

Ashwell Primary School
Religious Education Curriculum
Year 4: Autumn – Christianity, Sikhism & Hinduism



Autumn Term Units: Beliefs and Practices, Symbols and Actions and Identity and Belonging.

Core Knowledge / skills to be acquired:

Symbols and actions; symbolic expression in prayer and worship

- Know and recognise key symbols of the Christian, Sikh and Hindu religions
- Revise, compare and contrast religious symbols and their meanings
- Explore how acts of worship are symbolic and can communicate faith beyond words; for example, through food and music
- Recognise key religious artefacts and know how they are used across the Sikh and Hindu religions
- Know the 5Ks, the Khanda and the importance of Sewa for Sikhs
- Explore the relationship between a Hindu follower and their deities
- Explore the use of art, architecture and icons and know how powerful religious symbols are for their followers

Knowledge and skills linked to beliefs and practices; religious celebrations, key events in life and pilgrimage:

- Develop an understanding of what it means to live as a Christian, Sikh or Hindu in Britain today
- Describe different ways followers celebrate festivals and follow traditions, e.g. Vaisakhi and Diwali
- Know how Sikh and Hindu followers mark important events in life
- Explore the inner meaning behind the key Sikh and Hindu birth traditions and practices
- Consider why there are different ways of marking the same event, e.g. Christmas, Eucharist, Advent and Diwali
- Know why some people make pilgrimage; Kumbha Mela for Hindus, the Golden Temple for Sikhs and Lourdes for Christian

Identity and belonging; exploring The Trinity and Incarnation at Christmas

- Explore what the Holy Trinity is and the significance it has for Christians
- Know and understand how the Trinity is linked to Christmas and Easter

Key Vocabulary:

Belief, practice, symbols, action, prayer, worship, life events, celebration, festivals, traditions, practices, communication, life events, foods, music, birth welcoming, compare and contrast, expression, commitment, duties, leadership, God, gods, deities

Sikhism:

5Ks – The 5 commands
 Khanda – Sikh symbol
 Sewa – selfless service
 Vaisakhi and Diwali
 Pilgrimage - The Golden Temple for Sikhs

Hinduism:

Deities – supreme being or God-like
 Diwali
 Pilgrimage; Kumbha Mela for Hindus

Christianity:

Christian, God, Jesus, Bible, Christmas, prayers, celebrate, festival, harvest, Baptism, Advent, Easter
 Holy Trinity – The union of The Father, Son and Holy Spirit

Curriculum Enrichment / Cultural Capital Opportunities

Visitor of faith:

Prior year 3 knowledge/ skills this builds on:

- Identifying and comparing key symbols of the Christian and Islamic faiths
- Recognising key Christian and Islamic prayer and worshipping practices
- Describing some key Christian and Islamic beliefs
- Describing some Christian and Islamic key traditions, celebrations and life events
- Understanding aspects of belonging and individual commitment to faith
- Understand why the Bible and Qur'an are sacred and recognise how they are used
- Recognise how individuals and communities look after each other
- Know how faith and beliefs can influence right and wrong decisions
- Understand what it means to be a Christian or Muslim in modern day Britain

What comes next:

- Learning about what it means to be part of a faith or non-religious community
- Learning about how individuals and groups of people follow the Christian, Hindu and Sikh and faiths and how following their faith can offer personal challenges
- Understanding the role of Christian, Hindu and Sikh sacred spaces
- Exploration of Christian, Hindu and Sikh prayers and how prayer, reflection and meditation impact on the lives of followers
- Learning about the varied roles of religious leaders, their qualities and attributes and their impact on individuals and on their communities
- Further developing our knowledge of Easter through learning about the death and resurrection of Jesus Christ

Ashwell Primary School
Religious Education Curriculum
Year 4: Spring term – Christianity, Sikhism & Hinduism



Spring Term Units: Prayer, worship and reflection, Identity and Belonging, Symbols and Actions

Core Knowledge / skills to be acquired:

Identity and belonging; exploring religious commitment, communities and leadership

- Express what belonging and faith means across Christianity, Sikhism and Hinduism
- Identify aspects of the lives of key leaders from contemporary life
- Explore where people belong, how some identify and define themselves and what belonging might mean and how it shapes our lives
- Consider some of the challenges individuals and communities face in relation to the Sikh Khalsa
- Discover ways in which communities are brought together through for example, Diwali, Bandi Chor Divas and Easter
- Identify practices relating to individual commitment and shared commitment made by communities
- Recognise leadership qualities and attributes and identify the impact religious leaders have on their follow

Ultimate Questions: God and gods, creation and ultimate questions

- Discuss challenging questions about meaning, purpose and truth
- Debate as to why there are different ideas and God and gods (Hindu Trimurti)
- Respond thoughtfully to ultimate questions such as, 'why don't we know what happens when we die?'
- Express our understanding through creative arts
- Know different responses to the creation story questioning the conflict for Christians

Knowledge and skills when learning from prayer, worship and reflection; communicating beyond prayer and sacred spaces

- Understand the role and meaning of places of worship
- Suggest reasons as to why Sikh Gurdwaras and Hindu Mandirs play a significant part in a religious community
- Know how the Puja offers followers sacred spaces within the followers own home
- Recognise ways in which architecture expresses how a community communicates through prayer, worship and reflection
- Consider the nature of prayer and different forms of worship including the Akhand Path for Sikhs

Knowledge and skills when learning from symbols and actions (Easter)

- Know the key events told by the Easter story
- Know the events of Good Friday; the death of Jesus Christ and His resurrection
- Express thoughts on our own personal heroes and examine the significance of Jesus as the
- Messiah for Christians

Key Vocabulary:

Prayer, worship, reflection, identity, belonging, faith, belief, symbol, family, worshipper, believer, commitment, leadership

Sikhism:

5Ks – The 5 commands
 Khalsa – to be pure and liberated from
 Sewa – selfless service
 Bhandi Chor – A Sikh liberation day
 Sikh temple – Gurdwara
 Akhand Path – continuous reading of Sikh scriptures

Hinduism:

Deities – supreme being or God-like
 Trimurti – three forms (Gods)
 Hindu temple – Mandir

Christianity:

Christian, God, Jesus, Bible, vicar
 Good Friday
 Death of Jesus Christ
 The Resurrection of Jesus Christ
 Messiah – The expected King

Curriculum Enrichment / Cultural Capital Opportunities

Visitor of faith:

Prior knowledge / skills this builds on:

- Recognising key symbols of the Christian, Hindu and Sikh faiths
- Recognising key Christian, Hindu and Sikh prayer and worshipping practices
- Know about aspects of Christian, Hindu and Sikh traditions and celebrations
- Know how Christian, Hindu and Sikh followers mark key events in life
- Understand the key messages behind the Trinity and its links to Christmas
- Exploring what belonging means as a Christian, Hindu and Sikh
- Know why Christians, Hindus and Sikhs make pilgrimage
- Recognise the challenges individual face when practicing their faith
- Identify key religious Christian and Muslim leaders and know about their attributes / qualities

What comes next:

- Learn from Christian, Hindu and Sikh sacred texts & stories; guidance and impact
- Taking responsibility; living as an individual and living together
- Identifying values and respect and how this relates to living in the wider world
- Reflecting on ethics; what is right and wrong, fair and just
- Identify their own learning from Christianity, Hinduism and Sikhism
- Asking a range of open questions based on their own knowledge and understanding of Christianity, Hinduism and Sikhism
- Discussing ultimate questions about Christianity, Hinduism and Sikhism
- Developing links and connections across their learning during the year

Ashwell Primary School
Religious Education Curriculum
Year 4: Summer – Christianity, Sikhism & Hinduism



Summer Term Units: Ultimate Questions, Sources of wisdom, Human responsibility and values, Justice and fairness

Core Knowledge / skills to be acquired:

Ultimate Questions: God and gods, creation and ultimate questions

- Discuss challenging questions about meaning, purpose and truth
- Debate as to why there are different ideas and God and gods (Hindu Trimurti)
- Respond thoughtfully to ultimate questions such as, 'why don't we know what happens when we die?'
- Express our understanding through creative arts
- Know different responses to the creation story questioning the conflict for Christians

Knowledge and skills when studying sacred sources of wisdom:

- Enquire about wisdom; what it is, where it comes from and who decides it is wise
- Investigate and interpret a range of stories, sacred writings and sources of wisdom such as Bhadavad Gita, Ramaya and stories from the Sikh tradition
- Understand how the authority of various sources of wisdom may help to guide followers in their daily lives
- Recognise how psalms, poems, hymns and stories can be interpreted in different communities and how they can affect followers in different ways
- Reflect on what is golden about the golden rules of faith and belief
- Reflect on the impact of key sources of wisdom on individuals and different communities

Knowledge and skills through exploring human responsibility:

- Consider our own responsibility for the world and for each other
- Consider Sikh and Hindu responses on how people can live together respectfully and peacefully
- Understand why there might be different ideas about what is important and what is valued, e.g. Hindu teachings, Ahimsa
- Express our own ideas on the treatment of animals in relation to the rules of Ahimsa
- Recognise moral values applying to various religious codes and for non-religious people; for instance by compiling a moral value charter
- Debate on whether having a religious faith helps people to be good

Knowledge and skills through the consideration of Justice and fairness

- Know the terms justice and fairness
- Explore what is right and wrong beyond religious guidance and how people may choose to live their lives
- Explore ideas about justice and fairness through the work of various development charities and their projects
- Discuss the importance of fairness, peace and justice in the light of faith stories; The Milk and the Jasmine Flower, How Genesha got the Elephant Head, The Emperor and the Langar as well as other sources of wisdom
- Reflect on ethical questions, e.g. does fairness mean that everyone gets the same?
- Investigate Hindu responses to the concept of equality and the central role of the Langar in Sikh life

Key Vocabulary:

Source, wisdom, responsibility, values, justice, fairness, questions, sacred, care, faith, beliefs, charity, messages, influence, community, respect, fair and just, charity, ethical, truth, death, God, and Gods, truth, right and wrong, creation

Sikhism:

5Ks – The 5 commands

Khalsa – to be pure and liberated from

Sewa – selfless service

Bhadavad Gita, Ramaya and other traditional Sikh stories

Langar – a community kitchen for all to share

Hinduism:

Deities – supreme being or God-like

Trimurti – three forms (Gods)

Hindu temple – Mandir

Ahimsa – teachings around not harming others or animals

Christianity:

Christian, God, Jesus, Bible, prayers, celebrate, festivals

Psalms from The Old Testament

Curriculum Enrichment / Cultural Capital Opportunities

Visitor of faith: Visitor of faith:

Prior knowledge / skills this builds on:

- Understand what it means to be part of a faith or non-religious community
- Recognise how individuals and groups of people follow the Christian, Hindu and Sikh and faiths and how following their faith can offer personal challenges
- Understand the role of Christian, Hindu and Sikh sacred spaces
- Explore Christian, Hindu and Sikh prayers and how prayer, reflection and meditation impact on the lives of followers
- Recognise varied roles of religious leaders, their qualities and attributes and their impact on individuals and on their communities
- Further develop our knowledge of Easter through learning about the death and resurrection of Jesus Christ

What comes next: Christianity and Buddhism

- Learning about symbolic expression in prayer and worship
- Learning about beliefs and practices, religious celebrations and life events
- Exploring religious identity and belonging, exploring religious commitment, religious communities and Christian and Buddhist leadership
- Learning about Christian and Buddhist prayer, reflection and worship
- Learning about religious communication beyond sacred spaces
- Learning about symbols, actions and the key events of Christmas and Easter
- Learning to ask and answer ultimate questions about God, Gods, deities and creation
- Learning about the meaning behind sacred texts and sources, what they teach us and about their significance
- Learning about human responsibility and values in relation to taking care of others and the wider world around us
- Learning about justice and fairness; right and wrong and how religion can offer guidance and inspiration