



# Year 3 and 4 Curriculum Plan – Religious Education



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

Religious Education Non-statutory Curriculum Guidance from the Suffolk Agreed Syllabus	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Beliefs in Action in the World: The Environment.</b> -To know how religions respond to global issues: the importance of the environment. -To understand why we should care for our world.						
<b>Beliefs and Questions:</b> -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?						
<b>Religion, Family and Community:</b> -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.						
<b>Symbols and Religious Expression:</b> -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.						
<b>Inspirational People:</b> -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.						

<p><b>Worship, Pilgrimage and Sacred Places:</b></p> <ul style="list-style-type: none"> <li>-To know where, how and why people worship, including the importance of places of worship.</li> <li>-To know what makes a place sacred or special.</li> <li>-To consider who is the most important person is in your life and what you do to show them.</li> </ul>					
<p><b>Theology and Human and Social Sciences:</b></p> <ul style="list-style-type: none"> <li>-To use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences.</li> <li>-To make links between beliefs and sources, including religious stories and sacred texts.</li> <li>-To begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.</li> </ul>					
<p><b><u>The bigger questions:</u></b></p> <ul style="list-style-type: none"> <li>-To identify what influences them, making links between aspects of their own and others' experiences.</li> <li>-To ask important questions about religion and beliefs, making links between their own and others' responses.</li> <li>-To make links between values and commitments, and their own attitudes and behaviour.</li> </ul>					