

Brough Primary School – Curriculum Intention Plan 2021 - 2022



<p>Subject: R.E. Year Group: Years 3 and 4</p>	<p>Area of learning: Unit 4.2 Saints and Heroes Focus on Christianity and Sikhism</p>	
<p>Unit 4.2 to be taught over a full term.</p>	<p>Please refer to http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks2-units/unit-4-2-saints-and-heroes/ where you will find ideas for each lesson, the programme of study and other relevant information to support planning.</p> <p>Key Question: What makes a hero?</p> <p>About this unit This unit provides opportunity to explore lives of faith members who have performed heroic deeds or dedicated their lives to a cause and to consider the concept of commitment. Include past and present saints and heroes from different world faiths, starting with the local. There are opportunities to link with aspects of history and citizenship and to build upon work in Unit 2.1: Belonging.</p> <p>Ideas for resources: texts, posters and film clips of the actions of saints, heroes and modern-day people of Christian and other faiths, who have lived their lives dedicated to an altruistic cause.</p>	
<p>Term</p>	<p>Years 3 and 4</p>	<p>Key Skills to be taught</p>
<p>Spring 2022</p>	<p>Skills and processes in RE to be included in all year groups over the year</p> <p>The following skills are central to religious education and should be reflected in learning opportunities at all key stages.</p> <p>a) Investigation – this includes:</p> <ul style="list-style-type: none"> ● asking relevant questions ● knowing how to use different types of religious texts as a way of gathering information and how to approach those texts in a critical manner ● knowing what may constitute evidence for understanding religion(s) ● observing and listening <p>b) Interpretation – this includes:</p> <ul style="list-style-type: none"> ● the ability to draw meaning from artefacts, works of art, poetry and symbolism ● the ability to interpret religious language ● the ability to suggest meanings of religious texts <p>c) Reflection – this includes:</p> <ul style="list-style-type: none"> ● the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices 	

Brough Primary School – Curriculum Intention Plan 2021 - 2022



		<p>d) Empathy – this includes:</p> <ul style="list-style-type: none"> ● the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others ● developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow ● the ability to see the world through the eyes of others and to see issues from their point of view <p>e) Evaluation – this includes:</p> <ul style="list-style-type: none"> ● the ability to debate issues of religious significance with reference to evidence and argument ● weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience <p>f) Analysis – this includes:</p> <ul style="list-style-type: none"> ● distinguishing between opinion, belief and fact; ● distinguishing between the features of different religions <p>g) Synthesis – this includes:</p> <ul style="list-style-type: none"> ● linking significant features of religion together in a coherent pattern ● connecting different aspects of life into a meaningful whole. <p>h) Application – this includes:</p> <ul style="list-style-type: none"> ● making the association between religions and individual, community, national and international life; ● identifying key religious values and their interplay with secular ones <p>i) Expression – this includes:</p> <ul style="list-style-type: none"> ● the ability to explain concepts, rituals and practices ● the ability to identify and articulate matters of deep conviction and concern and to respond to religious issues through a variety of media <p>j) Collaboration – this includes:</p> <ul style="list-style-type: none"> ● the ability to work together and learn from each other
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Vocabulary

Christianity - artefacts, symbols, rituals, belonging, holy books, rites of passage, faiths

KS2 Christianity

God

The Trinity - God as Father, Son and Holy Spirit - symbols of dove, flame, light

Creator God who cares for the world and expects people to care for the world

Baptism of Jesus, revealing the Trinity

The Apostles' Creed

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Key figures

Jesus – Son of God, Son of Man, Saviour, Messiah, Redeemer, Conqueror

- baptism and temptations
- disciples, friends and followers
- teaching about the Kingdom of God in parables and miracles Lord's Prayer
- Holy Week, ascension into heaven and Pentecost

St Paul

Place of worship: Church

How buildings, artefacts and symbols play a part in the worship, rituals and ceremonies of the community

The family of believers past, present and future, guided by the Holy Spirit, carrying on the work of Jesus

Worship:

- Holy Communion, Mass
- silence and music
- styles of worship

Holy book: Bible

Meaning and significance of:

- stories...
- Psalms (23)
- songs that describe the nature of God...

Christian way of life

Christians believe that human beings:

- are made in the image and likeness of God
- became sinful and can be redeemed

Christians base their morality on:

- The Ten Commandments
- The Sermon on the Mount

Christian values come from the 'Fruits of the Spirit': Gal 5: 22-23

- love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control

Christian commitment is shown by:

- personal relationships
- caring and healing
- attitudes to social and global issues, care for the environment
- involvement in charitable work

Christian life is marked by rites of passage:

- baptism (any age)
- confirmation
- marriage (in church)
- death

Sacred places of pilgrimage:

- Iona, Lindisfarne, Walsingham
- Holy Land and Lourdes

Brough Primary School – Curriculum Intention Plan 2021 - 2022



KS2 Sikhism

God

One God (Waheguru – ‘wonderful teacher’)

- Supreme Truth
- Ultimate Reality
- Creator of all things

Key figures: Gurus

- Guru Arjan Ji the first martyr- compiled the Adi Granth and built the Golden Temple
- Guru Gobind Singh Ji - founded the Khalsa (initiated Sikhs)

Place of worship: Gurdwara

Artefacts and symbols - Ik Onkar (there is one God) and Khanda - the Sikh symbol

Congregation/community (sangat)

Common meal (langar)

Granthi, who reads the Guru Granth Sahib Ji and preaches and explains the text

Musicians and singers

Turban-tying and Amrit (Sikh initiation) ceremonies

Holy book: Guru Granth Sahib Ji

Guidance is treated as that of a living Guru

Guru Granth Sahib Ji – carried above the head, placed on a takht (throne) and covered with romalas (cloths), fanned by the Granthi using a chauri, ‘putting to bed’

At festivals and special occasions there is a complete unbroken reading from the Guru Granth Sahib Ji (Akhand Path)

Sikh way of life

Symbols:

- Ik Onkar (there is one God)
- Khanda (two swords showing the need to fight for truth, circle to show God is eternal, double edged sword to show the power of God)
- Nishan Sahib – flag outside Gurdwara

Five Ks (obligatory for members of the Khalsa):

- Kesh (uncut hair, covered by a turban, and beard), Kangha (comb), Kara (steel bangle), Kachera (short trousers), Kirpan (short sword)

Sikhs believe in:

- acceptance of God’s will

Key festivals:

- holy days (Gurpurbs)
- birthdays of Guru Nanak Ji, Guru Gobind Singh Ji (Baisakhi)

Sacred place of pilgrimage:

- Golden Temple at Amritsar

Brough Primary School – Curriculum Intention Plan 2021 - 2022



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Sequence of learning	Objectives and suggested details provided by the subject leader.
1	<p>To explore commitment as demonstrated in the lives and work of significant people of faith</p> <p>See ideas for the lesson in Prepare for Learning</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks2-units/unit-4-2-saints-and-heroes/</p>
2	<p>To share ideas as to how the lives of significant people of faith have affected the lives of others</p> <p>See ideas for the lesson Engage the Learner</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks2-units/unit-4-2-saints-and-heroes/</p>
3	<p>To describe the effect of life-changing events on the commitment of significant people of faith</p> <p>See ideas for the lesson in Identify the Learning Questions</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks2-units/unit-4-2-saints-and-heroes/</p>
4	<p>To explore teachings of significant religious people</p> <p>See ideas for the lesson in Provide new information (This can be taught over two weeks. This week is lesson 1)</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks2-units/unit-4-2-saints-and-heroes/</p>
5	<p>To describe the teachings of significant religious people, identifying some similarities and differences</p> <p>See ideas for the lesson in Provide new information (Second lesson of two weeks)</p>

Brough Primary School – Curriculum Intention Plan 2021 - 2022



	<p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks2-units/unit-4-2-saints-and-heroes/</p>
6	<p>To reflect on the teachings of significant religious people and how these teachings impact on society</p> <p>See ideas for the lesson in Search for meaning http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks2-units/unit-4-2-saints-and-heroes/</p>
7	<p>To explore commitment as demonstrated in the lives and work of significant people of faith</p> <p>See ideas for the lesson in Share new understanding http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks2-units/unit-4-2-saints-and-heroes/</p>
8	<p>Assessment Lesson</p> <p>See in Reflect on Learning http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks2-units/unit-4-2-saints-and-heroes/</p>
9	<p>Easter Year 4 – The Cross: what is its significance throughout the Easter Story?</p> <p>To recall the key events associated with Holy Week from Palm Sunday to Easter Day</p> <p>See Easter overview http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/easter-overview/</p>
10	<p>To discuss the symbolic meaning of the Easter ritual of the washing of feet on Maundy Thursday</p> <p>See Easter overview (John 13:1-17)</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/easter-overview/</p>
11	<p>To understand there are different types of crosses including the Crucifixion</p>

Brough Primary School – Curriculum Intention Plan 2021 - 2022



	<p>See Easter overview</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/easter-overview/</p>
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<p>Learning Outcome/product</p>
<p>This unit (4.2 Saints and Heroes) will contribute to the following end of Key Stage statements in bold:</p> <p>Knowledge and Understanding</p> <p>AT1</p> <p>Describe and show understanding of links between stories, beliefs and practices of faith communities specified in the key content</p> <p>Show understanding of how beliefs, practices and forms of expression influence individuals and communities</p> <p>Show understanding of the challenges of commitment to a community of faith</p> <p>Reflection and Response</p> <p>AT2</p> <p>Respond thoughtfully to a range of sacred writings and the beliefs, teachings and practices of different faith communities specified in the key content</p> <p>Give reasons for the significance of beliefs, practices and forms of expression to individual members and faith communities</p> <p>Suggest why belonging to a community of faith may be valuable, both to faith members and in their own lives</p>

Assessment records	List only those children who have not achieved the expected outcomes
	Children working above.

End of unit assessment question

Brough Primary School – Curriculum Intention Plan 2021 - 2022



1. Who or what inspires me and why?
2. Reflect on the heroes and 'saints' at a local community, national and global level, including people in the modern world. Who do you think deserves a 'heart of gold' award? Why?
3. How can the actions of significant people of faith change lives for the better and still influence others long after their death?