrine
Rangoli
Lakshmi
Rama and Sita
Temple

Sequence:

- What is prayer? Is prayer helpful? How could we answer this question?
- What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life?
- How and why do Christians like to pray?
- How do Hindus pray and worship at home and in the Mandir?
- What is similar and different in the words of three prayers (Muslim, Christian, Hindu)

• Reflection: What more can we discover? Does reflection matter to me? • Prayer and me: why do some people pray every day, but others not at all? • What have we learned from Muslims, Hindus + Christians about prayer, symbols and worship? • Concluding activities: ways of recording learning through making up and exploring their own questions
Thinking Deeper: To further consider own views and other religious and non-religious world views.
Resources: North Yorkshire Syllabus and R.E planning units.

Year 3/4 - RE **Summer Term A**

Unit L2.8 What does it mean to be a Hindu in Britain today?

Prior Learning: Bible stories told in collective worship, EYFS units; Year 1/2 units

Key Essential Skills and knowledge:

BELIEVING: Theological Lens

Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).

Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).

EXPRESSING: Human/Social Science Lens

Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).

LIVING: Philosophical Lens

Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).

- Find out about how Hindus show their faith within their families.
- Learn that 'Hinduism' is incredibly diverse as a whole way of life rather than a set of beliefs.
- Find out about the objects involved in puja at home and at the mandir; murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles;
- Learn about an important sacred text; the Bhagavad Gita
- Learn about Hindu religious ritual; the OM, blessing food, the aarti ceremony, singing hymns (bhajans).
- Explore Hindu ideas of karma – how actions bring good or bad karma. Find out how and why 'snakes and ladders' links with Hindu ideas of karma.
- Explore what Hindus do to show their tradition within their faith
- Find out about the deities and how they help Hindus achieve moral aims
- Find out about moral aims for others and moral aims for self; karma and dharma
- See what Hindu moral teachings in action look like. Mahatma Gandhi, Pandurang Shastri Athavale.

Sticky Knowledge:

- Hindus express their faith through puja, aarti and bhajans
- Understanding of karma, dharma, moksha and reincarnation
- Mahatma Gandi is an important role model in the Hindu faith- why is he?

Vocabulary:	
Spiritual	Mandir
Divali	Diva lamp
Rama	Aarti
Sita	Bhajan
Ravanah	Moksha
Demon	Karma
Lakshmi	Dharma
Dieties: Hanuman and Ganesh	Reincarnation
Puja	Mahatma Ghandi
Murta	

Sequence:

- How do Hindus show their faith? Faith in what?
- A Hindu life; what is important?
- Why is Mahatma Gandhi a Hindu Hero?
- What is it like to be a Hindu in Britain today?

Thinking Deeper: To further consider own views and other religious and non-religious world views.

Resources: North Yorkshire Syllabus and R.E planning units, NATRE 27 & 29