

RE

Class 4

Knowledge

Topic	Vocabulary	Knowledge
Autumn Term 1 Unit L2.7 What do Hindus believe God is like?	Hindus, Brahman, God, Svetaketu, Aum, spirit	<p>Make sense of belief:</p> <ul style="list-style-type: none">• I know some Hindu deities and say how they help Hindus describe God.• I know and make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.• I can offer informed suggestions about what Hindu murtis express about God. <p>Understand the impact:</p> <ul style="list-style-type: none">• I know simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali).• I know some different ways in which Hindus worship. <p>Make connections:</p> <ul style="list-style-type: none">• I can raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.• I can make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.
Autumn Term 2 Unit L2.3 UC What is the Trinity and why is it important for Christians?		<p>Make sense of belief:</p> <ul style="list-style-type: none">• I know what a 'Gospel' is and give an example of the kinds of stories it contains• I know and can offer suggestions about what texts about baptism and Trinity mean.• I can give some examples of what these texts mean to some Christians today <p>Understand the impact:</p> <ul style="list-style-type: none">• I know how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live. <p>Make connections:</p> <ul style="list-style-type: none">• I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.

<p>Spring Term 1 Unit L2.8 What does it mean to be a Hindu in Britain today?</p>		<p>Make sense of belief:</p> <ul style="list-style-type: none"> • I know the terms dharma, Sanatana Dharma and Hinduism and say what they mean. • I know and can make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma). <p>Understand the impact:</p> <ul style="list-style-type: none"> • I know how Hindus show their faith within their families in Britain today (e.g. home puja). • I know how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali). • I know some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India). <p>Make connections:</p> <ul style="list-style-type: none"> • I can raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for my ideas.
<p>Spring Term 2 Unit L2.5 UC Why do Christians call the day Jesus died Good Friday?</p>		<p>Make sense of belief:</p> <ul style="list-style-type: none"> • I know the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. • I know and can offer informed suggestions about what the events of Holy Week mean to Christians. • I know examples of what Christians say about the importance of the events of Holy Week. <p>Understand the impact:</p> <ul style="list-style-type: none"> • I know simple links between the Gospel accounts and how Christians mark the Easter events in their communities. • I know how Christians show their beliefs about Jesus in worship in different ways. <p>Make connections:</p> <ul style="list-style-type: none"> • I can raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for my suggestions.
<p>Summer Term 1 Unit L2.6 UC For Christians, what was the impact of Pentecost?</p>		<p>Make sense of belief:</p> <ul style="list-style-type: none"> • I know clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth. • I know and can offer informed suggestions about what the events of Pentecost in Acts 2 might mean. • I know examples of what Pentecost means to some Christians now.

		<p>Understand the impact:</p> <ul style="list-style-type: none"> • I know simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. • I know how Christians show their beliefs about the Holy Spirit in worship. <p>Make connections:</p> <ul style="list-style-type: none"> • I can make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for my ideas.
<p>Summer Term 2 Unit L2.11 How and why do people mark the significant events of life?</p>		<p>Make sense of belief:</p> <ul style="list-style-type: none"> • I know some beliefs about love, commitment and promises in two religious traditions and describe what they mean. • I know and can offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. <p>Understand the impact:</p> <ul style="list-style-type: none"> • I know what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. • I know simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals). • I know some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism). <p>Make connections:</p> <ul style="list-style-type: none"> • I can raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones. • I can make links between ideas of love, commitment and promises in religious and non-religious ceremonies. • I can give good reasons why they think ceremonies of commitment are or are not valuable today.

Skills

LKS2	<ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied. • Make clear links between texts/sources of authority and the key concepts studied. • Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers. 	<ul style="list-style-type: none"> • Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. • Describe how people show their beliefs in how they worship and in the way they live. • Identify some differences in how people put their beliefs into practice. 	<ul style="list-style-type: none"> • Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. • Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. • Give a good reason for the views they have and the connections they make.
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