

Portfields Primary School Medium Term Plan					
Year Group – 4		Subject - RE		Topic – Just how important are our beliefs?	
Term – Spring 2					
National Curriculum	Religious Education Council Curriculum Framework	Key Questions	Assessment Statements	Key Vocabulary	Real Life Links
The Non-Statutory National Framework for RE suggests that all pupils should have been introduced to the six religions deemed to be the principal faiths found in Britain by the end of key stage 3, having explored Christianity, as one of these faiths, in each key stage.	A1: Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance A3: Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning B1: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. C1. Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.	What do promises mean?  What promises do we make?  Can we see the importance of someone’s beliefs on the outside?  How else might some people show their commitment?  What else might people give up for their beliefs?  What might someone sacrifice?	Most baby welcoming ceremonies from any religion include gift-giving, making promises, and making commitments about how the baby will be raised.  Examples of commitment ceremonies are: Bar/Bat Mitzvah for Jewish people, Confirmation for Christian people, Upanayana for Hindu people.  You can sometimes see what people’s beliefs are by the clothes they wear e.g. football kits, kippah, turban, uniform, sari. Sometimes you can’t tell.  Some people change their diet to show commitment to their religion, like Ramadan for Muslim people and Lent for Christians.  People may sacrifice their time and money to show commitment to their beliefs or religion. For example, the Bible teaches Christians to be generous.  In the story of Khalsa’s creation, Khalsa were willing to die for their own and others’ beliefs because at the time people were being persecuted for their beliefs	confirmation fast naming ceremony persecuted sacrifice	Religious Population of: 1. Newport Pagnell <a href="#">Click Here</a> 2. Milton Keynes <a href="#">Click Here</a> 3. The world <a href="#">Click Here</a>  4. Pupil population by religion
Milton Keynes Agreed Syllabus for Religious Education		Disciplinary Knowledge		Technical Vocabulary	Key Religions (KS1 Facts)
Believing How do people’s beliefs about God, the world and others impact on their lives?	Substantive Knowledge	<ul style="list-style-type: none"><li>- Identifying similarities and differences between religions and worldviews.</li><li>- Identifying similarities and differences within religions and worldviews.</li><li>- Giving thoughtful insights about why some things are the same and others are different.</li><li>- Exploring the ways diverse people and groups can work together for good.</li><li>- Explaining links between religious and non-religious practices and their significance.</li><li>- Recognising links with prior learning when encountering new content.</li><li>- Reflecting on how others might see the world and how they can show respect for viewpoints different to their own.</li><li>- Asking questions about how people show their faith and considering why they might have these questions.</li><li>- Developing the ability to use empathy to identify and understand the feelings of others.</li><li>- Using increasingly complex vocabulary and explaining its meaning to others.</li><li>- Discussing their own views about belonging, meaning, purpose and truth.</li><li>- Presenting different views thoughtfully and creatively, using evidence from learning.</li><li>- Asking open questions and suggesting responses.</li><li>- Thinking about their own ideas about God in light of their learning, experiences and discussions.</li><li>- Finding out about Religion and worldviews through: looking at photographs and images; using first-hand accounts; looking at artefacts; using surveys; interviewing others.</li></ul>		Amritdhari Aqiqah baptism Bar Mitzvah Bat Mitzvah Brit Bat Brit Milah Khalsa Namakarana Upanayana	<u>Christianity</u> <ul style="list-style-type: none"><li>- Holy book is the Bible.</li><li>- Worship in churches,</li><li>- Leaders may be called priests.</li><li>- Celebrate Easter, Christmas &amp; Advent.</li></ul> <u>Islam</u> <ul style="list-style-type: none"><li>- Holy book is the Qu’ran.</li><li>- Worship in Mosques.</li><li>- Leaders may be called Imams.</li><li>- Celebrate Eid and Ramadan.</li></ul> <u>Judaism</u> <ul style="list-style-type: none"><li>- Holy book is the Hebrew Bible.</li><li>- Worship in Temples.</li><li>- Leaders may be called rabbis.</li><li>- Celebrate Rosh Hashanah, Hanukah and Yom Kippur.</li></ul> <u>Hinduism</u> <ul style="list-style-type: none"><li>- Holy book is the Vedas.</li><li>- Worship in Mandir.</li><li>- Leaders may be called Gurus.</li><li>- Celebrate Diwali &amp; Lunar New Year.</li></ul> <u>Sikhism</u> <ul style="list-style-type: none"><li>- Holy book is the Guru Granth Sahib</li><li>- Worship in Gurdwaras</li><li>- Leaders may be called Gurus</li><li>- Celebrate Sikh New Year.</li></ul>
Behaving Why and how are people influenced and inspired by others? What influences the ways people behave and what is expected of a person in following a religion or belief? How do religious families and communities practise their faith, and what contributions do they make to local life? How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?	<ul style="list-style-type: none"><li>- Sacrifice means giving up something valued for the sake of something else.</li><li>- Holy means divine, sacred or connected to God.</li><li>- The way scriptures are treated and used reflects beliefs about their meaning and origin.</li><li>- Rituals and practices can be based on religious and cultural roots and that often these are interconnected.</li><li>- Being part of a community with similar beliefs is important to some people.</li><li>- For some people outward expressions of belief are important for a sense of belonging.</li></ul>		Orange Paper Questions		
Belonging Why are some occasions sacred to believers? How and why are religious and spiritual ideas expressed and in the ways they are?			<ol style="list-style-type: none"><li>1. What do most baby-naming ceremonies of any religion include? <i>Gift-giving, making promises, and making commitments about how the baby will be raised.</i></li><li>2. Draw lines to link the commitment ceremony to the appropriate religion. <i>Bar/Bat Mitzvah for Jewish people, Confirmation for Christian people, Upanayana for Hindu people.</i></li><li>3. You can tell someone’s beliefs by their appearance - never, sometimes or always? <i>Sometimes.</i></li><li>4. Explain your answer to the above question. <i>People might wear a uniform, a bindi or a koppah, but some people don’t wear anything linked to a religion.</i></li><li>5. During which event do Christians restrict their diet to show commitment to their religion? <i>Lent.</i></li><li>6. During which event do Muslims restrict their diet to show commitment to their religion? <i>Ramadan.</i></li><li>7. How do some religious followers sacrifice their time and money to show commitment to their religion? <i>Answers may include: the Christian Bible teaches Christians to be generous, so they might donate to charity or spend time to help homeless people.</i></li><li>8. In the story of Khalsa’s creation, why were the Khalsa willing to die for their own? <i>Because other people were being killed for their own beliefs.</i></li></ol>		

Important Information					
Lesson tasks should be designed to ensure the children can demonstrate an understanding of the Star Knowledge					
Technical Questions should be taken from the blue sections within Kapow’s lesson plans. Guidance is given as to suitable answers the children may give.					
<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
<u>Flashback Four</u>	<u>Flashback Four</u>	<u>Flashback Four</u>	<u>Flashback Four</u>	<u>Flashback Four</u>	<u>Flashback Four</u>
<p><u>Last Lesson</u> Why might some people disagree over which books are sacred? <i>Different people have different beliefs, follow different religions (or follow no religion at all).</i></p> <p><u>Last Topic</u> What does holy mean? <i>Divine, sacred or connected to God.</i></p> <p><u>Last Year</u> What does revelation mean? <i>Something that God reveals to humans.</i></p> <p><u>Previous Key Stage</u> Name a celebration where someone would light a candle. <i>Pupils may say: birthdays, Christmas, Easter, Hanukah, and Diwali.</i></p>	<p><u>Last Lesson</u> What activities do most baby-welcoming ceremonies include? <i>Gift-giving, promise-making.</i></p> <p><u>Last Topic</u> What does sacred mean? <i>Something that is greatly respected and treated with care, especially something to with religion.</i></p> <p><u>Last Year</u> One of the ten commandments is to remember the Sabbath day. What is the Sabbath day? <i>Sunday – as a day of rest.</i></p> <p><u>Previous Key Stage</u> What did the angel tell Mary in the Christmas story? <i>That she was to give birth to Jesus, son of god.</i></p>	<p><u>Last Lesson</u> Name a Jewish commitment ceremony. <i>Bar Mitzvah.</i></p> <p><u>Last Topic</u> How were many religious teachings and ideas shared originally? <i>Orally/through conversations and story-telling.</i></p> <p><u>Last Year</u> The Torah is the Jewish scroll with the law of God. What is the Chumash? <i>The Torah translated to many different languages in book form.</i></p> <p><u>Previous Key Stage</u> What happened when Guru Nanak was born? <i>He smiled and light surrounded him.</i></p>	<p><u>Last Lesson</u> Name a way that you can see what someone believes by their appearance. <i>E.g. football kit, turban, bindi.</i></p> <p><u>Last Topic</u> Why do some Sikh practise treat the Guru Granth Sahib as a person? <i>To demonstrate that their holy text is a living guru.</i></p> <p><u>Last Year</u> If Muslims believe the Quran is the exact words of Allah, what is the Hadith? <i>A collection of stories written about Muhammad, after he died.</i></p> <p><u>Previous Key Stage</u> What miracle happened in the story of Daniel &amp; The Lion Den? <i>Daniel was put in a cage with hungry lions, but he was not harmed.</i></p>	<p><u>Last Lesson</u> When might Muslim people change their diet to show commitment to their religion? <i>During Ramadan.</i></p> <p><u>Last Topic</u> What do Smriti and Shruti mean in Hindu texts? <i>Revealed and remembered.</i></p> <p><u>Last Year</u> Does the Jewish Torah contains stories from the Christian Bibles old or new testament? <i>Old Testament.</i></p> <p><u>Previous Key Stage</u> In the Hindu story, why did the shopkeeper believe that Krishna was special? <i>He used powers to give them fruit and jewels out of nowhere.</i></p>	<p><u>Last Lesson</u> Give an example of how and why people might sacrifice their time to show commitment to their religion. <i>E.g. Christians might give money to homeless charities because the Bible teaches them to be generous.</i></p> <p><u>Last Topic</u> Why doesn’t everyone agree on whether a text is sacred or not? <i>Different people have different beliefs, follow different religions (or follow no religion at all).</i></p> <p><u>Last Year</u> Name a type of Bible that might be used differently from a standard Bible. <i>Children’s bible, ornate bible, commentary bible.</i></p> <p><u>Previous Key Stage</u> Why do Muslims think Mohammad is special? <i>He received messages from God through Angel Jibril.</i></p>
<p><u>Learning Objective</u> LO: To make links between beliefs, promises and commitments demonstrated in some baby welcoming ceremonies.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"><li>- I can use the terms promise, commitment, belief, important, ceremony and community correctly.</li><li>- I can describe the significance of baby welcoming ceremonies to some people.</li><li>- I can explain what these ceremonies might suggest about a person’s beliefs.</li></ul> <p><u>Star Knowledge</u> Most baby welcoming ceremonies from any religion include gift-giving, making promises, and making commitments about how the baby will be raised.</p>	<p><u>Learning Objective</u> LO: To recognise the value of ceremonies of commitment to some religious and non-religious people.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"><li>- I can explain why some young people choose to take part in ceremonies of commitment.</li><li>- I can make links between what happens at these ceremonies and ideas about commitment and responsibility.</li><li>- I can talk about my own experiences of commitment and responsibility.</li></ul> <p><u>Star Knowledge</u> Examples of commitment ceremonies are: Bar/Bat Mitzvah for Jewish people, Confirmation for Christian people, Upanayana for Hindu people.</p>	<p><u>Learning Objective</u> LO: To reflect on whether commitment to beliefs can be shown through outward appearance.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"><li>- I can identify various items of clothing or accessories that might signify a person’s beliefs or commitments.</li><li>- I can analyse some reasons why people might choose to wear or not wear items that signify their beliefs.</li><li>- I can discuss the benefits and challenges of wearing items that express beliefs, considering multiple perspectives.</li></ul> <p><u>Star Knowledge</u> You can sometimes see what people’s beliefs are by the clothes they wear e.g. football kits, kippah, turban, uniform, sari. Sometimes you can’t tell.</p>	<p><u>Learning Objective</u> LO: To investigate how commitment to beliefs can be demonstrated through diet by some people.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"><li>- I can give examples of religious fasting and diet choices.</li><li>- I can explain why some people show commitment to their beliefs through their diet.</li><li>- I can talk about the idea of sacrifice in the context of commitment.</li></ul> <p><u>Star Knowledge</u> Some people change their diet to show commitment to their religion, like Ramadan for Muslim people and Lent for Christians.</p>	<p><u>Learning Objective</u> LO: To explore why some people sacrifice time or money for their beliefs.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"><li>- I can describe different religious and non-religious forms of charitable giving.</li><li>- I can explain why some people might sacrifice time and money.</li><li>- I can articulate my thoughts on whether visible signs of commitment are more or less important than invisible signs.</li></ul> <p><u>Star Knowledge</u> People may sacrifice their time and money to show commitment to their beliefs or religion. For example, the Bible teaches Christians to be generous.</p>	<p><u>Learning Objective</u> LO: To describe what sacrifice can mean to some Sikh people.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"><li>- I can explain the concept of sacrifice, making links with the story of the Khalsa’s creation.</li><li>- I can identify and explain the significance of two of the Five Ks.</li><li>- I can order examples of sacrifice and commitment and discuss why others might have a different order.</li></ul> <p><u>Star Knowledge</u> In the story of Khalsa’s creation, Khalsa were willing to die for their own and others’ beliefs because at the time people were being persecuted for their beliefs</p>