

BOSTON WEST ACADEMY

---

# Y4 RE KNOWLEDGE OVERVIEW

---



**Year 4 - Follow the compulsory units and use the ideas, questions and resource links to plan a term's sequence of learning.**

Throughout each unit pupils are given opportunities:

- I can use a range of sources and evidence.
- I can empathise about how religious festivals are important in building a sense of community.
- I can ask important questions about religious beliefs and lifestyles and reflect on responses.
- I can draw comparisons between different denominations

**Term 1 and 2**

Community, Worship and Celebration -Christianity



**Community expression**

**How is Christian belief expressed collectively?**

Lesson 1

- Worship in different Christian denominations, e.g. Quaker, Methodist, Evangelical, Pentecostal and globally, e.g. use of silence, music, actions, cultural traditions
- Buildings, artefacts, symbols and their links to worship, rituals and ceremonies
- Koinonia – one body of faith, the idea of fellowship

**How does worship and celebration build a sense of community?**

- The role of communal celebration during worship and festivals, e.g. Holy Communion, Pentecost – what happens and why
- Importance of worshipping together – singing, praying, sharing key life events such as birth and marriage

**Key questions**

How is Christian belief expressed collectively?

How does Christian worship and celebration build a sense of community?

**Key vocabulary**

- Denomination
- Quaker
- Methodist
- Baptist
- Roman Catholic
- Koinonia

**Prior Learning:**

*What do pupils remember about Christian worship and key festivals?*

See KS1 Community, Worship and Celebration – Christianity unit (Y1)

**Next Steps:**

- Y5 Being Human Christianity
- Y6 Life Journeys and rights of passage - Christianity

## The ideas we might explore

- The church as the community of Christians, not the building; *koinonia* – one body of faith, fellowship of Christians worldwide
- Different denominations of Christianity, e.g. Anglican (Church of England), Roman Catholic, Greek/Russian Orthodox, Evangelical, Pentecostal, Methodist, Baptist, Quaker...
- Key similarities and differences, e.g. core beliefs, worship style, etc.; child/adult baptism, confirmation necessary before taking Holy Communion or not, worship style (e.g. silence, gospel music, focus on Bible study, etc.) Lesson 3,4,5
- The importance of communal events, e.g. festivals, Holy Communion, regular worship, prayer, key rites of passage e.g. baptism, confirmation, marriage; the ways in which these help build a sense of community and belonging and how this relates to Christian beliefs about God (*as Trinity – relationship at its heart*), the world (*created by God, precious, and to be cared for by human beings*) and human beings (*love God and love your neighbour as yourself*) Lesson 2

## Suggested sequence of Learning

Lesson 1 - Koinonia and recap Trinity prior learning

Lesson 2 - Christian religious festivals/events. Focus on community - Christmas, Easter, Christening, marriage, worship, communal events, communion

Lesson 3 - Roman Catholic - Key Similarities and differences e.g core beliefs, worship style

**Believing:** Ask pupils if they can name any of Jesus' disciples (friends/followers). One of Jesus' closest disciples was Peter (see Matthew 4:18; Matthew 16:18; Matthew 26:31-35; Luke 22:54-62). Roman Catholic Christians trace their religious authority to Peter, Jesus' close friend. The Pope (the head of the Roman Catholic Church) is believed to be a direct successor of Peter, the "rock on which the church was built". The Roman Catholic church is over 2000 years old; the Roman Catholic Church is based in Vatican City in Rome.

**Believing and Living:** Ask pupils to find out more about Roman Catholicism – what are the key beliefs and practices of Roman Catholic Christianity? Set pupils a challenge to find out the following: \*How do Catholics worship?

\*What is the Mass?

\*What is a Cardinal?

\*Who is the current Pope and what is one of their most recent teachings?

\*Who are the saints and why are they important to Roman Catholic Christians?

\*Why is Mary, the mother of Jesus, particularly important to Roman Catholic Christians?

<https://christianity.org.uk/index.php/a/roman-catholic-christians.php>

<https://request.org.uk/life/spirituality/roman-catholic-mass/>

<https://request.org.uk/life/rites-of-passage/the-roman-catholic-sacraments>

<https://www.britannica.com/topic/Roman-Catholicism>

<http://www.catholic-ew.org.uk/>

<https://www.youtube.com/user/cathcommsnet/videos>

[https://twitter.com/Pontifex?ref\\_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor](https://twitter.com/Pontifex?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor)

<https://edition.cnn.com/shows/pope> <https://www.catholic.org/saints/>

<http://catholicfaith.co.uk/saints> [http://www.catholic-church.org/ccos\\_tn/pdf/rosarylessonplan.pdf](http://www.catholic-church.org/ccos_tn/pdf/rosarylessonplan.pdf)

<https://www.youtube.com/watch?v=gl7ueVjQUuc>

<https://www.dummies.com/religion/christianity/catholicism/the-roles-of-mary-in-the-catholic-church/>

<http://www.dioceseofnottingham.uk/> [Please note, several of these web pages are written from a perspective of faith.]

## Lesson 4 - Baptists - Key Similarities and differences e.g core beliefs, worship style (You could do Quakers instead)

## Lesson 5 - Methodists - Key Similarities and differences e.g core beliefs, worship style

Believing and Living: Ask pupils to find out more about Methodist Christianity – what are the key beliefs and practices of Methodist Christianity?

Set pupils a challenge to find out the following:

- Who were the Wesley brothers and why are they important to Methodist Christians?
- What is the connection between Methodist Christianity and the Church of England?
- Why is social action important to Methodist Christians and how do they seek to carry it out?
- What is temperance and how does it connect with Methodist Christianity?
- What is preaching and why is it important in Methodist Christianity?

<https://www.methodist.org.uk/>

<https://twitter.com/methodistgb?lang=en>

<http://worldmethodistcouncil.org/>

<https://www.methodist.org.uk/about-us/the-methodist-church/history/>

<http://www.methodistheritage.org.uk/heritageofmethodism.htm>

<https://www.britannica.com/topic/Methodism>

<https://www.youtube.com/watch?v=a4CeJc-sizU>

<https://www.youtube.com/watch?v=FoL6EICGqbo>

## Lesson 6 - Making comparisons

Ask pupils to look back over their learning this term and use it to answer the following questions: 1. How do Christians express their beliefs collectively? 2. How does Christian worship build a sense of community? They should make reference to a range of Christian denominations studied over the course of the term, giving examples of the beliefs and worship style of these denominations.

### Term 3

Community, Worship and Celebration -Hinduism



#### Community expression

#### How is Hindu worship expressed personally and collectively?

- Individual rather than collective, e.g. home shrines, personal gods/goddesses
- In the mandir – puja, bhajan, aarti ceremony, prahshad, murtis
- Artefacts used in worship, e.g. bell, puja tray
- Importance of the family and puja in the home
- Home shrines, rituals, family worship

#### How does Hindu worship and celebration build a sense of community?

- Festivals, e.g. Diwali, Holi - stories, practices, food, worship, diversity, shared experiences
- Raksha Bandan (Rakhi ceremony)
- Pilgrimage, sacred places, e.g. River Ganges, Varanasi, Ayodhya and associated stories

#### Key Questions

How is Hindu belief expressed collectively?

How does Hindu worship and celebration build a sense of community?

#### Key vocabulary

Puja

Bhajan - devotional song

Aarti ceremony

Prashad - religious offering often vegetarian food

Murtis

Bell

Puja tray

Home shrine

Diwali

Holi

Raksha Bandan (Rakhi ceremony)

#### Prior Learning:

Y3 God - Hinduism and Islam

#### Next Steps:

Y5 Being Human – Hinduism and Islam

Y6 Life journey and rites of passage – Hinduism and Islam

## The ideas we might explore

- Recap of key beliefs: **Brahman**, the **Trimurti**, **samsara**, **atman**, **karma**, **moksha**, **dharma** (see *KS2 Compulsory Unit: God – Hinduism*) Covered in Y3
- Worship in the home: home shrine often including a **murti** (an image of a particular deity that has been consecrated), devotion to particular deities (representing different expressions of **Brahman**, the ultimate reality), importance of the family and the way in which **dharma** relates to family life
- Worship in the **mandir: puja** (see <https://www.bbc.com/education/clips/zh2hyrd>); the significance of the objects on the puja tray – a bell (to awaken the deity that is the focus of worship), water, flowers, fruit/food, incense (to engage all the senses); the **arti** ceremony (act of worship involving a **dewa** lamp in which the **Brahmin** [priest] shares the light with the community of worshippers) as a key part of **puja** in the **mandir** – some worshippers place gifts of money on the **arti** tray as it is passed around, this money is used for the upkeep of the **mandir**; the sharing of **prashad** (food that has previously been offered to the **murtis** in the **mandir** and is therefore considered to be holy) at the end of **puja** in the **mandir**
- Festivals:  
**Diwali** – the story of Rama and Sita in the Ramayana (a story about what happens when you fulfil your **dharma** [duty] and when you do not fulfil your **dharma**); association with the deity, Lakshmi (represents wealth and good fortune); key practices associated with the festival, e.g. lighting **dewa** lamps (to help guide Lakshmi into the family home); cleaning the home; wearing new clothes; exchanging gifts;

firework displays; examples of Diwali in the UK (e.g. Leicester) and elsewhere in the world – its impact on the environment

**Holi** – a spring festival associated with harvest (harvest time occurs in India at the beginning of the calendar year); sometimes associated with Krishna (one of the **avatars** of Vishnu); a time when social hierarchies are suspended (in Hindu culture and society, different parts of the social hierarchy are associated with different **dharma**) – Holi is a time of seeing all people as equal; key practices, e.g. throwing coloured powder to symbolise the life and energy of the natural world, dancing, singing, bonfires, etc.; examples of Holi in the UK and elsewhere in the world – its impact on the environment

**Raksha Bandhan** (sometimes called **Rakhi**) – the festival of brothers and sisters; originally intended to celebrate the duty (**dharma**) brothers had to protect their sisters, now a more general celebration of the relationship between brothers and sisters and the **dharma** (duty) one has to one's family; key practices, e.g. tying a red thread (**rakhi**) around the wrist to symbolise the bond of duty that connects brothers and sisters; giving of gifts/sweets between siblings; examples of Raksha Bandhan in the UK and elsewhere in the world

## Suggested sequence of Learning

### Lesson 1- How do Hindus worship in the mandir(collective)?

Living: examples of worship in the mandir: <https://truetube.co.uk/film/holy-cribs-mandir> (the mandir)

[https://www.youtube.com/watch?v=o-s0mN5P8jo&index=31&list=PLcvEcrsF\\_9zJxDHG9JtcCmiAgwVFRW3uK](https://www.youtube.com/watch?v=o-s0mN5P8jo&index=31&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK) (BBC Teach – visiting a mandir)

<https://truetube.co.uk/film/day-life-hindu-priest> (a day in the life of a Hindu priest)

<https://truetube.co.uk/film/charlie-and-blue-hear-all-about-hindu-worship> (Hindu worship - KS1)

Use artefacts to explore further

Believing: relate this to the idea of religious duties (dharma); relate worship involving murtis to beliefs about Brahman

Thinking: how can you fulfil your dharma to worship if you don't have a local mandir?

### Lesson 2- Recap learning from Y3. How do Hindus worship at home(individual)?

Thinking: what different ways might a religious person find to show respect to God outside of a place of worship? (E.g. prayer, studying holy texts, spending time in the natural world, having a focus of worship at home...) Ask pupils to identify the best place to show respect to God outside of a place of worship; they must give reasons to justify their answer.

Living: worship at home <https://iskconeducationalservices.org/HoH/practice/316.htm> <https://www.bbc.com/education/clips/zh2hyrd>

Focus on puja and the arti ceremony – Pupils could create their own puja trays, making sure they connect each item with its significance during worship.

Believing: Ask pupils to explain the importance of worship at home for Hindus and how it connects with key Hindu beliefs, such as karma and dharma

### Lesson 3 - Hindu Festivals - Diwali and Holi

See Oak Academy Lesson 7 for ideas <https://classroom.thenational.academy/lessons/how-do-hindus-express-their-faith-today-c8tk8c?step=2&activity=video&view=1>

Revisit story of Rama and Sita from the Ramayana: <http://www.umsl.edu/~naumannj/Geography%20PowerPoint%20Slides/major%20religions/The%20story%20of%20Rama%20and%20Sita.ppt>

[https://www.youtube.com/watch?v=uRpNNF4fB4g&list=PLcvEcrsF\\_9zliwCZSRPXjf75R1n978G5v&index=9&t=0s](https://www.youtube.com/watch?v=uRpNNF4fB4g&list=PLcvEcrsF_9zliwCZSRPXjf75R1n978G5v&index=9&t=0s)

<https://www.bbc.com/education/clips/ztrfqhv>

Ask pupils to note key characters, events and words as they engage with the story. "What is each character's dharma (duty) in this story?"



How do Hindus celebrate this story about Rama and Sita during the festival of Diwali?

<https://www.bbc.com/education/clips/z787tfr> <https://www.bbc.com/education/clips/zxjxn39>

<https://www.bbc.com/education/clips/z8476fr>

[https://www.youtube.com/watch?v=Niy1XYspVfg&t=0s&index=42&list=PLcvEcrsF\\_9zK0q\\_Ey3yl7k5LA5v1M7NNs](https://www.youtube.com/watch?v=Niy1XYspVfg&t=0s&index=42&list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs)

<https://truetube.co.uk/film/diwali-detail-part-1>

<https://truetube.co.uk/film/diwali-detail-part-2>

(<http://pof.reonline.org.uk/people-of-faith/hinduism/>).

Focus on key events/practices and the ways in which they connect with the story of Rama and Sita, and Hindu beliefs about dharma and karma. Pupils could produce a creative expression of the festival of Diwali in response to their learning.

#### Lesson 4- Dharma - festivals, Rakhi - brothers and sisters

Thinking: what are the benefits/challenges of having brothers and sisters? Ask pupils to interview each other, then create a chart of responses to decide whether it is a good thing or not to have siblings.

Living: introduce the festival of Raksha Bandhan, the festival of brothers and sisters:

<http://kids.baps.org/thingstoknow/festival/11.htm>

[https://www.youtube.com/watch?v=-weku8zt6es&list=PLcvEcrsF\\_9zJxDHG9JtcCmiAgwVFRW3uK&index=32](https://www.youtube.com/watch?v=-weku8zt6es&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&index=32)

Ask pupils to record the key practices associated with this festival and make links between the festival and Hindu beliefs about karma and dharma.

Pupils could make their own rakhi to give to their siblings/family members.

Thinking: what visual signs do we have of our duty to each other in this school community? Pupils could design an object that they could give to younger pupils to show that everyone in school has a duty to care for everyone else.

## Term 4

Community, Worship and Celebration -Islam

### VISIT A MOSQUE

<https://www.sleafordislamiccentre.org/>

<http://bostonmosque.org/>



### Community expression

#### How is Muslim worship expressed collectively?

- Role of the mosque and community - social, religious, educational, welfare centre
- Ummah - the global community of Muslims
- Sawm (Ramadan) - significance of fasting; reasons/benefits
- Hajj/Umrah - significance of this journey
- Wudu (ablution)
- Prayer/Salat in the mosque – symbolic actions and meaning, Lesson 3 prayer beads (subha), Friday prayers (Jumu'ah)

#### How does Muslim worship and celebration build a sense of community?

- Eid – how families and communities prepare for and celebrate the festivals

### Key Questions

How is Muslim belief expressed collectively?

How does Muslim worship and celebration build a sense of community?

### Key vocabulary

Sawn

Hajj/Umrah

Wudu

Salat

Subha - prayer bead string

Jumu'ah - Friday prayers

Ummah - whole community of Muslims

Masjid/mosque

### Prior Learning:

Y3 God - Hinduism and Islam

### Next Steps:

Y5 Being Human – Hinduism and Islam

Y6 Life journey and rites of passage – Hinduism and Islam

## The ideas we might explore

- Recap of key beliefs: God, **tawhid**, everything created in harmony (**muslim**), humans as **'abd** and **khalifa** to help keep everything in harmony; the straight path (**shariah**) they follow to help them do this; the guidance God provides to help them follow the straight path – the natural world, the Qur'an and the prophets Covered in Y3 and KS1
- Ummah** – the global community of Muslims and the way this relates to the idea of harmony and the straight path
- The Five Pillars and the way they relate to Muslim beliefs:
  - Shahadah** (statement of belief): "There is no God but God, and Muhammad is his prophet"; expresses beliefs about God and the prophets; used as part of the **adhaan** (call to prayer) and **salat** (prayer)
  - Salat** (prayer five times a day): incorporates the **Shahadah**, involves all Muslims praying together in harmony, speaking the same words and carrying out the same movements)
  - Zakat** (charitable giving): 2.5% of disposable income annually; often given to the mosque, which then distributes it to identified charities; purpose is to bring about harmony in a world in which some people have more than they need and some people don't have enough
  - Sawm** (fasting during the month of Ramadan): during this month, Muslims do not eat or drink during the hours of sunlight; not everyone is required to follow the fast – pregnant and menstruating women, young children, the sick, etc.; some flexibility, e.g. if a GCSE student is sitting exams during Ramadan or an athlete is participating in a major competition, they may forgo the fast and then carry it out

at a later time; the fast as a way to remind Muslims of their commitment to the one God and as a way of helping them experience what it is like go without, which is what life is like every day for some people in the world – this should prompt them to try to address this disharmony and bring about more harmony in the world

- Hajj** (pilgrimage to Makkah): Muslims are expected to carry out this pilgrimage at least once during their lifetime; it focuses on Makkah, the birthplace of Islam and associated with key events in the lives of the Prophets Ibrahim and Muhammad; Muslims all travel to Makkah at the same time, perform the same prayers, speaking the same words, at the same time, carry out the same actions at the same time – the pilgrimage as a symbol of the harmony of the global Muslim community (the **ummah**) and their belief in one God; the impact of the **hajj** on the environment Lesson 5

- Umrah** – non-mandatory, lesser pilgrimage to Makkah that can be carried out at any time; key features and the way in which this relates to key beliefs Lesson 5
- The mosque (**masjid**) as a centre of the community; its role in providing education (the **madrassah**), welfare (by distributing **zakat**) and engaging with the wider local community (e.g. #VisitMyMosque day) Lesson 1
- Festivals and the ways in which they relate to Muslim beliefs: Lesson 2

**Eid ul-Fitr** – marks the end of the month of Ramadan and the fast (**sawm**); it celebrates the end of the fast and also gives thanks to God for giving those who have fasted the strength and self-control to get through the month; key practices, e.g. giving **zakat** (charity), celebratory meals, new clothes, etc.; examples of Eid ul-Fitr in the UK and elsewhere in the world

**Eid ul-Adha** – the festival of the sacrifice; remembers the story the Prophet Ibrahim being willing to sacrifice his son, Isma'il, when God asks him to (compare with story in Genesis 22 about Abraham and his son, Isaac); key practices, e.g. sacrificing a sheep or goat and distributing the meat to family, friends and those in need (in the UK the animal must be slaughtered in an appropriate slaughterhouse), giving presents, wearing new clothes, giving **zakat** (charity); examples of Eid ul-Adha in the UK and elsewhere in the world

## Suggested sequence of Learning

### Lesson 1- How does a mosque serve it's community in addition to a place of worship?

See Oak Academy Lesson 5 for ideas <https://classroom.thenational.academy/lessons/where-do-muslims-worship-6dgp6d>

### Lesson 2 - Festivals in a Muslim community and ways in which they relate to Muslims beliefs

See Oak Academy Lesson 6 for ideas <https://classroom.thenational.academy/lessons/what-are-the-festivals-of-islam-70u36r?step=2&activity=video&view=1>

### Lesson 3 - Prayer and Collective worship

### Lesson 4 - Recap of 5 Pillars of Islam. Focus on Sawm

### Lesson 5 - Hajj and Umrah

What journeys do pupils carry out every day/every week? Are there any journeys they go on that are special? What makes these journeys special? What plans do they have to make to carry out the special journey? Are these special journeys more important than the journeys they carry out every day? If so, why?

Living: Introduce the key word pilgrimage; explain that it is a journey taken for a special reason, often for a religious community or to a place associated with a particular religious person/event. Muslims are asked to carry out a special pilgrimage called hajj at least once in their lifetime:

[https://www.youtube.com/watch?v=Ok7-mB62xeE&list=PLcvEcRsF\\_9zK0q\\_Ey3yl7k5LA5v1M7NNs&index=16](https://www.youtube.com/watch?v=Ok7-mB62xeE&list=PLcvEcRsF_9zK0q_Ey3yl7k5LA5v1M7NNs&index=16)

Focus on the key terms: hajj, ka'bah (the most holy site in Islam and a symbol of the oneness of God), tawhid (the oneness of God), forgiveness, together, ihram (special clothing that makes everyone equal during the hajj)

Ask pupils to create a podcast that explains hajj to their parents; they must show how the key terms connect with Muslim beliefs about 'one God' and 'harmony'.

## **VISIT A MOSQUE**

<https://www.sleafordislamiccentre.org/>

<http://bostonmosque.org/>

<p><b>Term 5 and 6</b></p> <p>Forgiveness</p> <p><a href="#">KS2-Additional-Unit-Forgiveness-more detail.pdf (sharepoint.com%40ssl)</a></p> <p>Must include Christianity, Islam, <u>Hinduism</u> and Humanism.</p>	<p><b><u>Key questions</u></b></p> <p>What is forgiveness?</p> <p>How is the importance of forgiveness taught through different religions?</p> <p>Do you have to be religious to forgive?</p> <p>What does forgiveness mean to the forgiven?</p> <p>What does forgiveness mean to the forgiver?</p> <p><b><u>Key vocabulary</u></b></p> <p>mercy</p> <p>compassion</p> <p>sin</p> <p>salvation</p> <p>repentance</p> <p>atonement</p> <p>enlightenment</p> <p>reconciliation</p> <p> </p>	<p>Teachings of Jesus and bible stories</p> <p>God-Christianity</p> <p>Being human - Christianity</p>	<p>Y5 Being human unit</p>
--	---	---	----------------------------