Topic: Christianity God – How should we live our lives?

Year 4

New

Testament

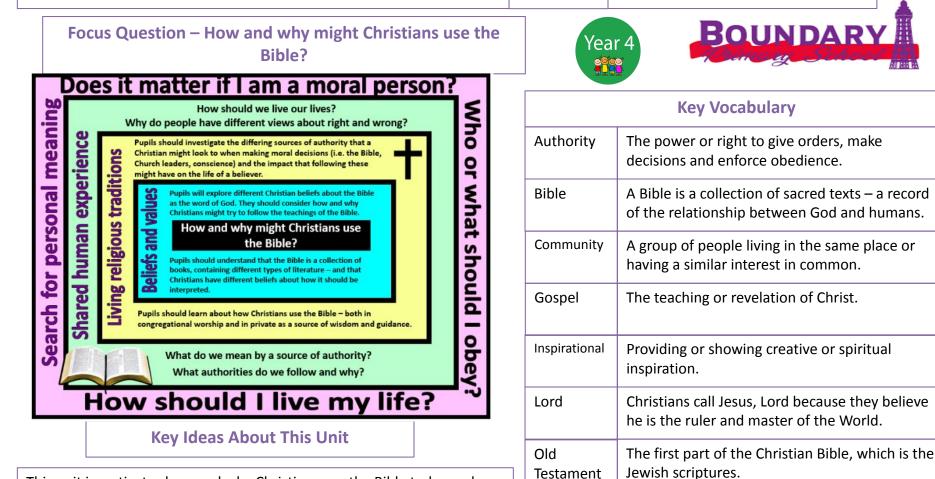
Parable

The second part of the Christian Bible, which is

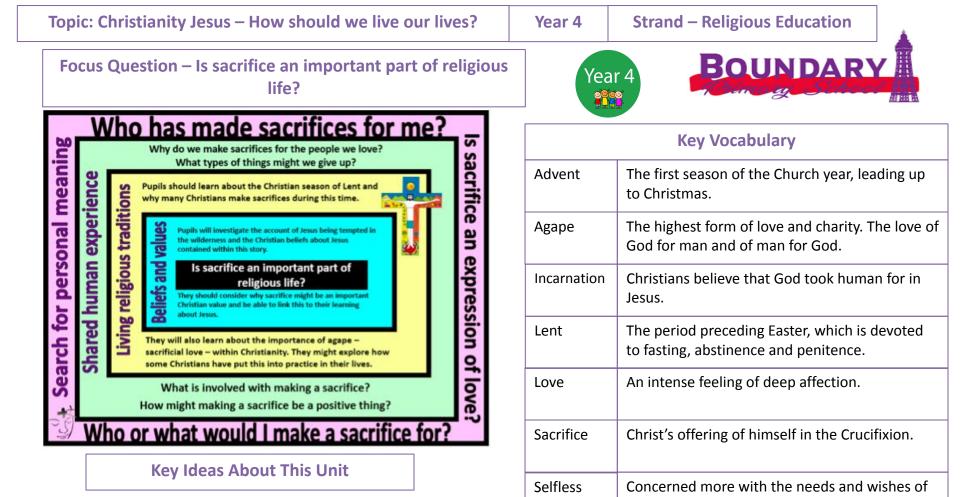
spiritual lessons as told by Jesus in the Gospels.

A simple story used to illustrate a moral or

about Jesus and the early Church.



This unit investigates how and why Christians use the Bible today and why the Bible is seen as a source of inspirations and authority by many Christians. Children will understand that the Bible is not one book but a collections of books, written by different people at different times. They will know that the Bible contains two main sections – the Old Testament (which is the Jewish scriptures) and the New Testament (about Jesus and the early Church). Children will explore the idea that the Bible has authority for Christians because it is 'the Word of God', but that Christians have different views about what this means and the children will explore what these views are.



Resurrection

others than with themselves.

The rising of Christ from the dead.

This unit investigates the person of Jesus through the concept of sacrifice. This links to prior learning about the principle of Zakat in Islam and also what it means to be a follower of Jesus by exploring how Christians might try to follow the example of Jesus through charity and personal sacrifice. It enables children to consider how Jesus' sacrifices have provided a model for other Christians to mirror by showing agap® (selfless love for others). They will have opportunities to reflect on their own values and on what influences their choices. Topic: Christianity Church– How should we live our lives?

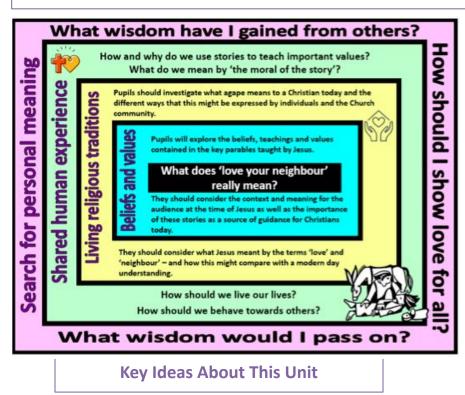
Year 4

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BOUNDARY

Focus Question – What does 'love your neighbour' really mean?



This unit investigates the Christian teaching of agape- a selfless love of others. Children will explore how important messages and guidance can be passed on through stories and will focus on Christian teachings contained in the parables that Jesus told to his followers. They will then discover examples of how modern Christians show a love for their neighbour and reflect on what they message they would want to pass on to future generations.

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Key Vocabulary		
Agape	The highest form of love and charity. The love of God for man and of man for God.	
Bible	A Bible is a collection of sacred texts – a record of the relationship between God and humans.	
Church	A Christian Place of Worship.	
Christian	Relating to or professing Christianity or its teachings.	
Love	An intense feeling of deep affection.	
New Testament	The second part of the Christian Bible, which is about Jesus and the early Church.	
Parable	A simple story used to illustrate a moral or spiritual lessons as told by Jesus in the Gospels.	
Selfless	Concerned more with the needs and wishes of others than with themselves.	

Topic: Hinduism – How should we live our lives?

Year 4

Year 4

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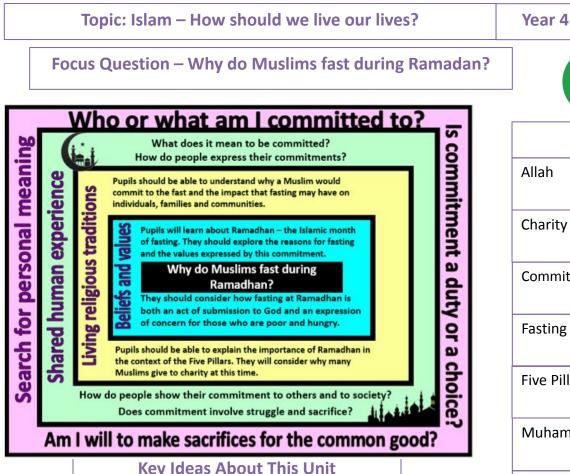
BOUNDARY

Focus Question – What might a Hindu learn from celebrating Diwali?



This unit gives children the opportunity to revisit the story of Rama and Sita (they will have been introduced to this story in Y3) and to explore the theme of good overcoming evil – just as light overcomes darkness. Children will deepen their understanding of Hindu beliefs about God by learning about Rama as an avatar of Vishnu. They will be able to connect this with the Diwali theme – Rama is a deity and therefore represents goodness. As an avatar of Vishnu, it his role to uphold dharma and fight evil. This is exemplified in the story of Rama and Sita which is celebrated at Diwali.

Key Vocabulary		
Avatar	A manifestation of a deity or released soul in bodily form on earth.	
Diwali	A Hindu festival with lights, associated with Lakshmi, the goddess of prosperity.	
Rama and Sita	One of the main stories from Hinduism.	
Vishnu	The Hindu god Vishnu is the protector and preserver of the universe.	
Symbols	An item that represents something in Hinduism.	
Temple	A Hindu temple is a symbolic house, seat and body where people can go and worship their god.	



Key Ideas About This Unit

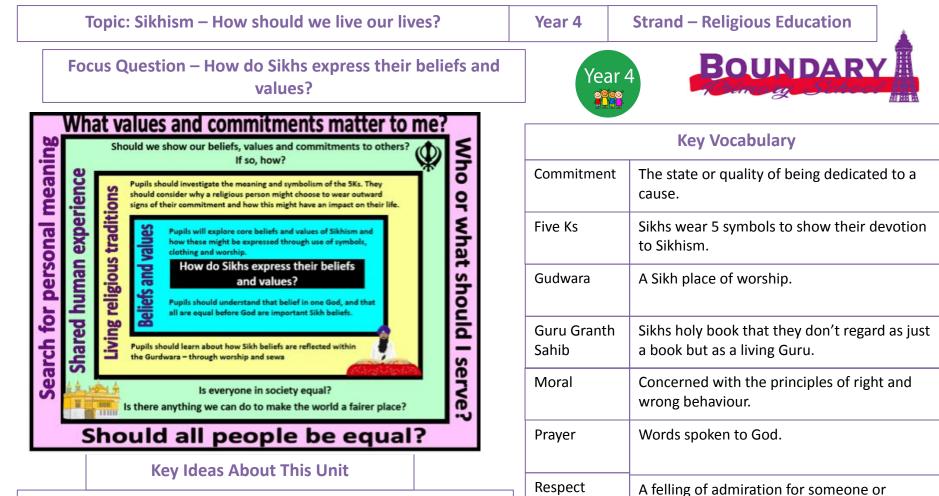
This unit enables children to examine the structures that underpin Islamic beliefs and practices in greater depth. Through a study of Ramadan, opportunities are provided for pupils to understand the key values of Islam of submission to Allah and service to God through charitable life and actions. They will consider the role of commitment as part of religious life and reflect on the wider human value of being committed to ideas, to self-improvement or to other people. Pupils will have opportunities to think about their own commitments and the extent to which these have a positive impact on their lives.

Key Vocabulary		
Allah	Arabic word for God and who Muslims pray to.	
Charity	An organisation set up to provide help and raise money for those in need.	
Commitment	The state or quality of being dedicated to a cause.	
Fasting	Fasting requires the abstinence from food and drink.	
Five Pillars	The most important Muslim practices are the Five Pillars of Islam.	
Muhammad	The name of the prophet who founded the religion, Islam.	
Qur'an	The Islamic sacred book, believed to the word of God.	
Ramadan	The ninth month of the Muslim year, during which strict fasting is observed from dawn to sunset.	
Ritual	A religious ceremony consisting of a series of actions performed in an order.	

Strand – Religious Education

Year 4

BOUNDARY



Ritual

Sewa

something elicited by their abilities.

actions performed in an order.

A religious ceremony consisting of a series of

Sewa means selfless service –acting selflessly

and helping others in a variety of ways.

This unit gives children the opportunity to explore how Sikhs convey their beliefs and commitments in the way they live their lives and through symbols which are observable expressions of faith. In their preaching and example, the Gurus revealed a way of life which was God centred. It is a life of religious, moral and social commitment. In outward and visible signs, Sikhs show themselves to be committed to following the teachings of the Gurus. Sikhs are expected to demonstrate their commitment to their beliefs in the way they live their daily lives. Sikh belief perceives the world as the abode of God and as the place in which to practice Sikh dharam (religious, moral and social commitment).