

Year 4 – Why do some people think life is like a journey? What do different people think about life after death?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 4 Unit Number 4.1 Theme The journey of life and death:</p> <p>Enquiry Question Why do some people think life is like a journey? Where do we go? What do different people think about life after death?</p> <p>Religions: Christianity, Hinduism, Islam</p> <p>Non-religious worldviews such as Humanism can also be considered</p> <p>Key concepts and words Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise.</p>	<p>Knowledge: Pupils will learn:</p> <ul style="list-style-type: none"> key ways in which Christians, Hindus and Muslims see life as a journey. to gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals. about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha. about non-religious views, for example about Humanist commitment to ‘the one life we have.’ <p>Skills: Pupils will use and develop skills of expressing understanding and handling varied perspectives. Crucial for RE at this stage is the ability to recognize different reasonable ideas.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> find out about and describe some ways in which different religions see life as a journey, using examples of baby-welcoming ceremonies from Muslims, Hindus, Humanists and Christians (Christening will have been studied in an earlier unit) (A1); make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their own ideas about the ‘journey of life’ (A1); compare how Christians, Muslims, Hindus or Humanists celebrate a new baby’s birth, becoming an adult, a marriage or the life of someone who has died and reflect on ideas of their own about life’s milestones in discussions or in writing (B1); develop their understanding of beliefs about life after death in at least two religions or other worldviews through seeking answers to their own questions, considering religious sources of wisdom and articulating reasons for their own ideas and responses (B1). understand the link between religious ideas about ‘destiny’ or ‘destinations’ at the end of life and the ways religious people live now (C1). consider similarities and differences between varied views of questions about life’s meaning and the possibility of a next life, discussing a range of views thoughtfully (C1). write thoughtfully about their own life as a journey, and its key milestones, in relation to the views they have learned. 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> Describe 4 different beliefs about life after death Show that they understand why life is like a journey Connect at least two viewpoints they have studied with texts from different religions Consider varied answers to questions about life as a journey and about afterlife Express reasons why they hold their own views about life after death Explain similarities and differences between Hindu, Christian, Muslim and Humanist ideas about the purposes of life and life after death.

Year 4 – How do people express their religious and spiritual ideas on pilgrimages?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 4 Unit Number 4.2 Theme Symbols and religious expression:</p> <p>Enquiry Question How do people express their religious and spiritual ideas on pilgrimages?</p> <p>Religions: Islam, Hinduism, Christianity, non-religious worldviews</p> <p>Key concepts and words Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values.</p>	<p>Knowledge: Pupils will learn:</p> <ul style="list-style-type: none"> about pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian). details about and reasons for ritual and practice on pilgrimages. to reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage. about local places of pilgrimage (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent. <p>Skills: Pupils will use and develop skills of expressing understanding and handling varied perspectives on pilgrimage. Crucial for RE at this stage is the ability to recognise different reasonable ideas and describe varied religious practice and its meanings.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> consider why people go on pilgrimages. They will use a range of exciting stimuli to find out about pilgrimages and make some connections between journeys to Varanasi for Hindus, Hajj for Muslims and pilgrimage to Lourdes, Iona or the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys. They might imagine planning a pilgrimage in detail to show they can connect spiritual ideas with religious practice (A1); suggest how and why belonging to a community and expressing spirituality in, for example, the memories, stories, music, rituals, emotions and experiences of pilgrimages might be valuable to Hindus, Muslims or Christians (B2) consider a journey to a spiritual place that is taken by people who are spiritual, but not religious – e.g. to Stonehenge, to a wonderful place in the world of nature, to a place associated with their family history. How similar or different is this to a pilgrimage? What are the key differences between pilgrims and tourists? linking to English, pupils find out more about different forms of worship, prayer and meditation in different communities and on different pilgrimages, and write creatively and thoughtfully some songs, prayers or meditations suited to particular occasions and communities (B3); linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or worldview, including to undertake a spiritual journey, reflecting on their work on pilgrimage, symbol and religious expression (C1). write thoughtfully about a place on earth where they would like to travel not as a tourist or just for fun, but hoping to find spiritual strength or enlightenment, connecting their ideas to pilgrimages they have studied (C1). 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> Describe some religious beliefs that underlie the practice of pilgrimages in at least two religions Show that they understand why a spiritual journey can change people's lives, giving examples Consider varied answers to questions about the purposes of going on a pilgrimage Express reasons why they would choose their own kind of pilgrimage if they could. Apply the idea of spiritual journeys for themselves Explain similarities and differences between varied approaches to pilgrimage from different religions and worldviews

Year 4 – Christianity, Music and Worship: What can we learn?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 4 Unit Number 4.3 Theme Spiritual expression</p> <p>Enquiry Question Christianity, music and worship: what can we learn?</p> <p>Religion: Christianity and also the idea of being 'spiritual but non-religious'</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Religious content will include different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship. Pupils will gain knowledge about examples of music from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christians songs for children. These can be compared with music from any sources which pupils find spiritually interesting or inspiring. <p>Skills: Listening, discussion and self-expression skills, including musical appreciation are central to this unit of work.</p> <p>Key concepts and words Religion, Christian, spiritual, worship, devotion, belief, self-expression</p>	<p>Pupils:</p> <ul style="list-style-type: none"> listen to and consider spiritual music in ways that enable them to discuss the meanings and impacts of the music and consider the meanings of words used in musical worship. linking to the music curriculum, explore and respond thoughtfully to examples of Christian music such as Psalms, Christmas carols and songs, famous hymns (e.g. Abide with Me, All things Bright and Beautiful, Christ the Lord is Risen Today), Handel's 'Hallelujah Chorus', contemporary worship music and Christian songs for children. (A2) describe the impact of examples of religious music on those who sing or play it, exploring spiritual ideas and questions: does music create calm, excitement, worship or a sense of the presence of God? How are Christian beliefs expressed in music? How do Christians use texts from the Bible in their music? (A3) express their own ideas about religious and spiritual music, identifying pieces of music that make them feel calm, excited, peaceful, joyful or perhaps worshipful or close to God. They consider thoughtfully issues and questions, giving reasons for their thoughts (A3) discuss and debate reasons why music matters to us and enables us to express deep feelings and ideas, including spiritual feelings and ideas for some people (C1) consider the question: what pieces of music are spiritual or inspiring for me? If they chose a playlist called 'spiritual' from spotify or tik-tok, what pieces of music would they include and why? The class might like to play examples of their own spiritual music to each other and discuss how this choice is different for each person (C1). write an account of their own views about spirituality and music, giving some examples of their own. 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> Describe beliefs and practice about worship with music in Christianity Show that they understand how and why Christians use music to express beliefs about God and devotion to God Consider varied answers to questions about why music matters in human life and in religious life Express reasons why particular pieces of music are spiritual for them Apply the idea of spirituality for themselves Explain similarities and differences between examples of the music Christians use from the past and in contemporary worship

Year 4 – What are the deeper meanings of some Hindu festivals?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 4</p> <p>Unit Number 4.4</p> <p>Theme Religion, family, community, worship, celebration, ways of living</p> <p>Enquiry Question How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?</p> <p>Religion: Hinduism</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Divali and at least one other Hindu festival in both India and in the UK, They will explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life. <p>Skills: Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.</p> <p>Key concepts and words Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol), community, commitment, values.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> pursue an enquiry into Hindu worship, festivals and celebrations, developing ideas of their own on the deeper meanings of festivals through asking questions, looking at evidence from video, photography, text and participants' descriptions, including a visit or an interview with a visitor where possible (BBC 'My Life My Religion: Hindus' has good clips for this unit) (A1) find out about the meanings of stories, symbols and actions used in Hindu worship and celebrations at home and in the mandir, learning about murtis, images of the gods and goddesses and the beliefs about the ultimate reality they express, including concepts of karma, dharma and Brahman (A3) describe and understand links between Hindu stories and celebrations, examining the Divali stories, for example, and at least one other festival, using different literacy approaches to the characters and meanings of the stories (A2) investigate the deeper meanings of Hindu festivals and respond thoughtfully to them: themes of light and darkness, goodness and evil, honesty and trust, collaboration and co-operation, patience and devotion are to be explored in relation to the stories told at festivals and about the gods and goddesses (B1) express and communicate their understanding about the meanings of the festivals, reflecting on and learning from these and making deepening connections to their own lives and celebrations. This could include non-religious festivals such as New Year or Comic Relief Day (C3) write thoughtfully about their understanding of similarities and differences between the Hindu festivals and the things they celebrate on the 'big days of the year' – why do festivals from all religions often include such elements as old stories, charity, values, community gatherings, special foods, drinks and meals, shared music and dance, gifts, traditions, fireworks, processions? 	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> Describe Hindu beliefs about the gods and goddesses Show that they understand what happens at Hindu worship in the home or the mandir Respond with thoughtful ideas of their own to the ways Hindus celebrate Express some 'deeper meanings' of the festivals they study, giving reasons why particular rituals are important to Hindus Explain similarities and differences between two Hindu festivals Explain similarities and differences between a 'big day' they celebrate and Hindu festivities