



St. Laurence CE Primary School

Year 4 RE Long Term Planning



| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer | Summer 2 |
|---|--|--|---|---|--|
| <p>Hinduism <i>(The Journey of Life and Death)</i></p> <p>RQ5 - Where do I belong? How do religious communities show members they belong? RQ10 - How and when are symbols used in religion? What do they mean? RQ12 - What do people do when someone dies and why do they do this?</p> <p>Harvest</p> <p>RQ2 - How do religious communities mark special times in life?</p> | <p>Incarnation/God</p> <p>RQ9 -How do believers think of God? RQ10 - How and when are symbols used in religion? What do they mean? RQ14 - Why do Christians celebrate?</p> <p>Advent</p> <p>RQ2 - How do religious communities mark special times in life?</p> | <p>Gospel</p> <p>RQ3 -What does a Christian mean by 'loving thy neighbour?' RQ4 - What do religious traditions say about how we should treat one another? RQ11 -What sort of book is the bible?</p> | <p>Suffering and Hardship</p> <p>RQ7-How do religions attempt to help people who suffer? RQ12- What do people do when someone dies and why do they do this?</p> <p>Easter</p> <p>Experience Easter</p> | <p>Kingdom of God</p> <p>RQ12 - What do people do when someone dies and why do they do this?</p> | <p>Caring for others in our community.</p> <p>RQ4 - What do religious traditions say about how we should treat one another? RQ7 - How do religions attempt to help people who suffer?</p> |

Knowledge, skills and understanding

Focussed non-Christian religion - Hinduism

Learning about religion

- explore a range of religious stories and sacred writings and talk about their meanings
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
- identify and suggest meanings for religious symbols and begin to use a range of religious words.

Learning from religion

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- ask and respond imaginatively to puzzling questions, communicating their ideas
- identify what matters to them and others, including those with religious commitments, and communicate their responses
- reflect on how spiritual and moral values relate to their own behaviour
- recognise that religious teachings and ideas make a difference to individuals, families and the local community.