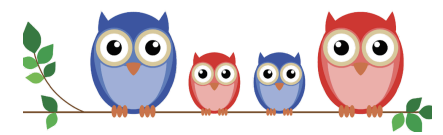


## RE Year 4

### Autumn 1 Sikhs-How does guru nanak inspire sikhs today

Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
Who was Guru Nanak?	Why should everyone be treated equally and with respect?	Why did Guru Nanak believe it was important to focus on serving others and not on money?	What did Guru Nanak believe about being honest and living a good life?	Who do Sikhs believe in?	How do Guru Nanak's teachings still inspire Sikhs today?
Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
Nanak was born in Punjab in 1469 CE. There are many stories about his childhood. When he was about 30, he disappeared for three days, returning with a mission to teach people about God. His teachings changed the lives of many people, and Sikhs still follow his wisdom today. He made four journeys teaching about kindness and equality.	Guru Nanak taught that everyone, no matter their background, should be treated equally. The story of the Milk and the Jasmine Flower reminds Sikhs of the importance of welcoming and accepting others. He taught that good actions change the world. He emphasised the importance of love, peace and respect, encouraging people to live in harmony with others	Guru Nanak teaches that helping others is the real way to feel happy, not by having lots of money. Being kind and caring is better than just trying to get money. The story teaches Sikhs that being too greedy can make them forget to help others. Guru Nanak wants Sikhs to share what they have and help those in need, instead of just keeping things for themselves.	Nanak's mission was to teach people to do good work, to pray and to live simply and in honesty. The story of Bhai Lalo teaches Sikhs to work hard and to live an honest and good life. Integrity was an important part of Nanak's teachings and is still a feature of Sikh life today	Guru Nanak wrote the Mool Mantar, the essential teaching about one God. The first line is the Ik Onkar, 'there is only one God'. Sikhs meditate on the name of God, repeating the word 'Waheguru'. The Mool Mantar are the opening words and teachings in the Guru Granth Sahib.	Sikhs pray and worship at the gurdwara and at home. Never forgetting the poor is a key belief in Sikhi. Equality, including gender equality, is important to Sikhs. Seva, or service, is something all Sikhs hold as important.
Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered
Retelling key events from Guru Nanak's life  Placing events on a simple historical timeline  Explaining why Guru Nanak is important to Sikhs	Explaining Guru Nanak's teachings about equality  Interpreting religious stories (e.g., Milk and Jasmine Flower)  Making links between belief and behaviour	Interpreting stories about greed and generosity  Explaining the concept of sewa (service)  Making links between Sikh teachings and daily life	Explaining Sikh beliefs about honest living  Making links between integrity and faith  Describing how beliefs influence actions  Recognising continuity between past teachings	Explaining Sikh belief in one God  Describing the importance of the Mool Mantar  Making links between sacred text and belief  Understanding meditation and	Explaining how Sikh beliefs influence modern life  Describing worship in the gurdwara and at home  Making connections between sewa, equality and community life



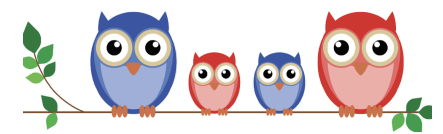


<p>Describing Hindu beliefs about the creation of the universe</p> <p>Retelling Hindu creation stories</p> <p>Recognising that religions can have different explanations for the origins of the world</p> <p>Beginning to ask philosophical questions about the universe</p>	<p>Explaining Hindu beliefs about the divine nature of the world</p> <p>Describing how the Earth may be viewed as sacred</p> <p>Making links between beliefs and environmental attitudes</p> <p>Comparing different views about the natural world</p>	<p>Retelling Hindu stories that teach moral lessons</p> <p>Explaining the concept of <b>dharma</b></p> <p>Making links between beliefs and actions</p> <p>Recognising how compassion influences behaviour</p>	<p>Explaining how religious beliefs influence actions</p> <p>Giving examples of how Hindus live out dharma in everyday life</p> <p>Describing examples of charity and service</p> <p>Making connections between religious values and environmental action</p>	<p>Explaining how stories about deities communicate religious values</p> <p>Describing how gratitude and reverence are shown in Hindu beliefs</p> <p>Interpreting religious stories and identifying their messages</p> <p>Making links between beliefs and respect for nature</p>	<p>Explaining how religious teachings influence environmental responsibility</p> <p>Giving examples of how Hindus respond to climate change</p> <p>Comparing religious responses to global issues</p> <p>Expressing personal views about caring for the planet</p>
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
Creation, Rishi, Deity, Aum	Divine, interconnected, guru	Dharma, essence, compassion	Unconditional, compassion, dharma	Krishna, deity, reverence, gratitude	Krishna, Bhagavad Gita, Dharma

## RE Year 4

### Spring 1 - Jesus: How does his treatment of outcasts speak to Christians today?

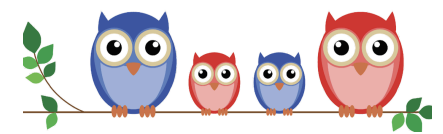
Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
Why is Jesus called Zacchaeus?	How do some Christians interpret the calling of Zacchaeus today?	How did Jesus treat outcasts?	How did Christians interpret the story of Jesus and the lepers?	What happened when Jesus met the Samaritan woman?	How might some Christians interpret the story of Jesus and the Samaritan at the well?
Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
Jesus was a Jewish teacher. During Jesus' lifetime the Romans occupied the land and were resented by the Jews.	In the gospel account, Zacchaeus changed his behaviour after meeting Jesus. Many prisoners can be seen as outcasts because they have committed	Leprosy is an infectious disease. In Jesus' time, lepers had to live outside of society and were seen as unclean.	Christians today interpret the stories of Jesus and the lepers to work with people who suffer. Some Christians choose to work with people who are excluded from society.	The society in which Jesus lived was patriarchal, meaning that women had little power. The Samaritans were outcast by other Jews because their religious	Since the time of Jesus, women have faced challenges to have their voices heard in society. Some Christians think it's important to support people who are outcast



<p>Tax collectors were outcasts because they worked for the Romans. People at the time would have been shocked by Jesus eating with Zacchaeus. This is an example of how Jesus challenged the society of his time.</p>	<p>crimes and are kept away from society. Some Christians work in prisons today as chaplains. They aim to work with prisoners and support them. Restorative justice is about reflecting on behaviour and putting things right.</p>	<p>In Luke's gospel, Jesus touched lepers and healed them. People at the time would have been shocked that Jesus spoke with or touched people with leprosy. Many Christians draw attention to the fact that Jesus was always drawn to those on the very edge of society.</p>	<p>The L'Arche Community is an organisation that works with people with disabilities. The L'Arche Community aims to make disabled people visible and celebrate their contribution.</p>	<p>ideas were seen to be unacceptable. In the story, Jesus accepts water from the Samaritan woman. People at the time would have been shocked that Jesus shared a cup with someone who would have been seen as unclean.</p>	<p>from society even if other Christians disapprove. Corrie Ten Boom is an example of a Christian who challenged society, inspired by the teachings of Jesus. During World War Two she and her family hid many Jews from the Nazis and helped them to safety.</p>
Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered
<p>Retelling a Bible story about Jesus</p> <p>Explaining why Zacchaeus was seen as an outcast</p> <p>Identifying how Jesus challenged social expectations</p> <p>Making links between the story and attitudes in society</p>	<p>Explaining how Christians interpret Bible stories today</p> <p>Making links between Christian teachings and modern actions</p> <p>Describing how Christians support people who may be excluded (e.g. prison chaplaincy)</p> <p>Discussing ideas of forgiveness and change</p>	<p>Describing what life was like for people with leprosy in Jesus' time</p> <p>Explaining how Jesus' actions challenged social rules</p> <p>Interpreting a Gospel story and its meaning</p> <p>Making connections between Jesus' behaviour and Christian values</p>	<p>Explaining how religious stories influence Christian behaviour</p> <p>Giving examples of Christian organisations helping marginalised people</p> <p>Making links between belief and action</p> <p>Describing how faith inspires social care</p>	<p>Retelling the story of the Samaritan woman at the well</p> <p>Explaining why this meeting was surprising in the context of the time</p> <p>Identifying issues of gender and social exclusion in the story</p> <p>Making connections between the story and equality</p>	<p>Explaining how Christian teachings inspire people to challenge injustice</p> <p>Describing examples of Christians responding to discrimination</p> <p>Making links between Christian beliefs and historical actions</p> <p>Expressing personal views about inclusion and justice</p>
Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
<p>Outcast, tax collector, Roman empire, Gospel</p>	<p>Interpretation, chaplain, restorative justice, forgive</p>	<p>Leprosy, society, gospel, kingdom of God</p>	<p>Exclude, disability, community, calling</p>	<p>Samaritan, Rabbi, Messiah, patriarchal</p>	<p>Calling, outcast, ordain</p>

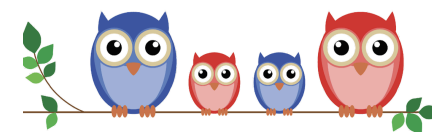
## RE Year 4

Spring 2 - Prophet Muhammad: how does he inspire Muslims today?



Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
What was Prophet Muhammad's childhood like	What was Prophet Muhammad's journey to prophethood like?	What challenges did Prophet Muhammad face during his life?	Are muslims inspired by Prophet Muhammad?	How does the Qur'an and Hadith influence Muslims?	How does Prophet Muhammad influence Muslims to live better lives?
Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught	Key knowledge taught
The Prophet Muhammad was born around the year 570 CE in the city of Makkah. Arabia was mainly made up of tribes with a polytheistic worldview with small Jewish and Christian communities as well. The Prophet Muhammad was orphaned at an early age. For many Muslims, the early childhood of the Prophet Muhammad shows kindness and compassion in action.	The Prophet Muhammad became a successful merchant. He was valued for his honesty and integrity. He married his wife, Khadija. She saw his skills as a merchant. He spent time in meditation/prayer away from Makkah. Muslims believe that he was called to be a prophet and received his revelations through angel Jibr'il.	Muslims believe that Muhammad continued to receive revelations from God (Allah). His message of monotheism was challenging for the society of Makkah. Many Muslims interpret the story of the Spider's Web as showing God (Allah's) protection of the Prophet Muhammad. The migration to Madinah shows many Muslims the importance of perseverance when facing challenges.	Understanding stories of Prophet Muhammad's life help us better understand Muslim worldviews. Prophet Muhammad's actions are regarded as a template to follow by many Muslims. The Prophet Muhammad is regarded by many Muslims as the ideal leader.	After Prophet Muhammad died, his revelations were gathered together into the Qur'an. Other sayings and deeds were collected in the Hadith which inspires Muslims today. The Qur'an and Hadith are used in Muslim life to inform their practice. We can better understand Muslim worldviews by examining how Prophet's words are interpreted by different Muslims	The Prophet Muhammad was concerned with practical matters, not just spiritual matters. The Prophet Muhammad had deep compassion for animals and the natural world. Both Sunni and Shi'a traditions emphasise the care for animals and the environment through Hadiths and Qur'anic verses.
Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered	Key skills covered
Retelling key events from the early life of Prophet Muhammad  Describing the historical and religious context of Arabia  Explaining why Muhammad's childhood is important to Muslims  Identifying values such as kindness and compassion in stories	Describing important events leading to Muhammad becoming a prophet  Explaining the significance of revelation in Islam  Making links between Muhammad's character and Muslim beliefs  Using religious vocabulary (prophet, revelation, angel)	Retelling stories about challenges faced by Muhammad  Explaining why his message was difficult for people in Makkah  Identifying themes of perseverance and faith  Making links between historical events and Muslim beliefs	Explaining how Muhammad is seen as a role model for Muslims  Describing how Muslims try to follow his example  Making connections between beliefs and actions  Giving examples of how teachings influence behaviour	Explaining the importance of the Qur'an and Hadith in Islam  Describing how religious teachings guide Muslim life  Interpreting simple religious texts or teachings  Recognising that Muslims may interpret teachings in different ways	Explaining how Muhammad's teachings encourage ethical living  Identifying values such as compassion, care for animals and the environment  Making links between religious teachings and modern life  Expressing thoughtful responses to moral teachings



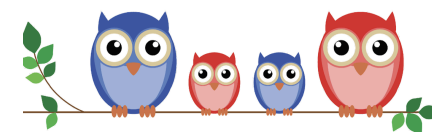


Describing what a pilgrimage is	Retelling key events and rituals of Hajj	Explaining how pilgrimage can affect believers	Describing why Karbala is important to Shi'a Muslims	Describing why Jerusalem is a sacred place for Jews	Explaining why Jerusalem is important for Christians
Identifying sacred places in different religions	Explaining the importance of Hajj for Muslims	Considering physical and spiritual impact of religious practice	Retelling the story of Husain and its significance	Explaining the importance of the Western Wall	Making links between places and events in Jesus' life
Explaining why journeys can be important to believers	Using subject vocabulary (Hajj, Makkah, Five Pillars)	Using case studies to understand religious experience	Explaining why pilgrimage is meaningful for believers	Identifying connections between place and belief	Comparing why a place may be sacred to different believers
Using key religious vocabulary (pilgrimage, sacred)	Sequencing religious events	Expressing thoughtful responses to religious journeys	Using religious vocabulary (Arbaeen, Karbala)	Using key religious vocabulary	Reflecting on why pilgrimage matters to faith communities
<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>
Pilgrimage, pilgrim, sacred	Hajj, Makkah, Ka'bah	Eid ul-Adha, Hajj, ummah	Shi'a, Karbala, Arba'een, Hussain	Western Wall, temple, tefillin, Bar mitzvah	Crucifixion, resurrection, forgiveness, denomination

## RE Year 4

### Summer 2 - Spirituality: How is art used in religions and beliefs?

Key line of enquiry 1	Key line of enquiry 2	Key line of enquiry 3	Key line of enquiry 4	Key line of enquiry 5	Key line of enquiry 6
How do we express beliefs?	What is calligraphy and how do some Muslims use it?	Is poetry important in some religions?	How do some Christians retell stories through art?	Do Christians use art to express belief?	How can I show my belief through art?
<b>Key knowledge taught</b>	<b>Key knowledge taught</b>	<b>Key knowledge taught</b>	<b>Key knowledge taught</b>	<b>Key knowledge taught</b>	<b>Key knowledge taught</b>
Sometimes it is difficult to express feelings and beliefs with only words. People of faith have often used other ways of expressing deep thoughts.	Calligraphy is decorative writing. It is often used by Muslims as a form of art. This is because Muslims believe that it is wrong to depict living beings.	People have often expressed themselves through poetry as well as prose. The poetry of Rumi is an inspiration to some Muslims.	Many churches used stained glass windows to tell stories from the Bible. Some churches use icons to worship and focus on God.	Christians have represented their beliefs in art for many centuries. This includes modern artists painting today. We do not know what Jesus looked like. We	All people have beliefs and values which may be religious or non religious. Beliefs may be about the world, our lives, morals of other people



These may include symbols, patterns, poetry and art.	There are many great Muslim works of calligraphy.	The Psalms are poetry found in the Bible that express ideas about God. Hymns are a form of poetry that is sung.	Christian art often contains deeper symbolic meanings placed within images by artists. By examining different Christian attitudes to art we can better understand Christian worldviews.	know he lived as a first century Jew in Palestine. Many Christians throughout the world represent Jesus from within their own culture. Sometimes Christians use art to challenge established views.	or about our meaning and importance. Artwork can express our own beliefs and values in many different forms.
<b>Key skills covered</b>	<b>Key skills covered</b>	<b>Key skills covered</b>	<b>Key skills covered</b>	<b>Key skills covered</b>	<b>Key skills covered</b>
Identifying different ways beliefs can be expressed  Recognising symbols and artistic expression in religion  Explaining how art can communicate ideas and beliefs  Using appropriate religious vocabulary	Describing how calligraphy is used in Islam  Explaining why images of living beings may not be used in Islamic art  Identifying features of Islamic artistic expression  Using key vocabulary (calligraphy, Islamic art)	Identifying how poetry and hymns express religious beliefs  Describing examples of religious poetry (e.g. Psalms)  Explaining how words and music communicate spiritual ideas  Making links between art, poetry and belief	Describing how Christian stories are represented in art  Interpreting meaning in religious images and symbols  Explaining how art can communicate biblical stories  Recognising symbolism in religious artwork	Explaining how Christian beliefs are expressed through art  Recognising how artists represent Jesus in different cultures  Interpreting how artwork reflects belief and values  Discussing different viewpoints about religious art	Reflecting on personal beliefs and values  Creating artwork to express ideas or beliefs  Explaining the meaning behind artistic choices  Evaluating how art can communicate messages
<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>
Symbol, non verbal, express	Calligraphy, Haram figurative art	Poetry, psalm, hymn	Icon, chi Rho stained glass window venerate	Incarnate, biblical challenge	Values, belief, worldview