

Year 4 RE



Y4A: What is it like to be a Hindu?

Y4B: Muslim Ways of Living: Keeping 5 pillars

Y4C: Christian and Hindu beliefs and questions on life's journey

Y4D: Finding reasons to care through religious stories – Christianity

Unit	Knowledge - Children will learn Impact: Expected Learning outcomes (intended to enable pupils to meet the end of key stage outcomes)	Children will be able to...	Prior Knowledge	Unit Vocabulary
Y4A: What is it like to be a Hindu? SMSC Links: Explore beliefs, experience and respect faiths, feelings and values. Enjoy learning about ourselves, others and the surrounding world using imagination and creativity and reflect of different religions. Investigate moral issues, appreciate diverse viewpoints and value cultural influences.	A1. Describe and make connections between Hindu celebrations and worship, reflecting thoughtfully on what these mean A3. Explore and describe a range of Hindu beliefs, symbols, actions, and ways of expressing meaning B1. Observe, understand, explain, with reasons, examples of Hindu celebration and worship B2. Understand the challenges of commitment to a Hindu way of life C1. Discuss their own and others' views on questions about belonging to a religion, using detailed knowledge of Hindu examples C3. Discuss and apply their own and others' ideas about Hindu views of some ethical questions	R1 - I can answer what, how, when and why questions about the Hindu artefact the Durga. (R.E Books) Durga is a Hindu goddess. She is associated with protection, strength, motherhood, destruction, and wars. Durga is often depicted with eight arms in Hindu mythology. Each arm is said to represent a different quality or power. R2 -I can describe how the Trimurti represent the aspects of Brahman (the ultimate reality) (In R.E Books) Write Brahman in the centre with branches off to the three Gods in the Trimurti. The word 'trimurti' means 'three forms'. In the trimurti, Brahma is the creator, Vishnu is the preserver and Shiva is the destroyer and they come under the ultimate reality of 'Brahman' Read the children of the story of the blind men and the elephant to explain that most Hindus believe in one God, Brahman, but that he can be represented in many different ways, as gods and goddesses. A version of the story in verse can be found at http://wordinfo.info/Blind-Men-and-Elephant-crop.html R3 -I can draw a picture of something that is special to me and describe why it is special. (R.E Books) Choose several meaningful objects that express what matters to you. Ask the children to look at the objects and suggest reasons why they might be important. Be prepared to talk to the children about them	Previous study of the Hindu people eg festivals Which unit does this build from - Y3A: Holy Buildings and Sacred Space: Visiting places of worship - Y3C: Why do people make pilgrimages?	Specific to Hinduism: Brahman, Brahma, Vishnu, Shiva, Durga, murti, diva lamp, arti, puja, Mandir and shrine. Religion in General: Prayer, belief and worship. Religious & Human Experience: Questions, mysteries, puzzling ideas, symbols and divine. Brahman Hindu Dharma Sanatan Dharma Dharma Murti Shrine Worship Puja Bhagavad Gita Arti ceremony Mandir/temple Prashad Bhajans

		E.g. family photo, heirloom, letter from someone special, music, poem, religious symbol. Talk about how objects can show what matters most to us. Use a guided visualisation to focus on the importance and significance of special objects. R4 -I can identify and explain Hindu special items used in worship. (R.E Books) • Diya lamp -A small oil lamp • Incense sticks • Bell(Ghanti)- Starts Puja • Murti • KumKum - red powder used to mark forehead • Puja Thali - Holds worship items • Prayer beads - Meditation • Flowers - offered as a sign of devotion Children to match the Hindu special items. R5 - I can write some examples of good deeds I have achieved today. (R.E Books) Hindus believe that Lakshmi brings blessings and good fortune. Included an image of Lakshmi and 5 labelled coins - 'for myself, for a friend or family member, for the school, for the local community, in the world generally'. Write in the blessings and good fortune they would wish for the members of each category/coin. E.G, Family =For everyone to be loved, The community =To be respected R6 - I can write a recount of the story of Rama and Sita from a different viewpoint (Sita, Rama or Hanuman) (R.E Books) The festival or their own thoughts about light. Diwali celebrates the story of Rama and Sita and highlights the importance of light to guide the characters home safely. Diya lamps are traditionally used in Diwali celebrations along with fireworks. Light symbolises hope and the victory of good over evil.		Deity Diwali Ritual Rama and Sita Lakshmi Vishnu Avatar
--	--	---	--	--

Unit	Knowledge – Children will learn Impact: Expected Learning outcomes (intended to enable pupils to meet the end of key stage outcomes)	Children will be able to...	Prior Knowledge	Unit Vocabulary
Y4B: Muslim Ways of Living: Keeping 5 pillars <u>SMSC Links:</u> Explore beliefs, experience and respect faiths, feelings and values. Enjoy learning about ourselves, others and the surrounding world using imagination and creativity and reflect of different religions. Investigate moral issues, appreciate diverse viewpoints	A1. Describe and make connections between Muslim celebrations, worship and rituals, reflecting thoughtfully on what they mean to Muslims A2. Describe and understand links between Qur'an, Hadith and Muslim practice in Britain today B1. Observe and account for Muslim devotion as seen in the 5 Pillars B2. Understand the challenges of commitment to Allah and the Prophet Muhammad C1. Discuss their own and others' views on questions about belonging: what do Muslims like about being part of Islam?	R1 - I can explain what each of the 5 pillars mean and why they are important to Muslims. (R.E Books) Introduce the Five Pillars of Islam as essentials of the life of Muslim. The five pillars of Islam provide a structure for Islamic daily spiritual life. Islam is like a house held up by five strong pillars with central themes of worshipping God, purification and sharing with others. Muslims must not only believe in the five pillars, but also act on their beliefs. The five pillars of Islam are Shahadah - a belief in one God, Salah - prayer, five times a day, Sawm- fasting in the month of Ramadan, Hajj - pilgrimage and Zakah- the giving of alms. Use labelled 5 pillar image. Children to write the meaning of each underneath. R2 - In groups, we can sort the statements about what mattered the most to Bilal and placed them into a target diagram with no more than 3 statements in each circle and justify their choices. (Evidence on T-Drive) Teach children about the 'Shahadah' which is fundamental to the Islamic religion and is their declaration of faith:- "There is no God except Allah, Muhammad is the prophet of Allah" (The 1st pillar of the 5 pillars of Islam). Share the Shahadah with the class and explain that this is one of the most important beliefs in Islam and forms one of the five pillars of Islam. The Shahadah says 'I witness that there is no other God but Allah, and Muhammad is the prophet of Allah'. Discuss what it shows about Muhammad. Demonstrate to the pupils two of the ways that the words of the Shahadah are used Play the pupils the call to the prayer from a Mosque http://www.islamcan.com/audio/adhan/index.shtml ! Explain to the pupils that the words of the Shahadah are also the first words that a Muslim baby hears when s/he is born. The father whispers the words into the ear of the baby. See pictures and talk about the 'why' of this custom. Bilal was a slave who was punished for his beliefs. Despite going through hardship, Bilal never abandoned his faith and eventually was set free as he could not be controlled or influenced. Bilal was seen as an important figure to Islam due to his strong faith and determination. When babies are born into a Muslim family, the Shahada is said which welcomes the child into the religion. Children to read and sort statements from the story. Believing in One God His work	Muslim belief in one God and the importance of the Prophet Muhammad Which unit does this build from - FS: Special places: What places are special and why? - Y2C: Beginning to learn from Islam - Y3A: Holy Buildings and Sacred Space: Visiting places of worship - Y3C: Why do people make pilgrimages?	Islam: Shahadah, Salat/Salah, Zakat, Ramadan, Eid Ul Fitr, Hajj, Makkah and Kaa'ba. Religion: Ritual, Religious, practice, pilgrimage, charity/ almsgiving. General: duty and choice. RE, religions, Christianity, Christians, Bible, God, Jesus, stories, Good Samaritan, parable, Islam, Zakah and charity, Shahadah

and value cultural influences.	C3. Discuss and apply their own and others' ideas about ethical questions to do with giving money away, following God, self-discipline and related ideas from Islam	• His home comfort • Using the gift god gave him • Being loyal to his friend • Serving Allah • Escaping from slavery • Preserving his own life • Praying • Following the prophet • Obeying his master • Fashionable clothes • Helping other people R3 - I can explain and describe the Muslim prayer rituals. (R.E Books) Watch a video clip showing Muslims performing salah, with the sound down. Ask pupils to look carefully at the prayer movements. The Muslim website - using Arabic - https://www.youtube.com/watch?v=dp3Cj0fLBOE gives a useful YouTube intro Muslims pray 5 times a day at pre-determined times. Prayer mats are used as a link to God and Muslim people face to the East so they can pray towards Mecca. Muslim's take off shoes and wash various body parts as a sign of respect to God. R4 - In groups, we can create a poster to answer 4 questions to understand how Islamic Relief helps other people and how it is linked to Islamic teachings of charity and kindness. (Evidence on T-Drive) Research Muslim charity or almsgiving - Zakah, and the ways in which Muslims help and care for the worldwide Muslim community (Ummah). Discuss why and how is Zakah performed and who benefits. Consider the importance of generosity in their own lives: who is generous to you, and to whom are you generous? Why, and how does this make a difference? Challenge the pupils to use sources to find out how much money is given to charity by each person, when is it given away, who is it given away to and why is it given away. Ask the pupils to consider 'Why do you think Muslims choose to give away so much of their money?' 'How do you think it makes them feel?' 'Do you think their lives are made more challenging because they have to do it?' Tell the story of <i>The Two Brothers</i>. Why did the single brother give corn to the married brother? Why did the married bother give corn to the single brother? What mattered most to each brother? What do the pupils appreciate in their lives? What have they got which they can give to others? • Use the web and published resources to discover more about the charity Islamic Relief. You might start here: https://www.islamic-relief.org.uk/about-us/what-we-do/orphans-and-children/ Find out about some particular projects the charity has undertaken, and ask and answer questions such as: ○ Who supports Islamic Relief? Why? ○ What does Islamic Relief do to make a difference? Does it work?		Belief Allah Prophet Mohammad PBUH muezzin Prayer Salah Charity Zakah Qur'an Fasting Sawm Pilgrimage Makkah Hajj Eid-ul-Fitr
--------------------------------	---	--	--	---

		○ Does Islamic Relief follow the teachings of Islam? In what ways? ○ What do you think is good about the charity? R5 - In groups, we can write some thoughtful questions to ask a visitor about their experiences of Ramadan and Eid. As a class, we can ask a visitor these questions. (Evidence on T-Drive) Share information with pupils about fasting in Islam. The main period of fasting happens during the month of Ramadan. Fasting helps Muslims to appreciate how poor people suffer. It also concentrates the mind on what it means to be a Muslim and obey the command of Allah. It helps to build discipline into the life of a Muslim. It is a way of following the example of the Prophet. It concentrates a person's attention on Allah. Discuss these different reasons for fasting and ask pupils: which are the ones that make most sense to them? What is the difference between a fast and a diet? Invite a Muslim speaker to visit the class to answer questions. If not compile a class email and send to a willing Muslim. R6 -I can draw and write about something that I would like to drive from the world and explain why. (R.E Books) Discuss the places in the world that pupils would most like to visit. Are some for inspiration? How can they work towards achieving that aim? Might their ideas and dreams change whilst they waited? Explain the desire shown by Muslims to visit Mecca/Makkah, the significant sites such as the cave at Mount Hira where the prophet (pbuh) received the Qur'an, the Kab'ah and sites significant to other prophets of Islam, especially those associated with the stories of Prophet Ibrahim (PBUH) which are recalled during the Hajj and are the basis for rituals.. Muslims believe that hajj is only compulsory when they have enough money and can provide for their family whilst they are away.		
--	--	--	--	--

Unit	Knowledge - Children will learn Impact: Expected Learning outcomes (intended to enable pupils to meet the end of key stage outcomes)	Children will be able to...	Prior Knowledge	Unit Vocabulary
Y4C: Christian and Hindu beliefs and questions on life's journey <u>SMSC Links:</u> Explore beliefs, experience and respect faiths, feelings and values. Enjoy learning about ourselves, others and the surrounding world using imagination and creativity and reflect of different religions. Investigate moral issues, appreciate diverse viewpoints and value cultural influences.	A1. Describe and make connections between celebrations, worship, pilgrimages rituals in order to reflect thoughtfully on life as a journey A2. Describe and understand links between stories and texts and other aspects of the communities A3. Explore and describe symbols which marks steps on the journey of life B2. Understand the challenges of commitment to a religion and some ways this 'lasts a lifetime'. B3. Observe and consider similarities and differences between journeys of life in different religions C1. Discuss their own and others' views on questions about belonging and community, talking about their own 'journey of life'.	R1 - I can write my hope or dream for the future on a leaf to create a class tree of dreams. (Evidence on T-Drive) Talk about changes in their own lives and their hopes and expectations for the future. Using an example of a growing tree, record where pupils are now and what they will achieve in the future, their hopes and dreams (these can be written or symbolised on paper tree leaves). R2- I can examine Murtis (statues of Gods) and explain the meaning and uses of the Murtis to Hindus. (R.E Books) A Hindu Murti is a sacred image, icon, or statue that embodies a deity. Murtis are used in homes to worship the individual gods. Research the meanings and uses of the murtis. Use the clips from 'My Life My Religion: Hindus' (BBC) R3 - I can create a PowerPoint as a group about a Hindu God or goddess. (Evidence on T-Drive) There are various Gods in the Hindu religion who all have different roles and responsibilities. Chance to discuss which are most important. In groups, make a short study of a Hindu god/goddess e.g. Krishna, Ganesha, Lakshmi, Ambaji. R4- I can label the stages of a Hindu life. (R.E books) Brahmacharya (Student) - A time to learn, go to school, and respect teachers and family. Grihastha (Householder) - A time to work, have a family, and care for others. Vanaprastha (Retired Person) - A time to retire from work, help others, and spend more time on spiritual life. Sannyasa (Holy Person) - A time to give up worldly possessions and focus on God through prayer and meditation. Using the picture 'The Hindu Cycle of Birth and Death (from ISKCON Educational Services, featured in this clip: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3)	Previous study of the Hindu people and deities and worship in Christianity Which unit does this build from - Y3A: Holy Buildings and Sacred Space: Visiting places of worship - Y4a: What is it like to be a Hindu?	Specific religions: Christianity, Heaven, resurrection, Hindu traditions, Murti, Gods and goddesses. RE, religions, Christianity, Christians, Bible, God, Jesus, Catholic, Catholicism, Roman catholic and region. Journey Murti Cycle of life Samsara Worship Music Easter Death Resurrection

		R5- I can perform a Hindu dance and understand that Hindus believe dance is a gift from God and you can worship through dance. (Evidence on T-Drive) The first stage of Hindu life - Brahmacharya Brahmacharya (student)- Always try your best to learn Does this dance make us feel spiritual? What do we believe spiritual can be/is? Video of Hindu dance may be useful. Look at the clips on https://www.bbc.co.uk/bitesize/topics/zh86n39 R6- I can explore the word 'reincarnation' Sort statement into moshak or sansara Samsara Being reborn into a new life. The cycle of birth, death, and rebirth. Your soul is born again. Karma affects your next life. Living many different lives. Moksha The cycle of rebirth ends. The soul is free. The final goal in Hinduism. No more reincarnation. Being united with God (Brahman). R7 - I can compare two Christian songs to explain how they make me feel. (R.E Books) Listen to a joyful piece of music. Choose a piece of contemporary or classical music and ask children to reflect on it. How does music make you feel? Ask the children to prepare a response to the music, from the perspective of a group of Christian believers expressing feelings of joy to their God Andrea Bocelli - The Lord's prayer Bethel Music - Praise This little light of mine. Our God is a great big God. He has got the whole world in his hands. R8- I can create a poster about how beliefs about Heaven and Hell influence the way Christians live. (R.E Books) E.g. kindness, forgiveness and loving. Christians believe that Heaven is a place where people are close to God after they die. Some Christians believe Hell is a place of separation from God for those who		
--	--	--	--	--

		reject Him. Christians believe that trusting in Jesus, loving God, and caring for others are important. R9 -In groups we can discuss each other's views on life after death, and what Hindus and Christians believe about Heaven and Hell. We can write questions we would like answering. (Evidence on T-Drive) Christians believe that somebody who has lived a good Christian life will go to heaven. Heaven is seen as a good place without hardship. Somebody who has sinned throughout their life is believed to go to hell. This is seen as a bad place and is full of pain and hardship.		
--	--	--	--	--

Unit	Knowledge - Children will learn Impact: Expected Learning outcomes (intended to enable pupils to meet the end of key stage outcomes)	Children will be able to...	Prior Knowledge	Unit Vocabulary
Y4D: Finding reasons to care through religious stories - Christianity <u>SMSC Links:</u> This unit will help teachers to implement the Walsall Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about the themes of fairness and generosity. Pupils will be able to explore stories looking for examples of what is unfair and what is generous.	A1. Describe and make connections between stories about caring in order to reflect thoughtfully on their own ideas. A2. Describe and understand links between stories and texts and values. B1. Observe, understand, explain, with reasons, examples of religious action for kindness or justice. B3. Observe and consider similarities and differences between ways of expressing care in different religious stories and practice C3. Discuss and apply their own and others' ideas about ethical questions to do with caring: why should we care? How can we show it? What difference does it make to be kind?	R1 - I can write and sort scenarios and sort them into fair and unfair. (R.E Books) As a class, discuss the 4 scenarios: - On a day out, Dad has two ice creams for his three children, but has run out of money. He gives his little girl one, but the two older boys have to share. - At the swimming pool, everyone in the class has had two goes on the slide, except Darren and Daniel. When the whistle goes for the end of the session, they are upset, but the teacher says 'No, the time's up.' - Sharon, Jan and Sharmila have 8 sweets. Jan puts four in her mouth, and says 'You can have two each.' - At a party, David, Gary and Sam all shout that they want the last slice of pizza. Mum says 'no' to all of them and gives it to Amy, who was asking quietly. R2 - As a class we can explore hot seating and asking the Good Samaritan questions. (Evidence on T-Drive) Good Samaritan is a bible story in which a Jewish person is robbed and injured. Various people who would be expected to help such as priests do not help the person. However, the Samaritan who was at war with the person at the time stopped to help. The moral of the story is that anybody can be helpful and not to always judge a book by its cover. Tell children that in Jesus' day there was racism against Samaritans - and Jesus showed anyone can be a hero. Do they agree? Who gets treated badly and unfairly in our communities today? Do the children know what to do if someone is racist? R3 - I can listen, sing and discuss the song 'Build up' which helps people learn about caring. (Evidence on T-Drive) Song lyrics encourage supporting other people regardless of who they are and demonstrate that we have a choice with our words. We can either build people up by saying positive things or we can knock people down by saying hurtful things. Play pupils the song 'Build Up' from the 'Fischy' CD of the same name www.fischy.com	Stories told about and by Jesus, the life and significance of Jesus to Christians Which unit does this build from - FS: Special people: Which people are special and why? - Y1c: Stories and prayers about Jesus - Y2B: What does Easter mean to Christians? - Y3D: Jesus: why do some people think he is inspirational? - Y4C: Christian and Hindu beliefs and questions on life's journey	Specific religions: Christianity, Islam, religious studies. RE, religions, Christianity, Christians, Bible, God, Jesus, Judaism, star of David, Muslim, Islam, star and crescent, Hinduism and Om. Catholic, Catholicism, Roman catholic, region, ancient, culture, Harvest, festival, give, community, celebrate, occasion, religious and foods. Fair/unfair Neighbour Parable Inspirational figure Caring Forgiveness Conversion Repentance Generous Reconciliation

Give every pupil three '5 ways' challenges: can they think of five ways they like to be 'built up' and five people who show they care by building them up? Can they think of five things they could do to build up other people this week?

R4 - I can understand the story of Zacchaeus by using sentence starters. **(R.E Books)**

Read the story of Zacchaeus from the Bible found in Luke 19:1-10.

Zacchaeus was a tax collector and because of this he was disliked across the land. Despite having this negative image, Zacchaeus was a good Christian and gave money he collected to charity to help the poor. He was also famous for climbing a tree to see Jesus.

- 'At first Zacchaeus was...'
- Because he was a short person, Zacchaeus...
- People did not like Zacchaeus because...
- I expect he often felt...
- Jesus was fair to Zacchaeus when...
- When we are lonely, then...
- At the end of the story, Zacchaeus was changed because...
- I would like to be generous because...
- I would not like to be mean because...

R5 - I can write about Mother Theresa and the impact she has had on society. **(R.E Books)**

Mother Teresa (1910-1997) was an Albanian-Indian Catholic nun who founded the Missionaries of Charity. She dedicated her life to caring for the destitute, the sick, and the dying in the slums of Kolkata (formerly Calcutta), India, becoming a globally recognized symbol of charitable service. Some people have shown their care to people in a very specific way. These are stories of people who cared in exceptional ways, and were good at helping others to care too. They were great encouragers.

R6 -I can write a poem about forgiveness. **(R.E Books)**

Read, tell or watch video of Jesus story about forgiveness, the Lost Son (from Luke 15). This video showing a version of the story is very interesting:

https://www.youtube.com/watch?v=I-TkU3O_QJM

Forgiveness is a part of the Christian religion as demonstrated when Jesus forgave the people who had crucified him. Chance to talk about what forgiveness means in our lives and the benefits that forgiving people can have?

R7- I can complete a 'Responsibility Pie Chart' to show who I feel was the most and the least responsible for the crucifixion of Jesus. **(R.E Books)**

Various members of Jesus' disciples had parts to play in Jesus' arrest and crucifixion. Chance to discuss roles in the story and how Jesus was betrayed. Tell the story of Jesus' betrayal, arrest, trial and death. What is it all about? Enemies, betrayal arrest and death. Point out as you go that there were some unfair things happening: ask children which of these they think was the worst, the most unfair:

- a. **Judas** who was Jesus' friend told his enemies where to arrest him in exchange for money
- b. **The crowds**. They were jealous of Jesus popularity perhaps, and got carried away in the shouting? They were all behaving as a mob, with no one thinking?
- c. **The soldiers** spent time taunting Jesus and pretending he was a king, they tortured him. Did they often do this to victims of crucifixion?
- d. **The Judge** Pontius Pilate who should have set free an innocent man was weak, so he let Jesus be taken away to be killed. Why did he give in easily to people asking him to be unfair?
- e. **The soldiers** who crucified Jesus said they were 'just doing their job.'

R8- In groups, we can answer a tough question and feedback to the class how to resolve it. **(Evidence on T-Drive)**

Ask the children to listen carefully - which of the stories of Jesus they have been thinking about could have each of these four titles? Remind them of the stories of the Good Samaritan, the Wasteful Son, Zacchaeus and the Crucifixion. Four possible titles:

- From mean to generous
- The worst day of all
- Surprising kindness
- Welcome home

1 question per group - A choice of 6 'tough' questions:

- Why is life unfair sometimes?
- What can we do to make our class fairer?
- How do people feel when they are treated unfairly - and what helps?
- What did we like about the stories of Jesus?
- Should everyone be more generous?
- What five things would make our world fairer?