

# RE Key Skills

## Year 4

### Key Skills

Investigating	Interpretation	Reflection	Empathy	Evaluation
Analysis	Synthesis	Application	Expression	Self-understanding

### Attitudes

Self-esteem	Curiosity	Fairness	Respect
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### Unit 2: What can we learn from the life and teaching of Jesus?

This unit explores aspects of the person, life and teaching of Jesus and how they relate to Christian life, practices, celebrations and the pattern of Christian festivals.

Unit 2: What can we learn from the life and teaching of Jesus?	Key questions	Who is Jesus and what does it mean to follow him today? (Christian, Muslim, Hindu and other answers about the character and status of Jesus)
		What did Jesus teach about: i. Love ii. Sin, forgiveness and redemption iii. Revenge and peace/ reconciliation iv. Greed and giving v. Making a difference vi. Prayer vii. Faith and hope viii. Life after death
		What do the narratives of Jesus' miracles tell us about some of the big questions of life?
		Why might Christmas, Lent and Easter be important to ourselves as well as (other) Christians?
	Core knowledge	To recall stories from the Bible of Jesus miracles (e.g. the storm on the lake - power over the forces of nature Mark 4.35-41, healing Jairus' daughter - power over death (Luke 8. 40-56))
		To understand what Christians believe the stories of Jesus's miracles say about him
		To recognise that Christians refer to Jesus as 'the Saviour' or as 'my Saviour'.
		To explain the Christian Salvation story and that it makes four main claims: (a) God created a perfect the world. (b) Humanity went wrong. (c) To save humanity God had a salvation plan. (d) God enters into the world as Jesus Christ who saves humanity.
		To recall the key features and context of the story of Zacchaeus: (a) Zacchaeus is an outcast because he is seen as a greedy, corrupt traitor. (b) Now he is sorry. (c) He wants to make up for his bad deeds and live a better life. (d) Understand the message of the story - that Christians believe Jesus came to forgive and rescue everyone. No one is too bad - or too good.
		To recall the story of the Good Samaritan Luke 10.25-37. (a) Man attacked on dangerous road; (b) left without anything - even clothes; (c) he is seen by a Priest and Levite (respected members of community); (d) Samaritan stops and helps Jew; (e) uses expensive oils; places man on donkey while he walks; (f) taken to inn and pays for stay.
		To know the context of the story of the Good Samaritan Luke 10.25-37. (a) Jesus is asked how to inherit eternal life? (b) Love God and your neighbour as yourself; (c) Jesus is asked who is my neighbour?
		To understand background to the story of the Good Samaritan Luke 10.25-37. (a) Samaritans and Jews are enemies (at the end of the story the person asking the question cannot even say the word 'Samaritan') (b) the people who walked by had good reason (muggers still around; might be a trap) (c) he might be dead anyway (cleansing process); (d) road called 'red road' for good reason.
		To understand how the story of the Good Samaritan display disinterested love (agape): freely given; generous; selfless; self-sacrificing
		To recall the story of Jesus death on the cross.
To understand that Christians believe that because Jesus died they can be forgiven by God		

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### Unit 11 and 5: What does it mean to belong to a religion? Islam Why are some journeys and places special?

This unit explores aspects of religious festivals, celebrations, practices and communities in the Islamic faith. Also how Islam expresses aspects of life's journey in a variety of creative ways.

Unit 11 and 5: What does it mean to belong to a religion? Islam	Key questions	How do Muslims celebrate and live out their beliefs in: i. the journey of life? ii. their main festivals and practices? iii. their faith communities? iv. the wider world?
		Within the different groups Islam what are the most important similarities and key differences?
		Why do groups in Islam differ? How do they seek to work together?
		Why do Muslims believe that some places are special?
		Why do Muslims go on pilgrimage and special journeys?
		What practices and events are associated with Muslim pilgrimage and special journeys?
		What artistic, symbolic and other expressive work is associated with Muslim journeys and places?
		How might we make a record of the impact on ourselves of the journeys we make and the places we visit?
	Core knowledge	To know that Islam means "Submission (to the will of Allah)"
		To know that word Muslims means someone who has willingly submitted themselves to Allah
		To understand that praying 5 times a day is one way Muslims submit to the will of Allah. They do this by: (a) Being constantly reminded of Allah throughout the day, reminds them for what is important in their life and helps them straying from the path (b) The sujud position (prostration) reflects Muslim submission as a physical act. (c) Salah can take place anywhere, as God created everything
		To know that Muslims believe the Qur'an is a copy of God's holy book: (a) the angel Gabriel was 'sent down' with God's holy book (Mother of the Book) (b) the holy book was shown to Muhammad through many revelations over 22 years (c) Muhammad told many people about his revelations and they wrote down the Words to form a book (d) this book is called the holy Qur'an (e) Muslims believe it to literally be God's word
		To understand that the Qur'an is treated with great respect by Muslims: (a) it is often kept in a stand, (b) kept above all other books, (c) is sometimes wrapped in a cloth, (d) a Muslim will wash their hands before touching the book.
		To know that God's message is known as the 'Straight Path' or the Shariah
To understand the meaning of Haji and why it is important to Muslims: (a) the expectation that all Muslims will participate in a Hajj once in their life makes it in some ways a rite of passage. (b) through Hajj Muslims experience a more closer experience of submission to Allah (c) they also experience the unity and fellowship of the world-wide umma		

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## Year 4

### Unit 12: What does it mean to belong to a religion? Judaism

This unit explores aspects of religious festivals, celebrations, practices and communities in the Jewish faith.

Unit 12: What does it mean to belong to a religion? Judaism	Key questions	How do Jews celebrate and live out their beliefs in: i. the journey of life? ii. their main festivals and practices? iii. their faith communities? iv. the wider world?
		Within the different groups Judaism what are the most important similarities and key differences? Why do groups in Judaism differ? How do they seek to work together?
Come knowledge		To know G-d first made his covenant agreement with Abraham: (a) G-d promises he would be the father of a great nation (b) the Jewish people, who will live in the land of Canaan.
		To recall the story of the giving of the 10 commandments to Moses: (a) The people of Israel are enslaved in Egypt; (b) G-d sends 10 plagues; (c) the Pharaoh releases the Jews; this hasty departure is known as the exodus; (d) the Jews spent 40 years as nomads; (e) Moses went up Mt Sinai to receive from G-d the 10 commandments and other commandments which were the rules Jews had to live by.
		To understand that the Jews made an agreement or covenant with G-d (if Jews agree to obey His commandments; the Jews would be His Chosen people)
		To know that Jews celebrate the exodus at the week-long Passover festival: (a) at the Seder meal Jews re-tell the story of the Exodus using symbolic food. (b) the festival recalls this as a key event in their history because it shows: i. G-d was at work in the events of history ii. (b) they have been chosen to have a special relationship with G-d.
		To understand that Jews believe there is one G-d who should be placed above all else
		To know the Shema, is placed on the doorpost of Jewish houses in a Mezezah
		To know that on the Shabbat Jews attend the synagogue, where they worship G-d
		To understand how Jews feel that worship develops a sense of community
		To know that the reading of the Torah is central to Jewish services
		To know how the Torah is special to Jews and how it is treated: (a) the Torah is written in Hebrew (b) in the synagogue the Torah (Sefer Torah) is written on parchment, (c) it is written by hand with a special ink. (d) the scrolls are never touched by human hands- a special pointer is used (e) each scroll has a mantle (cover) (f) once the scrolls have been used they are returned to the Ark (g) there is an ever-burning lamp outside the Ark to show G-d is always present (h) know that some Jews wear Tephilin (or Tefillin), which are two straps with boxes on and contain small pieces of parchment from Torah, on the forehead to remind Jews they must love G-d with their mind and on their arm facing the heart to remind Jews they must love G-d with all their heart
		To know that Jews have coming of age ceremonies: Bar and Bat Mitzvah (for boys and girls, respectively)
		To know why Bar and Bat Mitzvah are important (it marks the time when people become responsible for following the Torah)