

RE Framework – Year Four

Autumn Term	Spring Term	Summer Term
<p>RE Session – Week One –introducing the prayer space in your classroom and creating the first display e.g. prayers, hopes and wishes for the future etc.</p> <p><u>How Did Belief In God Affect The Action of People From The Old Testament?</u> (6 sessions)</p> <ul style="list-style-type: none"> ● Explore how Abra(ha)m’s decision to follow God impacted on him and his family. ● Reflect on how Abraham demonstrated faith in God and how people today might do that. ● Understand how Moses felt about following God’s ‘calling’ and the consequences of this. ● Explore how a believer’s ‘calling’ or ‘vocation’ makes a difference to how they do their job. ● Use the evidence from the Bible to show they understand how Ruth showed her selflessness and devotion to God and Naomi. ● Make links between David’s faith in God and his ability to overcome the doubts of others. ● Show that they understand how the story of Solomon can have an impact on Christians today. ● Describe the similarities and differences between the way Jonah and Daniel reacted to God’s call. ● Reflect on their own responses to following instructions from others. 	<p>The Feast of St Paul’s occurs on 25th January. During this week we celebrate the life of St Paul and his impact on the Christian faith.</p> <p><u>What is Buddhism?</u> (6 sessions)</p> <ul style="list-style-type: none"> ● To describe what a Buddhist might learn from the religious story of Siddhartha and ask questions about the meaning and purpose of life and describe what a Buddhist might learn from a Buddhist religious story. ● Ask questions about the moral decisions they and others make and suggest what might happen as a result of different decisions and make links between the beliefs and teachings of different religious groups ● To understand how listening to a religious story about kindness might teach a believer to be and make links between the teachings of Buddhism and Christianity and show how they guide how Buddhists and Christians should try to live their lives. ● Explain how Buddhist teaching is similar to that of other religious groups and how it influences how people of faith try to live their life. ● Suggest reasons for Buddhist beliefs about enlightenment and how religious sources shape these beliefs. <p><u>Do fame and Christian faith go together?</u></p>	<p><u>What does it mean to be Sikh?</u> (6 Sessions)</p> <ul style="list-style-type: none"> ● To know and be able to name the Panj Kakke (5 Ks) and explain what they mean to Sikhs. ● To know the key teachings of Sikhism and evaluate the importance of Sikh teachings and link these to other beliefs. ● To know Sikhs have a special place of worship called a Gurdwara and what happens there and link the practices that take place in a Gurdwara with Sikh beliefs and their own. ● To know how Sikhs keep and protect the Guru Granth Sahib and suggest teachings and beliefs that sustain, inspire and influence Sikhs and think about those which sustain, inspire and influence them. ● To understand some of the things that are important to Sikhs and how these make a difference to their lives. <p><u>Liturgy</u> (6 sessions)</p> <ul style="list-style-type: none"> ● Begin to identify some of the key elements of liturgical worship within the Anglican traditions employing words used by believers and suggest what they mean. ● Ask questions about the key elements of liturgical worship within the Anglican traditions

<p><u>Should every Christian go on a pilgrimage?</u> (2 sessions)</p> <ul style="list-style-type: none"> ● To describe and compare the practices and experiences of a pilgrimage for Christians and for those of other faiths. ● To think about how going on a pilgrimage helps those on a journey of faith. ● To understand that when going on pilgrimage, the journey is just as important as the destination. ● To share their understanding of the physical journey and the spiritual journey. <p><u>What do Christians mean by peace at Christmas?</u> (4 sessions)</p> <ul style="list-style-type: none"> ● To investigate the question ‘What exactly is peace?’ and to consider what might be the same and different for religious people. ● Describe what a Christian might learn about peace from the Bible. ● Describe what Jesus teaches about peace and express their ideas about peace with reference to the Bible. ● Describe how Anglican priests use liturgy to remind Christians of God’s peace. ● Make links between the symbol of peace (dove) and the Bible, describing why it is used by Christians as a symbol of peace. 	<p>(2 sessions)</p> <ul style="list-style-type: none"> ● To know the qualities and values needed to be a Christian and to ask if and how Christian faith supports famous people in who they are. ● To distinguish between qualities that make a famous person just famous and qualities needed to be a Christian, using the right religious words. <p><u>What is Holy Communion and how does it build a Christian community?</u> (4 sessions)</p> <ul style="list-style-type: none"> ● To identify and talk about some of the beliefs and practices in relation to Holy Communion that are the same for different Christian people. ● To explore how Holy Communion links to the Last Supper and Jesus’ commandment: ‘Do this in remembrance of me’. ● To use specific religious language accurately to describe and compare what practices and experiences may be involved in Holy Communion in the Anglican traditions and in other forms of Christianity ● Ask questions about the moral decisions they and other people make as individuals and communities, and suggest what might happen as a result of different decisions. ● Suggest how sharing Communion might help Christians in their daily lives. 	<p>and suggest a range of answers which might be given by Anglican communities or individuals.</p> <ul style="list-style-type: none"> ● Understand the restorative role of a Eucharistic liturgy and how attending and/or participating in such a service may transform people in positive ways. ● Be able to interact and engage with people from a variety of different faith backgrounds by developing and asking relevant questions about what it means to be religious. ● Give reasons for the relevance of each of the different elements of liturgy and explain how these various practices relate to one another. ● Understand that participation in a Eucharistic liturgy should ‘feed’, enrich and sustain those involved and bear fruit in their lives beyond the immediate experience itself. ● Be able to demonstrate an understanding of the different components of a liturgy, their role and nature and the purposes they serve, both in the present and in the future
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