

Year 4 RE Curriculum

Autumn	Spring	Summer
<p>Domestic Church- People The family of God in Scripture: -to ask and respond to questions about their own and others' experiences and feelings about tracking back family trees. - to ask questions about what they and others wonder about family trees. - to compare their own and others' ideas about the questions that family trees raise and are difficult to answer. - to retell some of the stories from scripture about Jesus' family. - to describe some ways in which characters in the Bible lived out their lives. - to make links between these stories and what people believe about God and Jesus. - to give reasons for certain actions by believers such as Ruth. - to describe and show understanding of the roots of Jesus' human family. - to describe and show understanding of what Christians believe about how God leads and guides people.</p> <p>Other faiths -Judaism Holy books – the Torah -to learn about important books -to learn about the Torah. -to understand the synagogue is a community centre.</p> <p>Reconciliation and Sacramental Preparation Admitting wrong, being reconciled with God and one another: -to ask and respond to questions about their own and others' experience and feelings about what breaks and</p>	<p>Local Church- Community Life in the local Christian community: ministries in the parish: to ask and respond to questions about their own and others' experiences of being part of a community. - to ask questions about what they and other wonder about the responsibility and commitment of belonging to a community and realise that some of these questions are difficult to answer. - to make links to show how feelings and beliefs affect their commitment to community and to retell the story of the call of the apostles. - to describe some of the advice St. Paul gives us about being loving members of a community. - to use religious words and phrases to describe the actions and symbols within a funeral Mass. - to describe some ways in which some people serve their parish community. - to make links between the call of the apostles and God's call to people to serve him today. -to use a developing religious vocabulary to give reasons for the actions and symbols used within a funeral Mass. - to give reasons why people give service to the parish community through various ministries. hat of others.</p> <p>Eucharist – Celebrating The Mass - What do Catholics Do? Living in communion: -to ask and respond to their own and others' experiences and feelings about giving and receiving. -to describe what happens during the different parts of the Mass - describe what a person might do if they follow Jesus' advice.</p>	<p>Pentecost- New Life To hear & live the Easter message: -to ask and respond to questions about their own and others' experiences of good news bringing life. - to ask questions about what they and others wonder about how good news brings life and happiness. - to make links to show how feelings of sadness and joy and the belief in the goodness of others, affects their own and others' behaviour. -to compare their own and other people's ideas about how good news brings life. -to retell some special stories about the religious events and people connected with Pentecost. - to use religious words and phrases to describe the events of Pentecost. - to describe some ways in which the apostles spread the Good News through the power of the Holy Spirit. - to give reasons why the apostles spread the Good News and the reasons for the actions of Peter, John and Paul. - to make links between the Pentecost story and the Christian belief in the new life of the Easter message through the power of the Holy Spirit.</p> <p>Other Faiths- Islam Holy books – the Qur'an: -to think about important books -to understand the importance of the Qur'an - to understand the 99 beautiful names for Allah and the Qur'an guides the lives of Muslims.</p> <p>Baptism/Confirmation- Called Confirmation: a call to witness: -to ask and respond to questions about being chosen.</p>

- what mends a friendship.
- to ask questions about what they and other wonder about how friendships may be restored.
- to make links to show how feelings and beliefs affect their behaviour and that of others in respect to maintaining friendship.
- to compare their own and other people's ideas about questions of building and maintaining friendship and realise that these questions are difficult to answer.
- to use religious words and phrases to give reasons for some religious actions and symbols used in the Sacrament of Reconciliation.
- to make links to show how feelings and beliefs about reconciliation affect their behaviour and that of others.
- to give reasons why believers ask forgiveness of others and forgive those who have hurt them.

Advent/Christmas- Gift

God's gift of love & friendship in Jesus:

- to ask and respond to questions about what is important in friendship.
- to ask questions about what they and others wonder about the gift of love and friendship and realise that some of these questions are difficult to answer.
- to make links to show how feelings and beliefs affect their behaviour and that of others in relation to the gift of love and friendship.
- to compare their own and other people's ideas about the gift of love and friendship and realise that these questions are difficult to answer.
- to retell the story of the birth of Jesus and the visit of the Wise Men.
- to use religious words and phrases to describe some of the religious actions and symbols which help Christians prepare during Advent for the coming of Jesus at Christmas.
- to make links between scripture texts and the belief that God sent Jesus to earth as the long-awaited Messiah.
- to use a developing religious vocabulary to give

- to describe ways in which peace is lived out by believers.
- to make links between scripture and an understanding of the Eucharist.
- to use a developing religious vocabulary to give reasons for religious actions and symbols used in the celebration of the Eucharist.
- to give reasons why Christians attend the celebration of the Eucharist.

Lent/Easter- Self Discipline

The family of God in Scripture:

- to ask and respond to questions about their own and others' experiences of being self-disciplined.
- to ask questions about what they and others wonder about how people can reach their full potential and realise that some of these questions are not easy to answer.
- to make links to show how feeling and beliefs affect their self-discipline and that of others.
- to compare their own and other people's ideas about questions concerning the need for self-discipline and realise that some of these questions are difficult to answer.
- to retell some of the religious stories of Holy Thursday, Good Friday and Easter.
- to use religious vocabulary to describe some religious actions and symbols of Lent and Holy Week.
- to describe some ways in which Christians try to be self-disciplined in Lent.
- to make links between religious stories of Holy Thursday, Good Friday and Easter and Christian beliefs.
- to use a developing religious vocabulary to give reasons for religious actions and symbols connected to Lent and Holy Week.
- to give reasons why Christians try to be self-disciplined in Lent.

- to ask questions about what they and others wonder about the reason for responses to being chosen.
- to make links to show how feelings and beliefs can affect the responses they might make to being chosen.
- to retell some special stories about religious events and people such as David and/ or the call of the apostles.
- to use religious words and phrases to describe what it means to be called.
- to describe some ways in which people are called to live a Christian life.
- to make links between scripture and the call to holiness.
- to use a developing religious vocabulary to give reasons for the actions and symbols used at Confirmation.
- to give reasons why and how Christians respond to God 's call.

Universal Church- God's people

Different saints show people what God is like:

- to ask and respond to questions about their own and others' experiences and feelings of ordinary people doing extraordinary things.
- to ask questions about what they and others wonder about ordinary people doing extraordinary things and realise that some of these questions are difficult to answer.
- to make links to show how feelings and beliefs affect their behaviour and that of others, using the example of Eric or other examples.
- to compare their own and other people's ideas about the question of what makes a person do extraordinary things and find it is difficult to answer.
- to show how their own and others' decisions about actions in life are informed by beliefs and values.
- to retell some special stories about religious events and people who show what God is like.
- to describe some ways in which religion is lived out by different saints.

<p>reasons for the actions and symbols connected with the liturgical season of Advent and Christmas.</p>		<ul style="list-style-type: none">- to give reasons for certain actions by those people they have studied.- to make links between scripture and the action and beliefs of followers of God's way.- to show understanding of how religious belief has shaped the way some people live out their lives.- to describe and show an understanding of scripture, beliefs, ideas, feelings and experience, making links between them.
--	--	---