



South Gosforth First School

Religious Education – Year 4 Long Term Plan



Purpose of Study

At South Gosforth First School, we follow the statutory guidance from the Standing Advisory Council on Religious Education for Newcastle (SACRE). In ensuring high standards of teaching and learning in R.E, we implement a curriculum that is progressive throughout the whole school. Children are encouraged to make links to their prior learning in R.E and other subjects and identify themes and trends that run through their R.E topics. Children learn through the disciplines of social science, theology and philosophy in order to allow them to dig deeper and explore key concepts learned in this subject. They will develop their own lines of enquiry by asking and answering questions based upon sources and artefacts and we will provide the children with opportunities for spiritual, moral, social and cultural development through the R.E curriculum. Through R.E we will ensure that we promote community cohesion through links in the local community, making sure it is inclusive for all and promoting shared values, while still appreciating our diverse and unique personal attributes. Equality, diversity and inclusion are at the forefront of our RE curriculum and we will ensure that we instil a feeling of mutual respect to see a just and equal society. We will do this by allowing the children to use enquiry-based learning through our 'big questions' and encouraging the children to be reflective and expressive, to ask questions, investigate, draw conclusions and evaluate.

Aims

Through our Religious Education curriculum, our pupils foster a sense of curiosity about different religions and cultures, which enables them to confidently express their ideas and beliefs. In our diverse city and country, our R.E curriculum promotes understanding and compassion, placing a heavy emphasis on community cohesion, which is supported by our 'No Outsiders' ethos.

We facilitate our children to learn both disciplinary and substantive knowledge about different world religions, practices and cultures and we build in mechanisms within our units of work to ensure that pupils can demonstrate what they know and what they have remembered, so that our teachers are best placed to take learning forward. Our R.E curriculum also plays a unique role in promoting the spiritual, moral, social and cultural development of our children, whilst supporting them to gain a greater understanding of themselves when exploring, discovering and learning more about religions and cultures within the world in which they live - Our ultimate goal is for our pupils to become confident, knowledgeable, well-informed and compassionate individuals. As part of our broad and comprehensive R.E curriculum, we contribute towards our children's personal development and resilience, offering meaningful opportunities for creative expression. Our inclusive R.E curriculum is accessible to all - Every one of our pupils has the same starting point, with necessary adaptations, in order to prepare them to thrive in a multicultural world and participate effectively in a modern and diverse society.



Autumn 1	Unit 1 – Expressions of Identity (Link to Judaism)	
Character Culture Creativity Challenge	Prior Learning & Understanding – ‘Why here, why now?’ Further development of the Year 3 study on identity and belonging. This will broaden the subject content and knowledge with which the children can extend their comparison and evaluative skills.	
	Year 3 – Unit 1 (Expressions of Identity)	
	Key Learning Intentions (Skills) Concept – Community Disciplinary Strand - Philosophy	
	Key Learning Intentions (Knowledge) To know that... - To reflect on their membership of communities and what this means - That religious people feel they belong to a faith community - That religious people have different ways of identifying with and showing they belong to their faith - How faith communities celebrate and live out their beliefs through action in the world - What is special about belonging generally how and why - Religious people show they belong to a religion	Key Vocabulary God Belonging faith community religious identity commitment Christianity Hinduism Islam Judaism.
	Overview of outcomes Pupils draw on their understanding and experience of belonging and then relate this to how religious people have a sense of belonging to their faith and faith community. Pupils are introduced to a number of outward expressions of religious identity through study of world religions. They consider how and why for religious people expressing their sense of belonging and identity is so important.	
	Milestones of Learning	
	• How do religious people express their sense of identity with their faith community (Judaism)?	- know there are many religions in the world - write about how and why religious people show that they belong to their faith - identify an example of something (within Judaism) that is done or worn by a religious person to show they belong – attending the synagogue, observing shabbat, praying, celebrating festivals, wearing symbols, remembering the holocaust, supporting other Jews
	• How do faith communities (Judaism) seek to give expression to their beliefs in how they live?	- study the activities of Judaism – worship, community, holiness, use of Hebrew, prayer, dietary laws... - prepare questions for visiting Jews about the place and importance of worship in their life and how their life is lived in the wider world. They display the questions and answers



		• write a newspaper article for the school magazine or make a display showing the actions of a religious community and their beliefs. They include relevant questions and debate designed to challenge/enlighten the reader
	• Which groups and communities do you belong to and what does belonging to these mean to you? • Why is a sense of identity and community so important?	• Continuation from Year 3 on what belonging means for them. Recap of how they feel they belong in their community/religion/groups • Explore, fill in missing words in sentences or complete their own sentences based on the question: What, for a believer, is special about belonging to a religion? • paint or draw a picture to illustrate their response to the question above
	Assessment - How do the practices and beliefs in Judaism help Jews to express their own identities?	Write a letter from the perspective of a Jew to a non-Jewish person. What will you tell them about how you express your own identity through your religion?



Autumn 2	Unit 2a – Meanings within Christmas and Divali		
Character Culture Creativity Challenge	Prior Learning and Understanding ‘Why here, why now?’ Further investigation into Christmas and Divali building on the work completed in Year 3. Developing investigation and evaluative skills to delve deeper into the religious beliefs and practices and how they influence the lives of those following the different religions. KS1 – Unit 2a (Christmas and Hannukah) Year 3 – Unit 2a (Christmas and Divali)		
	Key Learning Intentions (Skills) Concept –Celebration Disciplinary Strand - Philosophy		
	Key Learning Intentions (Knowledge) To know that... • That music can be used to convey a message in a religious story and the basis of such music is the story they have listened to • About ways in which beliefs and ideas can be expressed through words, music, art and literature • That people make special journeys to places of religious significance • About the importance of Bethlehem for many Christians • That, although the people in the story lived in a very different world, their emotions would have been similar to those of people today, and that fear and jealousy continue to cause problems	Key Vocabulary wonder Awe Angel Pilgrim pilgrimage carol Messiah saviour.	
	Overview of outcomes Pupils encounter biblical stories, develop their understanding of the use of symbolic language and examine how religious beliefs and ideas can be conveyed through the arts. They will also look at why Bethlehem is such an important place for Christians and explore the religious significance of special journeys.		
	Milestones of Learning		
	How can music help to convey a message in a religious story?	• listen to an extract from Handel’s “Messiah”, including the moment when the angels appear to the shepherds. They discuss how Handel has expressed the angels’ message in his music, i.e. a baby has been born who is “a Saviour”, “Christ the Lord”, “Glory to God in the Highest and Peace on Earth”, etc. They discuss what these words suggest about Christian beliefs about Jesus • compose music to convey the feelings experienced by the shepherds when they see the angels explore their ideas about what message God might want to send to the world today and why	



	How can beliefs and ideas be expressed through words, music, art or literature?	• listen to the carol “Three kings from Persian lands afar” and a more familiar one such as “We three kings”. They tell the story of the visit of the magi/wise men and ask the pupils how they picture them. They learn that the Bible calls them magi/wise men, not kings, and that the story does not say that there were three of them. They look at examples of how artists from different periods and different cultural and ethnic backgrounds have represented the event. They discuss the different interpretations • discuss the gifts brought by the magi/wise men and their symbolism • contrast the visit of the shepherds in Luke with the visit of the magi/wise men in Matthew and discuss what the stories are saying
	Why do religious people make special journeys?	• listen to a Christmas carol which refers to Bethlehem. They talk about how carols are Christian songs written to teach people about the Christmas story • watch a video of Christians visiting the Church of the Nativity in Bethlehem and explore how they might feel when they arrive at the place where they believe Jesus was born • learn about the word “pilgrimage” and discuss what a pilgrim is and why people might want to make a pilgrimage • discuss why Christians might want to make a pilgrimage to Bethlehem and make connections with other pilgrimages, e.g. to Makkah, Varanasi, Amritsar, Lourdes, Jerusalem, Sarnath • write a postcard from Bethlehem telling a friend about the importance of the place for Christians
	Assessment - What is the most significant part of the Nativity story for Christians?	Having learnt about the Nativity story across all 5 years, what do the children think are the most significant parts of the Nativity? Why? Give examples and reasons



Spring 1	Unit 5 – Religions in the Local Community (1)		
Character Culture Creativity Challenge	Prior Learning and Understanding ‘Why here, why now?’ Newcastle is an incredibly diverse area in terms of local religions and it is important for the children to increase their knowledge and understanding of a wide range of religions so that they are aware of differences and similarities. This unit draws on the ‘importance’ and ‘commitment’ enquiry questions that have come before it. Expressions of Identity/Belonging across school		
	Key Learning Intentions (Skills) Concept – Community Disciplinary Strand - Social Sciences		
	Key Learning Intentions (Knowledge) To know that... - To use a range of resources to discover which religious traditions are represented in the local community - About the main beliefs, practices, buildings and people of the religious traditions in the local community - To work cooperatively with others - To select and sequence information - To use ICT to help make a presentation - To subject their work to appraisal from their peers, then redraft it in the light of feedback - To recognise the ways in which religious communities express their beliefs and identity - That there is diversity within and between religions and some of the reasons why this is the case	Key Vocabulary God worship the different religious traditions represented in the local area	
	Overview of outcomes Pupils learn about religion in their local area by collecting and interpreting the evidence from a range of sources. They develop their understanding of the ways in which individuals and communities express their religious identity.		
	Milestones of Learning		
	Which religious traditions are represented in our local community?	in groups, use a variety of resources, e.g. maps, directories, books, websites, to find out what evidence there is of religious diversity in the local community. They find out who in the class belongs to a local religious group. They record and share their findings. They add missing information and delete inaccurate material	
	What are the main beliefs and practices of the local faith communities? (MORE THAN 1 WEEK)	- go on a tour to visit the religions represented in the local community, or are shown slides or photographs of religious diversity locally - in groups, compile a directory of the religious traditions in the local community for people who have just moved to the area. They explain the main beliefs and practices of each religion for adults and children and, if possible, provide the contact details for each religious tradition	



		• prepare a questionnaire to send to the different religious groups and make a map which highlights each place of worship or other religious sites • find out how the religious groups care for others • interview different religious leaders and look at notice boards and published material for each religion to find relevant information, perhaps for a poster summarising each faith represented locally present their findings in the form of graphs or tables
	• What have you learned from the religious traditions that might help you to understand why some people have and live by a religious faith?	• in groups, present their work to the rest of the class, giving time for comments and feedback
	Assessment - What are the key features of religions in our local area? Compare and contrast	Continuation of the unit not a separate assessment lesson - edit their material in the light of peers' comments and make a whole class presentation, identifying the key beliefs and practices of the faith groups represented in the area



Spring 2	Unit 4 – The Person of Jesus	
Character Culture Creativity Challenge	Prior Learning and Understanding ‘Why here, why now?’ This unit concentrates on Jesus as a human being and how he managed human emotions alongside his ‘saviour’ role. This unit looks at concepts such as the wider good and how perceptions, stories and opinions mould history. EYFS – Friends of Jesus Year 2 – Unit 3 and Unit 4	
	Key Learning Intentions (Skills) Concept – Representations Disciplinary Strand - Theology	
	Key Learning Intentions (Knowledge) To know that... • That Jesus was a historical figure but there is no known image of him • That expressions of Jesus’ appearance reflect characteristics from various sources and stories about him • That pictures of Jesus tell us about people’s beliefs about him and a personal image of Jesus is important for many believers • To reflect on their own ideas and images of how Jesus may have looked • To research a gospel text to find out what it tells us about what Jesus was like • To summarise from the evidence the sort of person Jesus was and present their findings to the class • To recall what has been learned about Jesus and what he was like • To reflect on their own response to the content of this unit	Key Vocabulary God belief Jesus Crucifixion disciples
	Overview of outcomes This unit investigates what is known about Jesus through history, the gospels and interpretations of Jesus in art. Pupils look at how Jesus is represented through art in different periods and places and think about what the representations convey. They investigate what people in the gospels say about Jesus, as well as what Jesus claimed about himself. Pupils evaluate work on their own impressions of Jesus.	
	Milestones of Learning	
	• What was Jesus like as a person and how do we know?	• describe class friends in words and pictures, referring to personal qualities and appearance. They discuss some of their descriptions with the class • discuss with each other how we know what someone is like. In groups, they study images of Jesus reflecting a variety of historical and cultural contexts. They talk about who is in the images and why there is variety in their appearance • talk about what is known historically about Jesus’ appearance (nothing, in effect) and explain that images are influenced by the experiences of the people who provide them • talk about the importance of believers identifying with Jesus



		• write about an image they like, explaining why and what the painter is trying to portray about Jesus
	• What are artists trying to convey about Jesus in the ways they have depicted him? (MORE THAN 1 WEEK)	• look at some familiar images of Jesus and discuss the characteristics portrayed. They reflect on the possible lack of accuracy about appearance • listen to a believer talk about their own image of Jesus • draw their own pictures of Jesus' face as they imagine it and talk to each other about their drawings • assess what is important to Christians about Jesus from the pictures they have studied • find out what Jesus was like by calling witnesses from his own time. In groups they examine the following characters and stories for evidence: disciples/followers: Luke 18, Luke 19, Mark 9, John 2, Matthew 5, Matthew 7 Simon Peter: Matthew 4, John 13 the widow: Luke 21, Luke 7 Matthew: Matthew 9 the chief priests and the scribes of the Temple: Matthew 21 Simon the leper: Matthew 26 • write or present their findings beginning with "Jesus was ..." or "I know this about Jesus because ..." • present their research to the class and keep a record of all the points they make about Jesus' character
	• How do you imagine Jesus and why do you picture him in this way? • What impact has the work in this unit had on your perception and understanding of Jesus?	• use a writing frame to present the evidence they have found and use an artist's representation or their own image as a centrepiece for their written work • display work with questions they wish to ask/captions they wish to use
	Assessment - How has Jesus been represented through the ages?	Has the perception of Jesus changed? How do you know? Make a timeline of how Jesus has been represented through the ages. Using words/pictures/quotes/references



Summer 1	Unit 6 – The Meaning of Signs and Symbols in Religion		
Character Culture Creativity Challenge	Prior Learning and Understanding ‘Why here, why now?’ This unit brings together previous learning across all units covered and uses this wider knowledge to look at the significance of signs and symbols in religion. Due to the range of religions covered so far and the enquiry questions investigated the children should be able to identify links. Year 1 – Unit 6 (Ideas about God in Christianity and Judaism)		
	Key Learning Intentions (Skills) Concept – Representations Disciplinary Strand - Social Sciences		
	Key Learning Intentions (Knowledge) To know that... - That signs and symbols are important to human beings because they convey meaning - That words are symbols which can have literal and non-literal meaning - That metaphors are often used to convey religious meaning and need to be interpreted carefully - That language used to describe God and the nature of God is used symbolically - That religious beliefs and ideas about God can be expressed in a variety of forms, including symbolism - About some common symbols used by Christians to express beliefs about God and/or Jesus	Key Vocabulary signs symbols meaning beyond the literal, e.g. this stands for, represents, is a bit like; metaphors and similes; the concept of God.	
	Overview of outcomes Pupils learn about some of the possible or intended meanings of different signs and symbols. The unit considers different religious symbols, including symbolic language, used to express perceptions of God and aspects of faith, and explores the meaning of the symbols for those who use them. Pupils investigate examples of symbolic language to deepen their understanding of important religious concepts. TRIP – BUDDHIST TEMPLE		
	Milestones of Learning		
	What is the difference between a sign and a symbol?	- examine some signs they see in school or in the local community. They discuss what the signs mean. They draw signs that they know and ask the rest of the class to identify them - explain the difference between a sign and a symbol - look at symbols used on washing labels on clothes, on food packages or in sport to introduce the idea that sometimes one needs to be “in the know” to understand certain symbols - look at pictures of a rainbow, a dove and an olive branch. They explore the meanings and uses of these symbols today. They find their origins in the story of Noah’s ark, which is important in three world religions, but in different ways	



		• think about objects that they own which hold special memories or meaning for them. They model ways of talking about these, e.g. I've got something special. It's a... and it reminds me of... • hear a story which prompts talk about how memories can be revived by certain objects
	• How and why do we use signs and symbols in everyday life?	• examine some examples of non-literal sayings, e.g. you're driving me up the wall, it's raining cats and dogs, sorry: I must fly. They discuss literal and non-literal meanings • collect examples of non-literal language on greeting cards and in advertisements and discuss literal and non-literal meanings • choose a feeling, e.g. jealousy, anger, loneliness, fear, to explore in terms of simile and metaphor, e.g. when I'm angry, I feel like a balloon about to burst. They write down and illustrate their ideas • introduce one of the following religious metaphors from the Bible: God is my rock (Psalm 18), Jesus is the light of the world (John 8), the Lord is my shepherd (Psalm 23). They identify any words they connect with the relevant image (e.g. rock, light, shepherd) • examine how believers actually use the metaphors, e.g. in religious books, songs, artefacts • choose a metaphor and explain it using words and pictures for a class display
	• How is language used symbolically in religion and why?	• in groups, discuss how symbolic language is used in different religions. They talk about the characteristics of fatherhood and motherhood and how they apply to God • consider God as multifaceted and talk about how people have different sides to their characters and enjoy doing different things. They look at images/statues (or pictures of images/statues) of God/Jesus and Hinduism's most important/recognisable manifestations of God. They answer the question: What might these say about beliefs about God? • consider God as beyond image and incomparable, using examples from Christianity and Hinduism. They identify some symbolic actions and then discuss their possible meanings



		consider God as holy and worthy of respect, and explore how Jewish people avoid writing God's name by finding other words to describe God, and explain why they do this
	What are the most important symbols in the religions studied and what meanings do they convey?	examine pictures of symbols across religions taught over the last 5 years (Christianity, Judaism, Hinduism, Buddhism). They match the symbols to their meanings. They look for the symbols in pictures or videos about churches or on a church visit
	What do you understand about the use of symbols and symbolism in religion?	- ponder some questions, e.g. When might objects/pictures/actions speak louder or express more than words? Why do some people, e.g. religious people, poets, writers, often speak in pictures/symbolically? - Explore different signs and symbols used across religions. Do any mean the same thing?
	Assessment - Why are signs and symbols important in religion?	Look at a range of signs and symbols across religions and discuss their importance. Why are they used? Refer to our school symbols. How can they help us more than words? Are there any times when words are better? Why? What signs or symbols would you use to describe our beliefs and values in life? Why? Draw them and write about why they are important to you, drawing on what you have learnt across the unit (and units before)



Summer 2	Unit 5 – Religions in the Local Community (2)	
Character Culture Creativity Challenge	Prior Learning and Understanding ‘Why here, why now?’ See Spring 1	
	Key Learning Intentions (Skills) Concept – Representations Disciplinary Strand - Social Sciences and Philosophy	
	Key Learning Intentions (Knowledge) To know that... • See Spring 1 • And reflect on... ‘How faith communities celebrate and live out their beliefs through action in the world’ from Autumn 1	Key Vocabulary God worship the different religious traditions represented in the local area
	Overview of outcomes Pupils learn about religion in their local area by collecting and interpreting the evidence from a range of sources. They develop their understanding of the ways in which individuals and communities express their religious identity. Dig deeper to further children’s knowledge of religions across Newcastle and even further.	
	Milestones of Learning THIS UNIT IS A CONTINUATION OF SPRING 1. TO ALLOW THE CHILDREN TO LOOK AT THE WIDER COMMUNITY OF NEWCASTLE NOT JUST GOSFORTH. USE IT AS AN OPPORTUNITY FOR THE CHILDREN TO GATHER TOGETHER EVERYTHING THEY HAVE LEARNT ACROSS THEIR TIME AT SGFS AND USE IT WHEN EXPLORING THEIR WIDER COMMUNITY IN PREPARATION FOR THEM MOVING ON. ALLOW THE CHILDREN TO EXPLORE FOR THEMSELVES USING THE KNOWLEDGE THEY HAVE ALREADY GAINED. ENCOURAGE THEM TO MAKE CONNECTIONS. BELOW ARE SOME IDEAS TO HELP GUIDE THE CHILDREN THROUGH THE UNIT.	
	• What major religions are not represented in our local community? Where are they based?	Make a video, with commentary, identifying and describing the religious traditions in the area Interviewing people of different faiths and non-faiths Contact another school to compare communities Find data and use it to make graphs/gather information about Newcastle Go out to explore a contrasting area of Newcastle
	How does our local area compare and contrast to another in Newcastle?	
	Do all religions believe the same thing and follow all the same rules? Does everyone within the same religion have all of the same beliefs? Why do you think that is?	



	Assessment - How does our (religious) community compare to another area of Newcastle?	A culmination of the unit in a chose form of presentation by the children.
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