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| **Year 4** | **Beliefs**  | **Practices**  | **Forms of expression**  |
| **What do different people believe about God?** | **How do faith communities demonstrate what is sacred?** | **How do believers use symbolism to show their beliefs?** |
|  | **Day 1 (Autumn A)** | **Day 2 (Autumn B)** | **Day 3 (Spring A)** | **Day 4 (Spring B)** | **Day 5 (Summer A)** | **Day 6 (Summer B)** |
|  | Children should use correct terminology when talking or writing about special places, days, rituals, object and key beliefs and teachings |
| Key content (Bradford guidance) | Key beliefs, teachings and stories Understanding of values, attitudes and commitments  | Special days and objects  | SymbolismSymbolic meanings from key religious stories Comparing religions studied – similarities and differences  | Identity Key teachings / stories of identity | Stories and what they teach us today Religious stories in detail  | Beliefs Religious beliefs, practices and rituals  |
| Key content Drivers for the day  | Religious texts – what do they mean to each of the world religions? How are religious texts used by Christians and Muslims to support their faith today? The story of Moses / Prophet Musa in Christianity and Islam – exploring Moses’ identity in each religion  | Rewind to Christmas What does Jesus mean to Christians? Why is Christmas important? Which objects do Christians use at this time? Special days within other religious calendars – exploring the similarities and differences of different festivals (Hannukah, Eid)  | Noah and the flood – The prophet Nur and the floodThe dove as a symbol of peace. Symbols of peace across religions and the role of praying.  | The belief of God as the Trinity (The Apostle’s creed) Father, son and Holy spirit *linked to The death and resurrection of Christ and the importance of this to Christians* – Easter / Communion and why it is sharedThe life of The Prophet Muhammed (pbuh) and how Muslim’s respond and relate to this today Hadith (linked to the ways of the Prophet Muhammed (pbuh)Own identity and how this in linked or not linked to their faith,  | Teachings of Jesus – e.g. The Good Samaritan / The Lost sheep / The prodigal son What can we learn from these parables today?The Prophet Muhammed (pbuh) as the seal of the Prophets – what do Muslim’s mean by this?(The final prophet – link to the Christian disciples)  | Exploring religious and non-religious weddings Nikkah Learning about Holy Communion (The Eucharist) Learning about the Sikh ritual of Sewa – how does this link to the ritual of charity within Islam and Mission within Christianity  |
| Key skills Children will be given opportunities to….(Bradford guidance) | Understand that symbolic meaning and significance can be expressed in a variety of waysExplain that different religions can share common features | Explain that different religions can share common features | Understand that symbolic meaning and significance can be expressed in a variety of waysExplain that different religions can share common features | Explain that different religions can share common features | Reflect on what is special and significant in their lives and realise that there are puzzling and difficult questionsShow some understanding of values, attitudes and commitments in relation to stories and teachings. | Show some understanding of values, attitudes and commitments in relation to beliefs and practices Explain that different religions can share common features |
| P4C |  |  | Is God good if he flooded the world? | Are all Gods the same God? | Would you be the good Samaritan? |  |
| PSHE |  |  |  | Relationships / getting on with people who have differences to us  | Helping others  |  |
|  | Useful website - https://www.reonline.org.uk/ |