

**Year 4**

Curriculum Map: **R.E**

Below outlines the learning focus for each term

Term	Learning Focus		Conceptual Development
	Knowledge	Skills	
<p>What does it mean to be sorry?</p> <p><b>Autumn 1 Judaism</b></p>	<p><b>Learning about religion- Beliefs teachings and sources</b>                      To understand what forgiveness and repentance means.                      To recall some vocabulary relating to Judaism and forgiveness.                      To tell a story from a religion or other belief system and say some things that people believe.                      To understand what remorse means by exploring The Golden Calf</p>	<p>To make links between the beliefs, different religious and other groups and show how they are connected to believers' lives.                      To link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied.</p>	<p><b>Build upon:</b> What rules are the most important and why? (Judaism, Year 2)</p> <p><b>Prepare for:</b> Could the Lord's Prayer be universal? (Christianity, Year 5)</p>
<p>What do we mean by peace and where is it to be found?</p> <p><b>Autumn 2 Christianity</b></p>	<p><b>Learning from religion- Meaning purpose and truth.</b>                      To explain the meaning of the word 'peace'.                      To know some Christian symbols associated with peace.                      To discuss how Christians, believe God wants us to pursue peace.                      To understand some religious views, use inner peace to find peace and can reflect on this technique.                      To understand how religious views, focus on community cohesion to bring about peace.</p>	<p>To create a checklist of acts of peace.                      To recognise key peace symbols                      To explain how different religions view peace and the similarities and differences between each religion's views.                      To make links between the religious beliefs and show how they are connected to our lives.</p>	<p><b>Build upon:</b> What does Buddha tell us about being happy? (Buddhism, year 3)</p> <p><b>Prepare for:</b> Do all actions have a consequence? (Buddhism and Jainism, year 5)</p>
<p>Does it matter what we wear and why?</p> <p><b>Spring 1 Sikhism</b></p>	<p><b>Learning about religion- Forms of expression and meaning.</b>                      To know that there are different uniforms and what they represent.                      To explain the different garments a Sikh wears and describe their significance.                      To consider that if school rules say no jewellery in school, would it be ok to wear jewellery if it is a religious symbol?</p>	<p>To understand that a special code of dress can have significance.                      To provide good reasons for the views they have and the connections they make.                      To suggest why a Sikh might wear the Kara: what might it mean and symbolise and what might it communicate about the nature of God.                      To explain that not all Sikhs choose to have uncut hair or to wear a turban, but that doesn't necessarily mean that they don't follow the religion.</p>	<p><b>Build upon:</b> What are our most important religious artefacts and symbols? How do they show what we believe? (Judaism, year 3)</p> <p><b>Prepare for:</b> How do faiths define themselves? (Baha'I, year 5)</p>
<p>In what ways is Jesus Relevant today and in the</p>	<p><b>Learning about religion- Practices and ways of life.</b>                      To discuss What an inspiring person is and Who is an inspiring person.</p>	<p>To think about Jesus as a role model/inspiring person.                      To be able to explore and interpret religious metaphors.                      To talk about the idea of the Messiah and what that means</p>	<p><b>Build upon:</b> How do we remember people and why? (year 2, Christianity)</p>

<p>future?</p> <p><b>Spring 2 Christianity</b></p>	<p>To know that Christians believe that Jesus sacrificed himself and came back to teach people the right path of peace</p>	<p>to Christians today. To think about how Jesus is relevant in their lives today.</p>	<p><b>Prepare for:</b> Could the Lord's Prayer be universal? Year 5 Christianity)</p>
<p>What role do places of worship have in communities?</p> <p><b>Summer 1 Islam</b></p>	<p><b>Learning from Religion-Values and commitments.</b> To name and describe the significance of special objects found within mosques. To understand the importance of the Muslim festival of Ramadan. To use our knowledge of a balanced diet to plan a feast.</p>	<p>To explain why a mosque is an important place for many people by describing what happens there. To discuss the features of a mosque and their importance their role. To Imagine what a Muslim community would lose if it did not have a Mosque. To explain what makes a building holy and special</p>	<p><b>Build upon:</b> What makes some places sacred? (year 3, Christianity/Islam)  <b>Prepare for:</b> Is it better to give than to receive? Year 5, Christianity and Islam)</p>
<p>How is Humanism the same as and different to a religion?</p> <p><b>Summer 2 Humanism</b></p>	<p><b>Learning from religion- Identity, diversity and belonging.</b> To think about the idea that values show in what people do. To know that faiths have a deity and a holy book but that Humanists do not have these</p>	<p>To examine the principles of Humanism by researching on the humanist website. To talk about the origins and importance of the rules in our everyday life. To consider what it means to be part of a belief system that is not a religious system without believing in God. To explain why humanists don't have a deity or a holy book. To begin to understand that the impact of our values can make people happy, or unhappy.</p>	<p><b>Build upon:</b> How do we remember people and why? (Year 2, Humanism/Christianity) <b>Prepare for:</b> Creation-religion and science (Year 5, Judaism and Humanism)</p>