

Ashtree Primary School and Nursery Medium Term Plan for RE

Year 4 Autumn Term – Christianity and Sikhism/Hinduism

Prior Knowledge – Y3

Beliefs and practices Sacred texts and stories, their guidance and impact Aut

Describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities.

Sources of wisdom

Raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings or sources of wisdom. Identify the faith traditions from which these come and their impact on followers.

Symbols and actions Symbolic expression in prayer and worship Aut

Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities.

Prior Skills – Y3

Identity and belonging Spr

To focus on during the Spring Term

Ultimate questions Spr

To focus on during the Spring Term

Key Vocabulary

Christmas, Eucharist, advent, Good Friday, Birth, Resurrection, pilgrimage, Hajj, Amristar, Kumbha Mela, Good Friday, Resurrection, Puja, Shrine, Akhand Path, prayer, worship, reflection, Sikh, Khalsa, Diwali, Bandi Chor Divas, community, Imam, Easter, vicar, priest, monk, nun, Hindu Trimurti, Gods, Goddesses, creation

Key Knowledge

Beliefs and practices Aut

Describe, make connections and reflect on some religious and non-religious worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.

Sources of wisdom Aut

Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers

Symbols and actions Aut

Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities

Key Skills

Identity and belonging Spr

To focus on during the Spring Term

Ultimate questions Spr

To focus on during the Spring Term

Curriculum Enhancements

- Inviting a religious leader or through a place of worship visit, pupils learn what makes a religious leader and their impact on followers.



Possible Misconceptions

Some children may think:

- Hinduism and Sikhism are the same religion.

Suggested Activities

B&P Aut Spr

Step 1 – To explore two contrasting religions (Hinduism/Sikhism and Christianity),

Step 2 – To describe different ways and traditions of celebrating festivals (e.g. Vaisakhi, Diwali) and marking important events in life.

Step 3 – To explore the inner meaning behind the key practices including Sikh and Hindu birth traditions.

Step 4 – To consider why there are different ways of marking the same event (e.g. Christmas, Eucharist, Advent and Diwali) around the world? ‘

Step 5 – Why do some people make pilgrimage (e.g. Kumbha Mela for Hindus, Golden Temple at Amritsar for Sikhs, Hajj for Muslims)?’

SoW Aut

Step 6 - Explain what the Trinity is and how it links to Christian traditions.

S&A Aut

Step 7 – To explore the beliefs and practices, explain how actions of worship are symbolic and can communicate a faith commitment beyond words (e.g. food and music).

Step 8 – To learn about Hindu relationships with their deities and the power of religious symbols including art, architecture and icons.

Step 9 – Explore the 5K's, the Kanda and the importance of Sewa for Sikhs.

Future Knowledge

In year 5 the children will be learning

Beliefs and practices Aut

To use religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage

Symbols and Actions Aut Spr

To describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals. Identify some similarities and differences between and within two communities

Identity and belonging Aut Spr

Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance and leadership both past and present

1. By the end of lower KS2 the religiously and theologically literate pupil should: Reflect upon and make connections between their knowledge and understanding of some religions and worldviews,

developing religious vocabulary. Examine the different views and shared ideas about religious experience in religions and worldviews. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging. Explore shared human responsibility through enquiry and experience and express personal reflections and curiosity about ultimate questions. Consider and discuss important issues and moral choices.