

## Manor Primary School

RE. Year 4.

### How and why do Hindu's worship at home and in the Mandir? Hindu celebrations – Diwali.

#### Overview of the Learning

##### In this unit children will:

In this unit of learning are introduced to Hinduism by exploring a range of Gods and Goddesses. This unit looks at the ways in which Hindus worship both at home and in the Mandir and why worship is important to members of the Hindu community. It also introduces children to some of the beliefs and practices of Hindus through the celebration of Diwali.

Children may have the opportunity to visit a local Mandir during this unit.

#### Core Aims

- Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- identify and begin to describe the similarities and differences within and between religions
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them
- describe and begin to understand religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding
- use and interpret information about religions from a range of sources

#### Pupils should be taught to

- reflect on what it means to belong to a faith community, communicating their own and others' responses
- respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- discuss their own and others' views of religious truth and belief, expressing their own ideas
- Reflect on sources of inspiration in their own and others' lives.

#### Expectations

##### Children can:

Use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.

Make links between them, and describe some similarities and differences both within and between religions.

Describe the impact of religion on people's lives.

Suggest meanings for a range of forms of religious expression.

Raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments.

Apply their ideas to their own and other people's lives.

Describe what inspires and influences themselves and others.

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RE. Year 4. Spring term  
What is the Bible and why is it important to Christians?

**Overview of the Learning**

In this unit of learning pupils will look at the composition of the Bible and its significance and use in the lives of believers today. The Bible includes a number of genres which describe the history of Jewish people and the foundations of the Christian church.

**Core Aims**

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- identify and begin to describe the similarities and differences within and between religions
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them
- describe and begin to understand religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding
- use and interpret information about religions from a range of sources

**Pupils should be taught to**

- reflect on what it means to belong to a faith community, communicating their own and others' responses
- respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- discuss their own and others' views of religious truth and belief, expressing their own ideas
- reflect on sources of inspiration in their own and others' lives.

**Expectations**

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Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.

Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.

Manor Primary School  
RE. Year 4. Summer Term.

Key Leaders in different Religions (Christianity, Islam, Sikhism, Hinduism)

**Overview of the Learning**

In this unit of learning pupils will learn about the different Key Leaders in different religions (Christianity, Islam, Sikhism and Hinduism). Children will learn of their significance to their religion and towards the end of the unit, they will be able to draw simple comparisons by identifying similarities and differences between the different leaders of different religions.

**Core Aims**

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- identify and begin to describe the similarities and differences within and between religions
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them
- describe and begin to understand religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding
- use and interpret information about religions from a range of sources

**Pupils should be taught**

- reflect on what it means to belong to a faith community, communicating their own and others' responses
- respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- discuss their own and others' views of religious truth and belief, expressing their own ideas
- reflect on sources of inspiration in their own and others' lives.

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### Expectations

Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.

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