

Religious Education (R.E.) - Lower Key Stage Two

<u>Pupils should be taught to:</u>	<u>How we do this in Y3</u>	<u>How we do this in Y4</u>	<u>CRM</u>	<u>Vocabulary</u>	<u>Notes and resources</u>
<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p>	<p>Y3 pupils will build on their knowledge from KS1</p> <p>Understand the importance of the River Ganges to a Hindu and compare to someone of non-faith</p> <p><i>Would visiting the River Ganges feel special to a non-Hindu?</i></p>	<p>This is made more challenging in Y4 by:</p> <p>Questioning what someone Of Jewish faith must do to show respect to God.</p> <p><i>How important is it for Jewish people to do what God asks them to do?</i></p>	<p>Yr3</p> <p>Stage 3 Can children explain why visiting the River Ganges is meaningful to someone who practises the Hindu faith?</p> <p>Yr4</p> <p>Stage 4 Religious Knowledge he/she can ask important questions about religion and beliefs, making</p>	<p>All Ks 1 vocabulary linked to these 2 religions+</p> <p>Year 3 Hindu River Ganges Pilgrims Ritual Non-faith</p> <p>Year4 Jerusalem Western wall synagogue pilgrimage</p> <p>Children should be encouraged to use the above vocabulary during RE lessons</p>	<p>Children should be able to make links between the importance of pilgrimage to River Ganges for someone of Hindu faith and know how a visit to the Western wall or acts of pilgrimage is important to someone of the Jewish faith.</p> <p><i>Yr 4</i> <i>Suggested change: look at pilgrimage to the Western Wall in this unit of work and compare similarities/differences to knowledge of YR3 (river Ganges)</i></p> <p>Links for teaching:</p> <p>https://www.youtube.com/watch?v=MqTAWq1tiU (River Ganges)</p> <p>Look at satellite images, including pupil's</p>

			links between his/her own and others'' responses.		inspiring places and places of pilgrimage. www.googleearth.com Live Western Wall Webcam- http://www.aish.com/wallcam/ Jewish pilgrimage to the Western Wall can be seen using live cameras & visual material - http://english.thekotel.org/cameras.asp Jewish website including 'Ask The Rabbi'- http://www.somethingjewish.co.uk
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities	Y3 pupils will meet this learning objective Re-tell the Christmas story by considering the key question Has Christmas lost its true meaning?	Y4 pupils will meet this learning objective through Is forgiveness always possible?	Yr3 Stage 3 Religious Knowledge he/she can make links between religious stories and sacred texts. Stage 3 Can children recognise Christmas has different meanings to different groups of people?	All Ks 1 vocabulary linked to Christmas + Yr 3 Jesus-God's son Peace Harmony Interpretation Yr4 Judas Betrayal Temple	In year 3 children should understand the story of the nativity and how this affects a Christian at Christmas comparing this to how Christmas is celebrated by somebody of non-faith. By the time the children revisit this in year 4 they should understand the story of the crucifixion of Jesus and its importance especially relating to symbolism. Examples of this: Comparing symbolism Yr 3: Christmas tree decorations for a person of no faith compared to that of a Christian. (speak to year 3 re:planning) Add in for year 4 Explain which symbols are important to a person of Christian faith for reflection at

			<p>Yr4 Stage 4 Can children say which Christmas symbols tell us about Jesus being God on Earth?</p>		Easter time?
<p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>This gives Y3 pupils the chance to enhance their ideas about community and religion</p> <p>Do Muslims think it is important to share?</p>	<p>This gives Y4 pupils the chance to enhance their understanding of the importance of religion to believers and non- believers</p> <p>Do people need to go to church to show they are Christians?</p>	<p>YR3</p> <p>YR4 Stage 4 Religious Knowledge he/she can identify the impact of religion on believers' everyday lives.</p>	<p>All KS1 vocabulary linked to Islam +</p> <p>Yr 3 Eid-UI Adha Zakat Sacrifice</p> <p>Yr4 Baptism Holy communion Songs prayer</p>	<p>Teachers should encourage children to use religious vocabulary during their answers, and be reflective. Pupils should reflect on their way of life and its significance in our daily lives</p> <p>Possible questions teachers could ask:</p> <ul style="list-style-type: none"> ➤ What do you think is most important to a person of Muslim faith? ➤ Is there anything which may be seen as a challenge? ➤ Why do people of a Muslim faith believe it is important to share? ➤ Is it important to share for Christians when visiting church? ➤ How can we use some of these ideals as ways of living our lives whether we have a faith or not?
B1. Observe and	Pupils will be taught about	This gives Y4 pupils the	YR3	Yr 3	Children need to have a strong

<p>understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>	<p>practices by discussing:</p> <p>Does joining the Khalsa make a person a better Sikh?</p>	<p>chance to enhance their understanding of beliefs and practices</p> <p>How special is the relationship Jews have with God?</p>	<p>Stage 3 Religious Knowledge he/she can use his/her developing religious vocabulary to describe some key features of religions, including religious celebrations and worship.</p> <p>YR4</p> <p>Stage 4 Can children explain why the covenant started and is important to Jewish people?</p> <p>Stage 4 Religious Knowledge he/she can</p>	<p>Belonging Amrit ceremony Khalsa 5Ks</p> <p>Yr4 Covenant Abraham Affirmation Shema</p>	<p>understanding of religious practice such as the importance of the covenant in Judaism and the symbolism of belonging when joining the Khalsa for someone of the Sikh faith. Link the need to obey the promises of their faith. Discuss similarities.</p> <p><i>One group does not need to draw symbol of themselves. Instead perhaps one group (year 3) can look at picture of outward signs for different religions and their importance to the individual.</i></p>
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			make links between values and commitments, and his/her own attitudes and behaviour.		
B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	<p>Children will be taught about the Christian festival of Christmas</p> <p>Does joining the Khalsa make a person a better Sikh?</p>	<p>Year 4 will extend their understanding of another Christian Festival Easter</p> <p>Is forgiveness always possible?</p>	<p>Yr 3 Stage 3 Religious Knowledge he/she can use his/her developing religious vocabulary to describe some key features of religions, including religious celebrations and worship.</p> <p>YR4 Stage 4 Can children understand how</p>	<p>All KS1 vocabulary linked to Christianity</p> <p>Yr3 Belonging Amrit ceremony Khalsa 5Ks</p> <p>Yr4 Jodus Betrayal Temple</p>	<p>Pupils should find out about how joining the Khalsa brings Sikh community together, and expresses commitment to values of interdependence and generosity</p> <p>Understand how Christians may put this into practise (modern day story -see current news)</p> <p>Teachers should continually use the correct religious vocabulary and encourage the children to do so in their explanations.</p> <p>Links for teaching:</p> <p>https://www.learnreligions.com/what-is-good-friday-p2-700773</p>

			to learn about forgiveness from the Easter story?		
B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	<p>Children will have the opportunity to meet this learning objective by:</p> <p><u>Understanding</u> how someone of the Sikh faith places importance in belonging to a special group of people with shared beliefs</p> <p>Does joining the Khalsa make a person a better Sikh?</p>	<p>Children will have the opportunity to meet this learning objective by:</p> <p>Do people need to go to church to show they are Christians?</p>	<p>Y3 Stage 3 Religious Knowledge he/she can recognise similarities and differences in the key features of religions.</p> <p>YR4 Stage 4 Religious Knowledge he/she can identify the impact of religion on believers'' everyday lives.</p>	<p>Yr 3 Amrit ceremony Khalsa 5Ks</p> <p>Year 4 Baptism Holy communion Songs prayer</p>	<p>This lends itself to children listing and describing similarities and differences in the ways different traditions express what 'belonging' means to them Compare acts of prayer between different religions</p> <p>Ideas: Write a prayer together Think about reflection time meditation</p>
C1. Discuss and present thoughtfully	Children will have the opportunity to meet this learning objective by:	Understand the different ways Jews choose to show commitment to God	Y3 Stage 3 Religious	Yr 3 Amrit ceremony Khalsa	Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it

<p>their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>	<p>Does joining the Khalsa make a person a better Sikh?</p>	<p>What is the best way for Jews to show commitment to God?</p>	<p>Knowledge he/she can describe a range of beliefs, symbols and actions within different religions.</p> <p>Stage 3 Can children understand why some Sikhs choose to join the Khalsa and how it shows commitment to their faith?</p> <p>Y4 Stage 4 Can children describe some Jewish practise which shows commitment to God?</p>	<p>5Ks</p> <p>Yr4 Milestone Rites of passage Kashrut/kosher</p>	<p>means to belong to a religion or worldview</p>
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<p>C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>	<p>Understand the importance of sharing</p> <p>Do Muslims think it is important to share?</p>	<p>Understand the importance of forgiveness in Christianity</p> <p>Easter</p> <p>Is forgiveness always possible?</p>	<p>Y3 Stage 3 Religious Knowledge he/she can describe a range of beliefs, symbols and actions within different religions.</p> <p>Y4 Stage 4 Religious Knowledge he/she can suggest meanings for a range of forms of religious expression and note similarities and differences between religions.</p>	<p>Yr 3 Eid-UI Adha Zakkat Sacrifice</p> <p>Yr4 Jodus Betrayal Temple</p>	<p>Children discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all</p>
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<p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	<p>Understand the importance of</p> <p>Has Christmas lost its true meaning?</p>	<p>Understand the importance of</p> <p>Do people need to go to church to show they are Christian?</p>	<p>Yr 3 Jesus-God's son Peace Harmony Interpretation</p> <p>Y4</p> <p>Stage 4 Can children say why going to church may or may not be important to someone of the Christian faith?</p> <p>Religious Knowledge he/she can respond to questions that cause wonder, staying respectful to others'' beliefs And ideas.</p>	<p>All KS1 vocabulary linked to Christianity</p> <p>Yr4 Denominations Baptism God parents Holy communion Dedication charity</p>	<p>Children can discuss about the reasons why people who have a particular religious background or non-religious worldview try to help people who are vulnerable (eg victims of natural disasters or prejudice, people who live with disabilities or people affected by war) •</p> <p>Year 4 to focus on different denominations of Christians. Showing chn a picture of inside or outside of building and discuss similarities or differences (lesson1)</p>
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