



Moorside Primary School

RE Year 4 Overview

Autumn	Spring	Summer
<p>Marking festivals, pilgrimage, traditions and key events in life</p>	<p>Belonging to a community, individual commitment and religious leadership</p>	<p>Exploring Good Friday – Jesus’ death and resurrection</p>
<p>Looking at two contrasting religions (Hinduism or Sikhism and Christianity), pupils describe different ways and traditions of celebrating festivals (e.g. Vaisakhi, Diwali) and marking important events in life.</p> <p>They explore the inner meaning behind the key practices including Sikh and Hindu birth traditions and consider why there are different ways of marking the same event (e.g. Christmas, Eucharist, Advent and Diwali) around the world. Explore why some people make pilgrimage (e.g. Kumbha Mela for Hindus, Golden Temple at Amristar for Sikhs, Hajj for Muslims)?’</p>	<p>Exploring where we may belong, pupils discover how some people identify and define themselves, what belonging might mean and how it shapes their lives.</p> <p>Considering some of the challenges individuals and communities face (e.g. Sikh Khalsa), they ask if you need to have faith to understand commitment.</p> <p>Pupils discover how some religious festivals (e.g. Easter, Diwali, Bandi Chor Divas) might bring a community together to expresses its shared commitment.</p> <p>Inviting a religious leader or through a place of worship visit, pupils would be able to have a greater understanding of what makes a religious leader and their impact on followers.</p>	<p>Enquiring about what is wisdom, where does it come from and who decides what is wise, pupils explore a range of faith stories (e.g. Bhadavad Gita, Ramayna and stories from the Sikh tradition) and how their authority may help to guide followers in their daily lives.</p> <p>They investigate how psalms, poems, hymns and stories are interpreted in different communities and why they affect followers in different ways.</p> <p>They ask what is golden about the golden rules of faith and belief.</p>
<p>Symbolic expression in prayer and worship</p>	<p>Different ideas about God and gods, creation and ultimate questions</p>	<p>Taking responsibility for living together, values and respect</p>
<p>Through the exploration of beliefs and practices, pupils explain how actions of worship are symbolic and can communicate a faith commitment beyond words (e.g. food and music).</p> <p>They explore the 5K’s, the Kanda and the importance of Sewa for Sikhs.</p> <p>Pupils learn about Hindu relationships with their deities and the power of religious symbols including art, architecture and icons.</p>	<p>Discussing challenging questions about meaning, purpose and truth. Pupils explore and debate why there are different ideas about God/gods (e.g. Hindu Trimurti) and present thoughtful responses to ultimate questions (e.g. why don’t we know what happens when we die? They express their understanding through the creative arts curriculum.</p> <p>Pupils continue to learn about different response to the creation story questioning the conflict for Christians and suggesting solutions.</p>	<p>Pupils consider their responsibility for the world, for each other and some religious and worldview responses (e.g. How do Humanists show care and responsibility for others?).</p> <p>They consider why might there be different ideas about what is important and what is valued (e.g. Hindu teaching, ahimsa - harmlessness) and express their own ideas on the treatment of animals.</p> <p>They compile a moral values charter applying different religious codes and worldviews and discuss whether having a religious faith helps people to be good,</p>
<p>Exploring the Trinity at Christmas - Incarnation</p>	<p>Communicating through sacred spaces and prayer</p>	<p>Right and wrong, just and fair</p>
<p>What is the Trinity? Explore symbolism for the Holy Trinity. Understand when, how and why the Trinity is celebrated at Christmas.</p>	<p>Pupils investigate the role and meaning of places of worship, suggesting why they play a significant part in a religious community or in the home (e.g. puja). They examine ways in which architecture expresses how a community communicates through prayer, worship and</p>	<p>Pupils apply their own ideas about justice and fairness through the work of development charities (e.g. Tear Fund, Red Nose Day, Khalsa Aid or local religious charity groups). They discuss the importance of fairness, peace and justice in the light of faith stories (e.g. The Milk and the Jasmine</p>



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	reflection Pupils investigate the nature of prayer and different forms of worship including the Akhand Path for Sikhs.	Flower, How Ganesh got the Elephant Head, The Emperor and the Langar) and other sources of wisdom. They explore ethical questions (e.g. does fairness mean everyone gets the same?) and Hindu responses to the concept of equality and the central role of the Langar in Sikh life.
	Exploring Good Friday – Jesus’ death and resurrection	