



RE Curriculum – Year 3 and 4 – Cycle A

Non- Negotiables – [Links to Lincolnshire Locally Agrees RE Syllabus](#)

**Understand beliefs and teachings;** RE1: Present the key teachings and beliefs of a religion. RE2: Refer to religious figures and holy books to explain answers. **Understand practices and lifestyles;** RE3: Identify religious artefacts and explain how and why they are used. **Reflect:** RE7: Show an understanding that personal experiences and feelings influence attitudes and actions. RE9: Ask questions that have no universally agreed answers. **Understand values;** RE10: Explain how beliefs about right and wrong affect people’s behaviour. RE11: Describe how some of the values held by communities or individuals affect behaviour and actions. RE12: Discuss and give opinions on stories involving moral dilemmas.

|            | Autumn  | Spring  | Summer  |   |  |   |
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|            | <p>What do we know about Jesus?<br/>RE6: Identify religious symbolism in literature and the arts.</p>   | <p>Who were the Israelites?<br/>RE8: Give some reasons why religious figures may have acted as they did.</p>  | <p><a href="#">How do Hindus Worship at home and the mandi?</a><br/>RE4: Describe religious buildings and explain how they are used.</p>  | <p>Why is Easter important to Christians?<br/>RE3: Identify religious artefacts and explain how and why they are used.<br/>RE5: Explain some of the religious practices of both clerics and individuals.</p>  | <p><a href="#">Islam Rites of Passage</a> (Life Journey: Islam)<br/>RE4: Describe religious buildings and explain how they are used<br/>RE5: Explain some of the religious practices of both clerics and individuals.</p>  | <p>How is food special in religions?<br/>RE3: Identify religious artefacts and explain how and why they are used.</p>   |
| Resource   | Different images of Jesus   | Representation of Jacob’s family tree,  | the story of Svetaketu, images of Hindu gods and goddesses,   | Palm crosses, Easter artefacts, goblet, bread/water   | Prayer mat, Islamic art, video clips of weddings/ceremonies, images of ceremonies,   | Sedar plate, goblet, bread/water  |
| Vocabulary | Jesus, Christianity, bible, gospels   | Israelites, Abraham, Isaac, Jacob, Qur’an, Bible and Torah, famine, pharaoh, Egypt, promised land,  | Hindu, gods, goddesses, puja, shrine, Mandir  | Palm Sunday, Christianity, Jesus, Easter, Jerusalem, Last Supper, disciple, Eucharist,  | Islam, Muslim, community   | Fasting, Jewish, Yom Kippur, Eid al-Fitr, Ramadan, Muslim, Islam, communion,  |
| Lesson 1   | <p><b>Year 3:</b> To learn that representations of Jesus vary<br/><b>Year 4:</b> To learn that representations of Jesus vary and to explore some of the reasons for this.<br/><b>Activities:</b> Children will understand that Jesus is a historical as well as a religious figure. They will consider reasons why no one knows exactly what he looked like and think about why different groups of people represent Jesus in different ways.<br/><b>Outcomes</b><br/><b>Year 3:</b> Children know that Jesus is a historical figure • Children know that there is no authentic visual image of Jesus<br/><b>Year 4:</b> Children know that Jesus is a historical figure • Children know that there is no authentic visual image of Jesus • Children know that expressions of Jesus’ appearance reflect a variety of contextual characteristics</p> | <p><b>Year 3:</b> To find out who the Israelites were<br/><b>Year 4:</b> To know who the Israelites were and what they believed.<br/><b>Activities:</b> Children will start by identifying that the stories of Abraham, Isaac and Jacob are in the Qur’an, Bible and Torah. They will then go on to read a brief story about Abraham, Isaac and Jacob, and the promise God made to them. Children will then look at Jacob’s family tree and be introduced to his twelve sons, four wives and one daughter.<br/><b>Outcomes</b><br/><b>Year 3:</b> Children know that the story of Abraham, Isaac and Jacob is common to the Bible, the Torah and the Qur’an • Children know that Jacob came to be called Israel by God<br/><b>Year 4:</b> Children know that the story of Abraham, Isaac and Jacob is common to the Bible, the Torah and the Qur’an • Children know that Jacob came to be called Israel by God • Children place Jacob in time and place</p> | <p><b>Year 3:</b> To learn about some important aspects of Hindu beliefs in God.<br/><b>Year 4:</b> To be able to explain some important aspects of Hindu beliefs in God.<br/><b>Activities:</b> Through the story of Svetaketu, children will learn about some core principles of Hinduism. They may then either create Hindu art, or explain some Hindu beliefs in their own words.<br/><b>Outcomes</b><br/><b>Year 3:</b> Children can explain how symbols are used in some religions to represent God • Children explain Hindu beliefs about God in their own words • Children reflect on their own beliefs<br/><b>Year 4:</b> Children can explain how symbols are used in some religions to represent God • Children explain Hindu beliefs about God in their own words • Children reflect on their own beliefs or ideas as well as those of followers of other religions about God</p> | <p><b>Year 3:</b> To learn about the events of Palm Sunday<br/><b>Year 4:</b> To retell the events of Palm Sunday<br/><b>Activities:</b> Children will recall what they already know about Christianity and who Jesus was before looking at the events surrounding Jesus’ entrance into Jerusalem. They will consider why he was greeted by cheering crowds and find out how Christians commemorate Palm Sunday today.<br/><b>Outcomes</b><br/><b>Year 3:</b> Children talk about the fact that the crowd welcomed Jesus because he was the Messiah • Children recount the story of Palm Sunday<br/><b>Year 4:</b> Children talk about the fact that the crowd welcomed Jesus because he was the Messiah • Children recount the story of Palm Sunday • Children explore the feelings of Jesus as he faced death</p> | <p><b>Year 3:</b> To understand what Islam is and what the five pillars are.<br/><b>Year 4:</b> To explain the five pillars of Islam<br/><b>Activities:</b> Children will identify what Islam is. They will explore the Five Pillars of Islam to gain a deeper understanding of the Islamic faith, identifying the effect each pillar has on a Muslim’s life<br/><b>Outcomes</b><br/><b>Year 3:</b> Children understand what Islam is • Children explain what the Five Pillars of Islam are • Children explain what communities and families celebrate<br/><b>Year 4:</b> Children understand what Islam is • Children explain what the Five Pillars of Islam are • Children explain what communities and families celebrate and why this is important</p> | <p><b>Year 3/4:</b> To find out about some of the rules surrounding food in different religions.<br/><b>Activities:</b> Children will start by considering their favourite foods and foods they aren’t allowed to eat for any reason. They will then go on to look at some of the rules and restrictions regarding food in the six main world religions. Following this, they will consider a variety of meals and make decisions about the people who would and wouldn’t be able to eat them based on their religious beliefs.<br/><b>Outcomes</b><br/><b>Year 3:</b> • Children know that food is significant aspect of many of the world’s major religions • Children describe some of the foods that are forbidden in different world religions<br/><b>Year 4:</b>• Children know that food is significant aspect of many of the world’s major religions • Children describe some of the foods that are forbidden in different world religions • Children can suggest reasons why these foods are forbidden</p> |
| Lesson 2   | <p><b>Year 3:</b> To learn that pictures of Jesus tell us about people’s personal beliefs about him.</p>  | <p><b>Year 3:</b> To find out about Joseph and how he came to be in Egypt.<br/><b>Year 4:</b> To know who Joseph was and how he came to be in Egypt.</p>  | <p><b>Year 3:</b> To identify some characteristics of Hindu gods and goddesses.</p>   | <p><a href="#">Year 3: To learn about the significance of the Last Supper.</a><br/><a href="#">Year 4: To understand the significance of the Last Supper.</a></p>   | <p><b>Year 3:</b> To explore Muslim birth ceremonies and naming days</p>   | <p><b>Year 3:</b> To find out about fasting in different world religions.<br/><b>Year 4:</b> To be able to explain fasting in different world religions.</p>  |

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|          | <p><b>Year 4:</b> To understand pictures of Jesus tell us about people’s personal beliefs about him.<br/> <b>Activities:</b> Children will study some different representations of Jesus in art and consider what each representation says about the artist’s perception of Jesus. They will start to think about personal perceptions of Jesus for Christians and consider their own ideas about what they think Jesus was like.<br/> <b>Outcomes</b><br/> <b>Year 3:</b> Children know that pictures of Jesus tell us about people’s personal beliefs about him • Children explain the importance of a personal image of Jesus for many believers • Children reflect on their own ideas of how Jesus may have looked<br/> <b>Year 4:</b> Children know that pictures of Jesus tell us about people’s personal beliefs about him • Children explain the importance of a personal image of Jesus for many believers • Children reflect on their own ideas of how Jesus may have looked</p> | <p><b>Activities:</b> After recapping Jacob’s family tree, children will read the story of Joseph up to the point he is put in prison by Potiphar. They will consider how Joseph might have been feeling at this point and think about how Joseph’s experiences were affected by his belief in God. They can also consider some more general questions about slavery, beliefs and dealing with family feuds.<br/> <b>Outcomes</b><br/> <b>Year 3:</b> Children describe who the Israelites were • Children know who Joseph was • Children know how Joseph came to be a prisoner in Egypt<br/> <b>Year 4:</b> Children describe who the Israelites were • Children know who Joseph was and explain why he was sold into slavery by his brothers • Children explain how Joseph came to be a prisoner in Egypt</p>  | <p><b>Year 4:</b> To know characteristics of Hindu gods and goddesses.<br/> <b>Activities:</b> Children will learn about some characteristics of Hindu gods and goddesses, some artefacts associated with them, and how these relate to Hindu beliefs. They may then either explain these in their own words or consider how they show aspects of their own personalities.<br/> <b>Outcomes</b><br/> <b>Year 3:</b> Children identify some characteristics of Hindu gods and goddesses • Children make links between the appearance of Hindu gods and the beliefs which underlie them<br/> <b>Year 4:</b> Children identify some characteristics of Hindu gods and goddesses • Children make links between the appearance of Hindu gods and the beliefs which underlie them • Children show an understanding of the idea that one person has many characteristics</p> | <p><b>Activities:</b> Children will identify the events surrounding the Last Supper and consider what Jesus was trying to teach his disciples through his actions. They will find out how Christians commemorate the Last Supper through communion and think about the meaning behind the bread and wine.<br/> <b>Outcomes</b><br/> <b>Year 3:</b> Children understand what Jesus was trying to tell his disciples at the Last Supper • Children explain why Jesus described himself as a servant • Children understand what the Eucharist is<br/> <b>Year 4:</b></p>   | <p><b>Year 4:</b> To be able to explain Muslim birth ceremonies and naming days<br/> <b>Activities:</b> Children will consider the importance of naming a child before exploring what happens in the Muslim community when a baby is born. They will find out about some of the ceremonies and celebrations that occur before going on to look at the meaning behind some different Islamic names.<br/> <b>Outcomes</b><br/> <b>Year 3:</b> Children explain what happens in an Islamic birth/ naming ceremony • Children predict or explain what names represent • Children explain why a naming ceremony is important<br/> <b>Year 4:</b> Children explain what happens in an Islamic birth/ naming ceremony • Children predict or explain what names represent • Children explain why a naming ceremony is important and how different religious ceremonies compare and differ</p> | <p><b>Activities:</b> Children will examine what fasting is and explore why people of different faiths decide to fast. They will look particularly at the 25-hour fast of the Jewish festival of Yom Kippur, as well as the Islamic month of Ramadan. Children will also have the chance to discuss their own opinions about fasting<br/> <b>Outcomes</b><br/> <b>Year 3:</b> Children know what fasting is • Children explain some of the reasons why people following different religions choose to fast at particular times<br/> <b>Year 4:</b> Children know what fasting is • Children explain some of the reasons why people following different religions choose to fast at particular times • Children consider the effects, both positive and negative, of fasting</p>      |
| Lesson 3 | <p><b>Year 3:</b> To find out what Jesus was like as a person from the Gospels.<br/> <b>Year 4:</b> To understand what Jesus was like as a person from the Gospels.<br/> <b>Activities:</b> Children will identify what the Gospels are. They will read some extracts from the Gospels to help them find out what Jesus was like as a person according to these accounts.<br/> <b>Outcomes</b><br/> <b>Year 3:</b> Children know what the Gospels are • Children identify what Jesus was like from a given Bible passage<br/> <b>Year 4:</b> Children know what the Gospels are • Children identify what Jesus was like from a given Bible passage • Children summarise what Jesus was like</p>  | <p><b>Year 3:</b> To find out about Joseph’s meeting with the pharaoh and how this changed his life.<br/> <b>Year 4:</b> To recount Joseph’s meeting with the pharaoh and how this changed his life.<br/> <b>Activities:</b> Children will read the next part of the story of Joseph up to when Pharaoh puts him in charge of preparing Egypt for the famine and makes him the second most powerful man in Egypt. Children are challenged to retell this section of the story in a variety of ways.<br/> <b>Outcomes</b><br/> <b>Year 3:</b> Children describe who Joseph was • Children retell the story of Joseph interpreting Pharaoh’s dreams • Children suggest what Joseph’s beliefs about God say about his character<br/> <b>Year 4:</b> Children describe who Joseph was and why he is an important</p> | <p><b>Year 3:</b> To understand why a shrine is a special place in a Hindu home.<br/> <b>Year 4:</b> To explain why a shrine is a special place in a Hindu home.<br/> <b>Activities:</b> Children will learn about the importance of shrines for many Hindus, then either draw and label pictures to show what they have learned and understood, or consider which places are special for them, and why<br/> <b>Outcomes</b><br/> <b>Year 3:</b> Children describe how a shrine is cared for in a Hindu home • Children understand how God is thought of in Hindu homes • Children begin to reflect on their own experiences of special places<br/> <b>Year 4:</b> Children describe how a shrine is cared for in a Hindu home • Children understand how God is thought of in</p>   | <p><b>Year 3:</b> To learn about the events that led up to Jesus being arrested.<br/> <b>Year 4:</b> To recount about the events that led up to Jesus being arrested.<br/> <b>Activities:</b> Children will find out what happened after the Last Supper and before Jesus was arrested. They will find out how Jesus was let down by his disciples in the Garden of Gethsemane and consider why some of the disciples acted in the way that they did.<br/> <b>Outcomes</b><br/> <b>Year 3:</b> Children retell the main events of the Garden of Gethsemane • Children begin to understand the emotions involved in the events leading up to Jesus’ death<br/> <b>Year 4:</b> Children retell the main events of the Garden of Gethsemane • Children begin to understand the</p> | <p><b>Year 3:</b> To find out about the Islamic marriage ceremony.<br/> <b>Year 4:</b> To explain the Islamic marriage ceremony.<br/> <b>Activities:</b> Children will identify what a marriage is and find out about some of the key features of Islamic weddings. They will explore some of the traditions surrounding the engagement and wedding preparations, as well as the actual marriage ceremony itself.<br/> <b>Outcomes</b><br/> <b>Year 3:</b> Children explain the steps in a Muslim marriage • Children understand some of the religious requirements for Muslims when they marry a person • Children explain why it is important to have a ceremony when people get married</p>  | <p><b>Year 3:</b> To find out how food can be used in different religious festivals.<br/> <b>Year 4:</b> To be able to explain how food can be used in different religious festivals.<br/> <b>Activities:</b> Leading on from the previous lesson, children will find out how periods of fasting are often ended with special foods or festivals, such as Eid al-Fitr at the end of Ramadan. They will then go on to explore how different religions use special foods in a variety of religious festivals and celebrations.<br/> <b>Outcomes</b><br/> <b>Year 3:</b> Children understand that different religions have particular foods to commemorate special events and festivals • Children suggest reasons why food during festivals is important for different religions •</p> |

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|          |  | character in the Torah/Bible • Children retell the story of Joseph interpreting Pharaoh’s dreams • Children suggest what Joseph’s beliefs about God say about his character  | Hindu homes • Children reflect on their own experiences of special places   | emotions involved in the events leading up to Jesus’ death • Children express their ideas in a variety of ways   | <b>Year 4:</b> Children explain the steps in a Muslim marriage • Children understand some of the religious requirements for Muslims when they marry a person • Children explain why it is important to have a ceremony when people get married  | Children match particular foods to the correct religious festival<br><b>Year 4:</b> Children understand that different religions have particular foods to commemorate special events and festivals • Children suggest reasons why food during festivals is important for different religions • Children match particular foods to the correct religious festival  |
| Lesson 4 | <p><b>Year 3:</b> To explore other people’s view of Jesus from the Bible.</p> <p><b>Year 4:</b> To understand other people’s view of Jesus from the Bible.</p> <p><b>Activities:</b> Children will find out why not everyone liked or trusted him during his lifetime. They will understand that Jesus lived during Roman times and that his teachings went against many Roman laws. They will start to understand why different groups of people saw Jesus in different ways.</p> <p><b>Outcomes</b></p> <p><b>Year 3:</b> Children know that not everyone in Jesus’ time saw him in the same way • Children give people’s views on Jesus from the Bible</p> <p><b>Year 4:</b> Children know that not everyone in Jesus’ time saw him in the same way • Children give people’s views on Jesus from the Bible • Children understand why different groups of people saw Jesus in different ways</p> | <p><b>Year 3:</b> To find out how the Israelites came to be in Egypt.</p> <p><b>Year 4:</b> To explain how the Israelites came to be in Egypt.</p> <p><b>Activities:</b> Children will continue the story of Joseph by finding out what happened when the famine hit Egypt and when Joseph’s brothers travelled to Egypt to find food. They will find out that Jacob moved his whole family to Egypt after Joseph had revealed himself to his brothers. Children are challenged to tell the story of Joseph and consider what people can learn from it.</p> <p><b>Outcomes</b></p> <p><b>Year 3:</b> Children explain how the Israelites came to live in Egypt • Children retell the main points from the story of the life of Joseph • Children consider what the story of Joseph teaches people</p> <p><b>Year 4:</b> Children explain how the Israelites came to live in Egypt • Children retell the main points from the story of the life of Joseph • Children consider what the story of Joseph teaches people</p> | <p><b>Year 3:</b> To understand why puja is important for Hindus</p> <p><b>Year 4:</b> To understand why puja is important for Hindus, and how it is practised at home.</p> <p><b>Activities:</b> Children will learn about puja: its rituals, their meaning, and the symbolism of offerings. They may then either draw, label and describe puja trays, or take part in a range of meditation activities.</p> <p><b>Outcomes</b></p> <p><b>Year 3:</b> Children explain the meaning of puja for Hindus • Children reflect on their own experience of giving as an act of showing love</p> <p><b>Year 4:</b> Children explain the meaning of puja for Hindus • Children explain the practice of puja for Hindus • Children reflect on their own experience of giving as an act of showing love</p> | <p><b>Year 3:</b> To find out about the events and emotions surrounding the crucifixion of Jesus.</p> <p><b>Year 4:</b> To recount the events and emotions surrounding the crucifixion of Jesus.</p> <p><b>Activities:</b> Children will read about the events surrounding the crucifixion, considering the reasons why Jesus was put to death. They will think about how other characters within the story were feeling at various points. They can then study some art portraying the crucifixion as a stimulus for considering how they feel about it.</p> <p><b>Outcomes</b></p> <p><b>Year 3:</b> Children describe the events of the crucifixion • Children talk about the feelings of the disciples, Jesus, his friends and family • Children explain some of the reasons why Jesus was put to death</p> <p><b>Year 4:</b> Children describe the events of the crucifixion • Children talk about the feelings of the disciples, Jesus, his friends and family • Children explain some of the reasons why Jesus was put to death</p> | <p><b>Year 3:</b> To find out about Muslim funeral ceremonies.</p> <p><b>Year 4:</b> To explain the Muslim funeral ceremonies.</p> <p><b>Activities:</b> Children will understand what happens at a Muslim funeral ceremony and discover how Muslims prepare bodies for burial. They will consider ways in which members of the community support one another after the loss of a loved one and consider Islamic beliefs on death.</p> <p><b>Outcomes</b></p> <p><b>Year 3:</b> Children explain what happens at a Muslim funeral ceremony • Children use their knowledge of what happens at a Muslim funeral to complete tasks • Children express ways to comfort a Muslim person who is mourning a death</p> <p><b>Year 4:</b> Children explain what happens at a Muslim funeral ceremony • Children use their knowledge of what happens at a Muslim funeral to complete written tasks • Children express ways to comfort a Muslim person who is mourning a death</p> | <p><b>Year 3:</b> To explore the symbolism of foods associated with the Jewish festival of Passover.</p> <p><b>Year 4:</b> To explain the symbolism of foods associated with the Jewish festival of Passover.</p> <p><b>Activities:</b> Children will recap briefly what Judaism is and what Jews believe. They will then read the story of the exodus from slavery in Egypt and be introduced to the festival of Passover. They will look at the foods on the seder plate, what they symbolise and how they relate to the Passover story.</p> <p><b>Outcomes</b></p> <p><b>Year 3:</b> Children know the story of Passover • Children explain the foods on a seder plate in relationship to the Passover story • Children begin to explain how certain foods can have symbolic importance in religions</p> <p><b>Year 4:</b> Children know and understand the story of Passover • Children explain the foods on a seder plate in relationship to the Passover story • Children explain how certain foods can have symbolic importance in religions</p> |
| Lesson 5 | <p><b>Year 3:</b> To explore the symbolic language used to describe Jesus in the Bible.</p> <p><b>Year 4:</b> To understand the symbolic language used to describe Jesus in the Bible.</p> <p><b>Activities:</b> Children will consider metaphors Jesus used to help his followers understand him, such as ‘the Good Shepherd’ and ‘the Light of the World’. They will</p>   | <p><b>Year 3:</b></p> <p><b>Year 4:</b> To explore the differences in the beliefs of the ancient Egyptians and the Israelites.</p> <p><b>Activities:</b> Children will start by considering what it might be like to live in a foreign country. They will go on to think about what life was like for the Israelites while they were in Egypt and discover how and why their status changed there. They will compare the</p>   | <p><b>Year 3:</b></p> <p><b>Year 4:</b> 5 To explore Hindu worship in the mandir.</p> <p><b>Activities:</b> Children will learn about what a mandir is, the significance of some of their features, and how Hindus worship in them. They may then compare this to Hindu worship at home, or create Hindu art</p> <p><b>Outcomes</b></p>   | <p><b>Year 3:</b> To find out about the events of the resurrection and to explore Christian beliefs in life after death.</p> <p><b>Year 4:</b> To recount the events of the resurrection and to explore Christian beliefs in life after death.</p> <p><b>Activities:</b> Children will find out what happened after Jesus was crucified and read the story of the resurrection. They will consider how different characters might have been</p>  | <p><b>Year 3:</b> To understand the importance of the Hajj for a Muslim person.</p> <p><b>Year 4:</b> To understand and explain the importance of the Hajj for a Muslim person.</p> <p><b>Activities:</b> Children will identify what a pilgrimage is. They will then find out about the Hajj and why it is an important rite of passage for Muslims. They will discover what</p>   | <p><b>Year 3:</b> To find out about the symbolism and significance of bread and wine in the Christian communion.</p> <p><b>Year 4:</b> To explain the symbolism and significance of bread and wine in the Christian communion.</p> <p><b>Activities:</b> Children will read the story of the Last Supper and use this to start to explain why bread and wine have special significance for Christians. They will explore the</p>  |

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|          | <p>understand the meaning behind each of these metaphors and consider what Jesus was saying about himself.</p> <p><b>Outcomes</b><br/> <b>Year 3:</b> Children name some of the ways Jesus described himself in his teachings • Children evaluate what they understand about how Jesus described himself<br/> <b>Year 4:</b> Children name the ways Jesus described himself in his teachings • Children explain Christian understandings of the metaphors describing Jesus • Children evaluate what they understand about how Jesus described himself</p>  | <p>beliefs of the Israelites with the beliefs of the Egyptians, as well as thinking about how differences between people can be positive, not negative.</p> <p><b>Outcomes</b><br/> <b>Year 3:</b> Children explain how the Israelites came to be in Egypt • Children explain how the Israelites became slaves in Egypt • Children identify differences in the beliefs of the ancient Egyptians and the beliefs of the Israelites<br/> <b>Year 4:</b> Children explain how the Israelites came to be in Egypt • Children explain how the Israelites became slaves in Egypt • Children identify differences in the beliefs of the ancient Egyptians and the beliefs of the Israelites</p>  | <p><b>Year 3:</b> Children describe what is involved in Hindu worship in a mandir • Children reflect on the meaning of ‘worship’ and understand its significance for Hindus • Children begin to use some correct terminology relating to Hindu worship<br/> <b>Year 4:</b> Children describe what is involved in Hindu worship in a mandir • Children reflect on the meaning of ‘worship’ and understand its significance for Hindus • Children use the correct terminology relating to Hindu worship</p>  | <p>feeling before exploring Christian beliefs about life after death.</p> <p><b>Outcomes</b><br/> <b>Year 3:</b> Children talk about the resurrection and give reasons why Christians believe in life after death • Children explain the symbolism of the cross and crucifix for some Christians<br/> <b>Year 4:</b> Children talk about the resurrection and give reasons why Christians believe in life after death • Children explain the symbolism of the cross and crucifix for some Christians • Children interpret the different responses of people involved in the resurrection of Jesus</p>  | <p>happens during this pilgrimage and some of the specific tasks and ceremonies that are undertaken. They will consider the impact the Hajj has on Muslims.</p> <p><b>Outcomes</b><br/> <b>Year 3:</b> Children explain what the Hajj is • Children detail what they would take with them on a journey and why • Children explain how a pilgrimage is a rite of passage and how people feel after making a journey<br/> <b>Year 4:</b> Children explain what the Hajj is and why it is important • Children detail what they would take with them on a journey and why • Children explain how a pilgrimage is a rite of passage and how people feel after making a journey</p> | <p>Eucharist (or communion) and how Christians remember the sacrifice Jesus made on the cross by eating bread and drinking wine. They will also consider how different denominations view the symbolism of bread and wine differently.</p> <p><b>Outcomes</b><br/> <b>Year 3:</b> Children retell the story of the Last Supper • Children explain why Christians remember this story with bread and wine during communion • Children understand the symbolic significance of bread and wine to Christians<br/> <b>Year 4:</b> Children retell the story of the Last Supper • Children explain why Christians remember this story with bread and wine during communion • Children understand the symbolic significance of bread and wine to Christians</p> |
| Lesson 6 | <p><b>Year 3/4:</b> To consolidate knowledge of Jesus and reflect on your own response to what we have found out about him.</p> <p><b>Activities:</b> Children will consolidate what they have learnt about Jesus. They are encouraged to express their own views on what Jesus was like and evaluate the evidence they have looked at.</p> <p><b>Outcomes</b><br/> <b>Year 3/4:</b> Children recall main points to answer the question ‘What do we know about Jesus?’ • Children evaluate the evidence they have studied • Children describe their own view of what they think Jesus was like</p> | <p><b>Year 3/4:</b> To explore what we can learn about Christian and Jewish beliefs in God from the story of the Israelites.</p> <p><b>Activities:</b> Children will think back to the promise God made Abraham and read the story of the exodus from Egypt and how the Israelites were finally given the land God had promised them. Children will think about what the story of the Israelites can teach Christians and Jews about God, and how this can help people in their daily lives.</p> <p><b>Outcomes</b><br/> <b>Year 3:</b> Children know the story of how the Israelites came to be in the Promised Land • Children suggest ways in which the story of the Israelites can help Jews and Christians today •<br/> <b>Year 4:</b> Children know the story of how the Israelites came to be in the Promised Land • Children suggest ways in which the story of the Israelites can help Jews and Christians today • Children suggest what the story of the Israelites tells Jews and Christians about God</p> | <p><b>Year 3:</b> To evaluate what you have learned about Hindu worship at home and in the mandir.<br/> <b>Year 4:</b> To evaluate what you have learned about Hindu worship at home and in the mandir.</p> <p><b>Activities:</b> Children will collect and share what they have learned and understood about Hindu worship through a range of differentiated writing activities, then do an end of unit quiz.</p> <p><b>Outcomes</b><br/> <b>Year 3:</b> Children evaluate what they have learned about Hinduism • Children compare and contrast Hindu worship with worship in other religions • Children ask questions to further their knowledge of Hinduism<br/> <b>Year 4:</b> Children evaluate what they have learned about Hinduism • Children compare and contrast Hindu worship with worship in other religions • Children ask and answer questions to further their knowledge of Hinduism</p> | <p><b>Year 3:</b> To learn about the meaning of ‘Messiah’ for Jesus and to summarise the events of Holy Week.<br/> <b>Year 4:</b> To understand the meaning of ‘Messiah’ for Jesus and to summarise the events of Holy Week.</p> <p><b>Activities:</b> Children will find out the meaning of the word ‘Messiah’ and Christian beliefs about Jesus as the Messiah, reading the story of Mary Magdalene as an example. They will then be given the chance to consolidate what they have learnt about the events of Holy Week and answer the question, ‘Why is Easter important to Christians?’</p> <p><b>Outcomes</b><br/> <b>Year 3:</b> Children describe the main events of Holy Week • Children understand what the word ‘Messiah’ means • Children begin to interpret different understandings of the role of the Messiah<br/> <b>Year 4:</b> Children describe the main events of Holy Week • Children understand what the word ‘Messiah’ means • Children interpret different understandings of the role of the Messiah</p> |  |   |

**Assessment Criteria**

|                          | <b>Understand beliefs and teachings</b>  | <b>Understand practices and lifestyles</b>   | <b>Understand how beliefs are conveyed</b>                           | <b>Reflect</b>   | <b>Understand values</b>  |
|--------------------------|--|--|--|--|---|
| <b>Year 1 and Year 2</b> | <p>RE1: Present the key teachings and beliefs of a religion.</p> <p>RE2: Refer to religious figures and holy books to explain answers.</p> | <p>RE3: Identify religious artefacts and explain how and why they are used.</p> <p>RE4: Describe religious buildings and explain how they are used.</p> <p>RE5: Explain some of the religious practices of both clerics and individuals.</p> | <p>RE6: Identify religious symbolism in literature and the arts.</p> | <p>RE7: Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>RE8: Give some reasons why religious figures may have acted as they did.</p> <p>RE9: Ask questions that have no universally agreed answers.</p> | <p>RE10: Explain how beliefs about right and wrong affect people's behaviour.</p> <p>RE11: Describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p>RE12: Discuss and give opinions on stories involving moral dilemmas.</p> |