

## Year 4 - Progression of Knowledge and Skills RE

Term	Knowledge	Skills
<p style="text-align: center;"><b>Autumn 1</b> <b>Topic: The Church</b></p>	<ul style="list-style-type: none"> <li>• Christianity is a world-wide multi-cultural faith.</li> <li>• Peter and the disciples 'built' the church after the events of Pentecost.</li> <li>• Not all church buildings are the same but have similar features according to the Christian denomination</li> <li>• World faiths have different places of worship and the names of those buildings, key features and the worship that takes place there.</li> <li>• The Hindu murtis (statues) are expressions of god. They are not worshipped. They are a focus to enhance worship.</li> <li>• The symbol of light is used across several religions.</li> <li>• The Imam is the leader of the Mosque and the local Muslim community.</li> <li>• The Rabbi is the leader of the Synagogue.</li> <li>• Darshan is important to Hindus.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify similarities and differences between churches and Christian denominations worldwide.</li> <li>• Ask good questions about the similarities and differences between different Christian denominational practices.</li> <li>• Recognise the similarities and differences between the worship that takes place in a Church / Mosque / Synagogue/ Mandir / Gurdwara</li> <li>• Use religious vocabulary to describe the features of worship that takes place in a Mosque / Synagogue/ Mandir / Gurdwara.</li> <li>• Describe why light is used as a symbol for God in several religions.</li> <li>• Describe the role of the Imam.</li> <li>• Describe the role of the Rabbi.</li> </ul>

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<p style="text-align: center;"><b>Autumn 2</b> Topic: Christmas</p>	<ul style="list-style-type: none"> <li>• Christians believe that Jesus is the light of the world.</li> <li>• The light of Jesus brings hope in dark places.</li> <li>• Hannukah is a Jewish festival of light.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell stories about Jesus bringing light into people's lives.</li> <li>• Talk about the lives of people who bring Jesus' light into the world.</li> <li>• Discuss the stories and tradition of Hannukah.</li> </ul>
<p style="text-align: center;"><b>Spring 1</b> Topic: Jesus</p>	<ul style="list-style-type: none"> <li>• Christians believe Jesus is the Son of God.</li> <li>• I know that Jesus has power and authority over every aspect of creation, life and death.</li> <li>• There are people who have stood up and spoken out against authorities in situations of injustice.</li> <li>• The Jewish holy day is Shabbat and there are many rules and traditions associated with Shabbat,</li> </ul>	<ul style="list-style-type: none"> <li>• Retell the Bible stories we have talked about.</li> <li>• Make links between the Bible stories and what Christians believe about Jesus.</li> <li>• Talk about people who have inspired me.</li> <li>• Talk about why sometimes people speak out against authority for Justice.</li> <li>• Talk, using religious language, about the traditions and meaning of Jewish Shabbat.</li> </ul>

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<p style="text-align: center;"><b>Spring 2</b> <b>Topic: Easter</b></p>	<ul style="list-style-type: none"> <li>• Trust and forgiveness are key across world faiths.</li> <li>• Christians believe that they can trust Jesus.</li> <li>• The events of Holy Week and Easter are key to understanding what Jesus came to earth to do – God’s salvation plan.</li> <li>• The incidents of betrayal and trust are significant.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain the significance of the incidents of betrayal and trust in the Easter story – God’s salvation plan.</li> <li>• I can use key religious vocabulary to describe and talk about the importance of forgiveness in world faiths and in my own life.</li> <li>• Use religious vocabulary to make links between Christian beliefs and the stories of Palm Sunday, Holy Week and Easter.</li> <li>• I can ask good questions about people’s values and commitments.</li> </ul>
<p style="text-align: center;"><b>Summer 1</b> <b>Topic: Prayer</b></p>	<ul style="list-style-type: none"> <li>• Prayer is the way in which believers communicate with God.</li> <li>• Prayer is connected to faith.</li> <li>• Christian beliefs are revealed in the content of prayers.</li> <li>• Some prayers follow a formal structure that impacts on daily life, for example Muslim prayer 5 times a day.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk using religious language about prayer in Christianity.</li> <li>• Talk about my own experiences of prayer.</li> <li>• Identify similarities and differences between the way believers pray across world faiths.</li> </ul>

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<p><b>Summer 1</b> <b>Topic: Prayer</b></p>	<ul style="list-style-type: none"> <li>• Believers gather together to pray as a community of faith.</li> <li>• For some people of faith the direction in which they pray is important.</li> <li>• For some people of faith it is important to wash before you pray.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify artefacts used at times of prayer by people of faith.</li> <li>• Identify the beliefs of a Muslim/Hindu in the language of prayer.</li> </ul>
<p><b>Summer 2</b> <b>Topic: Values</b></p>	<ul style="list-style-type: none"> <li>• Values are important to people of all faiths and those of no faith.</li> <li>• Values determine the behaviour, choices and daily life of people of faith and those who have no faith.</li> <li>• For people of faith, values are taught and illustrated through sacred texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and suggest answers to quality questions about values, meaning, commitments, truth and belonging.</li> <li>• Express my own ideas.</li> <li>• Describe what inspires and influences me.</li> <li>• Make links between sacred texts/stories and beliefs.</li> <li>• Recognise similarities and differences between key features of World Faiths and Views.</li> <li>• Use religious vocabulary to describe key features of religious belief</li> <li>• Identify and describe the impact of religion on believers' lives</li> </ul>