

Year 4
RE Knowledge and Skills Organiser
Autumn 1

"A new command I give you: Love one another.
As I have loved you, so you must love one another."
John 13:34



Key Questions

- What does Jesus say about Himself in The Bible?
- What names is Jesus known by?
- What does Jesus mean when he says He will sustain you?
- Can you think of examples which show Jesus being the light of the world?
- What do Christians believe about how Jesus, the good shepherd, protects people, from danger?
- Why do some Christians believe it is important to stay connected to 'the vine'?
- How do Mary, Martha, Lazarus and Jesus feel in the story of Lazarus – John 11:1-45?
- What do each 'I am...' statement symbolize?

Learning about Religion (AT1)

- Describe the different names and character names for Jesus, particularly His claim to be "The Bread of Life" and explain what He means by this.
- Describe the symbolism represented in the painting of 'The Light of The World' by Holman Hunt.
- Know the characteristics of a good shepherd and understand why Jesus refers to himself as a shepherd and what this means for Christians.
- Make connections between a physical wine and a spiritual vine.
- Make links between life, death, resurrection and eternal life.
- Discuss the 'I am...' statements and explain what they mean for some Christians.
- Make links between Jesus' "I am. . ." statement about being resurrection and life and the Christian belief about death, resurrection and eternal life.

Who is Jesus?

Learning from Religion (AT2)

- Reflect on how the words of Jesus can nourish and sustain Christians.
- Reflect on dark and difficult times in life and the 'light source' that has helped overcome the darkness.
- reflect on the people who are important to them, how those people care for them, and how and why they are *their* good shepherd.
- Reflect on what is important in your life, what kind of person does that make you?
- Ask questions about life after death and provide answers that refer to the Christian belief of resurrection.

Key Vocabulary

Divine
Gospel
Symbolism
Spirit
Protection
Guidance
Spiritual
Nourish
Sustain
Prophecy
Resurrection
Eternal life

Enrichment activities

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Year 4
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Autumn 2

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Key Questions

- What qualities do you need to be famous?
- What qualities do you need to be a Christian?
- How do Christian qualities support fame?
- How has their Christian faith made them the person they are?
- How do the Christians identified live out their lives, following their faith?
- Which "famous" Christian most inspires you and why?

Do Christianity and fame go together?

Learning from Religion (AT2)

- Ask if and how Christian faith supports famous people in who they are.
- Think about how these practices and way of life relates to the way they and others act, referring to people who have inspired themselves and others.

Learning about Religion (AT1)

- Recognise the qualities and values needed to be a Christian.
- Distinguish between qualities that make a famous person just famous and qualities needed to be a Christian, using the right religious words.

Key Vocabulary

Influence
Quality
Value
Humility
Generosity
Role-model
Guide
Inspiration
Practice
Commitment
Faithful

Enrichment activities

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Autumn 2

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Key Questions

- What does peace mean to you?
- What does the Bible tell us about peace?
- How do we find peace within ourselves?
- How does the church live out its message of peace, especially at Christmas time?
- How do you think Christians and the church should celebrate Christmas?

Learning about Religion (AT1)

- Ask important questions about peace and compare my ideas with those of other people.
- Describe what The Bible teaches us about peace;
- Express their ideas about peace with reference to The Bible.
- Make a connection between the Christmas story and religious values.

**Incarnation: Is Peace
The Most Important
Message of Christmas?**

Learning from Religion (AT2)

- Describe what a Christian might learn about peace from The Bible.
- Ask important questions about peace and compare my ideas with those of other people.
- Investigate a question such as "How do we find peace within ourselves?" considering what is the same and different for religious people
- Make links about things that are important to them and other people in the way they think and behave.

Key Vocabulary

Messiah	Harmony
Prince of Peace	Testament
Wonderful	Scripture
Counsellor	Isaiah
Mighty God	Prophecy
Everlasting	Harmony
	Incarnation

Enrichment activities

Living Nativity- Wintershall
KS1 Nativities
KS2 Carol Concert

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Spring 1

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Key Questions

- Who is Buddha?
- What did Buddha find was the meaning of life?
- Was Buddha God, or was he the same or different to God?
- What does the word suffering mean?
- What does truth mean?
- What does the word sacrifice mean?
- What do Buddhists believe about responding to the world around them?
- What is Kindness and How Can It Be Shown according To Buddhist teachings?
- Is being reflective important?

What is Buddhism?

Learning about Religion (AT1)

- Share what Buddhist might learn from different religious stories: How Siddhartha became Buddha, The monkey king, Siddhartha and the swan, The king's elephant.
- Make links between the beliefs and teachings of different religious groups and show how they are connected to believers' lives.
- Suggest reasons for Buddhist beliefs about enlightenment and how religious sources shape these beliefs.
- Explain how Buddhist teaching is similar to that of other religious groups and how it influences how people of faith try to live their life.

Learning from Religion (AT2)

- Reflect on what is important in our life.
- Share and discuss the meaning and purpose of life.
- Ask questions about the moral decisions they and others make and suggest what might happen as a result of different decisions.
- Suggest what might happen if someone chooses to behave in the way religious teaching suggests or to ignore that teaching.
- Ask questions about things that are important to them and other people and understand how religious views impact on the lives of followers of a religion.
- Make links between the teachings of Buddhism and Christianity and show how they guide how Buddhists and Christians should try to live their lives.

Key Vocabulary

Buddhism
Cruelty
Buddha
Suffering
Greed
Happiness
Sacrifice
Enlightenment

Enrichment activities

Visit from parent

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Key Questions

What is a monastic community?
What does it mean to live in Christian community?

Learning about Religion (AT1)

- use religious and other language accurately to describe, compare and evaluate what practices and experiences may be involved in belonging to Christian monastic communities and other groups.

What Do The Monastic Traditions Within Christianity Show Us About Living In Community?

Learning from Religion (AT2)

- ask questions about identity, who we are and what it means to belong and suggest answers which refer to individuals or groups, including monastic communities, which have inspired and influenced individuals and / or communities.

Key Vocabulary

Belonging	Religious Order
Monastic	Vocation
Monastery	Vows
Convent	
Community	
Contemplative	
Divine Office	
Habit	
Liturgy	

Enrichment activities

Visit from Sister Mary Clare from a Convent in Chiswick.

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Key Questions

- How and why do Christians share The Body and Blood of Jesus, often at Church?
- How does the act of sharing Holy Communion demonstrate God's peace?
- How do you think this is linked to the act of Holy Communion today?
- What did Jesus do and say at The Last Supper and how do Christians remember this today?
- What are the ways in which different Christian denominations try to build peace?
- What was Jesus' Legacy?

Learning about Religion (AT1)

- Identify and talk about some of the beliefs and practices in relation to Holy Communion that are the same for different Christian people;
- Describe and explain why some of the beliefs and practices in relation to Holy Communion are the same and different for different people in the Anglican traditions and in other forms of Christianity;
- Use specific Christian terms and other religious language accurately to describe and compare what practices and experiences may be involved in Holy Communion in the Anglican traditions and in other forms of Christianity.

**How does Holy
Communion
Build a
Christian
Community?**

Learning from Religion (AT2)

- Talk about what different communities are important to me and to others with respect for their feelings;
- Link communities that are important to me and to other people with the way I and they think and behave;
- Ask questions about the moral decisions I and other people make as individuals and communities and suggest what might happen as a result of different decisions, including those made with reference to the communities to which I and others belong.

Key Vocabulary

Altar	Mass
Holy Communion	penance
Anglican denomination	Resurrection
Divine	Sacrament
Eucharist	salvation
The Lord's Supper	legacy

Enrichment activities

Eucharist in collective worship

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Summer 1

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Key Questions

- Is family important to Hindus?
- What can we learn from Hindu values?
- What is Karma and how does it affect the life of a Hindu?
- What else do Hindus do in a Mandir?
- Why is pilgrimage important to Hindus?

Learning about Religion (AT1)

- Know about the importance of family in Hinduism.
- Use the correct religious vocabulary to compare the values that Hindus and people of other faiths try to live their life by.
- Understand what Karma means to Hindus.
- Identify important areas in a Mandir and understand why the Mandir is important to Hindus.
- Order by order of importance reasons for pilgrimage and explain why Hindus believe pilgrimage to be important.

What does it mean to be a Hindu?

Learning from Religion (AT2)

- Understand how family is important to me and to others with respect for different kinds of families.
- Share their own values and beliefs and ask questions about moral decisions they and other people make. (Hindus)
- Understand the link between action and possible consequences believed by Hindus.
- Show respect in a place of worship.
- Share where is important to them and why.
- Share a journey that was important to them and why.
- Share what they think pilgrimage is and means to pilgrims.

Key Vocabulary

Ahimsa	Karma
Arti	Mantra
Bhagavad Gita	Moksha
Chanting	Offerings
Deity	Reincarnation
Dharma	Vegetarian
Ghee	
Guru	
Incense	

Enrichment activities

Diwali dance in PE

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Summer 2

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Key Questions

What does the judgement of Solomon teach Christians today?
What did Jonah and Daniel share in their response to God?
How does David's faith show the strongest strength?
How did Ruth show self-sacrifice and what does this teach?
How does the story of Moses show a sense of vocation?
How was Abram's trust in god a challenge but also a reward?

How did the belief in God affect the actions of people in the Old Testament?

Learning about Religion (AT1)

- Show that they understand how the story of the Judgement of Solomon can have an impact on Christians today;
- Describe the similarities and differences between the way Jonah and Daniel reacted to God's command;
- Make links between David's faith in God and his ability to overcome the doubts of others;
- Use the evidence from the Bible to show they understand how Ruth showed her devotion to God;
- Describe similarities and differences between the story of Jonah and Moses and the Burning Bush;
- Show how Abraham's decision to follow God impacted on him and his family.

Learning from Religion (AT2)

- Describe a situation where they have had to make a difficult choice and what inspired them to make the 'right' choice.
- Suggest some answers to 'why' questions about the motives and reactions of Jonah and Daniel;
- Describe something they find spiritual and inspiring in a painting;
- Apply the idea of self-sacrifice to their own actions;
- Apply the concept of 'vocation' and 'job' to their own dreams, aspirations and hopes;
- Ask questions about the moral decisions they and other people make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs /values.

Key Vocabulary

Old Testament
Judgement
Sacrifice
self-sacrifice
Devotion
Vocation
Refugee
Patriarch
Commandment

Enrichment activities

Drama activities- re-enact the stories