RE year group overview – year 4

RE Intent: At Slade Primary School, our Religious Education (RE) curriculum is designed to foster understanding, respect, and empathy in a diverse and multi-faith society. With inclusivity at the heart of our curriculum, we aim to provide high-quality, balanced RE that explores a range of religious and non-religious worldviews, helping children to develop their own beliefs and values in a safe, respectful environment.

Key Concept and Unit of work	Key objectives	End Point
Jesus **What kind of world did Jesus want?**	• To identify the question as part of a 'Gospel', which tells the story of the life and teaching of Jesus. • To make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. • To suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christians. • To give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. • To make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.	I can relate Jesus' actions in the Gospels to the meaning for Christians today.
Jesus **For Christians, when Jesus left; what was the impact of Pentecost?**	• To make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth. • To offer informed suggestions about what the events of Pentecost in Acts 2 might mean • To give examples of what Pentecost means to some Christians now • To make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. • To describe how Christians show their beliefs about the Holy Spirit in worship • To make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.	I can make links between the description of the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God and how this affects the ways Christians live their lives.
Jesus **Why do Christians call the day Jesus died 'Good Friday?'**	• To recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people. • To offer informed suggestions about what the events of Holy Week mean to Christians • To give examples of what Christians say about the importance of the events of Holy Week	I can recall the events of Holy week and analyse the significance of the events for Christians.

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	• To make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. • To describe how Christians show their beliefs about Jesus in worship in different ways • To raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	
Hinduism **What do Hindus believe God is like?**	• To identify some Hindu deities and say how they help Hindus describe God • To make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • To offer informed suggestions about what Hindu murtis express about God • To make simple links between beliefs about God and how Hindus live. • To identify some different ways in which Hindus worship • To raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.	I can draw on stories and concepts to describe how Hindus see the world.
Hinduism **What does it mean to be a Hindu in Britain today?**	• To identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean • To make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) • To describe how Hindus show their faith within their families in Britain today (e.g. home puja). • To describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)	I can describe the ways that Hindus show their faith and summarise what it means to be a Hindu.
Thematic **How and why do people mark the significant events of life?**	• To identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. • To offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. • To describe what happens in ceremonies of commitment and say what these rituals mean. • To make simple links between beliefs about love and commitment and how people in at least two religious traditions live. • To identify some differences in how people celebrate commitment.	I can describe and compare the beliefs from different worldviews surrounding commitment and promises.

Disciplinary Knowledge

Substantive Knowledge