**Year 4 R.E Curriculum – Summer Term 2**

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| **Theme: How and why do people mark significant events of life?** | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | **Links across the curriculum** |
| **Make sense of belief:**  • Identify some beliefs about love, commitment and promises in  two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today  **Understand the impact:**  • Describe what happens in ceremonies of commitment e.g. baptism, sacred thread, marriage) and say what these rituals mean  • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g.  through celebrating forgiveness, salvation and freedom at festivals)  • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)  **Make connections:**  • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones  • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies  • Give good reasons why they think ceremonies of commitment are or are not valuable today | | | **Keyword** | Definition | **Keyword** | Definition |  |
| Baptism | Christian baptism is the immersion of a believer in water in the name of the Father, the Son, and the Holy Spirit. | Hindus | A person who believes in the religion called Hinduism. |
| Sacred Thread ceremony | The Sacred Thread ceremony is a ceremony for boys in some Hindu communities to confirm they are of an age to take on religious responsibility | Jewish | Belonging or relating to the religion of Judaism or to Jews. |
| Bar Mitzvah | Bat Mitzvah is a coming-of-age ceremony for Jewish boys and girls when they reach the age of 12 or 13. This ceremony marks the time when a boy or girl becomes a Jewish adult | Humanists | The idea that people do not need a god or religion to satisfy their spiritual and emotional needs. |
| Christians | One who professes belief in the teachings of Jesus Christ. |  |  |
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| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | |
| What kind of world did Jesus want? Year 3 | | | | | Christians and how to live:’ What would Jesus do? | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | **Key Skills** | |
| 1. To explore the metaphor life is like a journey. | | * Know there are different milestones throughout our lives (childhood/ adulthood, leaving home, having children etc) | | | | * Investigative skills | |
| 1. To explore religious ceremonies that mark milestones in life – Christian baptism. | | * Know Christian baptism means people formally commit to Christ. | | | | * Investigative skills | |
| 1. To explore religious ceremonies that mark milestones in life – Hindu sacred thread ceremony. | | * Know the Sacred Thread ceremony is a ceremony for boys in some Hindu communities to confirm they are of an age to take on religious responsibility. | | | | * Investigative and interpretive skills | |
| 1. To explore religious ceremonies that mark milestones in life – Jewish Bar mitzvah | | * Know Bat Mitzvah is a coming-of-age ceremony for Jewish boys and girls when they reach the age of 12 or 13. This ceremony marks the time when a boy or girl becomes a Jewish adult. | | | | * Investigative and interpretive skills | |
| 1. To explore how Humanists mark special milestones in life | | * Know Humanists value and celebrate human life, marking key moments such as births, weddings and death | | | | * Investigative, reflective, synthesising skills | |
| 1. To compare two religious wedding ceremonies (Christian and Hindu) | | * To know different religious ceremonies have similarities and differences (both are blessed by God and make promises to each other). | | | | * Analysing skills | |
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| **Themes** | **Where these are covered:** | | | | | | |
| **Make sense of belief** | * Lesson 2,3, 4, and 5 | | | | | | |
| **Understand the impact** | * Lesson 2, 3 4 and 5 | | | | | | |
| **Make connections** | * Lesson 1 and 6 | | | | | | |