

Year 4 RE Overview				
Content				
Area of Study (Lincs Agreed Syllabus)	End point of area of study	Vocabulary		
- Understanding Christianity (Salvation) - Understanding Christianity (Creation) - Hinduism – Community - Islam – Community - Pilgrimages (religious and non-religious)	- Describe the events of Easter and describe the beliefs of Christians about Holy week - Question and suggest the importance of the creation story for Christians and non-Christians - Understand the aspects of Hindu and Islam worship and the importance of celebrations in the community - Recognise and explore sites of pilgrimage and for different religions and evaluate the impact this has upon the natural world	Basic	Adventurous	Technical
		resurrection worship Holy Week disciples Diwali- Festival of Light creator relationship commandments natural world guide	responsibility journey significance impact environment	Christianity Salvation Creation Fall Gospel Genesis Stewards pilgrimage Islam tawhid- oneness of Muslim harmony shariah-straight path Ummah-global community of Muslims Umrah- non-mandatory pilgrimage masjid-mosque madrassah-education Hinduism 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 Holi- Spring Festival Raksha Bandhan- Festival of Brothers and Sisters
Knowledge				
Substantive Knowledge		Disciplinary Knowledge		
Christianity – Salvation (Term 1) and LAS Additional Unit: Big Questions: Why do we celebrate? *Week1: Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection. *Week 2: The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Christians today trust that. *Week 3: Jesus really did rise from the dead, and so is still alive today. *Week 4/5: Christians remember and celebrate Jesus’ last week, death and resurrection. *Week 6 Is celebration just about happiness? Hinduism & Islam (Term 2 & 3): Community How does dharma create a community? *Retrieve substantive knowledge from Y3 relating to: Brahman, the Trimurti, samsara, atman, karma, moksha, dharma Week 1: Hindus worship at home at a shrine that often includes a murti (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 Week 2-3: Hindus visit a Mandir to worship. *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		<u>Working as a theologian:</u> *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. <u>Working as a social scientist:</u> *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’ 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. <u>Working as a philosopher:</u>		

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

Week 4: Festivals: Diwali – 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

Week 5: 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

Week 6: 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

Hinduism & Islam (Term 2 & 3): Community – How is Muslim worship expressed collectively? How does Muslim worship & celebration build a sense of community? How does trying to follow shariah (straight path) create a community? Retrieval lessons on substantive knowledge from KS1/Y3.

**Week 1: Hajj* (pilgrimage to Makkah): Muslims are expected to carry out this pilgrimage at least once during their lifetime.

***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).

*Week 2: Makkah was the birthplace of Islam and associated with key events in the lives of the Prophets Ibrahim and Muhammad.

*Week 3: 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.

*Week 4-5: How does trying to follow shariah (straight path) create a community?

*Week 6: How does Muslim worship & celebration build a sense of community?

Christianity (Term 4) - a time to develop disciplinary knowledge.

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

God the Creator cares for all 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 (Terms 5 & 6) Christianity – Lodes, Iona. Islam – Macca, Hajj)

How do pilgrimages fulfil religious duty? How do pilgrimages change the world (eg: environmental impact)?

*Week 1&2

Pilgrimage as a significant journey carried out for a special reason. Examples of religious and non-religious pilgrimages (eg. Pilgrimage to a particular football ground or site of significance to your family, to war graves, to the place of birth of an important person, etc)

*Week 3, 4 &5

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; Christianity: the site of some of Jesus' teaching and of his death and resurrection; 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 Muhammed 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 Muhammed ascended to heaven; 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.

*Week 6 Walsingham trip? (virtual if needs be)

Disciplinary deep dive (Term 6)

*Week 1-2

Christianity: explore at least two Christian sites of pilgrimage, eg: Lincoln, Walsingham, Lourdes, Lindisfarne, Jerusalem
beliefs about God, the world and human beings; pilgrim badges as a symbol of having completed a pilgrimage (possibility of including some pilgrimages relating to specific denominations of Christianity, eg: 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 belief).

*Weeks 3-4

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.

*Week 5:

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

*Week 6: Plan a pilgrimage of their own drawing upon their disciplinary knowledge.

Concepts		
God	Duty	Sources of Authority
End of Year Assessment		
Working at Expected	Greater Depth	
A child working at the expected standard will be able to recall the substantive knowledge. A child working at the expected standard will have made progress in their confidence of using the disciplinary knowledge and skills of: <u>Working as a theologian:</u> *Know how to approach sources of authority from which people derive their beliefs. *To interpret sources of authority <u>Working as a social scientist:</u> *Know ways in which context affects ways of living *To analyse data that shows ways in which context affects ways of living <u>Working as a philosopher:</u> *Know different ways in which humans seek knowledge/wisdom *To reason using evidence	See the expected standard. Children will work as a theologian, a social scientist or a philosopher drawing upon their substantive knowledge independently and they will ask deep questions.	