

Year: 3/4		Subject: RE	Topic Question/Title: <i>Why is the prophet Muhammad (pbuh) an example for Muslims?</i>		Term – Autumn One	Curriculum - A
Prior Knowledge - Explored Islamic beliefs about God and why a Muslim might say submission to God is important to Muslim life - Considered how obedience is a way of showing gratitude to God - Investigated the importance of prayer (salah) in Islam and the various rituals involved in prayer, all of which are a way of showing obedience to God - Thought about why making time to devote to God is so important to Muslims. Why does prayer matter so much to the Muslim way of life?			Key Vocabulary Poverty, aid		Outcome Create an advice board on how to make the world a better place	
Future Learning - explore Islamic teachings about Ramadan from the Qur'an - make links between Islamic values and the beliefs explored so far in their study of Islam - use subject specific language to describe how and why Muslims fast at Ramadan - explain the importance of Ramadan in the context of the Five Pillars of Islam - consider the impact that fasting might have on individuals, families and communities - discuss (with relevant examples) the importance of showing commitment to a belief, value or community - consider the role of sacrifice within religion and communities - reflect on their own beliefs, values and commitments - consider and discuss how they demonstrate their personal commitments			First hand experiences (enrichment) Local Imam to visit and talk about charity work.		Life Appreciations The Prophet, Muhammad (pbuh), Zakah	
Subject Specific – Islam			Key Knowledge		Possible evidence	
Beliefs and values: - Develop an understanding of the importance of founders and leaders for religious communities - Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) - Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh) Living religious traditions: - Describe and give reasons for the Islamic practice of Zakah - Suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable. Shared human experience: - Identify characteristics of a good role model - Discuss how good role models can have a positive impact on individuals, communities and societies. Search for personal meaning: - Reflect on their own aspirations for themselves and others - Ask questions and suggest answers about how they can try to make the world a better place.			This unit enables pupils to explore and examine the origins of Islam. The focus is on founders and leaders, using stories and teachings to identify how the values contained within them can inspire and influence a believer today. Pupils should develop an understanding of why Muhammad is seen as a role model to Muslims and should have a basic understanding of the how his example influences a Muslim life. The experiences of the life of the prophet are directly linked with the treatment of other people, in this unit this should be explored through acts of charity. Students should be able to explain the third pillar of Islam (Zakat) and why it is an obligatory act (one of the Five Pillars). Pupils should have opportunities to discuss any charitable acts or events they have been involved in and why they believe it is important to help others. Pupils should discuss their own values and link these with role models in their own lives, explaining how/why some people have inspired them.		Zakat – the third pillar of Islam that means Muslims have to give to charity Muhammad (pbuh) – Muslims believe Muhammad (pbuh) was the final prophet sent by Allah. Muslim people believe they should live their lives following Muhammad's (pbuh) example.	

Year: 3/4 Subject: RE		Topic Question/Title: How (and why) have some people served God?		 Term – Autumn Two		Curriculum - A
Prior Knowledge • Explored the Genesis 1 account of creation • Retold the story in a simple way and suggest why and how this might influence Christian ideas about the world • Investigated ways in which Christians care for God’s creation – local, national or global • Investigated Harvest festival celebrations and considered how this is an expression of gratitude for God’s creation.				Key Vocabulary Prophet, devote, vocation		Outcome Debate about the idea of being a servant
Future Learning • retell (simply) the Genesis 1 story of creation • suggest why Christians might think it is important to look after the world • suggest ways that Christians might express their concern for the natural world • describe how and why Christians might thank God for creation at Harvest festivals • identify ways in which humans use (and abuse) the natural world • talk about why our planet should matter to all humans – and how this should influence our behaviour • reflect on their own use of the world’s resources • ask questions about what they can do to show that they care about the world				First hand experiences (enrichment) Visitor from the Salvation Army or leader of the local church		Life Appreciations Prophets, service to God, inspirational people
Subject Specific – God Beliefs and values: • know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions) • identify Christian beliefs and values contained within stories of the prophets (e.g. Noah, Abraham, Moses, Jonah) • suggest why these prophets chose to listen to and follow God Living religious traditions: • identify Christians who might be described as people who listened to and followed God • describe how and why some Christians might devote their lives to serving God • talk about what is meant by a sense of vocation Shared human experience: • identify inspirational people/role models for the world today • describe the qualities that inspirational people might have Search for personal meaning: • discuss who makes a good role model and why • raise and discuss questions about following others – including both positive and negative responses		Key Knowledge This unit enables pupils to explore Christian teachings and examples of people who have followed the word of God. They will investigate the prophets of the Old Testament and consider why these people chose to listen to God and how they put their beliefs into action. Pupils will also explore ways in which Christians today might follow God’s word and live a life of service – serving God and the community. They might look at inspiring Christians such as Dr Barnardo, Archbishop Desmond Tutu, William Booth and the work of the Salvation Army. Children should have opportunities to discuss role models in their own lives and how/why some people have inspired them. They may also consider the idea that all people are inspired by others in some way – that the people they look up to will in turn look up to and follow someone who inspires and guides them. They should be encouraged to make links with prior learning about the Christian concept of a God who has a special relationship with humanity; that God is described as creator and sustainer. One way that God is believed to sustain the world is through revealing his messages to the Prophets.			Possible evidence God cares about the world he created and acts through people on earth.	

Year: 3/4 Subject: RE		Topic Question: <i>What does it mean to be a disciple of Jesus?</i>		 Term – Spring One		Curriculum - A
Prior Knowledge - The Christian belief that Jesus is God incarnate – the ‘Light of the World’. - That Jesus is like a light in the darkness, providing comfort, hope and guidance.			Key Vocabulary Disciple, apostle, messiah		Outcome Vote and debate	
Future Learning - 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) - 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 - 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 - 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			Stimulus Diamond Nine activity		Life Appreciations Discipleship, following the example of Jesus, helping others.	
Subject Specific – Jesus			Key Knowledge		Possible evidence	
Beliefs and values: - know what is meant by discipleship - know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus - identify beliefs and values within religious teachings (eg. ‘Follow me and I will make you fishers of men’ – Matt 4:19) Living religious traditions: - describe how and why Christians might try to follow the example of Jesus through mission and charity work - describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs Shared human experience: - talk about what it means to have charisma - describe what makes a good leader and why people might want to follow him/her - discuss what motivates people to want to make a difference Search for personal meaning: - reflect on their own leadership abilities - discuss their own desires to make a difference in the world/in their communities			This unit enables pupils to explore what it means to be a follower of Jesus – both at the time of Jesus and today. References should be made to previous learning about Jesus – ie. That Jesus is special to Christians and is described as a ‘light to the world’, someone who brought hope to the world. This may be a good opportunity to introduce the work Messiah when talking about why some people at the time decided to devote their lives to following Jesus. This should then lead into an exploration of how Christians today might try to follow the example and teachings of Jesus – What does it mean to be a true follower? Within this unit, pupils will reflect on the qualities that good leaders have and the idea that some people have a ‘charisma’ that attracts followers.		Simon Peter was one of Jesus’ twelve apostles he is spoken about a lot in the bible.	

Year: 3/4 Subject: RE		Topic Question: What do Christians mean by the ‘Holy Spirit’?			Term – Spring Two	Curriculum - A
PoS: Christianity: Church						
Prior Knowledge • Learnt about the core beliefs and values that are shared by the Christian community. • Considered why coming together for worship might be important to many Christians. • Explored the use of imagery and symbolism within Christianity and considered how these might express the shared beliefs and values of the community. • Recognised and talked about some of the distinct features of church buildings and Christian worship.			Key Vocabulary Worship and holy spirit		Outcome Discussion	
Future Learning • 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 • 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 • 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 • 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			Stimulus Church candles and banners		Life Appreciations The Holy Spirit, gifts of the spirit. Pentecost	
Subject Specific – Church		Key Knowledge			Possible evidence	
Beliefs and values: • know what Christians mean by the Holy Spirit • suggest how belief in the Holy Spirit as God’s presence in the world might have an impact on individuals and communities • identify Christian values exemplified in the gifts/fruits of the Spirit Living religious traditions: • identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations • describe how and why Pentecost is celebrated • describe why some Christians might take part in a procession of witness Shared human experience: • describe aspects of being human that we should be proud of • discuss what it means to be a successful human – and the different measures of success that might be applied Search for personal meaning: • discuss their own sense of value and what is good/unique about being them • reflect on the people that they value in their lives – and how they show their appreciation		In this unit pupils will explore the Church as a community of people inspired by the Holy Spirit. This should build on their prior learning about the beliefs, values and symbols that unite the worldwide Christian community and the importance of worship. Pupils will learn about what Christians mean by the Holy Spirit and how this might inspire Christians to express their beliefs and values in different ways. There are also opportunities to explore how and why creative abilities such as music and art might be used to express ideas and talents. Pupils should also reflect on their own unique skills/talents/qualities and how they use these. They should recognise that these ‘gifts’ are often inspired by someone or something.			Learn what it means by the ‘Holy Spirit’. What different forms of worship there are and why the Holy Spirit is important for some forms of worship.	

Year: 3/4		Subject: RE		Topic Question: Why are the Gurus important to Sikhs?		 Term – Summer One Curriculum - A	
<u>Prior Knowledge</u> N/A				<u>Key Vocabulary</u> Sikh, Guru, commitment, Guru Granth Sahib, Vaisakhi, Gurdwara, wisdom, founders, resilience, characteristics and dedication		<u>Outcome</u> Design a T-shirt that would show their own values and commitments.	
<u>Future Learning</u> Children will 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. Children will have opportunities to reflect on important questions such as how humans show commitments to their values and communities, and issues of equality and justice.				<u>Stimulus</u> Resources and artefacts about the Guru Granth Sahib, visit a Gurdwara or invite a representative of the Sikh faith into school.		<u>Life Appreciations</u> Guru Nanak, The 10 gurus, Baisakhi.	
<u>Subject Specific – Hindu Dharma</u>		Key Knowledge				Possible evidence	
Beliefs and values: - 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 Living religious traditions: - Describe how and why the Guru Granth Sahib is treated with great respect - Suggest how and why Sikhs might show commitment to their faith Shared human experience: - Identify people and ideas that inspire commitment - Discuss the different ways that people might show that they are committed Search for personal meaning: - Reflect on their own commitments and the impact that these have on their lives - Ask questions about the value of having commitments		This unit gives pupils the opportunity to explore the Sikh tradition and its origins with the teachings and example of Guru Nanak and Guru Gobind Singh. Pupils should consider the importance of commitment within Sikhism and how this might be expressed (they will explore these expressions in greater depth in Year 4). Pupils should understand what is meant by the term ‘guru’ and why the gurus are important role models for Sikhs. They should learn about the Guru Granth Sahib and how/why it is treated with great respect by Sikhs and within the Gurdwara. There should be a range of opportunities for pupils to reflect on and develop their own understanding of the value of commitment. They should consider how being committed can be both a challenge and a source of meaning and purpose.				Know how they can make a difference Know what qualities that make a good leader. Explain who they follow and why. Understand what the word ‘Guru’ means. Explain what motivates people to make a difference. Explain how and why Sikhs might show commitment to their faith. Discuss the different ways that people might show commitment	

Year: 3/4 Subject: RE PoS: Hindu Dharma		Topic Question: <i>Why is family an important part of Hindu life?</i>	Term – Summer Two	Curriculum - A	
Prior Knowledge • Have some knowledge of Hindu beliefs about God – i.e. the belief in one God who can be worshipped in many forms. • Explored how and why Hindus believe it is important to express their devotion to the deities. • Identity aspects of Hindu worship – they should know that Hindus might worship at a Mandir and/or a home shrine. • Be able to recognise items that might be used in Hindu worship and talk about their usage and symbolism.		Key Vocabulary Moral, Rama, Sita, Vishnu, dharma, Diwali, duty and commitment		Outcome Design and write a thankyou note to family member as a way of expressing gratitude for the relationship	
Future Learning • explore teachings about good and evil in the story of Rama and Sita • describe what moral guidance Hindus might gain from the story of Rama and Sita • make 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 • use subject specific language to describe how and why Hindus celebrate Diwali • explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil • discuss (with relevant examples) the importance of the belief that good overcomes evil • suggest people, words or stories that might be inspiring when trying to overcome difficulties in life • reflect on their own concept of ‘goodness’ • discuss what gives them hope during difficult times		Stimulus Artefacts, resources and photographs of the festival celebration Raksha Bandhan.		Life Appreciations Religious duty, Hindu scriptures (the Ramayana), Raksha Bandhan.	
Subject Specific – Hindu Dharma		Key Knowledge		Possible evidence	
Beliefs and values: • develop an understanding of the importance of duty and commitment to many religions • know that following dharma (religious duty) is an important part of Hindu life • suggest the impact of belief in dharma, particularly the belief that there are three ‘debts’ – duty owed to God/the deities, duty owed to teachers, and duty owed to family Living religious traditions: • describe how and why Hindus might celebrate Raksha Bandhan • identify aspects of the celebration which remind Hindus of their dharma • identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?) Shared human experience: • identify sources of authority and inspiration • consider what our ‘duties’ as human beings are Search for personal meaning: • reflect on their own duties – to themselves, to their families, to their communities • discuss who or what they follow – and why		Reading Rama and Sita the children will 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.		The message is that with persistence and dedication, goodness will win over bad.	