



## Year 4 - Religious Education - Programme of Study

Religious Education (RE) is a core subject and an integral part of our curriculum. We are dedicated to providing high quality RE teaching and learning opportunities to reflect the importance of RE within our school. Current Excellent and Good SIAMS (Statutory Inspection of Anglican and Methodist Schools) reports show that each of the schools deliver, within a Christian context, the best educational, spiritual, physical, social and emotional outcomes for children and their families. Each year group has a wide range of exciting and thought-provoking topics that are studied throughout the year, within Christianity (based around 'Understanding Christianity'), as well as units of learning about other faiths.

Our programme of study is in conjunction with the diocesan syllabus and is committed to an approach to teaching RE in which skills are developed through knowledge and understanding and that pupils understand how their learning in RE is progressing and what they need to do to improve it.

### Termly Topics/Units

All lessons included in each unit are thoughtfully constructed to give children knowledge and skills to understand and be aware of religious topics, traditions and rituals, as well as the meaning behind them. Lessons include a critical thinking part, where pupils will be able to discuss the knowledge learnt and share their own beliefs, questions and opinions. This enables pupils to really explore and reflect what their current belief on a topic is; what they already know; what they do not know and most significantly, what they want to find out! This then informs the planning and adaptation of content for the following weeks.

#### Autumn 1

Topic/Unit: Creation: What do Christians learn from the Creation story?

Pupils will explore the differing stories of creation, the story of Adam and Eve and the importance of 'the fall' for Christians. Pupils will also

learn about the Christian belief that God always offers forgiveness, as well as discover what stories in the Bible say about human beings. In addition, pupils will look at why Christians say sorry to God. Furthermore, pupils will also explore and learn about the Christian Harvest festival.

#### Knowledge:

- Research and analysis of biblical and scientific sources.
- Knowledge and understanding of Genesis 1 and the story of Adam and Eve.
- Interpretation of biblical scripture.
- Acquisition of biblical literacy and vocabulary.
- Understanding of the impact of Adam and Eve's actions.
- Theories around the purpose of forgiveness.

#### Enquiring minds:

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What is the meaning of the Adam and Eve story?
- What was the sequence of events in the Creation story?
- Why did Adam and Eve disobey God?
- Why do we need to say sorry?
- Do people deserve to be forgiven?

### Autumn 2

Topic/Unit: Incarnation - What is the Trinity?

Throughout this unit, pupils will explore the teachings of John 1, study Jesus' birth according to the gospels of Matthew, Luke and John and investigate the concepts of Incarnation and the Trinity in Bible verses. Also, pupils will investigate the impact of Incarnation and the Trinity on how some Christians live their lives, as well as explore different beliefs of God and the importance of Christmas.

#### Knowledge:

- Understanding and explanation of the place of Incarnation within the 'big story' of the Bible.
- Comparison of Gospel and prophecy texts.

- Making connections between biblical texts about Incarnation using theological terms.
- Knowledge of the Trinity and how it functions.

### Enquiring minds:

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What is Incarnation?
- What is the Trinity?
- Who is part of the Trinity?
- Why do Christians celebrate Christmas - what is its significance?
- Does the world celebrate Christmas for the same reasons as Christians do?

## Spring 1

### Topic/Unit: Hinduism

Throughout this unit, pupils will learn about the teachings of Hinduism and begin to understand what Hindus believe in, as well as explore the different forms of the Hindu God. Pupils will also look at how Hindus show respect to God and endeavour to live a good life.

### Knowledge:

- The teachings of Hinduism.
- Express religious beliefs (ideas, feelings etc) in a range of styles.
- Learn words used by believers and suggest what they mean.
- Understanding the concept of Karma.
- The four stages of Hinduism.

### Enquiring minds:

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- How do the different deities help Hindus to understand God?
- What do Hindus believe with regards to the after-life?
- Do Hindus believe in one or more gods?
- What are the four stages of Hinduism?
- What is Karma and why do Hindus follow this?

- How do the teachings of Hinduism compare/differ to those of Christianity?

## Spring 2

Topic/Unit: Salvation - Why do Christians call the day Jesus died 'Good Friday'?

Throughout this unit, pupils will explore why the events of the last supper were important to the Disciples and look at the events of Maundy Thursday and why Christians celebrate it. Pupils will also discuss the views and procedures around communion, as well as learn about how some Christians show their beliefs about Jesus in their everyday lives. Additionally, pupils will learn about remembrance and how it links to the story of Easter.

### Knowledge:

- Outline the timeline of the 'big story' of the Bible, explaining how Salvation fits within it.
- Knowledge of the Gospel texts and how Christians celebrate Maundy Thursday.
- Interpretation of biblical texts and accounts of Good Friday.
- Research and analysis of how Christians show their beliefs about Jesus
- Explore how Christians put their beliefs into action.

### Enquiring minds:

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What does salvation mean?
- What events led up to Jesus' death?
- Why did Jesus have to die?
- What is Maundy Thursday and why do we remember it?
- Why is 'Good Friday' called 'good'?

## Summer 1

Topic/Unit: Sikhism

Throughout this unit, pupils will explore what Sikhs believe, explain how Sikhs use the Gurdwara and explore how the Guru Granth Sahib shows Sikhs values. Pupils will also learn about the importance of Guru Gobind Singh and his impact on the Sikh community.

Knowledge:

- Sikh beliefs, practices and traditions.
- Suggest reasons for the similar and different beliefs which people hold.
- Understanding of the use of the Gurdwara.
- Knowledge of Sikh values.
- Knowledge of how Sikhs learn from the Guru Granth Sahib and the Guru Gobind Singh.

Enquiring minds:

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What do Sikhs believe and how is this different to Christian beliefs?
- Why is the Gurdwara so important to Sikhs?
- What are the core beliefs of Sikhism?
- Do Sikhs believe in one god or multiple gods?
- Who are the Gurus and why are they important?

## Summer 2

Topic/Unit: Kingdom of God - When Jesus left what was the impact of Pentecost?

Throughout this unit, pupils will explore the meaning of multiple key biblical scriptures such as 1 Corinthians 12 and what it means for Christians. Pupils will also learn about the ways some Christians live their lives, exploring the concept of the body of Christ and the contrasting views on working with others. Additionally, pupils will learn about the impact of 1 Corinthians on Christians and others.

### Knowledge:

- Study of biblical texts and the concept of the Kingdom of God.
- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.
- Knowledge and understanding of the body of Christ.
- Knowledge and understanding of how Christians put their beliefs into practice in different ways, including in worship and in service to the community.

### Enquiring minds:

For each unit, it is important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What kind of King is Jesus?
- What is the Kingdom of God?
- What does the body of Christ represent?
- How does working in a team benefit others?
- What is your idea of what might be included in the Kingdom of God?
- How do Christians serve the community?