

Silver Springs RE Units of Work Year Four

Key Question L2.8 What does it mean to be a Hindu in Britain today?

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Strand / Questions/ Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes) :	Suggested content for learning: Teachers can select content from these examples, and add more of their own.
<p>Strand: Living</p> <p>Recommended Y4</p> <p>Questions in this thread: F5: Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</p> <p>Religions and worldviews: Hindu</p>	<p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3). Ask good questions about what Hindus do to show their faith (B1). <p>Expected:</p> <ul style="list-style-type: none"> Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3). Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1). 	<ul style="list-style-type: none"> Find out about how Hindus show their faith within their families. Note that what RE calls ‘Hinduism’ is called ‘Sanatana Dharma’ within the tradition – i.e. ‘Eternal Way’. It is incredibly diverse as a whole way of life rather than a set of beliefs. What objects might you find in a Hindu’s home and why? E.g. murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, OM symbols. What kinds of things would Hindu families do during the week? Daily puja, blessing food, aarti ceremony, singing hymns, reading holy texts, visit the temple etc. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? Explore Hindu ideas about the four aims of life (punusharthas) dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth; reincarnation. Compare these with pupils’ goals for living. Explore Hindu ideas of karma – how actions bring good or bad karma. Find out how and why ‘snakes and ladders’ links with Hindu ideas of karma. Explore what Hindus do to show their tradition within their faith communities. What do they do together and why? E.g. visiting the temple/mandir, performing rituals, including prayer, praise such as singing hymns/songs (bhajans), offerings before the murtis, sharing and receiving prashad (an apple or sweet) representing the grace of God; looking at Hindu iconography – how do the different images show the different characters and attributes of the deities? Ask some Hindu teenagers about how they show their faith. Find out about some ways in which Hindus make a difference in the world-wide community. How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale.

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Key Question L2.5: Why are festivals important to religious communities?

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<p>Strand: Expressing</p> <p>Recommended Y3 & Y4</p> <p>Questions in this thread: F4 Which times are special and why? 1.6 How and why do we celebrate special and sacred times? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 3.7 How can people express the spiritual through the arts?</p> <p>Religions and worldviews: Christians plus Hindus and/or Jewish people and/or Muslims</p> <p>Note: Schools may want to explore major festivals each year; if so, they should ensure that there is progression in pupils' learning across the age range.</p> <p>Note also the overlap with Key Question 2.4, which explores Easter in the context of Jesus's life.</p>	<p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Recognise and identify some differences between religious festivals and other types of celebrations (B2). • Retell some stories behind festivals (e.g. Christmas, Diwali, Pesach) (A2). <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). • Suggest how and why religious festivals are valuable to many people (B2). 	<ul style="list-style-type: none"> • Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this • Consider the meanings of the stories behind key religious festivals, e.g. Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam. • Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. • notice and think about similarities and differences between the way festival are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship. • study key elements of festival: shared values, story, beliefs, hopes and commitments. • Consider (using Philosophy for Children methods where possible) questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent). • Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events? • Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over?

Key Question L2.3: Why is Jesus inspiring to some people?

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<p>Strand: Believing</p> <p>Recommended Y4</p> <p>Questions in this thread: F2 Which people are special and why? U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? 3.3 What is so radical about Jesus?</p> <p>Religions and worldviews Christians</p>	<p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1). Suggest some ideas about good ways to treat others, arising from their learning (C3). <p>Expected:</p> <ul style="list-style-type: none"> Make connections between some of Jesus' teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Identify the most important parts of Easter for Christians and say why they are important (B1). Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). <p>Exceeding:</p> <ul style="list-style-type: none"> Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation) – see unit L2.2), reflecting on why this inspires Christians (A1). Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2). 	<ul style="list-style-type: none"> Briefly explore what makes a person inspirational to others, identifying characteristics of a good role model. Explore creatively some words and actions of Jesus which continue to inspire Christians today e.g parables of the kingdom of heaven (Matthew 13:1–45; sower, mustard seed, pearl etc.); parables of forgiveness (good Samaritan, Luke 10:29–37; two debtors, Luke 7:36–50; unforgiving servant, Matthew 18:21–35); hot-seat characters, freeze-frame or act out stories; create artworks; collect pupils' questions, then find out how Christians interpret these by asking some. Use the events of Holy Week and Easter to find out why Jesus is so important to Christians today; how are the events of Holy Week celebrated by Christians, e.g. Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; darkness in churches on Saturday; light and joy of Easter Day. Explore the question: why do Christians call Good Friday 'good'? Include the terms incarnation (Jesus as God as a human being) and salvation (Christians believe that Jesus' death and resurrection opens up a way for people to be forgiven and get close to God) (see Unit L2.2 for more on these terms). Find out about the impact that believing in Jesus can have on a Christian's life and how Jesus has inspired some examples of contemporary inspirational Christians, e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness – by prayer, worship, giving generously, telling other people about Jesus, caring for others. Introduce the belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus and be more like him (see the 'fruit of the Spirit, Galatians 5:22–23). Follow this up with examples of what some Christians say are the most important attitudes and values to have, as inspired by Jesus' teachings and actions (e.g. love, fairness, service, sacrifice, joy) comparing these with what pupils believe to be most important.

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Key Question L2.9 What can we learn from religions about deciding what is right and wrong?

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<p>Strand: Living</p> <p>Recommended Y4</p> <p>Questions in this thread:</p> <p>1.8 How should we care for others and the world, and why does it matter?</p> <p>U2.7 What matters most to Christians and Humanists?</p> <p>3.10 Does religion help people to be good?</p> <p>Religions and worldviews Christians, Jewish people, non-religious (e.g. Humanist)</p>	<p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Recall and talk about some rules for living in religious traditions (B2). Find out at least two teachings from religions about how to live a good life (C3). <p>Expected:</p> <ul style="list-style-type: none"> Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). Make connections between stories of temptation and why people can find it difficult to be good (A2). Give examples of ways in which some inspirational people have been guided by their religion (B1). Discuss their own and others' ideas about how people decide right and wrong (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3). Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3). 	<ul style="list-style-type: none"> Explore teachings which act as guides for living within Judaism, Christianity, and a non-religious belief system, e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34), the golden rule for Humanists. Work out what people must have been doing if they needed to be given those rules. Do people still behave like that? What difference would it make if people keep these guides for living? Use religious stories to explore the idea of temptation, and how it affects how people choose between good and bad, e.g. in Christianity, use Genesis 3 and the 'Fall', and Jesus resisting temptation in Matthew 4. Share teachings from different religions that give examples of how to live 'a good life', e.g. Jewish teachings about being thankful (the Talmud teaches that Jews should say thank you 100 times a day! The Siddur prayer book contains numerous 'baruch atah Adonai' prayers ('Blessed are you, King of the universe'); or Christian teaching from Jesus on the Beatitudes (Matthew 5: 2–13). Talk about how pupils learn the difference between right and wrong. Is it always clear? How do people know? Sometimes the commands or guidance from religions help people to work out what the right thing is. Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it sometimes difficult for believers to follow the guidance? If religions say that God inspires their rules for living, where do Humanists look for guidance? Explore some dilemmas where children have to choose between different actions, where some are clear-cut right/wrong, and others where they are a bit less clear. Explore whether it would be easier for a religious believer to decide. Explore the lives of some inspirational religious individuals (e.g. Desmond Tutu, Martin Luther King Jr). Consider how their religious faith inspired and guided them in their lives. 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.

Key Question L2.6: Why do some people think that life is a journey? What significant experiences mark this?

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<p>Strand: Expressing</p> <p>Recommended Y4</p> <p>Questions in this thread: FS: Which times are special and why? 1.6 How and why do we celebrate special and sacred times?</p> <p>Religions and worldviews: Christians, Hindus and/or Jewish people</p> <p>NB Question U2.3 (What do religions say to us when life gets hard?) will explore beliefs about death and afterlife in Upper KS2, so this unit need only introduce some key ideas and ways believers mark the end of life.</p>	<p>Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). Identify at least two promises made by believers at these ceremonies and say why they are important (B1). <p>Expected:</p> <ul style="list-style-type: none"> Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain similarities and differences between ceremonies of commitment (B3). Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2). 	<ul style="list-style-type: none"> Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life? Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community: in Christianity, confirmation and ‘believers’ baptism’ or adult baptism, first communion and confession (Roman Catholic); sacred thread ceremony in Hinduism; bar/bat mitzvah/chayil in Judaism. Explore the symbols and rituals used, and the promises made. Do non-religious people e.g. Humanists mark these moments? What meaning do these ceremonies have to the individual, their family and their communities? Rank, sort and order some different commitments held by believers in different religions – and by the pupils themselves. Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious traditions. What promises are made? Why are they important? Compare with non-religious ceremonies. Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death; how do they mark the end of life? Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching help believers to move on in life’s journey? Create a ‘map of life’ for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life’s journey. Can anyone learn from another person’s ‘map of life’? Is a religion like a ‘map of life’? Reflect on their own ideas about community, belonging and belief.

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