



The Big Picture

This unit investigates how and why Christians use the Bible today and why the Bible is seen as a source of inspirations and authority by many Christians. Pupils should understand that the Bible is not one book but a collection of books, written by different people at different times. They should know that the Bible contains two main sections – the Old Testament (which is the Jewish scriptures) and the New Testament (about Jesus and the early Church). Pupils should explore the idea that the Bible has authority for Christians because it is ‘the Word of God’, but that Christians have different views about what this means – some take it as a literal truth, whereas others take the liberal view that it contains truths about God and how God wants people to live but that the stories themselves may not be literally true.

Pupils should be able to recognise and use specialist terms such as Gospel, parable, literal and liberal. They should also develop their skills in reading and interpreting religious texts.

Pupils should also learn about other sources of wisdom and authority that may guide Christians in making moral decisions.

What do we already know? Knowledge retrieval:

That Abrahamic faiths believe in Prophets.

The reasons why the prophets chose to follow God.

That some Christians devote their life to God.

Year 4 R.E. How and why might Christians use the Bible? (Christianity – God)

Castle View Religious Education objectives

Children will:

- Explore different Christian beliefs about the Bible as the word of God.
- Explain why the Bible can be described as a library and give examples of the different types of writing found in the Bible.
- Describe why some Christians might view the Bible as an important source of authority and moral guidance.
- Explain why Christians might have different views about how to interpret and apply the Bible.
- Explain why Christians might also look to other sources of authority when making decisions about how to live.
- Discuss why people might have different views about what is right and wrong and where these views might come from.
- Describe the different sources of authority that humans might look to when making decisions about how to live their lives.
- Reflect on their own understanding of morality and where it comes from.
- Raise questions and discuss responses to different ideas about how to live well.

Key vocabulary and understanding

Authority, contents, moral, conscience,

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning



The Big Picture

This unit investigates the person of Jesus through the concept of sacrifice. This links to prior learning about the principle of Zakat in Islam and also what it means to be a follower of Jesus by exploring how Christians might try to follow the example of Jesus through charity and personal sacrifice. It enables pupils to consider how Jesus' sacrifices have provided a model for other Christians to mirror by showing agapé (selfless love for others). They will have opportunities to reflect on their own values and on what influences their choices.

What do we already know? Knowledge retrieval:

That disciples followed Jesus and spread his word.

That Christians try and follow the example of Jesus through mission and Charity work.

The qualities of a good leader.

Year 4 R.E. Is sacrifice an important part of religious life?
(Christianity – Jesus)

Castle View Religious Education objectives

Children will:

- Retell the story of Jesus in the wilderness
- Identify Christian beliefs about Jesus reflected in this story
- Suggest why sacrifice might be an important Christian value
- Describe what a Christian might do during Lent and why
- Explain what is meant by sacrificial love and give examples of how Christians might do this
- Discuss Christians who have been examples of sacrificial love and how they were motivated by their faith
- Consider different attitudes and responses to the concept of sacrifice
- Discuss why many people are willing to make sacrifices for the people they love
- Discuss why some people may be willing to make a sacrifice for someone they don't even know.
- Give examples of acts of sacrifice that have been done by or for them
- Discuss who or what they would be prepared to make sacrifices for
- Consider the value of sacrifice – as an expression of love and commitment

Key vocabulary and understanding

Sacrifice, Lent,

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning



The Big Picture

This unit investigates the Christian teaching of agape- a selfless love of others. Pupils will explore how important messages and guidance can be passed on through stories and will focus on Christian teachings contained in the parables that Jesus told to his followers. They will then discover examples of how modern Christians show a love for their neighbour and reflect on what they message they would want to pass on to future generations.

What do we already know? Knowledge retrieval:

- How Christians worship in a church.
- How the disciples show Christians how to live their life.
- Why the act of worship is so important.

Year 4 R.E. What does 'love your neighbour' really mean? (Christianity – The Church)

Castle View Religious Education objectives

Children will:

- Retell some of the main parables of Jesus
- Explain how and why these might be an important source of guidance for Christians
- Suggest ways that Christians might put these teachings into action in the 21st Century
- Describe and explain Christian attitudes about how to treat others
- Explain the importance of love for all as part of Christian life and the ways that this might be expressed
- Explain how and why people might use stories to pass on wisdom and guidance
- Discuss how and why fables might be an important aspect of human history and culture
- Discuss examples of wisdom and guidance that they have learnt from stories
- Consider what messages/words of wisdom they would want to pass on to future generations and how they would do this

Key vocabulary and understanding

Parable, fable, attitudes, Samaritan,

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning



The Big Picture

This unit gives pupils the opportunity to revisit the story of Rama and Sita (they will have been introduced to this story in Y3) and to explore the theme of good overcoming evil – just as light overcomes darkness.

Pupils should deepen their understanding of Hindu beliefs about God by learning about Rama as an avatar of Vishnu. They should be able to connect this with the Diwali theme – Rama is a deity and therefore represents goodness. As an avatar of Vishnu, it is his role to uphold dharma and fight evil. This is exemplified in the story of Rama and Sita which is celebrated at Diwali. Pupils should know that Diwali is a popular Hindu festival and be able to explain the deeper meaning of festival celebrations such as the lighting of diva lamps, fireworks, decorating homes with rangoli patterns.

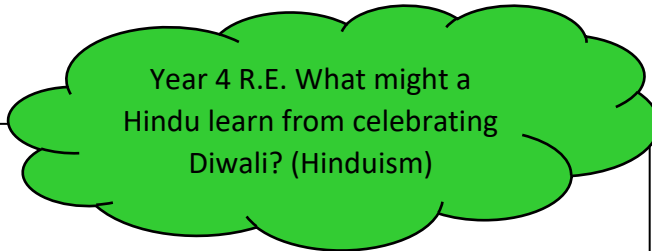
They should reflect on the symbolism of light within all human cultures, and consider how light might be a universal symbol of goodness and hope.

What do we already know? Knowledge retrieval:

Hindus believe in one god.

Hindus worship at a Mandir.

Hindus show gratitude towards their gods and family.



Castle View Religious Education objectives

Children will:

- Explore teachings about good and evil in the story of Rama and Sita
- Describe what moral guidance Hindus might gain from the story of Rama and Sita
- Make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on the earth to destroy evil and uphold dharma
- Use subject specific language to describe how and why Hindus celebrate Diwali
- Explain the importance of light in the Diwali celebrations and how this is a symbol of good overcoming evil
- Discuss the importance of the belief that good overcomes evil
- Suggest people, words or stories that might be inspiring when trying to overcome difficulties in life
- Reflect on their own concept of 'goodness'
- Discuss what gives them hope during difficult times

Key vocabulary and understanding

Tradition, deity, avatar, dharma,

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning



The Big Picture

This unit enables pupils to examine the structures that underpin Islamic beliefs and practices in greater depth. Through a study of Ramadhan, opportunities are provided for pupils to understand the key values of Islam of submission to Allah and service to God through charitable life and actions. They will consider the role of commitment as part of religious life and reflect on the wider human value of being committed to ideas, to self-improvement or to other people. Pupils will have opportunities to think about their own commitments and the extent to which these have a positive impact on their lives.

What do we already know? Knowledge retrieval:

- Know who the leader of Islam is.
- The islamic beliefs and values from the story of the Prophet Muhammad.
- That positive role models have a positive impact on individuals.

Year 4 R.E. Why do Muslims fast during Ramadan? (Islam)

Castle View Religious Education objectives

Children will:

- Know about Islamic teachings about Ramadan from the Qur'an
- Make links between Islamic values and the beliefs explored so far in their study of Islam
- Use language to describe how and why Muslims fast at Ramadan
- Explain the importance of Ramadan in the context of the Five Pillars of Islam
- Consider the impact that fasting might have on individuals, families and communities
- Discuss the importance of showing commitment to a belief, value or community
- Consider the role of sacrifice within religion and communities
- Reflect on their own beliefs, values and commitments
- Consider and discuss how they demonstrate their personal commitments

Key vocabulary and understanding

Commitment, Shahada, Salah, Saum, Zakah, Hajj (The Five Pillars), Mecca, Eid,

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning



The Big Picture

This unit gives pupils the opportunity to explore how Sikhs convey their beliefs and commitments in the way they live their lives and through symbols which are observable expressions of faith. In their preaching and example, the Gurus revealed a way of life which was God centred. It is a life of religious, moral and social commitment. In outward and visible signs, Sikhs show themselves to be committed to following the teachings of the Gurus.

Sikhs are expected to demonstrate their commitment to their beliefs in the way they live their daily lives. Sikh belief perceives the world as the abode of God and as the place in which to practice Sikh dharam (religious, moral and social commitment). Sikhism teaches that all human beings should engage themselves in righteous actions and behaviour and work for a just social order.

Foremost amongst Sikh principles are:

- the complete equality of men and women everywhere;
- sewa: service to God, to the community of Sikhs and to the community at large;
- kirat karna: earning one's living by one's own efforts and by a livelihood which is honest;
- vand chakna: sharing one's time, talents and earnings with the less fortunate.

How these influence the Sikh way of life will be explored within this unit.

Pupils should also have opportunities to reflect on important questions such as how humans show commitments to their values and communities, and issues of equality and justice.

What do we already know? Knowledge retrieval:

That Guru Granth Sahib is treated with great respect.

How Sikhs show their commitment to their faith.

The story of the Sikh Gurus.

Castle View Religious Education objectives

Children will:

- Explore teaching and stories from Sikhism
- Describe what moral guidance Sikh's might gain from the stories and examples of the Gurus
- Make links between the beliefs, values and practices of Sikhism
- Use subject specific language to describe how and why Sikh's show their religious commitments and values
- Explain how clothing and behaviour might be symbolic of beliefs, values and commitments
- Discuss the importance of how we view and behave towards others
- Talk about how our outward behaviour reflects our inner beliefs, values and commitments
- Reflect on their own concept of living a good life and how this influences the way that they treat others
- Discuss own thoughts and feelings about equality and justice

Year 4 R.E. How do Sikh's express their beliefs and values? (Sikhism)

Key vocabulary and understanding

Khanda, Gurdwara, Langar, sewa,

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning