

## RE– Year 4

### Content

Areas of study (Lincolnshire Agreed Syllabus)	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<ol style="list-style-type: none"> <li>1. Understanding Christianity (Salvation)</li> <li>2. Understanding Christianity (Creation)</li> <li>3. Hinduism – Community</li> <li>4. Islam – Community</li> <li>5. Pilgrimages (religious and non-religious)</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the events of Easter and describe the beliefs of Christians about Holy Lesson</li> <li>2. Question and suggest the importance of the creation story for Christians and non-Christians</li> <li>3. Understand the aspects of Hindu and Islam worship and the importance of celebrations in the community</li> <li>4. Recognise and explore sites of pilgrimage and for different religions and evaluate the impact this has upon the natural world</li> </ol>	<b><u>Term 1</u></b>	<b><u>Term 1</u></b>	<b><u>Term 1</u></b>
		worship Holy Lesson Jesus Christ disciples	saviour scripture passage	Salvation Incarnation resurrection gospel
		<b><u>Term 2</u></b>	<b><u>Term 2</u></b>	<b><u>Term 2</u></b>
		Diwali- Festival of Light creator relationship		Brahman- ultimate reality Trimurti- Brahma, Vishnu and Shiva samsara- cycle of life atman- the soul karma- actions moksha- freedom from samsara dharma- duty Mandir puja- prayer ritual Brahmin- Priest
		<b><u>Term 3</u></b>	<b><u>Term 3</u></b>	<b><u>Term 3</u></b>
		Harmony Muslim Qur'an Shariah Mosque Tawhid Prophet	sacrifice	Ummah- global community of Muslims Umrah- non-mandatory pilgrimage madrasah-education Ramadan sawm

		<p><b>Term 4</b></p> <p>natural world guide nature</p>	<p><b>Term 4</b></p> <p>significance impact environment responsibility</p>	<p><b>Term 4</b></p> <p>creation Creator Genesis steward sacrament</p>
		<p><b>Term 5 and 6</b></p> <p>travel journey purpose belief</p>	<p><b>Term 5 and 6</b></p> <p>responsibility duty community environment impact</p>	<p><b>Term 5 and 6</b></p> <p>Pilgrimage Mosque Church Mandir Artefact Relic Kumbh Mela</p>

**Knowledge**

**Substantive Knowledge**

**Christianity – Salvation Term 1**  
**Why do Christians call the day Jesus died 'Good Friday'?**

**Lesson 1**  
L.O To understand the order of the key concepts of the 'Big Story'.  
**Vocabulary: resurrection**

Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. Retrieval from Y2 Holy Week.  
 Use the Big Frieze in the hall for support.  
 Order the concepts and discuss what each one represents on the timeline.

**Lesson 2**  
L.O To know what texts about the entry into Jerusalem and the death and resurrection of Jesus might mean.  
**Vocabulary: disciples, scripture**

**Disciplinary Knowledge**

Working as a theologian:  
**\*Know how** to approach sources of authority from which people derive their beliefs.  
**\*To interpret sources of authority**

Be able to explain what it means for a text/story to 'have authority' for a group of believers.  
 Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha.

Working as a social scientist:  
**\*Know ways** in which context affects ways of living  
**\*To analyse** data that shows ways in which context affects ways of living

Be able to describe the difference between 'beliefs' and 'religions'

The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Children to understand what happened during Holy Week and to then understand how Mary might have felt during the key events.

Use scripture:

Matthew 21:7-11

Luke 23:13-25, 32-48

Luke 24:1-12

[Discuss why God sacrificed his son to die and whether there could have been another way or was this always the plan of God?](#)

### Lesson 3

L.O To understand what the passages about Holy Week might mean to Christians.

**Vocabulary: passage**

Jesus really did rise from the dead, and so is still alive today.- children to retell the story from Mary (not mother)'s perspective.

Explore the passages and annotate their feelings.

### Lesson 4

L.O To understand the links made between Gospel texts and how Christians mark the events in church communities.

**Vocabulary: gospel**

Explore programmes from churches for Holy Week. Explore what happens in the churches on these days. How are they significant? What role does each person have to play?

### Lesson 5

L.O To know how Christians show their beliefs about Holy Week in worship.

**Vocabulary: worship**

Christians remember and celebrate Jesus' last Lesson, death and resurrection so that they are saved to go to heaven.

How is Palm Sunday, Good Friday and Easter Sunday celebrated in worship? Explore the different events that take place.

Visit from a clergy member.

### Lesson 6

Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context

Be able to make connections between beliefs and the decisions an individual makes about how to live their life

Be able to explain the importance of community within the religious/non-religious tradition studied

Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions.

Working as a philosopher:

**\*Know different** ways in which humans seek knowledge/wisdom

**\*To reason using evidence**

Be able to identify ways in which different people think about the world differently

Be able to understand and begin to explain that there is a difference between believing and knowing.

Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).

L.O To know what salvation means and how this links to life in the wider world.

**Vocabulary: salvation**

Children to think about emotions, how this links to Holy week for Christians and then discuss the meaning of salvation, making links to life in the wider world.

Children to consider the emotions that are linked to Holy Week to the world they know and consider how people would have felt.

## **Hinduism – Term 2**

**How does dharma create a community?**

\*Retrieve substantive knowledge from Y3 relating to: Brahman, the Trimurti, samsara, atman, karma, moksha, dharma

**Lesson 1: L.O To know Hindu worship at home at a shrine that often includes a murti.**

**Vocabulary: Brahman**

(an image of a particular deity that has been consecrated), different families will have devotion to particular deities (representing different expressions of Brahman).

\*Worship at home relates to a Hindu's dharma in family life

Discuss the similarities and differences between Hinduism and Christianity.

**Lesson 2: LO To know the elements of the puja tray.**

**Vocabulary: puja,**

\*Children know why puja is important

\*Know the significance of the objects on the puja tray – a bell (to awaken the deity that is the focus of worship), water, flowers, fruit/food, incense (to engage all the senses); the arti ceremony (act of worship involving a dewa lamp in which the \*Brahmin – a priest that shares the light with the community of worshippers) as a key part of puja in the mandir – some worshippers place gifts of money on the arti tray as it is passed around, this money is used for the upkeep of the mandir; the sharing of prashad (food that has previously been offered to the murtis in the mandir and is therefore considered to be holy) at the end of puja in the mandir.

**Lesson 3: LO: To identify the importance of the Mandir.**

**Vocabulary: Mandir, significance**

Compare Mandirs and understand their significance.

Refer back to previous lesson about home shrines.

Similarities/differences of other religious places of worship. Mosque/Church?

**Lesson 4: L.O To know the importance of celebrating Diwali for Hindus.**

**Vocabulary: Diwali, Light,**

Build on learning from Y3

The story of Rama and Sita in the Ramayana (a story about what happens when you fulfil your dharma [duty] and when you do not fulfil your dharma); association with the deity, Lakshmi (represents wealth and good fortune); key practices associated with the festival, e.g. lighting dewa lamps (to help guide Lakshmi into the family home); cleaning the home; wearing new clothes; exchanging gifts; firework displays; examples of Diwali in the UK (e.g. Leicester) and elsewhere in the world – its impact on the environment

[Expressing emotions through the stories and celebrations and making links.](#)

**Lesson 5: LO: To understand the importance of Holi on the Hindu community.**

**Vocabulary: Holi, environment, impact**

Holi – a spring festival associated with harvest (harvest time occurs in India at the beginning of the calendar year); sometimes associated with Krishna (one of the avatars of Vishnu); a time when social hierarchies are suspended (in Hindu culture and society, different parts of the social hierarchy are associated with different dharma) – Holi is a time of seeing all people as equal; key practices, e.g. throwing coloured powder to symbolise the life and energy of the natural world, dancing, singing, bonfires, etc.; examples of Holi in the UK and elsewhere in the world – its impact on the environment

**Lesson 6: L.O To know about the festival of brothers and sisters.**

**Vocabulary: Raksha Bandhan, relationship, dharma**

Raksha Bandhan (sometimes called Rakhi) – the festival of brothers and sisters; originally intended to celebrate the duty (dharma) brothers had to protect their sisters, now a more general celebration of the relationship between brothers and sisters and the dharma (duty) one has to one's family; key practices, e.g. tying a red thread (rakhi) around the wrist to symbolise the bond of duty that connects brothers and sisters; giving of gifts/sweets between siblings; examples of Raksha Bandhan in the UK and elsewhere in the world

### Islam Term 3

How does trying to follow shariah (straight path) create a community?

**Retrieval lessons on substantive knowledge from KS1/Y3.**

#### Lesson 1:

**LO: To know the importance of Hajj to Muslims.**

**Vocabulary: Muslims, shariah,**

(pilgrimage to Makkah): Muslims are expected to carry out this pilgrimage at least once during their lifetime.

#### Lesson 2:

**LO: To know why Makkah is special to Muslims.**

**Vocabulary: Qur'an, Tawhid**

Makkah is the birthplace of Islam and associated with key events in the lives of the Prophets Ibrahim and Muhammad:

[Discussing the importance of services and importance of places of worship.](#)

#### Lesson 3:

**LO: To know what happens on Hajj.**

**Vocabulary: ummah, umrah, harmony**

On Hajj, Muslims all travel to Makkah at the same time, perform the same prayers, speaking the same words, at the same time, carry out the same actions at the same time – the pilgrimage as a symbol of the harmony of the global Muslim community (the ummah) and their belief in one God.

*Umrah* That there is a lesser pilgrimage that can be carried out at any time relating to key beliefs.

#### Lesson 4:

**LO: To understand that the masjid is at the centre of Muslim community.**

**Vocabulary: Mosque, madrassah**

Watch BBC Bitesize video on the importance of the Mosque to British Muslims

### Christianity Term 4 (a time to develop disciplinary knowledge)

How does creation story inform the lives and actions of Christians?

#### Lesson 1:

**LO: To know the concepts of God and Creation on the timeline of the Bible's 'Big Story'.**

**Vocabulary: creation, creator**

Close eyes and listen to Louis Armstrong's 'What A Wonderful World', then tell the Jewish and Christian creation story from Genesis 1:1–25 in child-friendly language. You might introduce it using guided visualisation (see Resource Sheet 1). Talk about what this God must be like — recall learning from KS1 Unit 1.1 God. If God is Creator, what kind of God must God be? List some ideas. (You might like to use James Weldon Johnson's poem to get pupils to think about what God's perspective might be; see Resources.)

Go back outside. In pairs, pupils take a digital image of something that has the 'wow factor' from the human-made world, perhaps something that represents human ingenuity, kindness or capacity for appreciation of beauty. Add these to the display.

#### Lesson 2:

**LO: To understand the links between genesis 1 and what Christians believe about God and Creation.**

**Vocabulary: Genesis, significance**

Now, reading the text from a Bible, share Genesis 1:26–31, focusing on what it says about humans being made in God's image and being given control over the earth.

Look together at a translation of the Bible from the original text (for example, the *International Children's Bible*; see Resources). Ask pupils to count the number of times that the words 'good' or 'very good' are used to describe how God sees creation. Discuss what parts of God's creation in the story were good/very good (ensure that humans are one feature in the discussion). How good and clever is creation/ the natural world? Add any extra ideas to the list describing what Christians think God must be like from this story.

Explain how many Christians believe that God cares for his own creation, including humans. Ask pupils to write instructions God might give to humans to make sure the world stays 'very good'; for example, how to look after animals. Talk about the key question: what they think Christians learn from this story?

The mosque (*masjid*) is at the centre of the community.

**Lesson 5:**

**LO: To know what happens at the end of sawm.**

**Vocabulary:** Ramadan, sawm

Eid ul-Fitr – marks the end of the month of Ramadan and the fast (*sawm*);

**Lesson 6 (disciplinary lesson sources of authority) :**

**LO: To understand the importance of Eid-al-Adha.**

**Vocabulary:** sacrifice, Prophet

Eid ul-Adha – the festival of the sacrifice; remembers the story the Prophet Ibrahim being willing to sacrifice his son, Isma'il, when God asks him to (compare with story in Genesis 22 about Abraham and his son, Isaac);

**Christianity Term 4 (a time to develop disciplinary knowledge)**

**How does creation story inform the lives and actions of Christians?**

God the Creator cares for the creation, including human beings.

\*As human beings are part of God's good creation, they do best when they listen to God.

\*The Bible shows that God *wants* to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).

**Pilgrimages Term 5**

**How do pilgrimages fulfil religious duty?**

Lesson 1 and 2:

**LO: To know that pilgrimage is a significant journey.**

**Vocabulary:** journey, pilgrimage, travel, responsibility

Pilgrimage as a significant journey carried out for a special reason

Examples of religious and non-religious pilgrimages (e.g. pilgrimage to a particular football ground or site of significance for your family, to war graves, to the place of birth of an important person, etc.)

Lesson 3:

**LO: To know why Jerusalem is a special place of pilgrimage for Jews.**

**Vocabulary:** duty, community

**Lesson 3:**

**LO: To know what Christians, do because they believe God is the Creator.**

**Vocabulary:** steward, environment

Show a picture of an overgrown garden. What would someone need to do to look after it? Christians believe that God ultimately owns everything that is just put into human hands to be looked after. Humans are 'stewards' or perhaps 'caretakers' of the world for God. Look at some case studies of how some Christians try to look after God's world (see Resource Sheet 3):

- The monks and nuns at Mucknall Abbey in Worcestershire try to set an example of caring for Creation.
- A new movement of Forest Churches tries to reconnect with Creation
- Ruth Valerio is an example of a Christian who tries to love God and his Creation
- An introduction to the Christian conservation movement A Rocha and their 'Living Lightly' campaign.

**Lesson 4:**

**LO: To understand how and why Christians might pray to God.**

**Vocabulary:** responsibility, forgiveness, sacrament

Explain that many Christians believe it is important to say sorry when you have done something wrong. It is important to accept responsibility rather than pass the blame (as Adam and Eve tried to do). Some Christians may say prayers to God to show how sorry they are, or take part in a sacrament called confession/reconciliation /penance, which is a special time to say they are sorry to God, and pray for forgiveness. Give pupils some information about what Christians do to say sorry (see Resource Sheets 5A and 5B for information). Get pupils to describe three ways Christians might say sorry, and three reasons why they believe this will help them grow closer to God.

**Lesson 5:**

**LO: To know what might be important in the Christian creation story for Christians living today.**

**Vocabulary:** nature, natural world

Present pupils with three, six or nine areas that people could learn about from the Christian creation story. For example:

- Humans

Jerusalem: a place of pilgrimage for Jews, Christians and Muslims; its significance for each group (Judaism: the site of the Jewish temple, destroyed in 70CE by the Romans) Explore the key features of the pilgrimages to Jerusalem for each religious group and the ways in which these relate to beliefs about God, the world and human beings.

Lesson 4:

LO: To know why Jerusalem is a special place of pilgrimage for Christians.

Vocabulary: duty, community, church

Jerusalem: a place of pilgrimage for Jews, Christians and Muslims; its significance for each group (Christianity: the site of some of Jesus' teaching and of his death and resurrection) Explore the key features of the pilgrimages to Jerusalem for each religious group and the ways in which these relate to beliefs about God, the world and human beings.

Lesson 5:

LO: To know why Jerusalem is a special place of pilgrimage for Muslims.

Vocabulary: duty, community, Mosque

Jerusalem: a place of pilgrimage for Jews, Christians and Muslims; its significance for each group (Islam: the third most holy site for Muslims (known as al-Quds), the place of the Dome of the Rock and the al-Asqa mosque; believed to be the place to which the Prophet Muhammad travelled during his night journey (a dream or vision) and prayed with the souls of the prophets, the place from which Muslims believe the Prophet Muhammad ascended to heaven). Explore the key features of the pilgrimages to Jerusalem for each religious group and the ways in which these relate to beliefs about God, the world and human beings.

Lesson 6: Walsingham trip

- **God**
- **Animals**
- **Nature**
- **God designed the world**
- **The world is 'very good'**
- **God created the world from nothing**
- **Humans are responsible for the earth**
- **The world is amazing.**

In groups, discuss what pupils think can be learned about each area from the creation story. Ask them to decide which are the most important two for Christians, and why — allow a range of views. Remind pupils that not everyone is Christian or believes the world was created by God. Ask pupils to think of other reasons why nature and humans are important, and why we should look after the world and each other. Pupils to decide upon one thing that everyone in the class can try to do over the next week to make the world 'very good' (whether or not they believe in God).

## Pilgrimages Term 6:

### How do pilgrimages change the world?

#### Lesson 1:

LO: To know the significance of Lourdes as a place for pilgrimage.

Vocabulary: pilgrimage, purpose, belief

#### Lesson 2:

LO: To the significance of Lindisfarne as a place for Christian pilgrimage.

Vocabulary: pilgrimage, purpose, belief

Christianity: explore at least two Christian sites of pilgrimage, e.g. Lincoln, Walsingham, Lourdes, Lindisfarne, Jerusalem; possibility of including some pilgrimages relating to specific denominations of Christianity, e.g. sites connected with the Wesley brothers for Methodists or George Fox for Quakers; key features of the chosen pilgrimage and the ways in which these practices relate to Christian beliefs about God, the world and human beings; pilgrim badges as a symbol of having completed a pilgrimage.

#### Lessons 3:

LO: To know the role of pilgrimage in Hinduism.

Vocabulary: Kumbh Mela

#### Lessons 4:

LO: To understand the impact of Kumbh Mela on the environment.

Vocabulary: Kumbh Mela, impact, environment

Hinduism: the Kumbh Mela – a festival celebrated at four times over the course of twelve years at four different sites of pilgrimage, four sacred rivers; takes place over the course of around 50 days and involves upwards of 60 million pilgrims; the impact of this on the rivers and the local environment.

#### Lesson 5:

LO: To understand the impact of pilgrimages on the environment.

Vocabulary: duty, responsibility

The impact of pilgrimage on the natural world and the way in which this challenges the value religious believers place on the environment and their duty to protect it.

Lesson 6:

LO: To understand the features needed for planning a pilgrimage.

Vocabulary: pilgrimage, duty, journey

Children to plan a pilgrimage of their own drawing upon their disciplinary knowledge

### Concepts

**God**

**Duty**

**Sources of Authority**

### ASSESSMENT

**KNOW MORE, REMEMBER MORE, DO MORE...**

In this unit of learning, progress has been made when a learner knows more. This 'distance travelled' from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.