



Corporation Road Community Primary School


RE LTP

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| RE: Year 3/4A | | | |
| Vision: Across the curriculum we aim to develop children’s skills of enquiry, reasoned argument and reflection. We are a multi-faith school and offer a curriculum to reflect this, with more emphasis placed upon the faiths of Christianity and Islam. We plan for a range of activities to engage all children in Religious Education. Our aim is that our children gain an understanding which allows them to develop positive attitudes, wonder, respect and tolerance which will enable them to live successfully in a multi- faith society that is reflected within Britain today. These values will enable our pupils to make a positive impact on their own lives and the communities in which they live. | | | |
| Domains | | Key Concepts | |
| Authority and Belief | | Thinking About Religion and Beliefs and Enquiring, Investigating and Interpreting | |
| Expression of Beliefs | | Beliefs and Teachings (what people believe), Practices and Lifestyles (what people do) and Expression and Language (how people express themselves) | |
| Impact of Beliefs | | Identity and Experience (making sense of who we are), Meaning and Purpose (making sense of life) and Values and Commitments (making sense of right and wrong) | |
| Autumn 1 | Autumn 2 | Spring | Summer |
| Theme: Community | Theme: Legacy & Impact | Theme: Citizenship | Theme: Gender and Equality |
| Domains: | | Domains: | |
| <ul style="list-style-type: none"> - Authority and Belief - Expression of Beliefs - Impact of Beliefs | | <ul style="list-style-type: none"> - Authority and Belief - Expression of Beliefs - Impact of Beliefs | |
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| End Point: Community | End Point: Legacy & Impact | End Point: Citizenship | End Point: Gender & Equality |
| Enable our pupils to make a positive impact on their own lives and the communities in which they live. Know that they can make positive contributions to their community and understand their place within the community. Know that school is a central part to the local community- children can | Children learn about a range of major world faiths; although more emphasis is placed upon the faiths of Christianity and Islam. To gain knowledge, insight and experiences of different world religions which will allow children to provide answers to key questions, be able to participate in discussions (sharing knowledge | Our aim is that our children gain an understanding which allows them to develop positive attitudes, wonder, respect and tolerance and will enable them to live successfully in a multi- faith society that is reflected within Britain today The fundamental British values are reflected in the teaching and learning therefore promoting: mutual respect, democracy, tolerance, liberty and the rule of law. | The teaching and learning promote: mutual respect, democracy, tolerance, liberty and the rule of law. Children understand that no matter of their chosen gender they are as equal as any other person and they have rights which they are entitled to exercise and practice. |

recognise how school contributes to the local community to ensure the people and children within it are safe and respected. and informed opinions) and to share stories from different religions.


Christianity

What do Christians believe about Jesus? B, EoB, IoB
What do Christians believe about God? B, EoB, IoB




Islam

Why is Mohammed important to Muslims? A, B, IoB



Sikhism

What do Sikhs believe? B,A
How do Sikhs express their belief? B,EoB, IoB



| Year 3 | | Year 4 | | Year 3 | | Year 4 | | Year 3 | | Year 4 | |
|--|--|---|---|---|--|---|---|--|--|--|---|
| - To make links between beliefs, stories and practices | - To identify the impacts of beliefs and practices on people's lives | - To identify similarities and differences between religions and beliefs | - To investigate and connect features of religions and beliefs | - To ask significant questions about religions and beliefs | - To describe and suggest meanings for symbols and other forms of religious expression | - To describe some religious beliefs and teachings of religions studied, and their importance | - To describe how some features of religions studied are used or exemplified in festivals and practices | - To make links between religious symbols, language and stories and the beliefs or ideas that underlie them | - To compare aspects of their own experiences and those of others, identifying what influences their lives | - To compare their own and other people's ideas about questions that are difficult to answer | - To make links between values and commitments, including religious ones, and their own attitudes or behaviour |
| - To comment on connections between questions, beliefs, values and practices | - To describe the impact of beliefs and practices on individuals, groups and communities | - To describe similarities and differences within and between religions and beliefs | - To gather, select, and organise ideas about religion and belief | - To suggest answers to some questions raised by the study of religions and beliefs | - To suggest meanings for a range of forms of religious expression, using appropriate vocabulary | - To describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions | - To show understanding of the ways of belonging to religions and what these involve | - To show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language | - To ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers | - To ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied | - To ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues |
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Christianity
What do Christians believe about Jesus? B, EoB, IoB
What do Christians believe about God? B, EoB, IoB
 Jesus is the son of God
 Jesus is a teacher- parables and stories, healer, miracle worker, one who helped, cared for others.
 Love God love thy neighbour.
 God came to earth through Jesus.
 God is ever present.

Christmas
How and why is Advent important to Christians? B,A,EoB
 What is Advent?
 When does it begin?
 What is remembered during the time of advent?
 Advent is a period of preparation. Each Sunday, four Sundays before Christmas, churches light an Advent candle, each representing how different Biblical figures prepared for God: the prophets, John the Baptist, the patriarchs, and Mary. On Christmas Day a fifth candle is lit to symbolise Christ's birth.
 Christmas- the practice of Advent and Epiphany
 Christians have advent calendars / candles at home.

Islam
Why is Mohammed important to Muslims? A, B, IoB
 Mohammed is the Prophet of Allah.
 Tells God's word (messenger).
 Mohammed told God's word and it was written into the Quran (by the scribes/companions).
 Muslims read / learn the Quran Follow Gods word.
 There are four important companions (like Jesus' disciples).

Easter
What do Christians remember on Palm Sunday? B,A,EoB
 Jesus rode onto Jerusalem on a donkey- to honour him as king and messiah.
 Palm crosses are given on Palm Sunday.
 Christians receive a palm cross on Palm Sunday.

<https://www.christianity.com/wiki/holidays/what-is-palm-sunday-and-why-do-christians-celebrate-it.html>
<https://request.org.uk/festivals/holy-week-and-easter/palm-sunday/> Palm Sunday

Sikhism A
What do Sikhs believe? B,A
How do Sikhs express their belief? B, EoB, IoB

Sikhs believe in one God- creator of all things, the supreme truth- sustainer, without image, without fear, timeless.
 Belief of equality- all humans are equal in the sight of God.
 Belief in life after death.
 What happens at the Amrit (initiation ceremony) ceremony? – shows commitment, belonging and religious identity.
 What are the 5 Ks and what do they mean?
 What is the Guru Granth Sahib and how is it treated? (The importance of the holy book as a living Guru is shown through the way it is treated)
 Who were the Sikh Gurus (10 human Gurus) and why are they important to Sikhs?

How do Sikhs worship in the Gurdwara?
 To know about worship in the Gurdwara: removing shoes, covering head, singing, listening to hymns, prayers, role of Granthi, congregation/community (sangat). Prashad.

<https://request.org.uk/festivals/advent/advent/> Advent

<https://request.org.uk/jesus/introduction-to-jesus/who-is-jesus-2/> who is Jesus?

How beliefs of equality and service are expressed through the shared meal (langar). Know about Guru Granth Sahib: how the importance of the holy book as a living guru is shown through the way it is treated (through ritual, ceremony, artefacts).
What is the story of Baisakhi / Vaisakhi?
(expression of belief through the celebration of Baisakhi/ Vaisakhi)

<https://www.bbc.co.uk/bitesize/topics/zyqnvw/articles/znpg47h> Sikhism information
https://www.youtube.com/watch?v=qx6jOKCroBY&index=1&list=PLcVcEcrSF_9zLhNdOWclo9cFJuISNNahS2
My life my religion- Sikhism.
https://www.youtube.com/watch?v=4bUttgP4gB8&list=PLcVcEcrSF_9zLhNdOWclo9cFJuISNNahS2&index=3
10 Gurus
https://www.youtube.com/watch?v=BjHfAug1K8E&list=PLcVcEcrSF_9zLhNdOWclo9cFJuISNNahS2&index=5
The Gurdwara.
https://www.youtube.com/watch?v=h2LbTwwGsAY&list=PLcVcEcrSF_9zLhNdOWclo9cFJuISNNahS2&index=4
The Holy Book.
https://www.youtube.com/watch?v=QYW10gv3jm0&list=PLcVcEcrSF_9zLhNdOWclo9cFJuISNNahS2&index=7
The five Ks.
https://www.youtube.com/watch?v=K-MrY9FAtdY&list=PLcVcEcrSF_9zLhNdOWclo9cFJuISNNahS2&index=9
Celebration of Vaisakhi Baisakhi.

