



### **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 units start with 'Big questions', where pupils are able 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?

This theme is incredibly interesting and quite remarkable. The pupils will explore the differing stories of creation, the story of and actions of Adam and Eve, discuss the importance of 'the fall' for Christians, discuss the Christian belief that God always offers forgiveness, a look at what stories in the bible say about human beings, as well as looking at why Christians say sorry to God.

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 so 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 creation?
- Why did Adam and Eve not obey God?
- Why do we need to say sorry?
- Do people deserve to be forgiven?

- What do Christians learn from the creation story?
- Would the creation story have changed over time?
- What does it mean to be human?
- What does it mean to experience God?

## **Autumn 2**

Topic/Unit: Incarnation – Digging deeper – What is the Trinity?

*Please note that this topic crosses over into the Spring 1 term, but the programme of study will be discussed here.*

Throughout this unit, pupils will explore the teachings of John 1, they will study Jesus' birth according to the gospels of Matthew, Luke and John, investigate the concepts of Incarnation and the Trinity in Bible verses, explore the impact of Incarnation and Trinity on how some Christians live their lives, explore different beliefs of God, as well as 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, Incarnation using theological terms.
- Knowledge of the Trinity and how it functions.

Enquiring minds:

For each unit, it is so 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 we celebrate Christmas – what is its significance?
- Does the world celebrate Christmas for the same reasons as Christians do?
- How does the Trinity help Christians make sense of the world?
- Are angels real?
- How is the belief in the Holy Spirit seen through symbols?

## **Spring 1**

Topic/Unit: Hinduism

Throughout this unit, pupils will learn about the teachings of Hinduism, they will begin to understand what Hindus believe in, explore the different forms of Hindu God, a look at how Hindus show respect to God, as well as learning how Hindus 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 Hindus.

Enquiring minds:

For each unit, it is so 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 afterlife?
- 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?
- Which of the Samkaras do you think is the most important and why?
- How might understanding these religions contribute to your own worldview and sense of spirituality?
- Does karma make sense?

## **Spring 2**

Topic/Unit: Salvation – Digging deeper - 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, a look at the events of Maundy Thursday and why Christians celebrate it, discuss the views and procedures around communion, a look at how some Christians show their beliefs about Jesus in their everyday lives, as well as linking remembrance to the story of Easter.

Knowledge:

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

Enquiring minds:

For each unit, it is so 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'?
- Some theologians believe that God was cruel to send his only son to die. Do you agree? Why?
- Is it rational to believe in something without seeing it? Is seeing believing?

## **Summer 1**

Topic/Unit: Sikhism

Throughout this unit, pupils will explore what Sikhs believe, explain how Sikhs use the Gurdwara and how this demonstrates their values, a look at how the Guru Granth Sahib shows Sikhs values, the importance of Guru Gobind Singh, as well as the impact of Guru Gobind Singh 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 so 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 a god, one god or multiple gods?
- Who are the Guru's and why are they important?
- How have Sikh followers contributed to society in the local area?
- What is equality?
- Thinking about the vows taken during the Amrit ceremony, how is this similar to the 10 commandments?

## **Summer 2**

Topic/Unit: Kingdom of God – Digging deeper – 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, the link between the ways some Christians live their lives, explore the concept of the body of Christ, contrasting views on working with others, as well as understanding 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 so 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?
- When Jesus left what was the impact of Pentecost?
- How could being part of a community benefit others?
- Does the existence of evil prove God doesn't exist?

Topic/Unit:

Throughout this unit, pupils consider religious and non-religious worldviews. They are introduced to Taoism as a world view and find out about Humanist decision making.

Knowledge:

- The teachings of Taoism
- Understand how humanists make decisions
- Explore how worldviews influence decision making

Enquiring minds:

For each unit, it is so 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 worldviews influence values and beliefs?
- How does Taoism shape its followers?
- What are the similarities and differences in Taoism and other religious philosophy systems?
- What are ethical considerations?