

## RE Year Planner Year 4 2024/25

Term	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Stand-Alone:</b>	Judaism	Christianity	Thematic	Christianity	Christianity	Islam
<b>Enquiry Questions:</b>	<b>L2.10 How do festivals and family life show what matters to Jews? [God/Torah/the People]</b>	<b>L2.3 What is the Trinity and why is it important for Christians? (God/Incarnation)</b>	<b>L2.12 How and why do people try to make the world a better place?</b>	<b>L2.4 What kind of world did Jesus want? (Gospel)</b>	<b>L2.6 For Christians what was the impact of Pentecost (Kingdom of God)</b>	<b>L2.9 How do festivals and worship show what matters to a Muslim? (Ibadah)</b>
<b>Core elements:</b>  <b>Making sense of belief</b> <b>Understanding impact</b> <b>Making connections</b>	Make sense of belief: 1. Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. 2. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. 3. Offer informed suggestions about the meaning of the Exodus story for Jews today. Understand the impact: 4. Make simple links between Jewish	Make sense of belief: 1. Recognise what a 'Gospel' is and give an example of the kinds of stories it contains. 2. Offer suggestions about what texts about baptism and Trinity mean. 3. Give examples of what these texts mean to some Christians today. Understand the impact: 4. Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for	Make sense of belief: 1. Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) 2. Make links between religious beliefs and teachings and why people try to live and make the world a better place Understand the impact: 3. Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)	Make sense of belief: 1. Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. 2. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. 3. Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian. Understand the impact: 4. Give examples of how Christians try to show love for all,	Make sense of belief: 1. Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. 2. Offer informed suggestions about what the events of Pentecost in Acts 2 might mean. 3. Give examples of what Pentecost means to some Christians now. Understand the impact: 4. Make simple links between the description of Pentecost in Acts	Make sense of belief: 1. Identify some beliefs about God in Islam, expressed in Surah 1. 2. Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) Understand the impact: 3. Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. 4. Make links between Muslim

	<p>beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals).</p> <p>5. Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</p> <p><b>Make connections:</b></p> <p>6. Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.</p> <p>7. Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p>	<p>example) and in the way they live.</p> <p><b>Make connections:</b></p> <p>5. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p>	<p>4. Describe some examples of how people try to live (e.g. individuals and organisations)</p> <p>5. Identify some differences in how people put their beliefs into action</p> <p><b>Make connections:</b></p> <p>6. Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better</p> <p>7. Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</p> <p>8. Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p>	<p>including how Christian leaders try to follow Jesus' teaching in different ways.</p> <p><b>Make connections:</b></p> <p>5. Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>	<p>2, the Holy Spirit, the kingdom of God, and how Christians live now.</p> <p>5. Describe how Christians show their beliefs about the Holy Spirit in worship.</p> <p><b>Make connections:</b></p> <p>6. Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.</p>	<p>beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p> <p><b>Make connections:</b></p> <p>5. Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.</p> <p>6. Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p>
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Sequence of lessons	<p>1. Optional – Revisit the celebration of Shabbat.</p> <p>2. Explore Rosh Hashanah, the Jewish new year festival. Link in: the value in pupils' own lives of reflection, saying 'sorry', being forgiven and making resolutions to improve.</p> <p>3. Pesach/Passover: explore the epic story of the Exodus, exploring the relationship between the people and God. Link in: how slavery is still present in the world today, and how important freedom is. What role do all of us have in bringing freedom?</p> <p>4. Ten Commandments. Consider the importance of the commandments to the Jewish people at the time, and why they are still important to Jews</p>	<p>1. Discuss how and why water is used as a symbol in Christianity.</p> <p>2. What is a Gospel? Read the story: Matthew 3:13–17. Focus on the: water, voice + dove.</p> <p>3. Go through the meaning of the Trinity and recap Baptism. Notice where Christian belief in the Trinity (God as three persons in one) is shown in the celebrations. Explore the differences between baptising babies and adults. List similarities and differences between the celebrations, and make connections with the story of Jesus' baptism. Remind pupils of the symbolism of water.</p> <p>4. Next, display 2 paintings of the Baptism (for example, by Verrocchio and Daniel Bonnell – use <a href="http://www.artbible.info">www.artbible.info</a>)</p>	<p>1. Discuss and record their own ideas of the ways that the world is not such a good place. How can it be better?</p> <p>2. Identify some beliefs about why the world is not always a good place and Why are people not always as good as they could be? (e.g. Christian ideas of sin)</p> <p>3. Explore teachings which act as guides for living e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34) and the 'Golden Rule' (Matthew 7:12). What difference would it make if people keep these guides for living? How would it make the world a better place?</p> <p>4. Explore some ideas and individuals that help inspire people to make the world a</p>	<p>1. Discuss favourite possessions. What do they mean to you?</p> <p>2. Recap what is a Gospel?</p> <p>3. Read/watch Bible Story Matthew [4:18–22] Jesus Calls the First Disciples. What did the disciples have to give up? How would you feel? Link back to their personal possessions.</p> <p>4. Read The Good Samaritan (Luke 10:25–37). What kind of world did Jesus want? How did he want his followers to behave? What do Jesus' actions towards outcasts mean for a Christian? Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</p> <p>5. Make clear links between the calling</p>	<p>1. Revisit the Easter Story.</p> <p>2. Read the Story of Pentecost. What surprised you the most in the story? What gift were the disciples given? What did they do next? How do you think they felt?</p> <p>3. Symbols of Pentecost.</p> <p>4. Revisit the Trinity and where the Holy Spirit is within. Go through Christian beliefs about the Holy Spirit and how they show this is worship.</p> <p>5. Looking at the Lord's Prayer, highlight any clues which show what Christians might believe the 'kingdom of God' should look like.</p> <p>6. Pentecost is the Church's Birthday! When is it celebrated? What do Christians do to celebrate it</p>	<p>1. Recap KS1 learning on Unit 1.7 about ibadah (worship and belief in action). Recap the Five Pillars. Introduce the meaning of the words 'Islam' and 'Muslim' based on the Arabic root 'slm', which means peace; Islam means the peace that comes from being in harmony with God; and Muslim means one who willingly submits to God.</p> <p>2. Read Surah (chapter 1 of the Qu'ran) and identify some beliefs about God in Islam.</p> <p>3. Re-visit salah – prayer five times a day. Build on learning from Unit 1.6. Start by asking pupils why they think Muslims pray. For Muslims, the God revealed in Qur'an Surah 1 is worth worshipping, submitting to and praying to. The difference it makes to Muslim ways of living; discuss how regular praying</p>

	<p>(and Christians) today.</p> <p>5. Find out about some of the prayers and blessings that Jewish people say through the day - Talmud teaches that Jews should say 'thank you' 100 times a day! What are the benefits of expressing gratitude regularly? Note that non-religious people are encouraged to keep 'gratitude journals' today because it makes them happier.</p> <p>6. Finally, compare and consider the value of family rituals in pupils' own lives; make connections with the way Jewish family life and festivals encourage a reflective approach to life and living; talk about whether there are good opportunities for reflection, remembering past</p>	<p>and search 'baptism'. Discuss similarities and differences between how the different painters show God. Can the chn create their own picture of the baptism of Jesus. How can they portray the Symbols?</p> <p>5. Finally, return to the unit question: What is the 'Trinity' and why is it important for Christians?</p>	<p>better. E.g. Jewish Festival - Tu B'shevat, inspirational Christian - Martin Luther King, the work of Christian Aid / Islamic Relief etc...</p> <p>5. Compare the above to non-religious ways of being a better human e.g. Golden Rule, Oxfam, Annie Besant who fought for women's rights etc...</p> <p>6. Enable pupils to reflect on the value of love, forgiveness, honesty, kindness, generosity and service in their own lives and the lives of others, in the light of their studies in RE.</p> <p>7. Revisit their first activity and see if they can add to it or do they want to make any edits.</p>	<p>of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>6. It is not only Christians who want a better world – so do people from other faiths/those with no religious faith? Design your ideal world. AND Design Jesus' or a Christian's ideal world. Reminder: In the Bible stories there is a strong emphasis on love.</p>	<p>now? Make links with the Kingdom of God and the Bible.</p>	<p>might make life easier and/or harder. Compare prayer at home with Friday prayer at the mosque. Look at the use of subhah beads as part of prayer.</p> <p>4. The mosque/masjid is important within the Muslim communities. Explore how it is a place of prayer, teaching and community support.</p> <p>5. Another of the Five Pillars is fasting during Ramadan. Explore fasting and Eid-ul-Fitr. Explore how Muslims show self-control by fasting during Ramadan and why this is important. What are the benefits for Muslims of fasting, and what can they learn from this experience?</p> <p>6. Explore the 'Night of Power' (Laylat-ul-Qadr) which is celebrated during the last ten days of Ramadan, to mark the giving of the Qur'an. What</p>
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	times and looking forward in school life as well.					<p>happens in the community and why?</p> <p>7. Explore what happens in a Muslim household at Eid-ul-Fitr and how this shows that Muslims worship Allah. Why do they celebrate the end of Ramadan?</p> <p>8. Willing submission to God is central to Islam; ideally Muslims demonstrate this through Ibadan, worship. What are the benefits for anyone of living a self-disciplined life? What things might people who are not Muslims stop and reflect on five times a day, and what benefits could it have? How can pupils live more harmoniously? What steps could the class, school, neighbourhood, country and world take to live in harmony?</p>
<b>Vocabulary:</b>	Jews Judaism	Christians Christianity	Christians Christianity	Christians Christianity	Christians Christianity	Islam Muslim

	Shabbat Rosh Hashanah resolution Pesach/Passover Exodus slavery freedom Ten Commandments Talmud ritual festival	Gospel Baptism Trinity symbolism	sin Jews Judaism Tu B'shevat 10 Commandments Islam Muslims Golden Rule honesty generosity	God Jesus Gospel Bible Kingdom disciples followers love fishers of people vulnerable	God Jesus worship Kingdom of God Trinity Holy Spirit disciples apostles followers Easter Pentecost	God Allah Ramadan 5 Pillars Qur'an Ibadan Eid-ul-Fitr Laylat-ul-Qadr mosque masjid Surah
<b>Additional non-fiction reading</b>						