

Ashtree Primary School and Nursery Medium Term Plan for RE

Year 4 Summer Term – Christianity and Sikhism/Hinduism

Prior Knowledge – Y3

Sources of wisdom Sum

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.

Sources of wisdom Y4 Aut

To explain what the Trinity is and how it links to Christian traditions.

Prior Skills – Y3

Human responsibility and values Sum

Recognise the importance of showing care and responsibility for the world, identifying the shared values in two communities.

Justice and fairness Sum

Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair.

Key Vocabulary

Holy Trinity, Holy Spirit, God, Jesus, psalm, hymns, Sikh, Bhadavad Gita, Ramayna, Ahimsa, debate, humanists, responsibility, moral values charter, religious code, worldviews, justice, fairness, charity development, Tear Fund, Red Nose Day, Khalsa Aid, Langar, Ganesh, debate, equality.

Key Knowledge

Sources of wisdom Sacred texts and stories, their guidance and impact Sum

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.

Key Skills

Human responsibility and values Taking responsibility for living together, values and respect Sum

Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility

Justice and fairness Right and wrong, just and fair Sum

Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.

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

SoW Sacred texts and stories, their guidance and impact Sum

Step 1 – To enquire about what is wisdom, where does it come from and who decides what is wise.

Step 2 – To explore a range of faith stories (e.g. Bhavad Gita, Ramayana and stories from the Sikh tradition) and how their authority may help to guide followers in their daily lives.

Step 3 – To investigate how psalms, poems, hymns and stories are interpreted in different communities and why they affect followers in different ways. To ask what is golden about the golden rules of faith and belief.

HR&V Taking responsibility for living together, values and respect Sum

Step 4 – Consider their responsibility for the world and for each other and some religious and worldview responses (e.g. How do Humanists show care and responsibility for others?).

Step 5 – To consider why might there be different ideas about what is important and what is valued (e.g. Hindu teaching, ahimsa - harmlessness) and express their own ideas on the treatment of animals.

Step 6 – To compile a moral values charter applying different religious codes and worldviews and discuss whether having a religious faith helps people to be good.

J&F Right and wrong, just and fair Sum

Step 7 – To discuss their own ideas about justice and fairness through the work of development charities (e.g. Tear Fund, Red Nose Day, Khalsa Aid or local religious charity groups).

Step 8 – To discuss the importance of fairness, peace and justice in the light of faith stories (e.g. 'The Milk and the Jasmine Flower', 'How Ganesh got the Elephant Head', 'The Emperor and the Langar') and other sources of wisdom.

Step 9 – To explore ethical questions (e.g. does fairness mean everyone gets the same?) and Hindu responses to the concept of equality and the central role of the Langar in Sikh life.

Future Knowledge

In year 5 the children will be learning –

SoW

Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities.

HR&V

Describe the diversity of local and national communities. Identify some shared communal values and responsibilities

J&F

Identify and describe how people with religious and worldviews make choices about what is right and wrong.

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.