



Year: 3/4 Subject: RE		Topic Question: <i>What might a Hindu learn through celebrating Diwali?</i>		Term – Autumn One	Curriculum - B
PoS: Hindu Dharma					
Prior Knowledge <ul style="list-style-type: none">explored the concept of duty within Hinduism – religious duties, duty to society and duty to the family.considered family members in the story of Rama and Sita and what thus might teach Hindus about roles and duties in the family.learnt about the festival of Raksha Bandhan and how festival traditions are a reminder of family ties and responsibilities.investigated how worshipping in the home might bring the family together and be a reminder of the duty to lead a moral life.		Key Vocabulary <ul style="list-style-type: none">DharmaMoralProtector		Outcome Create a collage.	
Future Learning <ul style="list-style-type: none">make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyaltyexplain Hindu beliefs about Krishna and what stories about Krishna might teach Hindusexplain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believerdescribe and explain a variety of ways that Hindus might celebrate the festival of Holisuggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrateexplain how Holi celebrations might express Hindu beliefs about equalityexplain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditionsconsider the different ways that myth and stories are and usedexplain how a ‘truth’ might be contained within a storyconsider how they decide what is ‘true’ – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)discuss and debate things that they consider to be true that others might disagree with		Stimulus Photos and resources to show how Hindus in the UK celebrate Diwali.		Life Appreciations, Understandings and Events Vishnu, Rama and Sita Diwali	
Subject Specific – Hindu Dharma		Key Knowledge		Possible evidence	
Beliefs and values: <ul style="list-style-type: none">explore teachings about good and evil in the story of Rama and Sitadescribe what moral guidance Hindus might gain from the story of Rama and Sitamake links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma Living religious traditions: <ul style="list-style-type: none">use subject specific language to describe how and why Hindus celebrate Diwaliexplain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil Shared human experience: <ul style="list-style-type: none">discuss (with relevant examples) the importance of the belief that good overcomes evilsuggest people, words or stories that might be inspiring when trying to overcome difficulties in life Search for personal meaning: <ul style="list-style-type: none">reflect on their own concept of ‘goodness’ discuss what gives them hope during difficult times		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.		Lancashire Syllabus 2021 List examples of where we might see ‘goodness’ in the world. Collect images that could be used as a symbol of goodness. Find examples of people who have overcome difficulties and could be described as sources of light, hope and goodness for others. Create a class display about Diwali – focusing on the theme of light overcoming darkness, just as good overcomes evil. Make links between the religious traditions and celebrations of Diwali and the story of Rama and Sita.	

Year: 3/4 Subject: RE		Topic Question: <i>How and why might Christianity use the Bible?</i>		Term - Autumn Two	Curriculum - B
PoS: Christianity - God					
Prior Knowledge <ul style="list-style-type: none">investigate stories of prophets from the Bible – and consider how and why these people chose to follow the word of Godidentify Christian beliefs and values about God that are demonstrated in these stories – e.g. belief in a sustainer God who is active in the worldthink about what is meant by a ‘vocation’. They should explore the lives of Christians who have served God.consider why the idea of serving others is important to many Christians – they will look at the importance of service and sacrifice in Christian life.		Key Vocabulary <ul style="list-style-type: none">New TestamentOld TestamentGospel		Outcome Record their best guidance for life they have ever been given.	
Future Learning <ul style="list-style-type: none">describe Christian beliefs about sin and forgivenessdescribe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed Godsuggest different ways that this story might be understood by Christiansdescribe and explain how and why Christians might use the Lord’s Prayeranalyse and interpret the Lord’s Prayer – and what guidance it provides for Christianssuggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptationsconsider the different ways that myth and stories are and usedexplain how a ‘truth’ might be contained within a storyconsider how they decide what is ‘true’ – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)discuss and debate things that they consider to be true that others might disagree with		Stimulus Selection of bibles.		Life Appreciations, Understandings and Events The Bible, Christian life – guided by wisdom, teachings and authority	
Subject Specific – God		Key Knowledge		Possible evidence	
Beliefs and values: <ul style="list-style-type: none">explore different Christian beliefs about the Bible as the word of Godexplain why the Bible can be described as a library and give examples of the different types of writings found in the Bibledescribe why some Christians might view the Bible as an important source of authority and moral guidance Living religious traditions: <ul style="list-style-type: none">explain why Christians might have different views about how to interpret and apply the Bibleexplain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience) Shared human experience: <ul style="list-style-type: none">discuss why people might have different views about what is right and wrong – and where these views might come fromdescribe the different sources of authority that humans might look to when making decisions about how to live their lives Search for personal meaning: <ul style="list-style-type: none">reflect on their own understanding of morality and where it comes fromraise questions and discuss responses to different ideas about how to live well		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.		Lancashire Syllabus 2021 Look at the contents page of the Bible and remind pupils that it was compiled over a long period of time and is really a collection of books, written by different authors at different times. Identify some of the types of writing, eg story, history, law, poetry, letters, proverbs. Give pupils two sheets, one with extracts from the Bible, the other with a box for each literary genre. Ask the pupils to match the Bible extract with the correct genre. Discuss why authors choose to write in a particular genre and how this relates to the Bible. Ask the children to imagine that they had the last piece of paper in the world. They have been asked to use it to pass on the best guidance for life they have ever been given – what would they write? These answers could then be compared and discussed, leading to the question of why people might have differing ideas about how to live well.	

Year: 3/4 PoS: Sikhism		Subject: RE Topic Question: <i>How do Sikhs express their beliefs and values?</i>		Term - Spring One	Curriculum - B 
Prior Knowledge <ul style="list-style-type: none">• Develop an understanding of the importance of founders and leaders for religious communities• Identify Sikh beliefs and values contained within the stories of the lives of the Gurus• Describe how and why the Guru Granth Sahib is treated with great respect• Suggest how and why Sikhs might show commitment to their faith• Identify people and ideas that inspire commitment• Discuss the different ways that people might show that they are committed• Reflect on their own commitments and the impact that these have on their lives• Ask questions about the value of having commitments			Key Vocabulary <ul style="list-style-type: none">• Gurdwara• Values• Commitment		Outcome Create a class list of actions that could be done to fill the buckets of others.
Future Learning – KS3			First hand experiences (enrichment) Invite visitors into school who wear a uniform to work.		Life Appreciations, Understandings and Events The 5 Ks, Equality The Gurdwara
Subject Specific – Sikhism Beliefs and values: <ul style="list-style-type: none">• explore teachings and stories from Sikhism• describe what moral guidance Sikhs might gain from the stories and examples of the Gurus• make links between the beliefs, values and practices of Sikhism Living religious traditions: <ul style="list-style-type: none">• use subject specific language to describe how and why Sikhs show their religious commitments and values• explain how clothing and behaviour might be symbolic of beliefs, values and commitments Shared human experience: <ul style="list-style-type: none">• discuss (with relevant examples) the importance of how we view and behave towards others• talk about how our outward behaviour reflects our inner beliefs, values and commitments Search for personal meaning: <ul style="list-style-type: none">• 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	Key Knowledge		Possible evidence		
	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: <ul style="list-style-type: none">• 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.		Lancashire Syllabus 2021 Look at images of people wearing various uniforms and discuss how wearing that uniform might impact a person’s sense of identity and purpose. How might it also influence behaviour (consider the impact of being seen as a representative of a community rather than just as an individual) Learn about the Langar and why sharing food is an important part of Sikh hospitality and service (sewa). Explain that this concept extends out into the wider community and that many Gurdwaras are involved in projects to feed the homeless, support food banks and provide aid to those in need. Talk about the importance of seeing value in all people and how believing that all people are equal would have an impact on a person’s behaviour. Are the Sikh values of equality and justice good values to live your life by – should we be committed to these as human values?		

Year: 3/4 Subject: RE		Topic Question: <i>Is a sacrifice an important part of religious life?</i>		Term - Spring Two	Curriculum - B
PoS: Christianity – Jesus					
<u>Prior Knowledge</u> <ul style="list-style-type: none">• explore the concept of discipleship in Christianity – what does it mean to be a follower of Jesus?• learn about the disciples and consider why these men decided to become followers of Jesus• consider what it means to be a modern-day follower of Jesus. How might Christians follow the teachings and example of Jesus today?• investigate the work of one Christian organisation that helps those in need – and explain how this is an example of Christian values in action		<u>Key Vocabulary</u> <ul style="list-style-type: none">• Sacrifice• Temptation• Self-discipline		<u>Outcome</u> Organise a collection for a local food bank or charity.	
<u>Future Learning</u> <ul style="list-style-type: none">• describe Christian beliefs about miracles as ‘signs’ of the divinity of Jesus retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus <ul style="list-style-type: none">• describe why some Christians might go on pilgrimage to places associated with miraculous events explain the impact that belief in miracles and the power of prayer might have on a Christian <ul style="list-style-type: none">• explain the difference between fact, opinion and belief consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God <ul style="list-style-type: none">• discuss their own beliefs – is there anything that they accept as truth which others may not agree with? reflect on how they make decisions about what is/is not true		<u>Stimulus</u> Semantic maps and scenarios.		<u>Life Appreciations, Understandings and Events</u> Jesus in the wilderness. Lent, Sacrifice	
<u>Subject Specific – Jesus</u> Beliefs and Values: <ul style="list-style-type: none">• 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 (linked to beliefs and teachings about Jesus) Living religious traditions: <ul style="list-style-type: none">• describe what a Christian might do during Lent and why• explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this• Discuss Christians who have been examples of sacrificial love (eg. Martin Luther King, Oscar Romero) and how they were motivated by their faith Shared human experience: <ul style="list-style-type: none">• consider differing attitudes and responses to the concept of sacrifice (both positive and negative)• 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 Search for personal meaning: <ul style="list-style-type: none">• 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 Knowledge		Possible evidence	
		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.		Lancashire Syllabus 2021 Bring in some chocolate or sweets and place in the classroom. Explain that they are your favourite and you are tempted to eat them. Have another adult come into the room and say that they are very hungry and need to eat something. Ask the pupils- should I give them my sweets? Create semantic maps for the words temptation and sacrifice. Give pupils scenarios where a sacrifice is needed to resolve a problem. Make some personal e.g. for a family member, whilst others are to help someone they do not know or have not even met. Who would they be willing to make a sacrifice for? What would they have to give up?	

Year: 3/4 PoS: Islam		Subject: RE		Topic Question: <i>Why do Muslims fast during Ramadan?</i>		Term - Summer One		Curriculum - B		
Prior Knowledge <ul style="list-style-type: none">develop an understanding of the importance of the Prophet Muhammad for the Islamic community. They should know why he is seen as a good role model.learn about the Islamic beliefs and values found within the story of the Prophet Muhammad and understand the impact these might have on a Muslim.should be able to describe and give reasons for the Islamic practice of zakat. They should know that being charitable is important to Muslims.Should be able to suggest different ways that a Muslim might try to be charitable in the world today.				Key Vocabulary <ul style="list-style-type: none">RamadhanFasting commitmentFive pillars – Shahada, Salah, Saum, Zakah, Haji				Outcome Debate the importance of commitment.		
Future Learning <ul style="list-style-type: none">explore Islamic beliefs about the Qur’an as the word of Godexplain how and why the Qur’an is a source of guidance for life for a Muslimexplain the impact of believing that the Qur’an is divine revelationdescribe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophetsexplain how and why Muslims might commemorate the Night of Powerdescribe and explain a variety of ways that Muslims might show respect for the Qur’an – and how this symbolises their respect for Godexplain how the teachings of the Qur’an might influence the actions and choices of a Muslimdiscuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authoritysuggest when and why people might want guidance about how to livediscuss who or what has guided them in their own beliefs, values and commitmentsreflect on what ‘ultimate authority’ might mean for them				Stimulus Visual representations of the Fie Pillars.				Life Appreciations, Understandings and Events The Five Pillars of Islam Ramadan		
Subject Specific – Islam		Key Knowledge				Possible evidence				
Beliefs and Values: <ul style="list-style-type: none">explore Islamic teachings about Ramadan from the Qur’anmake links between Islamic values and the beliefs explored so far in their study of Islam Living religious traditions: <ul style="list-style-type: none">use subject specific language to describe how and why Muslims fast at Ramadanexplain the importance of Ramadan in the context of the Five Pillars of Islamconsider the impact that fasting might have on individuals, families and communities Shared human experience: <ul style="list-style-type: none">discuss (with relevant examples) the importance of showing commitment to a belief, value or communityconsider the role of sacrifice within religion and communities Search for personal meaning: <ul style="list-style-type: none">reflect on their own beliefs, values and commitmentsconsider and discuss how they demonstrate their personal commitments		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.				Lancashire Syllabus 2021 Brainstorm the meaning of the word commitment. Discuss the value of showing commitment to a cause, to a community, to developing a skill, to a person etc. Ask pupils to discuss something that they would you like to be better at. What could you they do to improve this aspect of their life? How much time and effort would need to be focused on this in order to make a difference? What qualities might a person develop from being committed? Role play/script a conversation between a Muslim and a non-Muslim, explaining about what Ramadhan is, why Muslims fast and the impact this has on a Muslim’s life (children may need to be encouraged to think about the spiritual benefits of fasting as well as the difficulties associated with fasting during Ramadhan in the UK). This could be used as an assessment activity.				

Year: 3/4		Subject: RE		Topic Question: What does love your neighbour really mean?		Term - Summer Two		Curriculum - B			
PoS: Christianity – Church											
Prior Knowledge <ul style="list-style-type: none">• explore Christian beliefs about the Holy Spirit and the impact that believing in the Holy Spirit might have on the life of a believer.• learn about the fruit of the Spirit – the characteristics of a Christian individual or community inspired by the Holy Spirit• learn about the story of Pentecost and how Christians today might celebrate Pentecost• investigate different forms of worship in Christianity and why the Holy Spirit is important for some forms of worship.				Key Vocabulary <ul style="list-style-type: none">• Moral• Fable• Parable				Outcome Identify one or two key messages that they would like to be passed on.			
Future Learning <ul style="list-style-type: none">• describe what Christians mean when they talk about one God in Trinity• identify the beliefs contained within the Apostle’s Creed• explain why the Christian community (The Church) might want/need an agreed statement of belief• describe and explain the meaning of a range of symbols that might be used for the Trinity• explain how symbols might unite the worldwide Christian Church• describe the role of places like Taizé where Christians from different backgrounds might come together to worship• consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life• discuss different responses to sources of authority• raise meaningful questions about things that puzzle them• differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values				Stimulus Aesop’s Fables and/or support from Christian charities – Christian Aid, CAFOD OR the St Vincent de Paul Society.				Life Appreciations, Understandings and Events Parables, love for all			
Subject Specific – Church		Key Knowledge				Possible evidence					
Beliefs and Values: <ul style="list-style-type: none">• 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 Living religious traditions: <ul style="list-style-type: none">• describe and explain (with examples) Christian attitudes about how to treat others• explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed Shared human experience: <ul style="list-style-type: none">• explain (with examples) 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 Search for personal meaning: <ul style="list-style-type: none">• 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		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.				Lancashire Syllabus 2021 Hot seat characters from the story or hold an imaginary talk show. Discuss the characters’ actions and the motivation for their behaviour and choices. What message do the pupils think Jesus was trying to pass on to his followers? How can this parable guide modern Christians? Create a mind map of ways in which a Christian could show their love of others in their daily lives. Fables and parables contain messages that have been passed on from generation to generation to guide people to live good lives. Ask pupils to identify one or two key messages that they would like to be passed on. Identify ways in which they could do this and allow the children to explore their ideas.					