

RE Curriculum – 2 Year Cycle Years 3 & 4



Year Group	Cycle	Autumn	Spring	Summer
3/4	A	<p>Christianity BBC - Religion: Christianity <i>Beliefs, Stories, Festivals</i></p>	<p>Islam BBC - Religion: Islam <i>Beliefs, Stories, People of Faith, Festivals</i></p>	<p>Hinduism Hinduism - Origins, Facts & Beliefs HISTORY <i>Beliefs, Stories, People of Faith & Festivals</i></p>
	B	<p>Christianity <i>Beliefs, Stories, People of Faith, Festivals & Worship</i></p>	<p>Islam <i>Beliefs, Stories, People of Faith, Festivals & Worship</i></p>	<p>Sikhism BBC - Religion: Sikhism <i>Beliefs, Stories, People of Faith, Festivals & Worship</i></p>

RE Curriculum – 2 Year Cycle Years 3 & 4



Teaching Sequence for Y3/4 (Milestone 2) CYCLE A

Weeks	Autumn Term	Spring Term	Summer Term
Topic Title:	Christianity <i>Stories, Festivals & Beliefs</i>	Islam <i>Beliefs, Stories, People of Faith & Festivals</i>	Hinduism <i>Beliefs, Stories, People of Faith & Festivals</i>
1	Who was Jesus? (Beliefs) Learn about Jesus' life and background and know that he was the founder of Christianity. Why is Jesus known as the 'Messiah?' Learn about the word 'Christ' and 'the son of God' and their religious significance.	Who was Muhammad? (Beliefs) Learn about Muhammad's life and background and know that Muhammad was born in the city of Makkah, in the country of Arabia, about 1,450 years ago and that at the time most people in Arabia worshipped many gods and goddesses in the form of idols. Identify correctly when Muhammad lived on a time chart. Discuss what a prophet is and how Muslim's believe that Muhammad is the last prophet (link with their belief that Jesus was also a prophet).	Introduction to Hinduism (Beliefs) Children to identify and name a variety of objects associated with Hinduism including a mandir or Hindu temple, the Aum symbol, a murti or an image or statue of Krishna. Explain the religious significance behind these. i.e. a mandir as a Hindu place of worship, the Aum symbol as a symbol of Hinduism and an image of Krishna as an image of a popular Hindu god. Children to learn about the 7 Hindu Gods.
2	Who was Jesus? (Stories) Read the bible story of Jesus' baptism (Matt 3:17) and the story of Peter's confession (Matt 16:16). What do these stories tell us about Jesus being Christ?	The Shahadah (Beliefs) Children to learn about the Shahadah: "There is no god but God and Muhammad is the Prophet of God" and that the Shahadah expresses two significant beliefs that all Muslims affirm which are: (1) there is only one God, and (2) Muhammad is the Prophet of God. Introduce term: monotheism and discuss.	Brahman, the God of gods (Beliefs) Children to identify significant beliefs about Brahman that many, but not all, Hindus hold including: (1) Brahman is the God of gods; (2) Brahman is all that exists; (3) Brahman is the ultimate cause of everything (creator of the universe) (4) Brahman is immortal (no beginning or end) and (5) Brahman is bliss (<i>ananda</i>).
3	Why is Jesus called the 'Saviour?' (Beliefs) Discuss the terms 'crucifixion' and 'resurrection' and their religious significance. Why do Christians believe that Jesus' death was a sacrifice? How has this 'saved' humankind? Discuss the phrase 'eternal life' how does this apply to Jesus being the 'saviour'?	Prophets (Beliefs) Children to learn that Muhammad is known as the "Seal of the Prophets" which means Muhammad is the last prophet and God will never send another prophet (Qur'an 33:48). Children to learn that Muslims believe that all of the prophets taught Islam and all taught the same core message, including; (1) there is only one God, (2) live life in accordance with God's law and guidance, (3) there will be a Day of Judgement; (4) there is life after death.	Brahman, the God of gods (Stories) Children to learn about the story of "Svetaketu, the Water and the Salt" (Chandogya Upanishad 6.13.1-3) and identify Hindu beliefs about Brahman that the story expresses including: (1) Brahman is believed to permeate every part of the universe; and (2) Brahman is believed to be above and beyond human senses and so cannot be seen or touched.

RE Curriculum – 2 Year Cycle Years 3 & 4



4	<p>Christian Love - Agape (Story)</p> <p>Read the bible story of Jesus and Zacchaeus (Luke 19:1-10). Children to sequence the story. What is the meaning or message of this story?</p>	<p>Beliefs about God (Beliefs)</p> <p>Children to learn that Muslims, Jews and Christians have in common certain beliefs about God including: (1) God created the universe; (2) God is loving and forgiving (<i>benevolent</i>); (3) God is all- powerful (<i>omnipotent</i>); and (4) God is a spiritual being and has no fixed physical shape or form. Children to give examples of each one from Christianity and Islam.</p>	<p>The Atman, Brahman & Ahimsa (Beliefs)</p> <p>Children to learn about the significant beliefs held by many Hindus about the Atman including: (1) the Atman is the eternal self (or soul); (2) every living being has an Atman; (3) the Atman is eternal; (4) the Atman is ageless; (5) the Atman is Brahman. Children to learn that “ahimsa” means avoiding doing harm to any human being or living creature, and identify the connection between the belief in “ahimsa” and Hindu beliefs about the relationship between the Atman and Brahman.</p>
5	<p>Christian Love - Agape (Story)</p> <p>Read the bible story of the ‘Sermon on the Mount’ (Mt Ch 5,6&7). Children to retell the story. What is the meaning or message of this story about Christian love?</p>	<p>Islam- EID (Festivals)</p> <p>What is the religious significance/belief of Eid?</p>	<p>Reincarnation (Beliefs)</p> <p>Children learn about the significant beliefs held by many Hindus about reincarnation including: (1) all living beings have a non-physical (or non-corporeal) eternal Self known as the Atman (Soul); (2) the Atman leaves the body when the body dies; (3) after a period of time the Atman returns to live a new life in a human body, or an animal body, or in a plant body; (4) the Atman usually has little or no memory of its previous life or any previous lives. Children to learn that many Hindus believe that reincarnation repeats itself, so all living things have lived, died and returned to live another life in a different body many times and will only stop when Atman achieves perfection and is reunited with Brahman.</p>
6	<p>Harvest (Festivals)</p> <p>What is the religious significance/belief of Harvest?</p>	<p>Islam- Ramadan (Festivals)</p> <p>What is the religious significance/belief of Ramadan?</p>	<p>Karma (Beliefs)</p> <p>Children learn about the significant beliefs held by many Hindus about karma including: (1) all actions have consequences; (2) good actions produces good karma and bad actions produces bad karma; (3) good karma will cause an Atman to be reincarnated into a better quality of life and takes an Atman closer to perfection; (4) bad karma will cause an Atman to be reincarnated into a poorer quality of life and takes an Atman further away from perfection; (5) whether an Atman is reincarnated as a human, animal or as some other form of life will depend on the good or bad actions an individual committed in their previous life, or in other earlier lives.</p>
7	<p>Christian Love - Agape (Story)</p> <p>Read the story The Lion and the Mouse and Androcles and the Lion (Aesop’s fables) and discuss the moral of the story. Is Jesus’ teaching about love the same or</p>	<p>Beliefs about the Qur’an (Beliefs)</p> <p>know that in the Qur’an there are references to signs (<i>ayat</i>) in the natural world that there is one God. Many Muslims believe there are clear “signs” (<i>ayats</i>) in the unity and orderly</p>	<p>Perfection (Beliefs)</p> <p>Children to learn about the significant beliefs held by many Hindus about the ultimate purpose of life including: (1) the ultimate purpose of life is for the Atman to achieve perfection</p>

RE Curriculum – 2 Year Cycle Years 3 & 4



	different to the kindness in these stories? How do the stories link in with unconditional love?	appearance of the natural world which provides a convincing reason for believing there is only one God. In the Qur'an there are many verses that refer to "signs" that there is one God (see: 2:164, 30:19-20, 31:29, 35:13). Pupils to reflect on these ideas and talk about whether there are signs of God in the natural world.	and escape from reincarnation; (2) know that this is known as "moksha"; (3) know that by achieving perfection the Atman no longer has any bad karma; (4) know that by achieving perfection the Atman attains everlasting joy and becomes one with Brahman.
8	Diwali (Festivals) What is the religious significance/belief of Diwali?	Beliefs about God (Beliefs) Children to raise questions and share their own views about the existence and nature of God. Pupils should be encouraged to give reasons to support their view. Children to discuss: "Are there two Gods – a Muslim God called Allah and a Christian God called God?" Discuss how the Qur'an also provides a reason for not believing in many gods which is that if there had been the universe would be a ruin (21:22). The suggestion is many gods would have argued and failed to agree and the universe would not have the unity and order that many Muslims believe is evident.	Beliefs about God & Goddesses (Beliefs) Children to learn about many Hindus believing in many gods and goddesses and believe all of these gods and goddesses are aspects of Brahman, the one Supreme God. Children to identify and name some gods and goddesses that many Hindus believe in including Shiva, Vishnu and avatars of Vishnu including Rama and Krishna.
9	Hanukkah (Festivals) What is the religious significance/belief of Hanukkah?	Beliefs about God (Beliefs) Know that making an image or idol to represent God, for example, by drawing, painting or carving a statue of God, or using an image or idol when engaged in worship, is believed by Muslims to be a dangerous slippery slope that leads to worshipping the image and not God. Discuss.	Janmashtami (Festivals) Janmashtami is an annual festival associated with Hinduism which celebrates the birth of Krishna. Children to learn that most Hindus believe that Krishna is an avatar of the god Vishnu and is also a representation of the Supreme God (Brahman). Many Hindus believe that God sometimes comes into the world as an avatar to overcome evil and protect the good.
10	Christmas (festivals) What is the religious significance/belief of Christmas?	Christianity – Easter – Lent & Holy Week (Festivals) What is the religious significance/belief of Lent?	Mahatma Gandhi (People of Faith) Children to learn about the life of Mahatma Gandhi and the significance of his life.
11	Christmas (Stories) What is the religious significance/belief of the Christmas story?	Christianity – Easter (Stories) What is the religious significance/belief of the Easter story?	Prayer (Worship) Hindus value many sacred writings as opposed to one holy book. The primary sacred texts, known as the Vedas, were composed around 1500 B.C. This collection of verses and hymns was written in Sanskrit and contains revelations received by ancient saints and sages. Hindus believe that the Vedas transcend all time and don't have a beginning or an end.
12	POP TASK	POP TASK	POP TASK

RE Curriculum – 2 Year Cycle Years 3 & 4



Teaching Sequence for Y3/4 (Milestone 2) CYCLE B			
Weeks	Autumn Term	Spring Term	Summer Term
Topic Title:	Christianity <i>Stories, Festivals, Worship & Beliefs & People of Faith</i>	Islam <i>Beliefs, Stories, People of Faith, Festivals & Worship</i>	Sikhism <i>Beliefs, Stories, People of Faith & Festivals</i>
1	Religious Symbols (<i>Beliefs</i>) What are the main religious symbols of Christianity? What are the beliefs behind them?	Religious Symbols (<i>Beliefs</i>) What are the main religious symbols of Islam? What are the beliefs behind them? Recap from what was learnt in KS1, i.e. a mosque, the Qur'an, the crescent moon, and star. Discuss their religious significance.	Introduction to Sikhism (<i>Beliefs</i>) Children to identify and name a variety of objects associated with Sikhism including: a gurdwara, a painting or portrait of Guru Nanak, a khanda and a kara. Children to identify a gurdwara as a Sikh place of worship, Guru Nanak as the founder and the first guru of Sikhism, the khanda as a symbol of Sikhism and the kara as a steel band worn on the wrist as a symbol and reminder of the one God who has no beginning and no end.
2	Place of Worship & Prayer (<i>Worship</i>) Children to identify a Church as a Christian place of worship, the Bible as the Christian holy book, and the Cross as a symbol of Christianity. Children to visit a Church.	Place of Worship & Prayer (<i>Worship</i>) Children to look at pictures of mosques and discuss the similarities and differences between a mosque and a church. Children to recap about how and when Muslims pray.	Gods and Gurus (<i>Beliefs</i>) Children to learn about Guru Nanak as the founder of Sikhism. Known that a Guru is believed to be a teacher and a wise guide in matters to do with religion. Children to learn that Sikhs believe in ten Gurus, that the first Guru was Guru Nanak, that Guru Nanak lived approximately 500 hundred years ago and that Sikhs believe that the ten Gurus are humans who were chosen by God to teach what is true about God.
3	Prayer (<i>Worship</i>) Read, discuss, and analyse the Lord's Prayer (Mt 6v9-13 & Lk 11v2-4) noting it contains seven petitions including, "Give us this day our daily bread", "Thy kingdom come" and "Forgive us our sins". Pupils should be encouraged to consider and discuss what these petitions mean.	Religious Beliefs - Muhammed (<i>Beliefs</i>) Identify and describe the story of Muhammad's first revelation including: (1) Muhammad was alone on a mountain; (2) the angel Gabriel (Jibril) appeared to him; (3) words appeared to Muhammad; (4) Muhammad understood and memorised these words exactly; (5) Muhammad preached the words revealed to him exactly. Identify that Muslims believe that Muhammad received many revelations and Muslims believe the Qur'an contains all the words that were revealed to him.	Gods and Gurus (<i>Stories</i>) Identify and describe the main events associated with the story of Nanak's disappearance in the river including: (1) Nanak disappears in the river; he is taken to the court of God; (2) he is given a cup of amrit (nectar) to drink; (3) he is told to return and to teach others what he has learnt about God; (4) Nanak returns and from then on his followers call him Guru Nanak.

RE Curriculum – 2 Year Cycle Years 3 & 4



<p>4</p>	<p>Prayer (<i>Worship</i>)</p> <p>Children to enquire into the question, “Are some prayers better than other prayers?” Know, discuss, and reflect on “The Parable of the Pharisee and the Tax Collector” (Lk 18:9-14). Explore questions like, “Is a boastful prayer ever appropriate?”, “Is vindictive prayer a proper way to pray?”, “If you pray but don’t get what you want what does that prove?”</p>	<p>The 5 Pillars of Islam (<i>Beliefs</i>)</p> <p>Children to learn about the five pillars of Islam – what does each one represent? Discuss the beliefs and practices about wealth, money and giving money to help others associated with the 5 Pillars of Islam.</p>	<p>Reincarnation, Karma and the grace of God (<i>Beliefs</i>)</p> <p>Children to learn about what Sikhism teaches about the belief in reincarnation. Children to identify some of the significant Sikh beliefs associated with reincarnation including: (1) everything alive has a soul; (2) the soul is what we truly are not the body; (3) the soul is eternal; (4) when something dies the soul leaves the body and (v) after a while the soul returns in a newly born body. The idea of escaping from reincarnation is called “mukti” .</p>
<p>5</p>	<p>Harvest (<i>Festivals</i>)</p> <p>What is the religious significance/belief of Harvest?</p>	<p>Pilgrimage - Hajj (<i>Worship</i>)</p> <p>Children to learn about why Muslims go on pilgrimage to Mecca to see the Kaaba. What is the religious significance?</p>	<p>Equality of Treatment (<i>Stories</i>)</p> <p>Children to identify and correctly sequence the main events in the story of “The Emperor and the Guru’s kitchen” including: (1) the Emperor arrives but there is no special welcome; (2) the Emperor is expected to sit on the floor like everyone else; (3) he is given the same food as everyone else; (4) the Emperor understands why he is not being treated in a special way; (5) he admires the Guru’s teaching and (6) gives a gift of land to the Guru’s daughter</p>
<p>6</p>	<p>Charles Wesley – (<i>People of Faith</i>)</p> <p>Children to learn about the life of Charles Wesley and how he became one of the founding fathers of the Methodist denomination of Christianity.</p>	<p>Imam (<i>People of Faith</i>)</p> <p>What does an Imam do? What duties do they do? Children to learn that the Imam leads Islamic prayer and services but may also take on a larger role in providing community support and spiritual advice. The primary responsibility of an Imam is to lead Islamic worship services. In fact, the word "imam" itself means "to stand in front of" in Arabic, referring to the placement of the Imam in front of the worshipers during prayer.</p>	<p>Equality of Treatment (<i>Stories</i>)</p> <p>Children to identify a likely meaning or message that the story of “The Emperor and the Guru’s kitchen” might be expressing for example, Sikhs believe that as we are all made by the one God we are equally important. Because of this many Sikhs believe that no one should be treated as more important than anyone else, an Emperor is not superior to a carpenter, or to a person who milks the cows or does the cooking and cleaning.</p>
<p>7</p>	<p>Prayer (<i>Beliefs</i>)</p> <p>Children to read Bible stories about miracles and discuss and reflect on different beliefs and views associated with miracles.</p>	<p>Islam- EID ul Fitr (<i>Festivals</i>)</p> <p>What is the religious significance/belief of Eid?</p>	<p>Equality of Treatment (<i>Beliefs</i>)</p> <p>Children to learn that many Sikhs believe that people should be treated as if all are equal and identify the likely meaning or message expressed in the words written by Guru Nanak in the Guru Granth Sahib, “The one potter has made all the pots, God’s light</p>

RE Curriculum – 2 Year Cycle Years 3 & 4



			shines in all creation" (Guru Granth Sahib) for example, because we are all made by God we are all valued by God. For this reason we are all important and no one should be treated badly or unfairly as if they are less important than anyone else.
8	Diwali (Festivals) What is the religious significance/belief of Diwali?	Islam- EID ul Adha (Festivals) What is the religious significance/belief of Eid?	Way of Life (Beliefs) Identify four ways in which according to Sikh teaching a person could be God-conscious or gurmukh including: (1) earning your own way in life by honest work; (2) marrying and bringing up a family; (3) being generous and regularly giving money that can be spared to help others; (4) not living a solitary life but a life that cares about other people or problems in the wider world. Children to know that Sikhism teaches that the opposite of gurmukh is "manmukh" and are able to identify five characteristics of a manmukh person including: (1) self-centred; (2) selfish, greedy and corrupt; (3) attached to worldly things like wealth and possessions; (4) a taker and not a giver; (5) only concerned about themselves and not others.
9	Hanukkah (Festivals) What is the religious significance/belief of Hanukkah?	Islam- Ramadan (Festivals) What is the religious significance/belief of Ramadan?	Vaisakhi (Festivals) Children to learn about the religious significance of Vaisakhi. Vaisakhi is a long-established harvest festival in the Punjab. It had been celebrated long before it gained an added dimension for Sikhs.
10	Christmas (festivals) What is the religious significance/belief of Christmas?	Christianity – Easter – Lent & Holy Week (Festivals) What is the religious significance/belief of Lent?	The Five Ks (Worship) Children to learn about the religious significance of the 5 Ks.
11	Christmas (Stories) What is the religious significance/belief of the Christmas story?	Christianity – Easter (Stories) What is the religious significance/belief of the Easter story?	Guru Gobind Singh 1666 - 1708 (People of Faith) Children to learn about Guru Gobind Singh – why was he the last of the Gurus? What impact did this have on the Sikh faith?
12	POP TASK	POP TASK	POP TASK