



YEAR 4

**RELIGIOUS EDUCATION
CURRICULUM TOOLKIT**



Christian Parables

The parable of the Two Builders- Matthew, Chapter 7.

Fruit of the Spirit, - Galatians, Chapter 5:22-23.

Year 4 RE Curriculum

KNOW IT!

Believe

What should I already know?

The Christian holy book is the Bible and it is split into two books. The Old Testament and the New Testament.

That Hindu beliefs come from ancient sacred texts called the Vedas, which is several scriptures.

That Muslim beliefs come from the Qur'an, which is the sacred word of Allah.

Why is Jesus inspiring to some people?

What do you think makes a person an inspiration to others?

What do you think makes a good role model?

How do Christians show gratitude for Jesus

Prayer



Worship



Giving Generously



Telling others about Jesus



Caring for Others



Key Vocabulary & How are the events of Holy Week celebrated by Christians?

Palm Sunday	Takes place on the Sunday before Easter. It is the beginning of Holy Week.
Waving Palms	Christians wave palms to give thanks to Jesus for healing mind, body and spirit.
Maundy Thursday	Takes place on the Thursday before Easter. It is where Christians commemorate the last supper of Jesus and his disciples.
Washing feet	The ritual of washing feet is to represent Jesus washing the feet of his disciples. It remind Christians to love and care for one another.
Sorrow of Good Friday Services	This is a day of mourning for Christians. Christians meditate on Jesus' suffering and death on the cross and what that means for their faith.
Darkness in churches on Saturday	This a day where Christians reflect on the darkness of the world had Jesus never been resurrected .
Light and Joy of Easter Day	Easter is a festival and holiday celebrating the resurrection of Jesus.

Year 4

EXPRESSING
Why are festivals important to religious communities?

KNOW IT!

RE Curriculum

What should I already know?
Muslims pray in a Mosque
Hindus pray in a temple.
Christians pray in a church.

What have I celebrated in my life?
How did I celebrate this occasion?

Key Vocabulary	Islamic Celebrations	
Eid or Eid Al-Fitr	What is Eid? The celebration of the end of Ramadan.	How is it celebrated? Muslims attend a religious service of a sermon and prayer, which is followed by a big meal, visiting family and friends and exchanging gifts.
Ramadan	What is Ramadan? It is a time where Muslims take extra time to reflect on their faith, pray, do good deeds, connect with their communities and spend time with their friends and family.	How is it celebrated? Muslims take part in strict fasting from dawn to sunset.
Milad an-Nabi	What is Milad an-Nabi? This is the birthday of the Holy Prophet.	How is it celebrated? Muslims gather to tell stories of the Prophet's birth, childhood, his character and his mission.

Key Vocabulary	Christian Celebrations	
Easter	What is Easter? The celebration of the resurrection of Jesus.	How is it celebrated? Churches are filled with flowers and special songs and hymns are sung. Christians spend time with their family and friends.
Christmas	What is Christmas? The celebration of the birth of Jesus.	How is it celebrated? The story of Jesus' birth is often celebrated with a nativity play. Christians attend a midnight church mass. Christians celebrate by giving and receiving gifts and spending time with their friends and family.
Pentecost	What is Pentecost? The celebration of the gift of the Holy Spirit.	

Key Vocabulary	Hindu Celebrations	
Holi	What is Holi? The festival of colours and marks the beginning of spring.	How is it celebrated? Hindus take part in bonfires and lots of singing and dancing, Old rubbish is burnt to mark a fresh start and colour is thrown on people.
Diwali	What is Diwali? It is the festival of lights and is celebrated in late autumn. It is celebrating good's victory over evil.	How is it celebrated? Lights are placed all around the home. Fireworks, presents and new clothes are given and received to celebrate.

Special places for Hindus

Hindus can perform Puja (worship) at home or in a mandir.

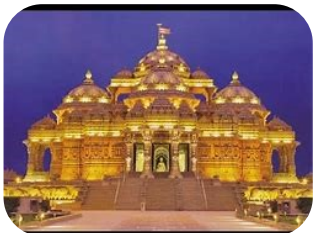
Home

Puja at home will take place with a shrine that will contain pictures of the Hindu gods and offerings of food and flowers will be made.



Mandir

Some Mandirs are very tall buildings. Hindus believe it brings them closer to heaven. There are shrines and lots of murtis for different gods. Offerings of flowers are brought to the murtis.



Year 4 RE Curriculum

KNOW IT!

LIVING

What does it mean to be a Hindu in Britain today?

Did you know?

Hinduism is the oldest of the world's religions. It is practiced all over the world, but originated in South East Asia. Hinduism dates back over 4000 years!

Key Vocabulary

Mandir	A special place for Hindus to worship.
Puja	An act of worship for Hindus.
Murtis	Special statues or images of Hindu Gods and goddesses.
Shruti	Hindu holy scriptures which contain the four Vedas.
Smriti	Hindu holy scriptures, which contain legends, myths and history.
Vedas	Ancient Hindu text.

What should I already know?

What it means to be a Christian in Britain today.

Christians are Christians in areas of their lives. At home, in a church community, in local community and in the worldwide community.

The Pope is the head of the worldwide Catholic church.

Sacred Text

The Bhagavad Gita

Hindu life

Truth is Eternal	Hindus are encouraged to learn.
Dharma	Dharma means to do the right thing with good behaviour.
Reincarnation	Hindus believe a soul cannot be destroyed, so when a Hindu dies, their soul enters a new living thing.
Moksha	Moksha is the ultimate goal. It happens when a soul stops being reincarnated and is reunited with Brahman.

TEACH IT

New Learning

Prior Learning

BELIEVING

Why is Jesus inspiring to some people?

- ✎ Make connections between some of Jesus teachings and the way Christians live today.
- ✎ Describe how Christians celebrate Holy week and Easter Sunday.
- ✎ Identify the most important parts of Easter for Christians and say why they are important.
- ✎ Give simple definitions of some key Christian terms eg Gospel, incarnation, salvation and illustrate them with events from Holy week and Easter.
- ✎ Present my own ideas about the most important attitudes and values to have today. Making links with Christian values.

- ✎ Christians read the bible, which is split into two books. The old testament and the new testament. The bible tells Christians what God is like and gives guidance on how to be a good Christian.
- ✎ Christians celebrate Easter with palm leaves and palm leaf cross and I can explain why.
- ✎ The writing—Palm Sunday and the Easter story.
- ✎ The word crucify and that it refers to Jesus on a cross

EXPRESSING

Why are festivals important for religious communities?

- ✎ Make connections between stories, symbols and beliefs with what happens in at least two religious festivals.
- ✎ Give ideas about what matters most to believers in festivals e.g. Easter and Eid.
- ✎ Identify similarities and differences in the way festivals are celebrated within and between religions.
- ✎ Discuss and present my own responses about the roles of festivals in the life of Britain today, showing my understanding of the values and beliefs at the heart of each festival.

- ✎ Compare some symbols used in a Christian Church cross and symbols used in a Muslim Mosque—symbol of Islam and Allah calligraphy
- ✎ Christians celebrate Easter to remember Jesus
- ✎ Muslims celebrate Eid.
- ✎ Some features of a Christian Easter celebration are palm leaves, palm leaf cross bread and wine and hot cross buns.
- ✎ Some features of Eid are henna patterns, prayers at Mosque, cards, gifts and money and special food.

LIVING

What does it mean to be a Hindu in Britain today?

- ✎ Describe some examples of what Hindus do to show their faith.
- ✎ Describe some ways in which Hindus express their faith through puja, aarti and bhajans.
- ✎ Suggest reasons why it is good to be a Hindu in Britain today and why it also may be hard sometimes.
- ✎ Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including myself, help others.
- ✎ Explain some similarities and some differences between Hindu worship and another religious tradition.

Why do some people think that life is a Journey? What significant experiences mark this?








- ✎ Recall and name some of the ways religions mark milestones of commitment. Eg marriage, christening, bar, bar- mitzvah.
- ✎ Recall some of the ways non- religious people mark milestones. Eg birthdays.
- ✎ Suggest why some people see life as a journey and identify some of the key milestones on this journey.
- ✎ Describe what happens in a Christian, Hindu and Muslim ceremony of commitment and say what these rituals mean.
- ✎ Explain some similarities and differences between ceremonies of commitment.

- ✎ What it means to be a Christian
- ✎ What it means to be a Muslim.
- ✎ Religions celebrate special occasions.
- ✎ Hindus worship in a temple and they use a shrine, mantras, offerings, body movement and the Gayatri in prayer.
- ✎ Hindus believe in a universal soul or God—Brahman though they worship many Gods and Goddesses.

POSSIBLE TEACHING SEQUENCE









BELIEVING

Why is Jesus inspiring to some people?










-  Briefly explore what makes a person inspirational to others, identifying characteristics of a good role model.
-  Explore creatively some words and actions of Jesus which continue to inspire Christians today e.g parables of the kingdom of heaven (Matthew 13:1–45; sower, mustard seed, pearl etc.); parables of forgiveness (good Samaritan, Luke 10:29–37; two debtors, Luke 7:36–50; unforgiving servant, Matthew 18:21–35); hot-seat characters, freeze-frame or act out stories; create artworks; collect pupils' questions, then find out how Christians interpret these by asking some.
-  Use the events of Holy Week and Easter to find out why Jesus is so important to Christians today; how are the events of Holy Week celebrated by Christians, e.g. Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; darkness in churches on Saturday; light and joy of Easter Day.
-  Explore the question: why do Christians call Good Friday 'good'? Include the terms incarnation (Jesus as God as a human being) and salvation (Christians believe that Jesus' death and resurrection opens up a way for people to be forgiven and get close to God) (see Unit L2.2 for more on these terms).
-  Find out about the impact that believing in Jesus can have on a Christian's life and how Jesus has inspired some examples of contemporary inspirational Christians, e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness – by prayer, worship, giving generously, telling other people about Jesus, caring for others.
-  Introduce the belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus and be more like him (see the 'fruit of the Spirit, Galatians 5:22–23).
-  Follow this up with examples of what some Christians say are the most important attitudes and values to have, as inspired by Jesus' teachings and actions (e.g. love, fairness, service, sacrifice, joy) comparing these with what pupils believe to be most important.

EXPRESSING

Why are festivals important to religious communities

-  Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this
-  Consider the meanings of the stories behind key religious festivals, e.g. Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism, Pesach, Eid in Islam.
-  Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals.
-  Notice and think about similarities and differences between the way festival are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship.
-  Study key elements of festival: shared values, story, beliefs, hopes and commitments.
-  Consider (using Philosophy for Children methods where possible) questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent).
-  Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events?
-  Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over?

POSSIBLE TEACHING SEQUENCE

<p>LIVING</p> <p>Why do some people think that life is a journey? What significant experiences mark this?</p>	<ul style="list-style-type: none">  Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life?  Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community: in Christianity, confirmation and 'believers' baptism' or adult baptism, first communion and confession (Roman Catholic); sacred thread ceremony in Hinduism. Explore the symbols and rituals used, and the promises made. Do non-religious people e.g. Humanists mark these moments?  What meaning do these ceremonies have to the individual, their family and their communities?  Rank, sort and order some different commitments held by believers in different religions – and by the pupils themselves.  Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious traditions. What promises are made? Why are they important? Compare with non-religious ceremonies.  Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death; how do they mark the end of life?  Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching help believers to move on in life's journey?  Create a 'map of life' for a Hindu or Christian person, showing what these religions offer to guide people through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map of life'?  Reflect on their own ideas about community, belonging and belief.
<p>What does it mean to be a Hindu in Britain today?</p>	<ul style="list-style-type: none">  Find out about how Hindus show their faith within their families. Note that what RE calls 'Hinduism' is called 'Sanatana Dharma' within the tradition – i.e. 'Eternal Way'. It is incredibly diverse as a whole way of life rather than a set of beliefs. What objects might you find in a Hindu's home and why? E.g. murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, OM symbols. What kinds of things would Hindu families do during the week? Daily puja, blessing food, aarti ceremony, singing hymns, reading holy texts, visit the temple etc. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class?  Explore Hindu ideas about the four aims of life (punusharthas) dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth; reincarnation. Compare these with pupils' goals for living.  Explore Hindu ideas of karma – how actions bring good or bad karma. Find out how and why 'snakes and ladders' links with Hindu ideas of karma.  Explore what Hindus do to show their tradition within their faith communities. What do they do together and why? E.g. visiting the temple/mandir, performing rituals, including prayer, praise such as singing hymns/songs (bhajans), offerings before the murtis, sharing and receiving prashad (an apple or sweet) representing the grace of God; looking at Hindu iconography – how do the different images show the different characters and attributes of the deities? Ask some Hindu teenagers about how they show their faith.  Find out about some ways in which Hindus make a difference in the world-wide community. How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale.