

Ashtree Primary School and Nursery Medium Term Plan for RE

Year 4 Spring Term – Christianity and Sikhism/Hinduism

Prior Knowledge – Y3

Beliefs and practices

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

Prayer, worship and reflection

Ask and answer questions about places of prayer and worship and the impact they might make on faith communities.

Prior Skills – Y3

Identity and belonging

How individuals show that they belong to a faith community. Recognise how some religious people are guided by their religious leaders.

Ultimate questions

Through creative media, express an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer.

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

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.

Prayer, worship and reflection

Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections.

Key Skills

Identity and belonging

To show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.

Ultimate questions

Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.

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 – Explore two contrasting religions (Hinduism/Sikhism and Christianity), to describe different ways and traditions of celebrating festivals (e.g. Vaisakhi, Diwali) and marking important events in life.

Step 2 - Explore the inner meaning behind the key practices including Sikh and Hindu birth traditions.

Step 3 – Consider why there are different ways of marking the same event (e.g. Christmas, Eucharist, Advent and Diwali) around the world? ‘Why do some people make pilgrimage (e.g. Kumbha Mela for Hindus, Golden Temple at Amritsar for Sikhs, Hajj for Muslims)?’

PW&R Spr

Step 4 - Investigate the role and meaning of places of worship, suggesting why they play a significant part in a religious community or in the home (e.g. puja).

Step 5 – To examine ways in which architecture expresses how a community communicates through prayer, worship and reflection.

Step 6 – Investigate the nature of prayer and different forms of worship including the Akhand Path for Sikhs and why is it important?

I&B Spr

Step 7 – Explore where we may belong. To discover how some people identify and define themselves, what belonging might mean and how it shapes their lives.

Step 8 – Considering some of the challenges individuals and communities face (e.g. Sikh Khalsa), ask if you need to have faith to understand commitment.

Step 9 – To discover how some religious festivals (e.g. Easter, Diwali, Bandi Chor Divas) might bring a community together to express its shared commitment.

Step 10 – Invite a religious leader or through a place of worship visit, pupils learn what makes a religious leader and their impact on followers.

UQ Spr

Step 11 - Discuss challenging questions about meaning, purpose and truth. Explore and debate why there are different ideas about God/gods (e.g. Hindu Trimurti) and present thoughtful responses to ultimate questions (e.g. Why don't we know what happens when we die?) Express their understanding through the creative arts curriculum.

Step 12 - Continue to learn about different response to the creation story questioning the conflict for Christians and suggesting solutions.

Future Knowledge

In year 5 the children will be learning –

B&P Using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage

PW&R Explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences

I&B 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

UQ Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups

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.