

**Year 4**

**The substantive knowledge children should know by the end of each unit.**  
**CHILDREN SELF ASSESS neatly NEXT TO STATEMENT WITH EITHER ✓✓, ✓ or L**

<p><b>Autumn 1: How did belief in God affect the actions of people in the Old Testament?</b></p> <ul style="list-style-type: none"> <li>To know and remember the core concept: People of God.</li> <li>To know and remember the following stories - Abra(ha)m, Moses, Ruth.</li> <li>To know and understand how each person’s belief in God affected their actions.</li> <li>To know how sacred stories can impact on a believer’s life and what they can teach them about their faith and life.</li> </ul>	<p><b>Autumn 2: Is the Christmas message of peace still relevant for today’s world?</b></p> <ul style="list-style-type: none"> <li>To know and remember the meaning of the core concept: Incarnation</li> <li>To have an understanding of the meaning of internal and external peace.</li> <li>To have an understanding of why Jesus is referred to as the Prince of Peace.</li> <li>To know and remember what the Bible says about Jesus’ message of peace.</li> </ul>
<p><b>Spring 1: How do Hindus worship?</b></p> <ul style="list-style-type: none"> <li>Hindus worship one Supreme Being, Brahman. The different images of gods and goddesses communicate the different attributes of Brahman.</li> <li>Many Hindus start their prayers with the Aum sound which was the first sound that began the creation of the universe.</li> <li>Many Hindus worship at a shrine in the home and at the mandir.</li> <li>The Ganges river is an important pilgrimage site in India.</li> </ul>	<p><b>Spring 2: What is Holy Communion and how does it build a Christian Community?</b></p> <ul style="list-style-type: none"> <li>The meaning of the core concept: Salvation</li> <li>How Holy Communion links to the Last Supper and Jesus’ commandment – do this in remembrance of me.</li> <li>Why the church celebrates Holy Communion and the meaning behind the liturgy.</li> <li>How the act of sharing Holy Communion influences a believers’ life.</li> <li>The legacy of Jesus and how celebrating Holy Communion might help build the Christian community today.</li> </ul>
<p><b>Summer 1: What does it mean to live as a Hindu?</b></p> <ul style="list-style-type: none"> <li>To know and understand how belief in karma and dharma might affect a Hindu’s actions.</li> <li>To know about Hindu practices associated with birth and childhood, particularly the Upanayana.</li> <li>To know and understand how belief in ahimsa may cause/ lead some Hindus to be vegetarian and care for the world.</li> <li>To know the key features of a Hindu wedding.</li> <li>To know what Hindus believe about death, reincarnation and moksha.</li> </ul>	<p><b>Summer 2: Why is liturgy important to many Christians?</b></p> <ul style="list-style-type: none"> <li>To know the main ingredients of Christian public liturgy and worship.</li> <li>To understand the role of liturgy for Christians in building their relationships with God, with each other and with themselves.</li> <li>To know how important each of the different elements of the liturgy are when compared to one another and what the relationship between them.</li> <li>To understand how participation in a Eucharistic liturgy bring about positive transformation.</li> </ul>

**This year, children should become confident in the following disciplinary knowledge and skills.**  
**TAKE EVIDENCE FROM: RE BOOKS, PUPIL VOICE SHEETS, PROJECTS. HIGHLIGHT WHERE MET.**

<b>Theology (Believing)</b>	<b>Philosophy (Thinking)</b>	<b>Human/Social Sciences (Living)</b>
<ul style="list-style-type: none"> <li><b>I can make links</b> between the beliefs/ teachings of the different religions studied.</li> <li><b>I can show how beliefs are connected</b> to/ influence believers’ lives.</li> </ul>	<ul style="list-style-type: none"> <li><b>I can describe different</b> philosophical answers to questions related to belief and belonging.</li> <li><b>I can give reasons</b> for my own and others’ ideas to a given question and support my viewpoint with facts and evidence.</li> <li><b>I can confidently ask questions</b> about the moral decisions I make and know that others may make different decisions leading to a difference consequence.</li> </ul>	<ul style="list-style-type: none"> <li><b>I can use the correct religious vocabulary</b> to describe and compare religious practices and lived experiences across faiths.</li> <li><b>I can express my own thoughts</b> about belief, ways of living and expressing.</li> </ul>
<ul style="list-style-type: none"> <li>I can describe what a believer might learn from an Old Testament story and reflect and respond thoughtfully. (WT)</li> <li>I can make links between the teachings of the text and show how they are connected to a believer’s life. (Exp)</li> <li>I can begin to suggest reasons for how the teachings of the text provide important answers about life and morality. (GD)</li> </ul>	<ul style="list-style-type: none"> <li>I can make links between the messages behind the Biblical stories and the way I think and behave. (WT)</li> <li>I can confidently ask questions about the moral decisions raised in the Biblical texts and suggest what might have happened if a different decision had been made. (Exp)</li> <li>I can begin to apply and express my own ideas about questions related to right and wrong and what is fair and just. (GD)</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the sacred stories can impact on a believer’s life and what they can teach a believer about their faith and life. (WT/ EXP/ GDS)</li> </ul>