RE 3/4 YEAR B

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 B**

Unit L2.3 Why is Jesus inspiring to some people?

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

Key Essential Skills and knowledge:

BELIEVING: Theological Lens

Make connections between some of Jesus' teachings and the way Christians live today (A1).

Describe how Christians celebrate Holy Week and Easter Sunday (A1).

Give simple definitions of some key Christian terms(e.g. gospel, incarnation, salvation) and illustrate with Holy Week & Easter events (A2).

EXPRESSING: Human/Social Science Lens

Identify the most important parts of Easter for Christians and say why they are important (B1).

- Identifying characteristics of a good role model.
- Use the events of Holy Week and Easter to find out why Jesus is so important to Christians today; how are the events of Holy Week celebrated by Christians, e.g. Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; light and joy of Easter Day.
- Explore the question: why do Christians call Good Friday 'good'? Include the terms incarnation (Jesus as God as a human being) and salvation (Christians believe that Jesus' death and resurrection opens up a way for people to be forgiven and get close to God) (see Unit L2.2 for more on these terms).
- Find out about the impact that believing in Jesus can have on a Christian's life and how Jesus has inspired some examples of contemporary inspirational Christians, e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness – by prayer, worship, giving generously, telling other people about Jesus, caring for others.
- Introduce the belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus and be more like him (see the 'fruit of the Spirit, Galatians 5:22–23).
- Follow this up with examples of what some Christians say are the most important attitudes and values to have, as inspired by Jesus' teachings and actions (e.g. love, fairness, service, sacrifice, joy) comparing these with what pupils believe to be most important.

Sticky Knowledge:

- Someone is an inspiration if you admire their behaviour what they do and you look up to them and try to follow their example
- Christians are inspired by Jesus' actions and might look at stories from the Bible to learn about Him
- The Easter Story is an inspirational and essential story for Christians
- Christians believe the Holy Spirit helps them to become more like Jesus by giving them 'fruits' or skills'

Vocabulary:	
Jesus	Clergy
Disciples	Gospel
Parable	Galilee
Follower	Evangelist
Samaritan	

Sequence:

- What does the word 'inspiring' mean? Who is inspiring?
- What do we know about Jesus' life story? Is his story inspiring for some people?
- Was Jesus inspiring because of his actions?
- What did Jesus teach? Was he a good teacher? Was he an inspiring teacher?
- Did Jesus' teachings inspire people? How and why?
- Who did Jesus say he was? Why is he so important to Christians?
- Why do Christians call the day Jesus died 'Good Friday' and the following Sunday his Resurrection day?
- Is Jesus still important today? Why? Who to? How does it show?
- What kind of image of Jesus for the 21st Century would pupils like to create? Might it be inspiring to others?
- Does being inspired by Jesus make a person stronger?
- Who is inspiring for me? Who is inspiring for other children in my class? Express through the Arts

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 25, 26 & 28

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

Unit L2.5 Why are festivals important to religious communities?

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

Key Essential Skills and knowledge:

BELIEVING: Theological Lens

Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2)
Identify similarities and differences in the way festivals are celebrated within and between religions (A3).

EXPRESSING: Human/Social Science Lens

Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).
Identify some similarities and differences between religious festivals (B3).

LIVING: Philosophical Lens

Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).

- Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this
- Consider the meanings of the stories behind key religious festivals
- Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals.
- Notice and think about similarities and differences between the way festival are celebrated
- Study key elements of festival: shared values, story, beliefs, hopes and commitments.
- Consider (using Philosophy for Children methods where possible) questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent).
- Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events?
- Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over?

Sticky Knowledge:

- Christians might take part in Lent as a way of preparing for Easter and attend events in Holy week such as: Palm Sunday, Maundy Thursday, Good Friday.
- The Last Supper- Jesus came to be a servant, and that Christians believe they should follow his example
- The story of Divali is helpful to Hindus because it helps them to think about the temptations they face.
- The goddess Lakshmi represents good fortune and prosperity.
- Muslims have periods of time to fast to spend extra time with God (Ramadan/Eid-ul-Fitr)
- Ramadan is a celebration of the revelation of the Qu'ran to Prophet Mohammed
- As well as Pesach, Jewish people also celebrate Yom Kippur which is a day for Jews to reflect on the past year, ask for forgiveness from God and others, and seek to make amends for any wrongdoing

Vocabulary:	
Christmas	Symbols
Christians	Diwali
Easter	Celebrate
sacred	Festival
Worship	Decoration
Hymns	Symbol
Sermon	Rejoicing
Ramadam	Weeping
Pesach	

Sequence:

- What is worth celebrating?

- What do Christians celebrate at Easter?
- What was the meaning of Jesus' last meal with his friends?
- What does the crucifying of Jesus mean to Christians?
- What do Christians believe happened on Easter Sunday morning?
- Why is Divali significant to Hindus?
- Why do Muslims celebrate at the end of Ramadan?
- Why do Jewish people celebrate Pesach every year?
- What can we learn from celebrations and festivals?

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 30.

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

Unit L2.11 What does it mean to be a Humanist 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

Recall three or more key facts about Humanists and their worldview (A1)

Give at least one reason why Humanists believe in humanity but don't believe in God (A1)

Identify some Humanist ceremonies and celebrations (A3).

EXPRESSING: Human/Social Science Lens

Ask questions about Humanists and Humanism, and listen thoughtfully to the answers (B1)

Make simple links between Humanist ideas and values and their own ideas and values (B2).

LIVING: Philosophical Lens

Give their own ideas about questions to do with Humanism simply (C1)

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

Identify some values important to Humanists: e.g. truth, honesty, cooperation, thoughtfulness and compassion (C3).

- Build on prior learning and recall what pupils know already about Humanism and Humanists. Find out about, for example, the Happy Human symbol; baby naming and wedding ceremonies; the way that many Humanists use the golden rule ('treat others as you would like to be treated') as a guide to choosing how to act; how Humanists may be active in looking after the environment and other issues of justice. Introduce Humanism using this animation from Humanists UK
- Humanists reject the existence of God. Explore some of the reasons why (e.g. brought up in non-religious home, cannot find evidence for god, suffering proves there cannot be a [good] god, ancient beliefs do not help make society better or people happier, people just believe in God as a comfort, religions are made up by humans, religions are often causes of conflict, science – not ancient myths – provides the most reliable route to knowledge, etc.)
- Humanists believe that this is the one life we have, so we should make thoughtful choices about how to live, in a way that helps us and others to flourish. Ask pupils for their suggestions for the best guidelines to achieve this.
- Find out about Humanist who has made a difference in our world, e.g David Attenborough

Sticky Knowledge:

- Humanists do not believe in a god for different reasons
- Humanists believe you should lead a 'good life' and be kind to other people
- Humanists celebrate baptisms and weddings
- Humanists believe that people should follow the Golden Rule - treat others as they would want to be treated

Vocabulary:	
Atheist	Ethical
Philosophy	Alice Roberts
Religion	Morality
Charles Darwin	Humanist
Happy Human	

Sequence:

- Difference between no religion and humanist
- Humanist worldview
- The Golden Rule and Humanists
- Reasons for Humanism beliefs
- How Humanists make choices
- Key Humanist who has made a difference to our world eg Michael Rosen or David Attenborough

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

Resources: North Yorkshire Syllabus and R.E planning units.