



## Curriculum Coherence – Year 4 RE

In line with The RE Agreed Syllabus, 2018–2023 Bedford Borough, Central Bedfordshire and Luton

Term 1 Autumn		Unit L2.12 How and why do people make try to make the world a better place?	
INTENT		IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>-What is the golden rule?</li> <li>-What are the 10 commandments?</li> <li>-How do these rules link to Christian and Jewish behave in life?</li> <li>-What is sin?</li> <li>-How would a world be different without sin?</li> <li>-Why do people believe in the concept of sin?</li> <li>-What do religions teach about helping others?</li> <li>-Which rules to religions follow that help them to make the world a better place?</li> <li>-Why do some people believe that the world is not a good place?</li> <li>-How does charity make the world a better place? (Islam, Judaism and Christianity)</li> </ul> <p><b>VOCABULARY</b></p> <p>Sin, golden rule, 10 commandments, Jews, Christians, Muslims, charity, zakah, Tzedek, Muslim Aid, Christian Aid, Humanism</p>		<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>- Chn will create a piece of artwork linked to the world with sin and world without sin.</li> <li>-debate opinions on what sin means.</li> <li>- Chn discuss the concept of the golden rule and link it to the historical beliefs of this rule.</li> <li>- pupils will link and create the 10 commandments to school rules</li> <li>-pupils to identify how we could be more charitable in school and design a poster linked to promoting charity.</li> <li>-pupils to look into Desmond Tutu, Mother Teresa and discuss the qualities that make these religious people better people.</li> <li>-pupils compare Christian aid and Muslim aid.</li> <li>-explore Humanism and how this links to behavior to make the world a better place.</li> <li>-Pupils design their own non-religious organization leaflet.</li> </ul>	<p><b>OUTCOMES</b></p> <p>Make sense of belief</p> <ul style="list-style-type: none"> <li>• Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</li> <li>• Make links between religious beliefs and teachings and why people try to live and make the world a better place</li> </ul> <p>Understand the impact</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Describe some examples of how people try to live (e.g. individuals and organisations)</li> <li>• Identify some differences in how people put their beliefs into action</li> </ul> <p>Make connections</p> <ul style="list-style-type: none"> <li>• Raise questions and suggest answers about why the world is not always a good place, and the best ways of making it better</li> <li>• Make links between some commands for living from religious traditions, nonreligious worldviews and pupils' own ideas</li> <li>• 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</li> </ul>
<p><b>SKILLS</b></p> <p>Use subject-specific vocabulary.</p> <p>Describe Christianity, Hinduism, Judaism beliefs, concepts linked to beliefs about being a good person and making the world a better place, connecting those behaviours to the religious texts and teachings.</p> <p>Connect stories, teachings, concepts and texts with how religious people live and behave.</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to the lives of believers and non-believers.</p> <p>Ask questions about the religious stories and beliefs in this unit.</p>		<p><b>READING OPPORTUNITIES</b></p> <p>Golden Rule and the 10 Commandments from the Bible/ Torah</p>	<p><b>Prior Learning:</b></p> <p>Unit L2.4 What kind of world did Jesus want? (Year 3 Summer)</p> <p>Unit 1.10 How do we show we care for the Earth? Why does it matter? (Year 2 Summer 1)</p> <p><b>NEXT STEPS IN LEARNING</b> Currently taught in upper key stage two at middle school (RBA).</p> <p>U2.10: What will make our community a more respectful place?</p>
<p><b>LINKS</b></p> <p>English – speaking and listening during class discussions and debates.</p> <p>History – historical and religious beliefs outlined about the golden rule, identifying religious people from the past (Desmond Tutu, Mother Teresa).</p> <p>Art – sketches of a world with and without sin</p> <p>English – speaking and listening – through discussions and debates on opinions, creation of written opinions, asking questions of beliefs.</p>			



## Curriculum Coherence – Year 4 RE

Term 1 Autumn 2		Unit L2.9 How do festivals and worship show what matters to a Muslim?
INTENT	IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b></p> <p>Who is a Muslim?            What do they believe?            How and where do Muslims worship?            What is most important to Muslims?            How does this knowledge link to what I already know about Islam and Muslims?            Why is the Qur'an so important to Muslims?            How do you know that it is important to them?            What do Muslims believe God (Allah) is like?            What is Ibadah mean?            How do Muslims link Ibadah to their belief about Allah (god)?            What is Ramadan and Eid-ul-Fitr?            What does this festival tell us about what Muslims believe?            What are the 5 pillars of Islam?            How does does the festival link to the five pillars of Islam?            What is rak'ah?            What is wudu?            Why is prayer significant to a Muslim?            How do you know this?</p> <p><b>VOCABULARY</b></p> <p>Islam, Muslim, Qur'an, God (Allah), Mosque (Masjid), submission, harmony, creator, peace, Ramadan, Edi-ul-Fitr, tawid (oneness) Ibadah (worship), rak'ah (prayer position), fasting, celebration, community, 5 pillars, subah beads (prayer beads), Laylat-ul-Qadr (night of power).</p>	<p><b>ACTIVITIES</b></p> <p>- Chn recall and research to create a fact file to show previous learning and new learning about the beliefs of Islam.            -Chn identify the words that describe Allah in Sura 1 from the Qur'an.            Cdn compare their beliefs to that of a young Muslim girl.            -pupils compare prayer at home versus prayer at the Mosque.            -pupils create a piece of artwork linked to living in harmony in our communities.            -pupils will design a fact file about Ramadan and Eid-ul-Fitr            Pupils will have experience with the different Isamic artefacts in school            -Chn will be able to identify and explain each of the 5 pillars of Islam.</p>	<p><b>OUTCOMES</b></p> <p>Make sense of belief</p> <ul style="list-style-type: none"> <li>identify some beliefs about God in Islam, expressed in Sura 1 of the Qur'an</li> <li>make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</li> </ul> <p>Understand the impact</p> <ul style="list-style-type: none"> <li>give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve</li> <li>make links between Muslim 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)</li> </ul> <p>Make connections</p> <ul style="list-style-type: none"> <li>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 Muslim</li> <li>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</li> </ul>
<p><b>SKILLS</b></p> <p>Use subject-specific vocabulary.</p> <p>Describe Christianity, Hinduism, Judaism beliefs, concepts linked to beliefs about being a good person and making the world a better place, connecting those behaviours to the religious texts and teachings.</p> <p>Connect stories, teachings, concepts and texts with how religious people live and behave.</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to the lives of believers and non-believers.</p> <p>Ask questions about the religious stories and beliefs in this unit.</p>	<p><b>READING OPPORTUNITIES</b></p> <p>Sura1 (chapter 1) of the Qur'an</p>	<p><b>Prior Learning:</b></p> <p>Unit 1.4 Who is a Muslim? What do they believe and how do they live? (Year 2 Summer 2)</p> <p>Unit 1.6 What makes some places significant? What makes some places sacred to believers? (Year 1 Summer 1)</p> <p>Unit 1.7 How and why do we celebrate significant times? What makes some celebrations sacred to believers? (Year 2 Autumn 2)</p> <p>Unit 1.8 What can we learn from sacred books and stories? (Year 1 Spring 1)</p> <p><b>NEXT STEPS IN LEARNING</b> Currently taught in upper key stage two at middle school (RBA).</p> <p>Unit - U2.8: How is faith expressed in Islam?</p>
<p><b>LINKS</b></p> <p>Modern foreign languages – Arabic vocabulary linked to Muslim beliefs</p> <p>Computing – using technology to support research and safe searching on the internet</p> <p>English – researching notes and putting work in own words, descriptive writing or explanations to use year 4 grammar focuses.</p> <p>Art – use of painting to create art linked to the concept of people living in harmony.</p>		

English – speaking and listening during class discussions and debates.



## Curriculum Coherence – Year 4 RE

Term 2 Spring 1		Unit L2.3 What is the 'trinity' and why is it important to Christians?
INTENT	IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b></p> <p>-What is the trinity? -What is baptism? - Why can artists represent the baptism of Christ in different ways? -What are the gospels and New Testament? -Why do Christians get baptised? - What are the symbols linked to the holy trinity? Why are they symbolic?</p> <p><b>VOCABULARY</b></p> <p>God, incarnation, trinity, holy spirit, son, gospel, parables, baptism, symbolic, spirit, dove, man, Father, Jesus, Gospel, prayer</p>	<p><b>ACTIVITIES</b></p> <p>- Chn will create a write up that explore what the holy trinity is about. -Pupils to create their own artwork of the baptism of Jesus after exploring and comparing other examples of artwork of this. -pupils need to explain how and why they portrayed the three parts of the trinity in their artwork for pupil feedback. -explore symbols linked to the trinity and pupils then to design their own symbols to represent the trinity. -pupils to explore the baptism prayer and then create their own prayer that links the trinity in. -Pupils have a go at creating their own gospel story that links in their understanding of the trinity and Jesus.</p>	<p><b>OUTCOMES</b></p> <p>Make sense of belief</p> <ul style="list-style-type: none"> <li>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains</li> <li>Offer suggestions about what texts about baptism and the Trinity mean</li> <li>Give examples of what these texts mean to some Christians today</li> </ul> <p>Understand the impact</p> <ul style="list-style-type: none"> <li>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</li> </ul> <p>Make connections</p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>SKILLS</b></p> <p>Use subject-specific vocabulary.</p> <p>Describe Christianity, Hinduism, Judaism beliefs, concepts linked to beliefs about being a good person and making the world a better place, connecting those behaviours to the religious texts and teachings.</p> <p>Connect stories, teachings, concepts and texts with how religious people live and behave.</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to the lives of believers and non-believers.</p> <p>Ask questions about the religious stories and beliefs in this unit.</p>	<p><b>READING OPPORTUNITIES</b></p> <p>The gospel account of Jesus' baptism in Matthew 3:13-17.</p> <p>Baptism prayer</p> <p>The good Samaritan</p> <p>John 8:56-59</p> <p>Matthew 3:13-17</p>	<p><b>Prior Learning:</b></p> <p>Unit 1.1 What do Christians believe God is like? (Year 1 Autumn 1)</p> <p>Unit L2.1 Where, how and why do people worship. (Year 3 Spring 2).</p> <p><b>NEXT STEPS IN LEARNING</b> Currently taught in upper key stage two at middle school (RBA).</p> <p>U2.1: What does it mean if Christians believe God is holy and loving?</p> <p>U2.11: Why do some people believe in God and some people not?</p>
<p><b>LINKS</b></p> <p>English – speaking and listening during class discussions and debates.</p> <p>Drama – retelling the different parables in this unit</p> <p>Art – sketches of God and what he might be like, as well as of God's creations</p> <p>English – writing a gospel of their own, creating a baptism prayer</p>		



## Curriculum Coherence – Year 4 RE

Term 2 Spring 2		Unit L2.5 Why do Christians call the day Jesus died ‘Good Friday?’
INTENT	IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b></p> <p>-What does salvation mean?</p> <p>-What are the events of Holy Week?</p> <p>-What does Holy week mean?</p> <p>-How do Christians celebrate Holy week?</p> <p>-Why is Holy week important to Christian belief?</p> <p>-What forms of worship might Christians perform during Holy week?</p> <p>-Who celebrates Holy week and why?</p> <p>-What is Good Friday and why is celebrated by Christians?</p>	<p><b>ACTIVITIES</b></p> <p>- Chn need to plan unit this academic year).</p>	<p><b>OUTCOMES</b></p> <p>Make sense of belief</p> <ul style="list-style-type: none"><li>• Recognise the word ‘salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live</li><li>• offer informed suggestions about what the events of Holy Week mean to Christians</li><li>• give examples of what Christians say about the importance of the events of Holy Week</li></ul> <p>Understand the impact</p> <ul style="list-style-type: none"><li>• make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</li><li>• describe how Christians show their beliefs about Jesus in worship in different ways</li></ul> <p>Make connections</p> <ul style="list-style-type: none"><li>• Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions</li></ul>
<p><b>SKILLS</b></p> <p>Use subject-specific vocabulary.</p> <p>Describe Christianity beliefs about Holy Week and the lead up to Easter, connecting those behaviours to the religious texts and teachings.</p> <p>Connect stories, teachings, concepts and texts with how Christians live and behave.</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to the lives of believers and non-believers.</p> <p>Ask questions about the religious stories and beliefs in this unit.</p>	<p><b>READING OPPORTUNITIES</b></p> <p>The Easter Story from the Bible</p>	<p><b>Prior Learning:</b></p> <p>Unit 1.5 Why does Easter matter to Christians? (Year 1 Spring 2)</p> <p>Unit 1.7 How and why do we celebrate special times? (Year 2 Autumn 2)</p> <p>Unit 1.11 Who is an inspiring person? (Year 2 Spring 2)</p> <p>Unit L2.1 Where, how and why do people worship? (Year 3 Spring 2)</p> <p><b>NEXT STEPS IN LEARNING</b></p> <p>Unit L2.10 What is the impact of Pentecost? (year 4 Summer 1)</p> <p>Currently taught in upper key stage two at middle school (RBA).</p> <p>U2.6: What do Christians believe Jesus did to ‘save’ people?</p>
<p><b>LINKS</b></p> <p>English – speaking and listening during class discussions and debates.</p> <p>History links to Romans unit in Autumn term</p>		



## Curriculum Coherence – Year 4 RE

Term 3 Summer 1		Unit L2.10 What is the impact of Pentecost for Christians?
INTENT	IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b></p> <p>-What is Pentecost?</p> <p>-Why do Christians celebrate Pentecost?</p> <p>-How does the belief about the holy trinity link into the belief about Pentecost?</p> <p>- What is the kingdom of God?</p> <p>-What clues tell us what Christians believe about the Kingdom of God?</p> <p>-How have artists expressed the idea of the Holy Spirit?</p> <p>-Who/what is the Holy Spirit?</p> <p>Why do Christians believe the 'Holy Spirit' is important during Pentecost?</p> <p><b>VOCABULARY</b></p> <p>Kingdom, heaven, God, resurrection, Pentecost, Christians, Holy Spirit, Jesus, God, disciples, trinity, worship, church, bible</p>	<p><b>ACTIVITIES</b></p> <p>- Chn</p> <p>(need to plan unit this academic year).</p>	<p><b>OUTCOMES</b></p> <p>Make sense of belief</p> <ul style="list-style-type: none"> <li>make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth</li> <li>offer informed suggestions about what the events of Pentecost in Acts 2 might mean</li> <li>give examples of what Pentecost means to some Christians now</li> </ul> <p>Understand the impact</p> <ul style="list-style-type: none"> <li>make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now</li> <li>describe how Christians show their beliefs about the Holy Spirit in worship</li> </ul> <p>Make connections</p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>SKILLS</b></p> <p>Use subject-specific vocabulary.</p> <p>Describe Christianity, Hinduism, Judaism beliefs, concepts linked to beliefs about being a good person and making the world a better place, connecting those behaviours to the religious texts and teachings.</p> <p>Connect stories, teachings, concepts and texts with how religious people live and behave.</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to the lives of believers and non-believers.</p> <p>Ask questions about the religious stories and beliefs in this unit.</p>	<p><b>READING OPPORTUNITIES</b></p> <p>Bible – the story of Pentecost Acts 2:1–15, 22 and 37–41; Acts 2:41–47</p>	<p><b>Prior Learning:</b></p> <p>Unit 1.5 Why does Easter matter to Christians? (Year 1 Spring 2)</p> <p>Unit 1.7 How and why do we celebrate special times? (Year 2 Autumn 2)</p> <p>Unit 1.11 Who is an inspiring person? (Year 2 Spring 2)</p> <p>Unit L2.1 Where, how and why do people worship? (Year 3 Spring 2)</p> <p>Unit L2.5 Why do Christians call the day Jesus died 'good Friday'? (Year 4 Spring 2)</p> <p><b>NEXT STEPS IN LEARNING</b> Currently taught in upper key stage two at middle school (RBA).</p> <p>U2.6: What do Christians believe Jesus did to 'save' people?</p> <p>U2.1: What does it mean if Christians believe God is holy and loving?</p>
<p><b>LINKS</b></p> <p>English – speaking and listening during class discussions and debates.</p> <p>Art – a study linked to how the Holy Spirit is depicted in artists versions of this Christian belief.</p>		



## Curriculum Coherence – Year 4 RE

Term 3 Summer 2		Unit L2.2 Why do some people think life is like a journey?
INTENT	IMPLEMENTATION	IMPACT
<p><b><u>KNOWLEDGE</u></b></p> <p>-What is a metaphor?</p> <p>-Why might life be seen as a metaphor of at journey?</p> <p>- What are the significant milestones in life's journey?</p> <p>-What other metaphors could be used for life?</p> <p>-What are meaningful ceremonies that mark significant milestones in life and why are they celebrated?</p> <p>-What are Hindu significant milestones?</p> <p>-What are Christian significant milestones?</p> <p>-What are Jewish significant milestones?</p> <p><b><u>VOCABULARY</u></b></p> <p>Traditions, journey, ceremony, commitment, sacred thread, baptism, marriage, ritual, celebration, forgiveness, salvation, freedom, festivals, milestones, promises, valued, beliefs, metaphors, responsibilities, symbolism, rituals, confession, first communion, confirmation, Bat and Bar Mitzvah, practices</p>	<p><b><u>ACTIVITIES</u></b></p> <p>- Chn need to plan unit this academic year).</p>	<p><b><u>OUTCOMES</u></b></p> <p>Make sense of belief</p> <ul style="list-style-type: none"> <li>identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</li> <li>offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</li> </ul> <p>Understand the impact</p> <ul style="list-style-type: none"> <li>describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean ☐ make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li> <li>identify some differences in how people celebrate commitment (e.g. different practices of marriage, Christian baptism)</li> </ul> <p>Make connections</p> <ul style="list-style-type: none"> <li>raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</li> <li>make links between ideas of love, commitment and promises in religious and non-religious ceremonies</li> <li>give good reasons why they think ceremonies of commitment are or are not valuable today</li> </ul>
<p><b><u>SKILLS</u></b></p> <p>Use subject-specific vocabulary.</p> <p>Describe Christianity, Hinduism, Judaism beliefs, concepts linked to beliefs about being a good person and making the world a better place, connecting those behaviours to the religious texts and teachings.</p> <p>Connect stories, teachings, concepts and texts with how religious people live and behave.</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to the lives of believers and non-believers.</p> <p>Ask questions about the religious stories and beliefs in this unit.</p>	<p><b><u>READING OPPORTUNITIES</u></b></p>	<p><b><u>Prior Learning:</u></b></p> <p>Unit 1.3 Who is a Jew? What do they believe and how do they live? (year 2 Autumn 1)</p> <p>Unit 1.4 Who is a Muslim? What do they believe and how do they live? (Year 2 Summer 2)</p> <p>Unit L2.6 How do festivals and family life show what matters most to Jewish people? (Year 3 Spring 1)</p> <p>Unit L2.1 Where how and why do people worship? (Year 3 Spring 2)</p> <p><b><u>NEXT STEPS IN LEARNING</u></b> Currently taught in upper key stage two at middle school (RBA).</p> <p>U2.9: Justice and poverty: why does faith make a difference?</p> <p>U2.12: How does faith enable resilience?</p>
<b><u>LINKS</u></b>		

English – speaking and listening during class discussions and debates.