



## Corporation Road Community Primary School

### RE LTP

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| <b>RE: Year 3/4B</b>   |  |   |  |
| <b>Vision:</b><br>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. |  |   |  |
| <b>Domains</b>   |  | <b>Key Concepts</b>   |  |
| 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 sese of right and wrong)  |  |
| <b>Autumn 1</b>  | <b>Autumn 2</b>  | <b>Spring</b>   | <b>Summer</b>  |
| <b>Theme: Community</b>  | <b>Theme: Legacy &amp; Impact</b>  | <b>Theme: Citizenship</b>   | <b>Theme: Gender and Equality</b>  |
| <b>Domains:</b>  |  | <b>Domains:</b>   |  |
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| <b>End Point:</b><br><b>Community</b>  | <b>End Point</b><br><b>Legacy &amp; Impact</b>   | <b>End Point:</b><br><b>Citizenship</b>   | <b>End Point:</b><br><b>Gender &amp; Equality</b>  |
| Enable our pupils to make a positive impact on their own lives and the communities in which they live.<br>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.<br>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<br>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. |

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| 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.  |   |   |   |
| <p><b>Christianity</b></p> <p>What can we learn about Christian symbols and beliefs by visiting churches? B,A, EoB</p>   |   | <p><b>Islam</b></p> <p>How and why do Muslims pray? B, A, EoB.</p>    |   | <p><b>Hinduism</b></p> <p>What can we learn by visiting a Mandir? B,A, EoB<br/>How do Hindus show their beliefs? B, EoB<br/>How and why do Hindus celebrate Holi? B,A, EoB</p>   |   |
| <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 3</b>  | <b>Year 4</b>   | <b>Year 3</b>   | <b>Year 4</b>   |
| <ul style="list-style-type: none"> <li>- To make links between beliefs, stories and practices</li> <li>- To identify the impacts of beliefs and practices on people's lives</li> <li>- To identify similarities and differences between religions and beliefs</li> <li>- To investigate and connect features of religions and beliefs</li> <li>- To ask significant questions about religions and beliefs</li> <li>- To describe and suggest meanings for symbols and other forms of religious expression</li> <li>- To describe some religious beliefs and teachings of religions studied, and their importance</li> <li>- To describe how some features of religions studied are used or exemplified in festivals and practices</li> <li>- To make links between religious symbols, language and stories and the beliefs or ideas that underlie them</li> <li>- To compare aspects of their own experiences and those of others, identifying what influences their lives</li> <li>- To compare their own and other people's ideas about questions that are difficult to answer</li> <li>- To make links between values and commitments, including religious ones, and their own attitudes or behaviour</li> </ul>   | <ul style="list-style-type: none"> <li>- To comment on connections between questions, beliefs, values and practices</li> <li>- To describe the impact of beliefs and practices on individuals, groups and communities</li> <li>- To describe similarities and differences within and between religions and beliefs</li> <li>- To gather, select, and organise ideas about religion and belief</li> <li>- To suggest answers to some questions raised by the study of religions and beliefs</li> <li>- To suggest meanings for a range of forms of religious expression, using appropriate vocabulary</li> <li>- 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</li> <li>- To show understanding of the ways of belonging to religions and what these involve</li> <li>- 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</li> <li>- To ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</li> <li>- To ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</li> <li>- To ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</li> </ul> | <ul style="list-style-type: none"> <li>- To make links between beliefs, stories and practices</li> <li>- To identify the impacts of beliefs and practices on people's lives</li> <li>- To identify similarities and differences between religions and beliefs</li> <li>- To investigate and connect 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| <p><b>Christianity</b></p> <p>What can we learn about Christian symbols and beliefs by visiting churches? B,A, EoB</p> <p>Why symbols are there in church? Why are the signs and symbols used? What do they represent? Understand why the metaphors (Potter, Father, Rock, Shepherd, and Shield) are used to describe God. The nature of God as creator, ruler, provider, just loving, powerful, shown through metaphors for God: potter( shaping and moulding and creating), Father (caring, loving, protecting- parent, guidance), Rock (strong, strength, unmoving, firm), Shepherd (protector, guide, leader) , shield (protect, shelter, defend ) How building, symbolic objects and actions are used to express beliefs and feelings e.g. praying hands, kneeling, raised hands, liturgical colours, special clothes, cross, candle, the rosary, windows, banners, statues.</p> <p>How Christians show commitment, belonging to faith community- regular church worship, voluntary work within the church, giving money (Sunday school, church organisations, charities).</p> <p><a href="http://www.stapleford-centre.org/files/files/27-Similes_and_Metaphors-40CreativeIdeas.pdf">http://www.stapleford-centre.org/files/files/27-Similes_and_Metaphors-40CreativeIdeas.pdf</a> information</p> <p><b>Christmas</b></p> <p>Why do Christians call Jesus the light of the world? B,A,EoB</p> <p>Why is Jesus the light of the world?</p> <p>Why was Jesus created and born?</p> <p>Why did God give him to the people of the World?</p> |   | <p><b>Islam</b></p> <p>How and why do Muslims pray? B, A, EoB.</p> <p>Pray five times a day.</p> <p>Routines and rituals of prayer (washing - wudu, men and women being separate).</p> <p>Different prayers.</p> <p>Face Meccah.</p> <p>Prayer mats.</p> <p>Call to prayer.</p> <p>Optional prayer beads to count for extra prayer.</p> <p>Have to know and read the first verse of the Quran.</p> <p><b>Easter</b></p> <p>Why is Lent such an important period for Christians? B,A,EoB</p> <p>What is Lent?</p> <p>Why is an important period of time?</p> <p>How long does it last (40 days)?</p>  |   | <p><b>Hinduism B</b></p> <p>What can we learn by visiting a Mandir? B,A, EoB</p> <p>How do Hindus show their beliefs? B, EoB</p> <p>How and why do Hindus celebrate Holi? B,A, EoB</p> <p>What is the mandir?</p> <p>What is a mandir like?</p> <p>Worship in the mandir: puja, arti, the role of the murtis (images), imagery and symbolism in the mandir, the importance of community worship.</p> <p>One God- worshipped in many forms (refer back to prior learning in year 1). Nature of God expressed in murtis, pictures, symbols, Aum. (Male, female, animal representations of God).</p> <p>Trimrti (Brahma, Vishnu, Shiva).</p> <p>Concept of avatars- (Rama, Krishna).</p> <p>Ahimsa- respect for forms of life. How belief and respect for all living things (ahimsa) has an impact on behaviour and actions e.g. vegetarianism / food laws (no beef- cow is holy). Non- violence.</p> <p>Belief in atman (individual soul), karma. How a belief in karma has an impact on behaviour and actions e.g. seva (service for others).</p> <p>(Possible link to prior learning idea – Buddhism, karma in year 2).</p>   |   |

God came to earth in Jesus to give light to the world- to bring love and hope.  
Christmas is a festival of light, God illuminating the world with love and hope.  
Have candles to show Jesus and God are the light of the world.  
Candles for Christmas and advent.

<https://www.christianity.com/jesus/following-jesus/evangelism-and-missions/how-can-we-be-the-light-of-the-world.html> information

Symbols of **light** depict Christian ideas about Jesus. Star: guiding people to Jesus and source of goodness coming into the evil world, even the Heavens **light** up for Jesus.

What do people do during Lent?  
People 'give something up' during the period of lent.  
The practice of Lent- give something up for the period of lent (usually something that they enjoy- making it a challenge).

<https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z77jf4j> Lent  
<https://request.org.uk/festivals/lent/> Lent

How beliefs and feelings are expressed through the communal celebration of Holi (refer to prior learning of Diwali- Year 1).

What is Holi? What is being celebrated? When is the celebration?

<https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/z4qgy9q> Holi  
<https://www.youtube.com/watch?v=o-s0mN5P8jq> Visiting a mandir- tour of the temple.  
[https://www.youtube.com/watch?v=X-yJM5jjhil&index=1&list=PLcvEcrsF\\_9zLN3DArb\\_4G8Y5EHbSTRDL](https://www.youtube.com/watch?v=X-yJM5jjhil&index=1&list=PLcvEcrsF_9zLN3DArb_4G8Y5EHbSTRDL)  
Children speaking about their religion. BBC- my life, my religion.  
[https://www.youtube.com/watch?v=qeguiNi3Uac&list=PLcvEcrsF\\_9zLN3DArb\\_4G8Y5EHbSTRDL&index=7](https://www.youtube.com/watch?v=qeguiNi3Uac&list=PLcvEcrsF_9zLN3DArb_4G8Y5EHbSTRDL&index=7)  
Festival of Holi

