

Pudsey Bolton Royd Primary School RE Long-Term Plan

Year 4

<u>Unit 4.1</u>	<u>Unit 4.2</u>
Enquiry Questions	
How are important events remembered in ceremonies?	What faiths are shared in our country?
Outcomes	
To plan a celebration of light linking to all of the festivals studied. Children make diva lamps, lanterns, sun dials and celebrate the importance of light in each festival. Photographed evidence in books.	Children are able to identify different faiths and places of worship within the local community of Pudsey and Bradford. Using Google maps children can identify different places of worship and which faiths they belong to. Label and identify on a printed map of the local area.
Linked Texts	
'Binny's Diwali' by Thrity Umrigar https://www.youtube.com/watch?v=Ne3cJCL2_YA	N/A
Linked Experiences	
Watching video of the Summer Solstice at Stone Henge https://www.youtube.com/watch?v=em-P7MUt5Bk	Visit to a local Gurdwara or Mosque If visits to different places of worship are not possible then try to encourage members of faith communities to come into school to discuss what happens in their place of worship and why it is important to them Virtual tours of an Anglican Church, a Methodist Church and an Independent Church. https://request.org.uk/resource/life/church/church-tours/
Overview	
This unit will explore festivals of light from Judaism, Sikhism, Hinduism, Paganism, Chinese New Year, Ancient Civilisations. It will consider how some festivals use light as a representation of hope, joy, remembrance, and reflection. Judaism - Retell the story of the Maccabees focusing on the meaning of light and explaining why Jews light Hannukah candles. Sikhism – Retell the story of Guru Hargobind and the prisoners compare with the story of the Maccabees focusing on similarities and differences. Hinduism - Retell the story of Rama and Sita. Describe why Hindus light many lights during Diwali and what the light represents. Paganism - Research religious festivals. Describe the importance of the sun to ancient civilisations. Suggest why light is used as a representation. Show understanding that light is a significant symbol to many different religions and non-religious people.	This unit looks at different places of worship in the local and wider community and their significance to believers. They will describe a faith and core beliefs and the difference it makes to a believer's life. Children will describe what belonging means. Discuss similarities between communities and share ways of welcoming new people to a community. Children will know which places of worship are found in the local community as well as Yorkshire and the UK and understand why religious diversity a good thing in a community like can be ours. They will describe similarities and differences between faiths, explain and give reasons why faiths work together on interfaith projects. It is important throughout this unit that teachers draw on how places of worship are used by the community as a whole e.g. playgroups, youth organisations, community groups.
Knowledge and/or Skills Covered	
Questioning - Ask and answer relevant questions (eg about cause and change). Understanding Religion and Faith - Compare beliefs and faiths and begin to suggest reasons for the differences and similarities.	Questioning - Ask and answer relevant questions (eg about cause and change) Understanding Religion and Faith - Compare beliefs and faiths and begin to suggest reasons for the differences and similarities.

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<p>Finding Morals (In Stories) - Explain the purpose of religious stories and how they impact on practice(s).</p> <p>Using texts- Discuss a wide range of religious literature and start to link to other faiths</p> <p>Respect and Empathy - Demonstrate good manners and start to cope with/ compensate for non-reciprocation. Share and discuss opinions, comparing and contrasting politely where appropriate.</p>	<p>Insight vs Knowledge - Show respect for other people's insights.</p> <p>Respect and Empathy - Demonstrate good manners and start to cope with / compensate for non-reciprocation.</p> <p>Share and discuss opinions, comparing and contrasting politely where appropriate.</p>
Important Vocabulary	
Freedom, Oppression, Interpretation, Celebration, Shared values, Remembrance, Reflection	Freedom, Oppression, Interpretation, Celebration, Shared values, Remembrance, Reflection

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<u>Unit 4.3</u>	<u>Unit 4.4</u>
Enquiry Questions	
How do the Five Pillars guide Muslims in life?	Why are Gurus at the heart of Sikh belief and practice?
Outcomes	
In small groups/partners Create an Islam box of items that are important to Muslims, pupils should include a fact card with each artefact (images) explaining its importance to Muslims.	Create a leaflet answering the following questions: What is the Guru Granth Sahib? How is the Guru Granth Sahib treated in the Gurdwara? Why? How are the teachings of Guru Nanak demonstrated at the Gurdwara?
Linked Texts	
	See resource pack 4:4 Bhai Lalo and Malik Bhago and the chapattis The Milk and the Jasmine Flower The Wise man and the Bowl of Milk Guru Gobind Singh and the Guru Granth Sahib Guru Nanak and the Grass Bundles The Jug in the Ditch
Linked Experiences	
Eid ul Fitr Celebration Day – Ramadan and Eid.	
Overview	
The unit of study includes work on Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad (peace and blessings be upon him). It expands and develops learning about the Five Pillars of Islam as a way of focusing on key beliefs for Muslims. Pupils will learn about some key teachings and consider how these reflect and affect the values and lives of believers. They will explore Muslim responses to ultimate questions and moral decisions, recognising their varied and different responses to these. They should learn and draw on specific religious language related to Islam. The children will describe and explain key teachings of Islam and the different ways these are interpreted by believers; describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers; and explain how the pilgrimage of Hajj can affect a Muslims life	This unit explores the concept of 'guru' in Sikhism as an introduction to Sikh religious belief and practice. It aims for pupils to be able to link the significance of Sikh scripture, the Guru Granth Sahib, to the importance of the lineage of the ten Sikh gurus. It begins by exploring the concept of 'guru' as a religious teacher before introducing Guru Nanak, focussing specifically on his epiphany (experience of God) and subsequent teachings about God and social justice. It touches on the idea of Guru lineage (succession), which Guru Nanak instigated at the end of his life. The final section examines the creation, treatment, role and significance of the Guru Granth Sahib. The children will give examples of Sikh beliefs and stories about their Gurus Describe and show understanding of Sikh practices relating to the Guru Granth Sahib and explain and give reasons for Sikh values e.g. equality .
Knowledge and/or Skills Covered	
Insight vs Knowledge - Show respect for other people's insights.	Questions - Ask and answer relevant questions (eg about cause and change).
Respect and Empathy - Demonstrate good manners and start to cope with / compensate for non-reciprocation. Share and discuss opinions, comparing and contrasting politely where appropriate.	Finding Morals (In Stories) - Explain the purpose of religious stories and how they impact on practice(s).

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Right and Wrong - Explore their own and others' views on morality.	Right and Wrong - Explore their own and others' views on morality. Using texts - Use references to explain their opinions.
Important Vocabulary	
<ul style="list-style-type: none"> • Allah • Prophet Muhammad (peace and blessings be upon him) • Qur'an • Hadith (recorded actions and sayings of the Prophet Muhammad (pbuh)) • Shahadah (testimony of faith/belief) • Salaah (Arabic) • Sawm (fasting) • Ramadhan (the month of fasting) • Zakaah (obligatory almsgiving) • Hajj (pilgrimage) • Mecca/Makkah • Akhirah (the afterlife) • Sunnah (the way of the Prophet Muhammad pbuh) • Shari'ah (Islamic law) • Eid ul Fitr (Eid that follows after Ramdhaan) • Eid ul Adha (Eid that follows the Hajj pilgrimage) • Qiblah - direction of prayer • Sadaqah - voluntary charity • Wudhu - Ablution 	<ul style="list-style-type: none"> • Mool (Mul) Mantar • Panjab • Guru Nanak • Guru Gobind Singh • Guru Granth Sahib • guru • Khalsa • Amristar • Ikk Oankar • Enlightenment • Gurdwara