

Spiritual, moral, social, cultural, personal growth and development and community cohesion in order to live in a complex, multi religious and multi secular society underpin all Religious Education.

\*‘Some’, ‘many’ to be used instead of all Christians, Sikhs etc. believe to prevent over simplification, stereotyping and prevent misconceptions about religion. To think about what they believe and how this might be different from others and to be able to behave with respect and kindness when others describe what they believe.

Y4 Religious Education	TERM 1		TERM 2		TERM 3	
	Reaching Enlightenment (Rites of passage and Life ceremonies) Living a good life: Humanism		Muslim worship (Worship and prayer)		Welcome to the world! (Rites of passage and Life ceremonies)	
	<p><b>Key knowledge</b> <b>Rites of passage and Life ceremonies</b> To know the story of the first Buddha and how and why he founded Buddhism.</p> <p>To know that Buddhists believe there are Four Noble Truths which summarise the Buddha’s teachings.</p> <p>To know that Buddhists believe in the Noble Eight-Fold Path which Buddhists believe will lead to enlightenment.</p> <p>To know that a mandala is a symbolic picture of the universe which Buddhists believe helps them achieve enlightenment.</p> <p>To know that the Buddhist holy book, the Tripitaka, contains teachings from the first Buddha about how to live a good life.</p> <p>To know that Buddhist meditation has a series of steps which Buddhists follow to seek enlightenment.</p> <p>To know that not all Buddhists will commit their lives to reaching enlightenment. They are called lay people.</p> <p>To know that Buddhists who commit their lives to Buddhism and reaching enlightenment are called Monks (male) or Nuns (female).</p> <p>To know that most monks live as part of a monastic community in a monastery.</p> <p>To know that a person can join a Buddhist monastery at any age.</p> <p>To know that when a person enters the monastery to become a monk, they give up all their possessions and cut off their hair to show they have left the old world behind them and are now focused on becoming a good Buddhist. This is called asceticism.</p> <p>To know that monks follow a strict routine in a monastery.</p> <p><b>Living a good life</b> To know that Humanists believe that the world was created naturally, not by a god.</p> <p>To know that Humanists create their own set of rules for a good life based on their world views.</p> <p>To know that Humanists often use reason and science to support their choices.</p>	<p><b>Key skills</b> <b>Rites of passage and Life ceremonies</b> To be able to retell the story of the first Buddha and offer suggestions for his choices.</p> <p>To be able to recall at least one of the Four Noble Truths: 1. Sufferings exists 2. Suffering has cause 3. Suffering has an end 4. We can stop our suffering by the way we live.</p> <p>To be able to recall at least two of the Noble Eight-fold path: Right view Right resolve Right speech Right action Right livelihood Right effort Right mindfulness Right concentration.</p> <p>To be able to compare Buddhist ethics (like the Noble Eight-Fold Path, Four Noble Truths and the 5 Precepts) to our own moral code.</p> <p>To describe how shared values e.g. shared choice of morals in a community can affect behaviour and outcomes for that community.</p> <p>To be able to create a mandala of patterns in response to the study of Buddhist mandalas, thinking about one’s own values and meaning and how these can be expressed in art.</p> <p>To be able to follow the steps of a guided meditation and discuss how it made them feel.</p> <p>To be able to explain what life inside a Buddhist monastery might look like.</p> <p>To be able to explain how a lay person can become a Buddhist monk.</p> <p><b>Living a good life</b> To be able to explain what ‘living a good life’ means to them.</p> <p>To be able to suggest what ‘living a good life’ might look like for Humanists and begin to offer reasons why.</p>	<p><b>Key knowledge</b> <b>Worship and symbols</b> To know that a mosque has special parts, each with a purpose.</p> <p>To know that Friday is the key day of worship in the Islamic faith.</p> <p>To know that when Muslims pray, they must kneel on a prayer mat and face Makkah (Mecca) in Saudi Arabia.</p> <p>To know that Makkah is important to Muslims because they believe it is where Prophet Mohammed was born.</p> <p>To know that there are rituals Muslims may follow when praying (e.g. men wearing a small cap and men and women praying separately).</p> <p>To know that Muslims did not represent animals and humans in art and instead use geometric patterns.</p> <p>To understand that Mohammed is believed to be the last prophet sent by God (Allah) to teach Muslims how to live according to His law.</p> <p>To understand that Muslims believe that they must follow the five pillars of Islam to lead a good life.</p>	<p><b>Key skills</b> <b>Worship and symbols</b> To be able to explain what the purposes of different parts of a mosque are.</p> <p>To be able to explain the key rituals involved in Islamic worship.</p> <p>To be able to locate Makkah on a map and explain its significance for Muslims.</p> <p>To be able to create geometric patterns in response to the study of Islamic art and pattern, understanding that Muslims do not usually represent animals or humans in art.</p> <p>To be able to explain why Prophet Mohammed is important to Muslims.</p> <p>To be able to recall at least 2 of the 5 pillars of Islam: 1. Shahadah (there is no god but God and Mohammed is the messenger of God). 2. Salat (Muslims must pray five times a day, at dawn, noon, mid-afternoon, sunset and after dark). 3. Sawm (fasting during Ramadan to remind one of self-control and of others who do not have enough food). 4. Zakat (giving money to charity to remind Muslims that their wealth is on loan from Allah). 5. Hajj (a pilgrimage to Makkah).</p> <p>To demonstrate a developing sense of citizenship.</p>	<p><b>Key knowledge</b> <b>Rites of passage and Life ceremonies</b> To know that the birth and naming of a baby is one of the special stages of life for Christians.</p> <p>To know that a Christening or baptism is a Christian celebration welcoming a baby to the religion.</p> <p>To know that the Christening or baptism ceremony involves different rituals.</p> <p>To know that not all Christians are baptised or christened at birth.</p> <p>To know that there are 2 important rites of passage upon the birth of a baby for Muslims.</p> <p>To know that when a baby is born, many Muslims pray in the ear of the baby so that Allah is a part of their life from the beginning. This is called Adhan.</p> <p>To know that the Islamic naming ceremony is called Aqiqah and it involves many rituals.</p> <p>To know that the Hindu baby naming ceremony is a rite of passage and has a series of rituals.</p> <p>To know that when a baby is born to a Hindu family, a religious teacher called a Swami uses astrology to tell the parents the initial letter they should take for their baby’s name.</p> <p>To know that there are different elements in the Hindu naming ceremony.</p> <p>To know that a Humanist naming ceremony is a celebration of the arrival and naming of a baby.</p> <p>To know that this naming ceremony is often performed by a ‘celebrant’.</p> <p>To know that a Humanist naming ceremony does not have set traditions as some religions do; instead, parents choose what they would like to include.</p>	<p><b>Key skills</b> <b>Rites of Passage and Life Ceremonies</b> To be able to consider and share important events in their life so far.</p> <p>To be able to explain the similarities between the Hindu baby naming ceremony and those of other religions.</p> <p>To be able to research and reflect on their own birth and naming rituals and compare this to the Hindu baby naming ritual.</p> <p>To be able to understand that there are similarities and differences between people and respect those differences.</p> <p>To be able to explain the similarities between the Hindu baby naming ceremony and those of other religions.</p> <p>To be able to research and reflect on their own birth and naming rituals and compare this to the Hindu baby naming ritual.</p> <p>To be able to understand that there are similarities and differences between people and to respect those differences.</p> <p>To recall at least 2 of the elements in the Hindu naming ceremony: Jatakarma (honey is placed in the baby’s mouth) for sweet words. Namakarna (naming) of the baby. Karnavedha (the baby’s ear is pierced). Mundan (hair cut) to cleanse the baby. Upanayana (sacred thread) When the child reaches school-going age, the ceremony takes place.</p> <p>To be able to explain the similarities between the Humanism baby naming ceremony and those of religions.</p> <p>To show respect for the fact that people have different beliefs to each other and to show respect for these by listening carefully.</p> <p>To be able to recall at least two rituals that might be carried out at a Humanist naming ceremony:</p>

	To know that Humanists believe humans only live one life and do not believe in heaven or hell.					
	<b>Personal reflection</b> Can science and reason help you decide what is a good choice, like Humanists?		<b>Personal reflection</b> What place is special to you? Is it special for the same reasons as a place is special to other people (like Muslims)?		<b>Personal reflection</b> What events in your life have been important to you? Why are they important and are the reasons for this the same or different to others (like Hindus, Christians or Muslims)?	
	<b>Key vocabulary (tier 2)</b> <b>Living a good life</b> actions                      followers behaviour                      kill belief/believe                      patterns choice/choices                      reason compare                      rules concentration                      science created                      shared drink                      situations end                      speech exists                      world	<b>Key vocabulary (tier 3)</b> <b>Living a good life</b> alcohol                      meditation Buddha                      mindfulness Buddhism/Buddhists                      monastic community                      morals consequence                      non-religious Eight-Fold Path                      Prince Siddhartha enlightenment                      religion/religious ethics                      suffering followers                      symbol Four Noble Truths                      Tripitaka Gautama                      universe God/gods                      value/values heaven                      view hell                      wealth Humanist/Humanism                      worldview livelihood mandala meditate/guided	<b>Key vocabulary (tier 2)</b> <b>Worship and Symbols</b> belief/believe                      money book                      patterns cap                      pillars charity                      recall different                      respect direction                      self-control Friday                      similar location messenger	<b>Key vocabulary (tier 3)</b> <b>Worship and Symbols</b> ablutions                      Muslims Allah                      pilgrimage ceremony                      Pillars of Islam citizenship                      prayer/prayer demonstrate                      mat/pray dome                      Prophet faith                      Qibla fasting                      Quran geometric                      Ramadan God                      religion/religious Hajj                      rituals holy                      Salat Islam/Islamic                      Saudi Arabia Kaaba                      Sawm law                      Shahadah minaret                      Taqiyah Makkah                      worship Mohammed (Peace be His Name)                      Zakat mosque	<b>Key vocabulary (tier 2)</b> <b>Rites of passage and life ceremonies</b> arrival baby/new born/birth                      honey becoming                      important belief/believe                      life candle                      name celebration                      naming/name ceremony                      parent child                      parents different                      sheep/goat event                      similar give thanks                      teacher hair	<b>Key vocabulary (tier 3)</b> <b>Rites of passage and life ceremonies</b> Aqiqah                      Jatakarma Adhan                      Karnavedha astrology                      Mandir baptism                      Mundan ceremony                      Namakara celebrant                      prayer ceremony                      priest charity                      religion/religions/non Christening                      -religious Christian/non-                      rites of passage Christian                      rituals concern                      sacred consider                      sacrifice ear piercing                      Swarmi empathy                      Symbol font                      tradition godparents                      Upanayana Hindu/Hinduism                      vicar holy identify initial letter