



Religious Education
Year 3 and Year 4

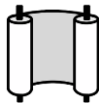


Cornwall Syllabus (NATRE Unit)	L2.2 (Unit 25)	L2.3 (Unit 26)	L2.9 (Unit 27)	L2.10 (Unit 28)	L2.1 (Unit 29)	L2.12 (Unit 30)
National Curriculum	Following the Cornwall Agreed Syllabus					
Cornwall Agreed Syllabus End of Phase - UKS2 Outcomes	Making Sense of Beliefs: • identify and describe the core beliefs and concepts studied • make clear links between texts/ sources of authority and the core concepts studied • offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believer Understanding the Impact: • make simple links between stories, teachings and concepts studied and how people live, individually and in communities • describe how people show their beliefs in how they worship and in the way they live • identify some differences in how people put their beliefs into practice Making Connections: • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • give good reasons for the views they have and the connections they make					
Title of Unit (Enquiry Question)	Unit 25 What kind of world did Jesus want? (Gospel)	Unit 26 For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God)	Unit 27 What do Hindus believe God is like? (Hindus)	Unit 28 Why do Christians call the day that Jesus died 'Good Friday'? (Salvation)	Unit 29 What does it mean to be a Hindu in Britain today? (Hindus)	Unit 30 How and why do people mark the significant events of life? Cornwall Unit
Unit Link	https://natre.org.uk/re-sources/year-4-what-kind-of-world-did-jesus-want-learning-pathways/	https://natre.org.uk/re-sources/year-4-for-christians-when-jesus-left-what-was-the-impact-of-pentecost-learning-pathways/	https://natre.org.uk/re-sources/year-4-what-do-hindus-believe-god-is-like-learning-pathways/	https://natre.org.uk/re-sources/year-4-why-do-christians-call-the-day-that-jesus-died-good-friday-learning-pathways/	https://natre.org.uk/re-sources/year-4-what-does-it-mean-to-be-a-hindu-in-britain-today-learning-pathways/	NOT IN NATRE

Religion	Christianity 	Christianity 	Hinduism 	Christianity 	Hinduism 	Thematic 
Ways of Knowing	 INTERPRETING ART AND IMAGES  ASK QUESTIONS  OBSERVATION  LOOKING AT STORIES  REFLECTING ON YOUR OWN POSITION  EXPRESSING IDEAS	 INTERPRETING ART AND IMAGES  COMING TO CONCLUSIONS  EXPRESSING IDEAS  EXAMINING TEXT  ASK QUESTIONS	 INTERPRETING ART AND IMAGES  ASK QUESTIONS  EXPRESSING IDEAS  COMING TO CONCLUSIONS  REFLECTING ON YOUR OWN POSITION	 ASK QUESTIONS  EXAMINING TEXT  COMING TO CONCLUSIONS  INTERPRETING ART AND IMAGES  REFLECTING ON YOUR OWN POSITION	 ASK QUESTIONS  INTERPRETING ART AND IMAGES  EXPRESSING IDEAS  OBSERVATION  REFLECTING ON YOUR OWN POSITION  COMING TO CONCLUSIONS	 ASK QUESTIONS  COMING TO CONCLUSIONS  REFLECTING ON YOUR OWN POSITION  EXPRESSING IDEAS  OBSERVATION  EXAMINING TEXT
Lesson Enquiry Questions	Lesson 1: What kind of world did Jesus want? Lesson 2: What do the calling of the first disciples show Christians today? Lesson 3: How did Jesus treat others and what example does this set for Christians? Lesson 4: What does Jesus' teaching (the Gospel) mean for Christians? Lesson 5: What does the parable of the Good Samaritan teach Christians today? Lesson 6: How do Christians try to make	Lesson 1: What do you already know about Pentecost? Lesson 2: What does the Bible say about Pentecost? Lesson 3: How have artists depicted the events of Pentecost? Lesson 4: For Christians, what is the impact of the gift of the Holy Spirit? Lesson 5: For Christians, what was the impact of the Holy Spirit? Lesson 6: What can you tell me about the Trinity?	Lesson 1: How do many Hindus describe ultimate reality? Lesson 2: How might the idea of Brahman being in everything affect how you live? Lesson 3: What can we find out about some Hindu deities? Lesson 4: How do many Hindus understand deities? Lesson 5: What can we learn about deities from Ganesh? Lesson 6: Assessment and review	Lesson 1: What can you remember about Holy Week? Lesson 2: How did people feel on Good Friday? Lesson 3: Why did Jesus have to die and rise again? Lesson 4: Why is the Easter story important? Lesson 5: For Christians, why is Good Friday so important? Lesson 6: Why do Christians call the day Jesus dies 'Good Friday'?	Lesson 1: What is Hindu Dharma? Lesson 2: How and why do many Hindus perform Puja? Lesson 3: What is dharma? What can we learn from the story of King Yudhishtira? Lesson 4: What does the Ramayana tell Hindus about dharma? Lesson 5: How and why do many Hindus celebrate Diwali? Lesson 6: Can I plan a Diwali celebration for my local community?	Lesson 1: Are there special times of the year where we feel we belong? Lesson 2: What is a festival? Lesson 3: How and why do people celebrate festivals in Cornwall? Lesson 4: What do we know about 'Montol' festival in Penzance, how is it celebrated? Lesson 5: How are Cornish festivals similar / different?

	the world the kind of world Jesus wanted?					
Knowledge	Lesson 1: I know what kind of world Jesus wanted Lesson 2: I know how the 'Fishers of Men' story applies to Christians Lesson 3: I know what an evangelist is Lesson 4: I know how Jesus wanted people to act Lesson 5: I know what the Good Samaritan taught Christians Lesson 6: I know what kind of world Jesus wanted	Lesson 1: To share prior knowledge about Pentecost Lesson 2: To know what the Bible say about Pentecost Lesson 3: To know how artists depicted the events of Pentecost Lesson 4: To know what is the impact of the gift of the Holy Spirit for Christians Lesson 5: To know what was the impact of the Holy Spirit for Christians Lesson 6: To know about the Trinity	Lesson 1: Know how many Hindus describe ultimate reality (Brahman and Aum) Lesson 2: Know how the idea of Brahman being in everything can affect how people live Lesson 3: Know what we can find out about some Hindu deities and their symbolism Lesson 4: Know how many Hindus understand deities in relation to Brahman (metaphors/Trimurti) Lesson 5: Know what we can learn about deities from Ganesh (devotion and practice) Lesson 6: Know how to consolidate and explain learning	Lesson 1: Know and remember the key events of Holy Week and where Salvation fits in the big story of the Bible Lesson 2: Know how people felt on Good Friday and why (e.g., Mary's emotions) Lesson 3: Know why Christians believe Jesus had to die and rise again (Salvation and the big story) Lesson 4: Know why the Easter story is important for Christians today Lesson 5: Know why Good Friday is so important for Christians (worship, signs and symbols) Lesson 6: Know why Christians call the day Jesus	Lesson 1: Know what Hindu Dharma is (origins, diversity, UK context) Lesson 2: Know how and why many Hindus perform Puja (home and mandir) Lesson 3: Know what dharma is and what we can learn from the story of King Yudhishtira Lesson 4: Know what the Ramayana tells Hindus about dharma (and adharma) Lesson 5: Know how and why many Hindus celebrate Diwali (and how practices reflect the story and values) Lesson 6: Know how to plan a	Lesson 1: I know birthdays, family gatherings, weddings, baptisms, Christmas, Easter. Christmas and Easter are key Christian festivals. Lesson 2: I know festivals all involve celebration, community, remembrance and ritual. Festivals in Cornwall bring people together. Lesson 3: I know how and why people celebrate a festival in Cornwall. Lesson 4: I know how and why people celebrate Montol festival in

			from the unit (assessment)	died 'Good Friday'	Diwali celebration for the local community and evaluate its impact	Cornwall to mark the winter solstice. Lesson 5: I know the similarities and differences between two Cornish festivals.
Skills	Lesson 1: Identify and explain the core beliefs and concepts studied, Lesson 2: Make clear links between texts/sources of authority and the core concepts studied Lesson 3: Describe how people show their beliefs in how they worship and in the way they live Lesson 4: Identify and explain the core beliefs and concepts studied Lesson 5: Make clear links between texts/sources of authority and the core concepts studied	Lesson 1: Identify and describe the core beliefs and concepts studied Lesson 2: Make clear links between texts/sources of authority and the core concepts studied Lesson 3: Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers Lesson 4: Describe how people show their beliefs in how they worship and in the way they live Lesson 5: Make simple links between stories, teachings and concepts studied and	Lesson 1: Identify and describe the core beliefs and concepts studied Lesson 2: Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Lesson 3: Identify and describe the core beliefs and concepts studied Lesson 4: Make clear links between texts/sources of authority and the core concepts studied Lesson 5: Describe how people show their beliefs in how they worship and in the way they live	Lesson 1: Identify and describe the core beliefs and concepts studied Lesson 2: Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers Lesson 3: Make clear links between texts/sources of authority and the core concepts studied Lesson 4: Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Lesson 5: Describe how people show	Lesson 1: Identify some differences in how people put their beliefs into practice Lesson 2: Describe how people show their beliefs in how they worship and in the way they live Lesson 3: Identify and describe the core beliefs and concepts studied Lesson 4: Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Lesson 5: Describe how people show their beliefs in how they worship and in the way they live	Lesson 1: Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Lesson 2: Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Lesson 3: Identify some differences in how people put their beliefs into action. Lesson 4: Identify some differences in how people put

	Lesson 6: Identify and explain the core beliefs and concepts studied	how people live, individually and in communities Lesson 6: Give good reasons for the views they have and the connections they make	Lesson 6: Give good reasons for the views they have and the connections they make	their beliefs in how they worship and in the way they live Lesson 6: Give good reasons for the views they have and the connections they make	Lesson 6: Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live	their beliefs into action. Lesson 5: Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.
Vocabulary	Jesus Disciple Follower Clergy Vicar Parable Samaritan Gospel Evangelist	Pentecost Holy Spirit Disciples Lord's Prayer Tongues Acts Trinity Apostles Baptised	Hindu Brahman Deity Namaste Shiva Aum Atman Lakshmi Vishnu Brahma	Salvation Jerusalem Resurrection Forgiveness Crucifixion Palm Sunday Disciples Sin Easter Calvary	Jindu Puja Ramayana Shrine Rama Dharma Deity Mandir Diwali Sita	Christian Community Festival Sacred Church
Career Links	Social Worker 	Theologian (Trinity) 	Event Planner (Islam - Festivals & worship) 	Rabbi (Judaism - Festivals & family life) 	Scientist (Creation/Fall) 	Activist (Making the World Better) 

Assessment

What were the names of the first four of Jesus' followers? Why might it have been hard for the fishermen to leave their nets and follow Jesus?

What does it mean to be fishers of men? What is an evangelist and what skills do they need?

What is leprosy? Why were people at the time shocked that Jesus touched someone with leprosy?

Why did Jesus spend time with people who had leprosy?

How are vicars today fishers of men? What do vicars do within their roles?

What kind of world did Jesus want?

What is the Trinity? How can a triangle help you to explain it?

Why might someone describe the Holy Spirit as being a bit like a battery?

How does the Holy Spirit help Christians today?

Why were the disciples able to speak in different languages?

How does this image help tell the story of Pentecost?

For Christians, when Jesus left, what was the impact of Pentecost?

What can you tell me about the Aum sound and symbol?

What does namaste mean?

What can you tell me about Brahman?

How are Atman and Brahman linked?

Choose 2 deities. How much information can you give about each?

What is the Trimurti and why is it important?

Why is the Easter story so important to Christians?

When Jesus died on a cross and rose again, what was the promise for Christians?

Explain how a Christian might feel on Good Friday.

What happened on the following days of Holy Week? Palm Sunday; Good Friday; Easter Sunday.

What do you think is the most important part of the Easter story for Christians?

Why do Christians call the day that Jesus died Good Friday?

What does it mean to be a Hindu in Britain today?

What can you say about diversity in Hindu Dharma?

What can you say about Hindu Dharma in Britain?

How many facts can you give about puja?

What can you say about dharma?

Explain how one character follows their dharma in the Ramayana.

What are some important meanings of the Ramayana?

In what ways do many followers of Hindu Dharma celebrate Diwali?

End of Unit Assessment:
What is a festival?

How are these connected?

How are these connected?



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