

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Subject: Religious Education	Year group: Year 4	Topic: L2.11 How and why do people mark the significant events of life? (C, H, NR)	Unit Key Question:
<p>Prior knowledge required:</p> <ul style="list-style-type: none"> • identify the core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers • give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into action • think, talk and ask questions about whether the ideas they have been studying have something to say to them • give a good reason for the views they have and the connections they make 		Vocabulary: Baptists/Pentecostals, first communion and confession; Church of England and Roman Catholics, sacred thread ceremony, bar/bat mitzvah.	Cultural Capital:
<p>Programme of Study</p> <p>What do pupils gain from RE at this key stage? Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</p> <p>A. make sense of a range of religious and nonreligious beliefs B. understand the impact and significance of religious and nonreligious beliefs C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied</p> <p>End of key stage outcomes RE should enable pupils to:</p> <ul style="list-style-type: none"> • identify and describe the core beliefs and concepts studied • make clear links between texts/sources of authority and the key concepts studied 			

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- offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers
 - 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 action
 - 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
- These general outcomes are related to specific content within the unit outlines on pp.61-72.

Implementation:	Impact - Lesson Sequence:	Evaluations and assessments:
<p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • 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 		<p>I am learning to ...</p>

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<p>Understand the impact:</p> <ul style="list-style-type: none">• 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) <p>Make connections:</p> <ul style="list-style-type: none">• 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.		
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