

RE Year 4/5		
Term 1.1 Christianity – Why is it sometimes difficult to do the right thing?		
Vocabulary	Knowledge	Outcomes
sin forgiveness Lord's Prayer guidance temptation myth story parable truth wisdom guidance beliefs consequence Ten Commandments moral guidance moral values priest/minister confession panance	<p><b>Shared human experience</b>            Consider the different ways that myth and stories are and used            Explain how a 'truth' might be contained within a story</p> <p><b>Beliefs and values</b>            Describe Christian beliefs about sin and forgiveness            Describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God            Suggest different ways that this story might be understood by Christians</p> <p><b>Living religious traditions</b>            Describe and explain how and why Christians might use the Lord's Prayer            Analyse and interpret the Lord's Prayer – and what guidance it provides for Christians            Suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations</p> <p><b>Search for personal meaning</b></p>	<p>This unit enables pupils to explore Christian beliefs and teachings about sin and temptation and introduce core Christian concepts such as The Fall, Original Sin, Free Will, forgiveness and reconciliation. Pupils should be encouraged to make links with prior learning about the creation story in Genesis 1 (particularly the point that God made the world 'and saw that it was good') and with their knowledge of baptism. They should have the opportunity to analyse and ask questions about the story found in Genesis 3, not simply retell it. Pupils should deepen their understanding of how and why Christians use the Bible by exploring different Christian interpretations of the text – literal and metaphorical – and how this might impact on a believer's attitude towards sin and temptation in the world today.</p> <p>Pupils should investigate the importance of forgiveness within the Christian faith and the way this might be put into action by both</p>

	<p>Consider how they decide what is 'true' – and how there might be different types of truth</p> <p>Discuss and debate things that they consider to be true that others might disagree with</p>	<p>individuals and communities. They should be able to make links with teachings found in the Lord's Prayer and other aspects of Christian worship such as prayers of penance, confession and reconciliation.</p> <p>Pupils should reflect on things that might be seen as 'temptations' in modern life. They should be able to consider the role of greed and selfishness in leading people astray from doing the right thing – and ask questions about why we/they do things that we/they know are wrong. They should also be able to talk about their own views about the role of forgiveness: Why might it be important? Should we always forgive? Is it important to say sorry if you want to be forgiven? Why might it sometimes be difficult to forgive?</p>
<p><b>Term 1.2</b>  <b>Hinduism - What might Hindus learn from stories about Krishna?</b></p>		
<p>Vocabulary</p>	<p>Knowledge</p>	<p>Outcomes</p>

<p>believer truth message symbolic deity Krishna incarnation Vishnu Prahlad and Holika devotion loyalty atman Holi universal truth value tradition belief types of truth (eg. empirical truth, historical truth, spiritual truth)</p>	<p style="text-align: center;"><b>Shared human experience</b></p> <p>Explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions</p> <p>Consider the different ways that myth and stories are and used</p> <p style="text-align: center;"><b>Beliefs and values</b></p> <p>Make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty</p> <p>Explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus</p> <p>Explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer</p> <p style="text-align: center;"><b>Living religious traditions</b></p> <p>Describe and explain a variety of ways that Hindus might celebrate the festival of Holi</p> <p>Suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate</p> <p>Explain how Holi celebrations might express Hindu beliefs about equality</p> <p>Explain how a 'truth' might be contained within a story</p> <p style="text-align: center;"><b>Search for personal meaning</b></p> <p>Consider how they decide what is 'true' – and how there might be different types of</p>	<p>This unit enables pupils to examine how Hindu truths are transmitted using stories from revered literature. The focus includes beliefs about Brahman, Vishnu, Avatar (especially Krishna) and Scriptures.</p> <p>Opportunities are provided for pupils to explore some forms of Hindu literature and the beliefs and practices associated with a key story.</p> <p>Pupils will need to revisit prior learning – in order to understand this unit, they need to know that Hindus believe in one God in many forms (Brahman) and that Vishnu is a popular form of Brahman as he is seen as the protector and preserver. One way that Vishnu fulfils this role is through avatars. They will already be aware of one of Vishnu's avatars (Rama) through learning about Diwali and the story of Rama and Sita.</p> <p>Pupils should also be encouraged to consider whether there are links between the 'truths' and values revealed in the story and their own beliefs, values and experiences.</p>
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	<p>truth (eg. empirical truth, historical truth, spiritual truth)</p> <p>Discuss and debate things that they consider to be true that others might disagree with</p>	
<p><b>Term 2.1</b> <b>Islam – Why is the Qu’ran important to Muslims?</b></p>		
<p>Vocabulary</p>	<p>Knowledge</p>	<p>Outcomes</p>
<p>community rules rule-makers guidance symbols of authority</p>	<p><b>Shared human experience</b></p> <p>Discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority</p>	<p>This unit enables pupils to explore and examine the origins and role of the Qur’an as a source of wisdom and authority for Muslims. They should gain an understanding of the importance of revelation within Islam</p>

<p>Qur'an  faith community  source of authority  prophet  messenger  Muhammad  Five Pillars  Shahada  revelation  Abrahamic faith  Ramadhan  Laylat al Qadr</p>	<p>Suggest when and why people might want guidance about how to live</p> <p style="text-align: center;"><b>Beliefs and values</b></p> <p>Explore Islamic beliefs about the Qur'an as the word of God</p> <p>Explain how and why the Qur'an is a source of guidance for life for a Muslim</p> <p>Explain the impact of believing that the Qur'an is divine revelation</p> <p>Describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets</p> <p style="text-align: center;"><b>Living religious traditions</b></p> <p>Explain how and why Muslims might commemorate the Night of Power</p> <p>Describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God</p> <p>Explain how the teachings of the Qur'an might influence the actions and choices of a Muslim</p> <p style="text-align: center;"><b>Search for personal meaning</b></p> <p>Discuss who or what has guided them in their own beliefs, values and commitments</p> <p>Reflect on what 'ultimate authority' might mean for them</p>	<p>and how this impacts on the way that the Qur'an is viewed and treated.</p> <p>Pupils should make links with prior learning about the night of power (Laylat Ul-Qadr), not only knowing what happened, but also why it is important for Muslims and how it is remembered. They should develop knowledge and understanding of the Prophet Muhammad and how/why he is a role model and source of guidance for Muslims. This is an opportunity to pull together prior learning about the life of the Prophet.</p> <p>Pupils should have opportunities to discuss what is meant as 'Ultimate Authority' and should recognise how this may differ for different members of society – including religious and non-religious individuals and communities. They should be able to link this with their learning about the Qur'an as the word of God and ultimate source of authority for Muslims.</p>
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<b>Term 2.2</b>		
<b>Judaism – Do people need laws to guide them?</b>		
Vocabulary	Knowledge	Outcomes
behaviour rules freedom of expression Moses Torah covenant	<p style="text-align: center;"><b>Shared human experience</b></p> Explain (with appropriate examples) where people might seek wisdom and guidance Consider the role of rules and guidance in uniting communities <p style="text-align: center;"><b>Beliefs and values</b></p>	This unit enables pupils to explore the importance of the Torah to Jewish people as a guide to life and faith. This unit has links with the Year 2 unit ‘What aspects of life really matter?’ and pupils will have opportunities for revisiting prior learning on

<p>promise synagogue Rabbi Bimah Ark Yad symbolism worship source of guidance teachings</p>	<p>Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers Explain the impact of Jewish beliefs and values – including reasons for diversity <b>Living religious traditions</b> Explain differing forms of expression within the context of Jewish worship. Describe diversity of religious practices and lifestyle within t Interpret the deeper meaning of symbolism – contained in stories, images and actions <b>Search for personal meaning</b> Discuss and debate the sources of guidance available to them Consider the value of differing sources of guidance</p>	<p>how the Torah was given to Moses. Pupils will learn that Jewish people attend the synagogue in order to find out more about how to live their lives and to seek guidance from religious leaders. They will explore how the Torah is respected and honoured through Jewish worship and the way that it is used and handled at the synagogue. Pupils will then have time to reflect upon how they personally make decisions and who or what can have influence over this.</p>
<p><b>Term 3.1</b> <b>Christianity – How do people decide what to believe?</b></p>		
<p>Vocabulary</p>	<p>Knowledge</p>	<p>Outcomes</p>
<p>values beliefs community worldwide Christian Church source of authority symbol Trinity God the Creator</p>	<p><b>Shared human experience</b> Consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life Discuss different responses to sources of authority</p>	<p>This unit enables pupils to explore Christian beliefs and teachings contained in the Apostle’s Creed and how shared beliefs unite the world-wide Church. Pupils should know what is meant by the idea of one God in Trinity and be able to explain the role of each person of the Trinity. They should be able to explain these concepts using subject specific</p>

<p>Jesus Christ  Holy Spirit  Apostles' Creed  statement of belief  denomination  Anglican  Catholic  Quaker  Pentecostal  worship</p>	<p style="text-align: center;"><b>Beliefs and values</b></p> <p>Describe what Christians mean when they talk about one God in Trinity  Identify the beliefs contained within the Apostle's Creed  Explain why the Christian community (The Church) might want/need an agreed statement of belief</p> <p style="text-align: center;"><b>Living religious traditions</b></p> <p>Describe and explain the meaning of a range of symbols that might be used for the Trinity  Explain how symbols might unite the worldwide Christian Church  Describe the role of places like Taizé where Christians from different backgrounds might come together to worship</p> <p style="text-align: center;"><b>Search for personal meaning</b></p> <p>Raise meaningful questions about things that puzzle them  Differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values</p>	<p>vocabulary and make connections between beliefs, teachings and practices.  Pupils will begin to explore diversity within Christianity by looking at differences in worship. They should consider different ideas about diversity within a community – and the importance of being respectful of difference. Pupils should know that there is one worldwide Christian community - the Church – but that there are many types of Christians and churches that belong to this. Pupils will have opportunities to explore the question of how people can live together well in modern Britain – and the value of being united in diversity.</p>
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<b>Term 3.2</b>		
<b>Christianity – What do we mean by a miracle?</b>		
Vocabulary	Knowledge	Outcomes
miracle/miraculous events 'nature' of Jesus human divine/divinity pilgrimage Holy Land crucifixion resurrection believer power	<p style="text-align: center;"><b>Shared human experience</b></p> Explain the difference between fact, opinion and belief Consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God <p style="text-align: center;"><b>Beliefs and values</b></p> Describe Christian beliefs about miracles as 'signs' of the divinity of Jesus	This unit enables pupils to explore what the Christian belief in Jesus as 'fully human and fully divine' means. They will build on their prior learning about the incarnation and to consider why some people regard the miracles of Jesus as signs of his divine nature. They might also reflect on what miracles such as healing the sick and feeding people reveal about the humanity of Jesus.

<p>prayer truth decision</p>	<p>Retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus</p> <p><b>Living religious traditions</b></p> <p>Describe why some Christians might go on pilgrimage to places associated with miraculous events</p> <p>Explain the impact that belief in miracles and the power of prayer might have on a Christian</p> <p><b>Search for personal meaning</b></p> <p>Discuss their own beliefs – is there anything that they accept as truth which others may not agree with?</p> <p>Reflect on how they make decisions about what is/is not true</p>	<p>Pupils should have opportunities to discuss why some people believe in miracles and why others do not. In the context of Christianity, they should understand the importance for many Christians, of believing in the possibility of miracles and in belief in the resurrection of Jesus.</p> <p>Pupils will investigate why some Christians might want to travel to a place associated with a miracle. They should reflect on the impact of bringing beliefs to life by standing in the place where an important event is believed to have happened. They should consider the meaning of the word faith and the experiences that might strengthen the faith of a believer.</p>
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