




## Year 4

Concepts		 <b>Beliefs</b> Learning about religions	 <b>Reflection</b> Spiritual, moral and personal development	 <b>Community</b> Social and cultural development
Term	Big Question	Unit Overview		
Autumn 1	What religions and world views are represented in our neighbourhood?	Pupils learn about religions in Southwark by collecting and interpreting evidence from a range of sources. They should develop their understanding of the ways individuals and communities express their identity. A particular area of Southwark may be focused on local to the school. There are excellent opportunities in this unit for links with other curriculum areas, particularly history, art and geography. There is an opportunity in lesson two or three for pupils to go into the local community and look for signs for religion and do some learning outside the classroom. There is also an opportunity in lesson four to invite some faith leaders, parents with a faith or colleagues from within your school who have a faith to come and talk with the children about how their religion contributes to their local community.		
Autumn 2	What makes me the person I am?	In this unit, pupils are given the opportunity to reflect on different aspects of their identity, on ideas about what is distinctive about them, and what they share with others and the world around them. The unit develops work on special qualities from Year 1 unit: What does it mean to live with family and friends? There is an opportunity in lesson 4 for pupils in bring in a special item to share with others in the lesson, and also for a faith visitor to come into the classroom and talk about a religious object that is special to them. Following this lesson there is an opportunity for the children to go on to visit a place of worship, and discover more special objects used at special times.		
Spring 1	Why is the Bible a special book?	The unit enables pupils to enjoy some great stories, and also to reflect on the deeper meanings of the stories, exploring the ways these stories speak today about relationships, safety and danger, vulnerability and the 'hand of God' in human life. The story telling approaches used include those which make space for questions and fresh insights from the participants. Exploring some beliefs about God in the stories and in the Christian community, pupils will be able to clarify their own understanding of the questions. Teachers should note that the stories are all controversial and their status as history myth or legend is disputed, but in these lessons the stories are seen on their own terms – as narratives to enjoy and think about. Pupils will consider the impact of the beliefs about God which the stories show. They will use drama and music to build good RE learning through the creative curriculum. They will be able to take note of Jewish, Muslim and Christian uses of the stories. The RE includes an emphasis on learning from Biblical stories, and connects to pupils' work in literacy as well. Teachers are encouraged to plan this unit so pupils can question Christians about the part the Bible plays in their lives. There is an opportunity in lesson 4 to take the class on a church visit to see how the Bible is used within a church building. In lesson 2 and 4 there are opportunities to invite some Christian visitors into the classroom to share with the children how they personally use the Bible in their lives.		

<b>Spring 2</b>	<b>Why is Easter important to Christians?</b>	This unit explores the events leading up to the death and resurrection of Jesus and the meaning of those events for Christians today. There are possibilities for linking this to other curriculum areas such as literacy, art, music, drama and dance. In addition, children may be able to use their work in collective worship at the end of the Spring Term. There is an opportunity for a Christian visitor or visitors to come into the classroom and share their practices in lesson 4 or to go and visit a church and see what happens at the Eucharist/Mass/Breaking of Bread/The Last Supper. In Lesson 6 there is an opportunity to invite a selection of Christian visitors to come into the classroom (or just one) to talk about what Easter means to them and how they celebrate it today.
<b>Summer 1</b>	<b>How and why do Hindus worship at home and in the Mandir?</b>	Overview In this unit, pupils will explore Hindu worship at home and in the Mandir, and explore some of the objects used in worship and their symbolism, and how these have an impact on daily life. There will be opportunities for children to reflect on their own thoughts and experiences. There is an opportunity to invite Hindu guests to your classroom in lesson 4, and they could set up their home shrine and do murti in front of the children. There is an opportunity to arrange a visit to a local temple in Lesson 6 in this unit of work.
<b>Summer 2</b>	<b>What happens when someone gets married</b>	This unit gives children the opportunity to explore one or two wedding ceremonies. Children will learn what happens in the ceremonies as well as symbolism contained in the customs and rituals. There is an opportunity in the first lesson for children to bring in a photograph of a wedding they have attended. There is an opportunity for a Hindu visitor in lesson 4 and Muslim visitor in lesson 5 to talk about what happened at a wedding. You can change the religions that you study and find out more about a Humanist wedding ceremony.