



Year 3 and 4 Curriculum Plan – Religious Education



	Autumn	Spring	Summer
Y3	BIG QUESTION: Do beliefs make any difference to someone's life? ENQUIRY: Christianity - Forgiveness, Hinduism - Samsara, Islam - Submission	-	BIG QUESTION: What beliefs drive people to make a difference in the world? ENQUIRY: Christianity – creation, Humanism – morals, Sikhism – Guru.
Y4	BIG QUESTION: What makes some people an inspiration to others? ENQUIRY: Christianity – miracles, Hinduism – Atman, Islam – messengers	-	BIG QUESTION: What beliefs bind a community together? ENQUIRY: Christianity – mission, Sikhism – Sewa, Judaism - Shabbat

Religious Education Non-statutory Curriculum Guidance from the Suffolk Agreed Syllabus	Year 3			Year 4		
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Beliefs in Action in the World: The Environment. -To know how religions respond to global issues: the importance of the environment. -To understand why we should care for our world.						
Beliefs and Questions: -To know what key beliefs people hold about the world and humans. -To question: What is the truth about the nature of life? Was the world created? Why are we here?						
Religion, Family and Community: -To know how religious families and communities practise their faith and the contributions this makes to local life. -To understand the contribution faith communities make to local life. -To consider the most important thing someone can contribute to society.						
Symbols and Religious Expression: -To know how religious and spiritual ideas are expressed (in art, music & dance) -To understand how followers express ideas about God through art, music or dance. -To consider what your art or music shows someone about what you believe being important.						
Inspirational People: -To know why some figures, e.g. founders, leaders and teachers, inspire religious believers. Such as; What particular words or actions of Mohammed inspire Muslims? -To understand who has inspired or influenced our community and why.						

Worship, Pilgrimage and Sacred Places: -To know where, how and why people worship, including the importance of places of worship. -To know what makes a place sacred or special. -To consider who is the most important person is in your life and what you do to show them.						
Theology and Human and Social Sciences: -To use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. -To make links between beliefs and sources, including religious stories and sacred texts. -To begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.						
<u>The bigger questions:</u> -To identify what influences them, making links between aspects of their own and others' experiences. -To ask important questions about religion and beliefs, making links between their own and others' responses. -To make links between values and commitments, and their own attitudes and behaviour.						