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| **Pendeen Modern RE SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group:  3 /4 | Half term:  Year B  Autumn 1 | SCOPE: What do Hindus believe God is like? | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to the Cornwall Agreed Syllabus  RE teaching and learning should enable pupils to …  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 | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| In addition to learning year 3 and 4 Curriculum Year A, children will have learnt KS1 curriculum:  Who is Muslim and how do they live? [God/Tawhid/ibadah/iman]  Who is Jewish and how do they live? [God/Torah/the People] [double unit]  How should we care for others and the world and why does it matter?  What does it mean to belong to a faith community? | LO: Make sense of belief:  • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God. | | LO: Understand the impact:  • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship | | LO: Make connections: Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. | | Reflection on Memory Books.  Children will continue further their knowledge in year B of the Y3/4 curriculum or if they are in year 4 they will progress onto the Year 5 year B curriculum.  Children should continue to make sense of the world around them, understand the impact and significance of religion upon individuals, and make connections. They should also continue to observe respect and tolerance towards others showing understanding that everyone is entitled to their own beliefs |
| **Success Criteria**  Identify and describe the core beliefs and concepts studied.  Make clear links between texts/sources of authority and the key concepts studied  offer suggestions about what. Texts/sources of authority can mean and give examples of what these sources mean to believers. | | **Success Criteria**  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. | | **Success Criteria**  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. | |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Hindu,Dietie**,** Diwali, Faith Community. | | | | | | |

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| **Pendeen Modern RE SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 3/4 | Half term:  Year B  Autumn 2 | SCOPE:  What does it mean to be Hindu in Britain today? | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to the Cornwall Agreed Syllabus  RE teaching and learning should enable pupils to …  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 | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| In addition to learning year 3 and 4 Curriculum Year A, children will have learnt KS1 curriculum:  Who is Muslim and how do they live? [God/Tawhid/ibadah/iman]  Who is Jewish and how do they live? [God/Torah/the People] [double unit]  How should we care for others and the world and why does it matter?  What does it mean to belong to a faith community? | LO**:** Understand the impact:  • Describe how Hindus show their faith within their families in Britain today (e.g. home puja)  • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)  • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) | | **LO:** Make sense of belief:  • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean  • Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma) | | **LO:** Make connections:  • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. | | Reflection on Memory Books.  Children will continue further their knowledge in year B of the Y3/4 curriculum or if they are in year 4 they will progress onto the Year 5 year B curriculum.  Children should continue to make sense of the world around them, understand the impact and significance of religion upon individuals, and make connections. They should also continue to observe respect and tolerance towards others showing understanding that everyone is entitled to their own beliefs |
| **Success Criteria**  Identify and describe the core beliefs and concepts studied.  Make clear links between texts/sources of authority and the key concepts studied  offer suggestions about what. Texts/sources of authority can mean and give examples of what these sources mean to believers. | | **Success Criteria**  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. | | **Success Criteria**  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. | |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Dharma, Sanatan, Dharma, Hinduism, Diwali | | | | | | |

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| **Pendeen Modern RE SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 3/4 | Half term:  Year B  Spring 1 | SCOPE: How do festivals and worship show what matters to Muslims? | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to the Cornwall Agreed Syllabus  RE teaching and learning should enable pupils to …  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 | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| In addition to learning year 3 and 4 Curriculum Year A, children will have learnt KS1 curriculum:  Who is Muslim and how do they live? [God/Tawhid/ibadah/iman]  Who is Jewish and how do they live? [God/Torah/the People] [double unit]  How should we care for others and the world and why does it matter?  What does it mean to belong to a faith community? | LO: Make sense of belief:  • Identify some beliefs about God in Islam, expressed in Surah 1  • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) | | Understand the impact:  • • Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.  • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) | | Make connections:  • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims  • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. | | Reflection on Memory Books.  Children will continue further their knowledge in year B of the Y3/4 curriculum or if they are in year 4 they will progress onto the Year 5 year B curriculum.  Children should continue to make sense of the world around them, understand the impact and significance of religion upon individuals, and make connections. They should also continue to observe respect and tolerance towards others showing understanding that everyone is entitled to their own beliefs |
| **Success Criteria**  Identify and describe the core beliefs and concepts studied.  Make clear links between texts/sources of authority and the key concepts studied  offer suggestions about what. Texts/sources of authority can mean and give examples of what these sources mean to believers. | | **Success Criteria**  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities | | **Success Criteria**  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. | |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Ibadah, Muslim Worship, harmony. | | | | | | |

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| **Pendeen Modern RE SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 3/4 | Half term:  Year B  Spring 2 | SCOPE: How do festivals and family life show what matters to Jewish people? | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to the Cornwall Agreed Syllabus  RE teaching and learning should enable pupils to …  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 | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| In addition to learning year 3 and 4 Curriculum Year A, children will have learnt KS1 curriculum:  Who is Muslim and how do they live? [God/Tawhid/ibadah/iman]  Who is Jewish and how do they live? [God/Torah/the People] [double unit]  How should we care for others and the world and why does it matter?  What does it mean to belong to a faith community? | LO: Make sense of belief:  • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean  • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people  • Offer informed suggestions about the meaning of the Exodus story for Jews today | | Understand the impact:  Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)  • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities | | Make connections:  Make connections: • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.  • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives, and giving good reasons for their ideas. | | Reflection on Memory Books.  Children will continue further their knowledge in year B of the Y3/4 curriculum or if they are in year 4 they will progress onto the Year 5 year B curriculum.  Children should continue to make sense of the world around them, understand the impact and significance of religion upon individuals, and make connections. They should also continue to observe respect and tolerance towards others showing understanding that everyone is entitled to their own beliefs |
| **Success Criteria:**  Children take time to appreciate what is wonderful about the world around them and they can discuss the things they have identified.  They can make clear links between Genesis 1 and what Christians believe about God and Creation and what Genesis 3 means by things going wrong in the world. | | **Success Criteria**  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. | | **Success Criteria**  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. | |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Exodus Story, worship, festivals, forgiving, justice. | | | | | | |

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| **Pendeen Modern RE SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | | | | | |
| Year Group: | Half term:  Year B  Summer 1 | SCOPE: How and why do people mark the significant events of life? | | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to the Cornwall Agreed Syllabus  RE teaching and learning should enable pupils to …  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 | | | | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | | Lesson 3 | | Lesson 4 | | Lesson 5 | | Lesson 6 | Future Learning |
| In addition to learning year 3 and 4 Curriculum Year A, children will have learnt KS1 curriculum:  Who is Muslim and how do they live? [God/Tawhid/ibadah/iman]  Who is Jewish and how do they live? [God/Torah/the People] [double unit]  How should we care for others and the world and why does it matter?  What does it mean to belong to a faith community? | LO: 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. | | | LO: 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). | | | | LO: Make connections:  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 | | | Reflection on Memory Books.  Children will continue further their knowledge in year B of the Y3/4 curriculum or if they are in year 4 they will progress onto the Year 5 year B curriculum.  Children should continue to make sense of the world around them, understand the impact and significance of religion upon individuals, and make connections. They should also continue to observe respect and tolerance towards others showing understanding that everyone is entitled to their own beliefs |
| Success Criteria:  Children take time to appreciate what is wonderful about the world around them and they can discuss the things they have identified.  They can make clear links between Genesis 1 and what Christians believe about God and Creation and what Genesis 3 means by things going wrong in the world. | | | **Success Criteria**  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities | | | | **Success Criteria**  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. | | |
| See previous year groups vocabulary box in this document. | **Vocabulary:** Baptism, Sacred Thread, Marriage, traditions, commitment, religious / non-religious people. | | | | | | | | | | |
| **Pendeen Modern RE SCOPE, CONTENT and SEQUENCING Year B LOWER KEY STAGE 2** | | | | | | | | | | | |
| Year Group: 3/4 | Half term:  Year B  Summer 2 | SCOPE: How and why do people try to make the world a better place? | CONTENT / INTENT: Non-statutory requirement from NC. Please refer to the Cornwall Agreed Syllabus  RE teaching and learning should enable pupils to …  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 | | | | | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | | Lesson 4 | | Lesson 5 | | Lesson 6 | | Future Learning |
| In addition to learning year 3 and 4 Curriculum Year A, children will have learnt KS1 curriculum:  Who is Muslim and how do they live? [God/Tawhid/ibadah/iman]  Who is Jewish and how do they live? [God/Torah/the People] [double unit]  How should we care for others and the world and why does it matter?  What does it mean to belong to a faith community? | LO: Make sense of belief:  Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)  • Make links between religious beliefs and teachings and why people try to live and make the world a better place. | | LO: Understand the impact:  • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)  • Describe some examples of how people try to live (e.g. individuals and organisations)  • Identify some differences in how people put their beliefs into action | | | | LO: Make connections:  Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better  • Make links between some commands for living from religious traditions, non-religious worldviews and pupils’ own ideas  • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views | | | | Reflection on Memory Books.  Children will continue further their knowledge in year B of the Y3/4 curriculum or if they are in year 4 they will progress onto the Year 5 year B curriculum.  Children should continue to make sense of the world around them, understand the impact and significance of religion upon individuals, and make connections. They should also continue to observe respect and tolerance towards others showing understanding that everyone is entitled to their own beliefs |
| Success Criteria:  Children take time to appreciate what is wonderful about the world around them and they can discuss the things they have identified.  They can make clear links between Genesis 1 and what Christians believe about God and Creation and what Genesis 3 means by things going wrong in the world. | | **Success Criteria**  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.  Make simple links between stories, teachings and concepts studied and how people live, individually and in communities | | | | **Success Criteria**  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. | | | |
| See previous year groups vocabulary | **Vocabulary:** World views, views, beliefs, action. | | | | | | | | | | |