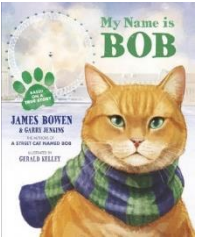
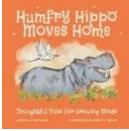


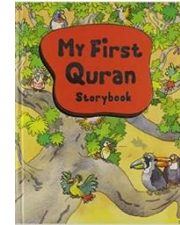
	3 Big Questions	
Year 4 End Points	PT1 - Learning about religion and belief	PT2 - Learning from religion and belief
	Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Respond to meanings behind different beliefs and practices using the correct vocabulary
	Begin to compare the similarities of at least three different religious texts or stories.	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.
	Begin to understand the diversity of belief in different religions, nationally and globally.	Express an informed view on the impact of diversity of faith and belief in our world
	Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews	Begin to articulate and communicate connections between their own ideas and others.
Useful links and trips/visitors	The Story of Martin Luther King Jr. by Kid President - YouTube Kadeena Cox Twitter stimulus: https://twitter.com/kad_c/status/1308365013636263936?lang=en-GB	

Year 4	
Autumn 2	How should we treat each other?
Learning objective	To begin to understand and compare ideas of how we should treat and look after the people around us.
Substantive Knowledge What children must know	<ul style="list-style-type: none"> • The ten commandments come from the Torah • People who believe in Humanism have a golden rule 'Treat other people as you'd want to be treated in their situation' • Other religions have rules about how we should treat each other.
Key Vocabulary	Commandment, caring, justice, interpretation

Key Text	<p data-bbox="667 201 1075 229">My name is Bob -James Bowen</p>  <p data-bbox="1368 201 2020 268">Humfry Hippo Moves Home Steve Hurd – proceeds go to a school in Uganda</p> 	
Suggested Activities	<ul data-bbox="719 528 2029 1034" style="list-style-type: none"> • Look at the Ten Commandments (making sure pupils understand they come from the Torah and Bible). Take from the bible AND modern, child friendly versions, but reference they come from the Tora. The Tora has many commandments, but the bible has reduced to 10. Are they all relevant now? (considering adultery, the number of children in a teacher’s class who will be affected. These were written for a different time and age). Rules are open for interpretation e.g. ‘Thou shall not commit adultery’ could open a debate about if this is still relevant in modern culture. What do modern families now look like? (Approach with sensitivity) You may also consider running this lesson over 2 sessions. • Consider the Golden rule of Humanism • Use the book ‘My Name is Bob’ and consider the issues the book covers and connect with the ten commandments and the golden rule. • Use the book Humfy Hippo and discuss the conundrums he faces. Morally right/ wrong. • Can they link this to what they know about different religions and their own beliefs? 	
Assessment	<p data-bbox="667 1086 1509 1117">Design a set of rules for the 21st century and why – give reasons.</p> <p data-bbox="667 1123 875 1153">3 Big Questions</p>	
Year 4 End Points	PT1 - Learning about religion and belief	PT2 - Learning from religion and belief
	Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Respond to meanings behind different beliefs and practices using the correct vocabulary

	Begin to compare the similarities of at least three different religious texts or stories.	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.
	Begin to understand the diversity of belief in different religions, nationally and globally.	Express an informed view on the impact of diversity of faith and belief in our world
	Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews	Begin to articulate and communicate connections between their own ideas and others.
Useful links and trips/visitors		

Year 4	
Spring 1	The Bible – overview, main story, different genres and authors
Learning objective	To begin to understand what the Bible is.
Substantive Knowledge What children must know	That the Bible is the holy text of the Christian faith. That forgiveness is a core value of the Christian faith. That Christians learn their core values through the stories of the bible.
Key Vocabulary	Bible, Quran, books, chapters, verse (of the bible), interpretation, code of conduct.
Key Text	The Friend Who Forgives – Dan Dewitt My First Quran Storybook



Joseph and his Technicolour dream coat
 David and Goliath
 Jonah and the Big Fish

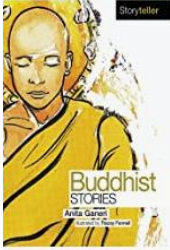
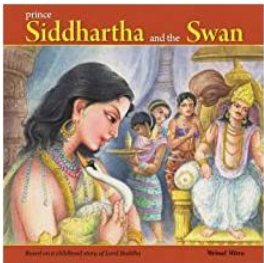
Suggested Activities	<ul style="list-style-type: none"> • Look at the Bible, feel it, do they know what it is? What's inside it? Pictures of lots of different bibles. Explore the way the bible is organised: Books, chapters and verses. • Look at the story of Joseph and Technicoloured Dreamcoat – what might the story teach us? • Jacob and Esau - what might this story teach us? • Look at the Story of David and Goliath – what might this story teach us? • Look Jonah and the Big Fish – what might this story teach us? • Looking at Old Testament and New Testament and idea that the Bible is a story – link with the Torah and the Quran – same stories. • Comparing stories from the Old Testament to the New Testament. Stories are a code of conduct open to interpretation. 	
Assessment	Art - illuminated medieval page on the Bible. Stained glass window about their favourite Bible story – Display 3 Big Questions	
Year 4 End Points	PT1 - Learning about religion and belief	PT2 - Learning from religion and belief
	Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Respond to meanings behind different beliefs and practices using the correct vocabulary
	Begin to compare the similarities of at least three different religious texts or stories.	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.

	Begin to understand the diversity of belief in different religions, nationally and globally.	Express an informed view on the impact of diversity of faith and belief in our world
	Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews	Begin to articulate and communicate connections between their own ideas and others.
Useful links and trips/visitors	KS2 Religious Education - BBC Bitesize	


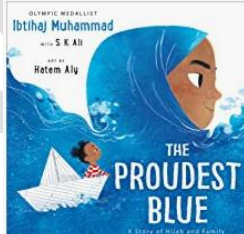
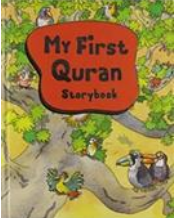
Year 4	
Spring 2	What happens at Easter and Why? (This unit is designed to be a shorter unit as coverage will be delved into in more depth in year 5).
Learning objective	To begin to understand the Easter Story.
Substantive Knowledge What children must know	That Easter Sunday is the holiest day of the year for Christians. Easter celebrates Christian's belief in the resurrection of Jesus Christ – the rising from the dead. That through resurrection, Christians believe life has triumphed over death, good over evil. Christians believe that resurrection is a sign of God's power and that nothing is too great for God to achieve.
Key Vocabulary	Resurrection, crucifixion, last supper, denial, palm Sunday, traditions.
Key Text	Anita Ganeri - Christian Stories (on One Drive)
Suggested Activities	<ul style="list-style-type: none"> • Timeline of the story – Lent, Palm Sunday, The Last Supper, Story of Judas, Easter Story • Easter Eggs – what do traditional Easter Eggs represent? Do they still have the same meaning now? • Hot Cross Buns – what do traditional Hot Cross Buns represent? Do they still have the same meaning now? Bring some in and try – allergies allowing. • Use the church schools of Cambridge resources on an Easter adventure and videos
Assessment	Poster to encourage Christians to celebrate Easter. 3 Big Questions

Year 4 End Points	PT1 - Learning about religion and belief	PT2 - Learning from religion and belief
	Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Respond to meanings behind different beliefs and practices using the correct vocabulary
	Begin to compare the similarities of at least three different religious texts or stories.	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.
	Begin to understand the diversity of belief in different religions, nationally and globally.	Express an informed view on the impact of diversity of faith and belief in our world
	Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews	Begin to articulate and communicate connections between their own ideas and others.
Useful links and trips/visitors	Resource Packs – The Church Schools of Cambridge (csoc.org.uk)	

Year 4	
Summer 1	An introduction to Buddhism who are Buddhists.
Learning objective	To begin to understand Buddhism.
Substantive Knowledge What children must know	
Key Vocabulary	Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation

Key Text	Anita Ganeri – Buddhism Stories (On One Drive) Siddhartha and the Swan  	
Suggested Activities	<ul style="list-style-type: none"> • Read one of the stories from Buddhist Stories Book, picking out what they believe the meanings of Buddhism. Compare with the actual meanings of Buddhism, did the guess correctly? Similarities/ differences? • Read a second story from Buddhist Stories Book, now they know the meanings of Buddhism, can they retrieve them from the book? • Buddha is a person, not a God – no God! Introduce idea that there is no Deity in Buddhism. • Through the book Siddhartha and the Swan it shows Buddhism is about thinking of others and doing the right thing. Can they reflect on scenarios, what they do next? • Make wise word card that the children have to fill out with some of the meanings of Buddhism on. • Could you explore 5 minutes of meditation at the end of the lesson to reflect? 	
Assessment	Create a roleplay/ story board to explore a story of morality or making the right choice (these could be based on the scenarios you create). 3 Big Questions	
Year 4 End Points	PT1 - Learning about religion and belief	PT2 - Learning from religion and belief
	Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Respond to meanings behind different beliefs and practices using the correct vocabulary
	Begin to compare the similarities of at least three different religious texts or stories.	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.

	Begin to understand the diversity of belief in different religions, nationally and globally.	Express an informed view on the impact of diversity of faith and belief in our world
	Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews	Begin to articulate and communicate connections between their own ideas and others.
Useful links and trips/visitors	KS2 Religious Education - BBC Bitesize	

Year 4		
Summer 2	What is Islam all about?	
Learning objective	To understand what Muslims believe and why ?	
Substantive Knowledge What children must know		
Key Vocabulary	Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada.	
Key Text	Planet Omar – Zanib Mian Proudest Blue – Hatem Ally Tellers – Anita Ganeri (One Drive) My Quran Story book	
	  	
Suggested Activities	<ul style="list-style-type: none"> • Need to have a historic perspective as to where Islam started and when and by whom. Get children to create a timeline of different religions and where they come from in the world. • 5 pillars of Belief – what do these mean to Muslims and why are they so important • Special occasions 	

	<ul style="list-style-type: none"> • Visitor/ visit a Mosque to find out about what Muslims and their traditions and practices including: prayer, importance of Mecca, how they use and read the Quran and some phrases e.g. 'Allah, peace be upon Him.' • Explore 4 significant objects: Quran, prayer mat, topee (skull cap), hijab. 	
Assessment	Write a diary entry/ create a timeline/ video diary of the day in the life of a Muslim. Important daily rituals, prayers, activities. https://www.youtube.com/watch?v=wHZGmydCLbU 3 Big Questions	
Year 4 End Points	PT1 - Learning about religion and belief	PT2 - Learning from religion and belief
	Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Respond to meanings behind different beliefs and practices using the correct vocabulary
	Begin to compare the similarities of at least three different religious texts or stories.	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.
	Begin to understand the diversity of belief in different religions, nationally and globally.	Express an informed view on the impact of diversity of faith and belief in our world
	Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews	Begin to articulate and communicate connections between their own ideas and others.
Useful links and trips/visitors	Visit a Mosque or have someone from the Muslim community visit KS2 Religious Education - BBC Bitesize	