

SMSC

Spiritual

Sense of awe and wonder inspired by discussion about the creation of the universe and faith/scientific theories, expressing thoughts and beliefs; sense of wonder about the Earth and nature; reflect on rites of passage linked to their own lives; reflect on what makes a person a saint or a hero

Moral

Understand concepts of justice and freedom and how people of faith are expected to behave; concept of commitment and tradition linked to faith; moral responsibility to care for the planet and concept of stewardship; morality linked to commitments of Islamic faith believers (prayer, fasting, charity, pilgrimage)

Social & Relationships

Recognise and respond appropriately to a wider range of feelings in others; Recognise different types of relationships. Know that civil partnerships and marriages are examples of public demonstrations of commitment; Marriage is a legal agreement freely entered into by both people and no one should marry if they don't want to; Listen and respond respectfully to a wide range of people, feeling confident to raise their own concerns, care about other people's feelings, respect and constructively challenge; Differences and similarities between people arise from a number of factors; Recognise and challenge stereotypes.

Cultural & Wider World

Research, discuss and debate topical issues, problems and events; Understand there are basic human rights and the UNCRC; Realise consequences of anti-social, aggressive and harmful behaviour, including discrimination; Appreciate the range of national, regional, religious and ethnic identities; Consider people's different values and customs; explore the diversity of local religious places and faith groups

Health and Well-Being

Know how to make informed choices and understand the concept of a balanced lifestyle; Reflect on and celebrate achievements; Understand change, including transitions of loss, separation, divorce and bereavement.



Cross-Curricular RE Year 4

SEN

Inclusive learning environment – resources clearly labelled; theological vocab on display; word mats

Multi-sensory approach – writing scaffolds; use of photographs, images, videos, audio; alternatives to recording written work; 3D models; use of ICT

Communication – make links to children's prior knowledge; plan immersive experiences; pre-teach new vocab; visual aids for new concepts

CAREERS

Teacher/Lecturer; politician; journalist; social worker; youth worker; community development; charity officer; chaplain
Jobs linked to rules – police, law enforcers

Jobs linked to caring for the planet – environmental, scientific, political
Jobs linked to saints and heroes – emergency services

COLLABORATION

Harvest Festival
Christmas Service – light symbolism
Easter Service – significance of the cross
Mosque visit – focus on identifying features studied in LKS2, mosques role in community and ritual

MATHS

Special dates – Easter, Christmas, Harvest, Eid (Ramadan)

Special numbers – Ten commandments, Seven days of creation, five pillars, holy trinity, 13 disciples, 99 names of Allah

Numbers of faith believers

Data – Charts, Venn diagrams, tables

Percentages/fractions (linked to population)

Numbers in religious stories/beliefs

LITERACY

Reading – Develop word reading linked to new vocabulary and reading extracts/interpretations of religious texts; key vocabulary linked to faiths studied; retrieving information from sacred texts; sequencing faith stories; comparing different versions of stories linked to faith founders; inference linked to heroes and saints; exploring theme of light through religious stories

Writing – Written reflections on different areas studied; retelling faith stories about Jesus teachings; information texts about rituals of commitment (marriage, comparison); description following mosque visit; recount from perspective of Islamic believer, linked to rituals and practices; discussion text about personal heroes

Speaking & Listening – Retelling stories about commitment to faith; talking sensitively about different faiths; expressing opinions