



**Religious Education**  
**Year 4**

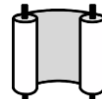


| Cornwall Syllabus (NATRE Unit)                               | L2.2 (Unit 25)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | L2.3 (Unit 26)                                                                                                                                                                                                                                                    | L2.9 (Unit 27)                                                                                                                                                                                          | L2.10 (Unit 28)                                                                                                                                                                                                                                         | L2.1 (Unit 29)                                                                                                                                                                                                                      | L2.12 (Unit 30)                                                                     |
|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| National Curriculum                                          | Following the Cornwall Agreed Syllabus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                     |                                                                                     |
| Cornwall Agreed Syllabus<br><br>End of Phase - UKS2 Outcomes | <p style="text-align: center;"><b>Making Sense of Beliefs:</b></p> <ul style="list-style-type: none"> <li>• identify and describe the core beliefs and concepts studied</li> <li>• make clear links between texts/ sources of authority and the core concepts studied</li> </ul> <p>• offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believer</p> <p style="text-align: center;"><b>Understanding the Impact:</b></p> <ul style="list-style-type: none"> <li>• make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>• describe how people show their beliefs in how they worship and in the way they live</li> <li>• identify some differences in how people put their beliefs into practice</li> </ul> <p style="text-align: center;"><b>Making Connections:</b></p> <ul style="list-style-type: none"> <li>• make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>• raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>• give good reasons for the views they have and the connections they make</li> </ul> |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                     |                                                                                     |
| Title of Unit (Enquiry Question)                             | Unit 25<br>What kind of world did Jesus want? (Gospel)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Unit 26<br>For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God)                                                                                                                                                                    | Unit 27<br>What do Hindus believe God is like? (Hindus)                                                                                                                                                 | Unit 28<br>Why do Christians call the day that Jesus died 'Good Friday'? (Salvation)                                                                                                                                                                    | Unit 29<br>What does it mean to be a Hindu in Britain today? (Hindus)                                                                                                                                                               | Unit 30<br>How and why do people mark the significant events of life? Cornwall Unit |
| Unit Link                                                    | <a href="https://natre.org.uk/re-sources/year-4-what-kind-of-world-did-jesus-want-learning-pathways/">https://natre.org.uk/re-sources/year-4-what-kind-of-world-did-jesus-want-learning-pathways/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <a href="https://natre.org.uk/re-sources/year-4-for-christians-when-jesus-left-what-was-the-impact-of-pentecost-learning-pathways/">https://natre.org.uk/re-sources/year-4-for-christians-when-jesus-left-what-was-the-impact-of-pentecost-learning-pathways/</a> | <a href="https://natre.org.uk/re-sources/year-4-what-do-hindus-believe-god-is-like-learning-pathways/">https://natre.org.uk/re-sources/year-4-what-do-hindus-believe-god-is-like-learning-pathways/</a> | <a href="https://natre.org.uk/re-sources/year-4-why-do-christians-call-the-day-that-jesus-died-good-friday-learning-pathways/">https://natre.org.uk/re-sources/year-4-why-do-christians-call-the-day-that-jesus-died-good-friday-learning-pathways/</a> | <a href="https://natre.org.uk/re-sources/year-4-what-does-it-mean-to-be-a-hindu-in-britain-today-learning-pathways/">https://natre.org.uk/re-sources/year-4-what-does-it-mean-to-be-a-hindu-in-britain-today-learning-pathways/</a> | <b>NOT IN NATRE</b>                                                                 |

| Religion                 | Christianity<br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Christianity<br>                                                                                                                                                                                                                                                                                                                                                                                                                                     | Hinduism<br>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Christianity<br>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Hinduism<br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Thematic<br>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ways of Knowing          |  INTERPRETING ART AND IMAGES<br> ASK QUESTIONS<br> OBSERVATION<br> LOOKING AT STORIES<br> REFLECTING ON YOUR OWN POSITION<br> EXPRESSING IDEAS |  INTERPRETING ART AND IMAGES<br> COMING TO CONCLUSIONS<br> EXPRESSING IDEAS<br> EXAMINING TEXT<br> ASK QUESTIONS |  INTERPRETING ART AND IMAGES<br> ASK QUESTIONS<br> EXPRESSING IDEAS<br> COMING TO CONCLUSIONS<br> REFLECTING ON YOUR OWN POSITION |  ASK QUESTIONS<br> EXAMINING TEXT<br> COMING TO CONCLUSIONS<br> INTERPRETING ART AND IMAGES<br> REFLECTING ON YOUR OWN POSITION |  ASK QUESTIONS<br> INTERPRETING ART AND IMAGES<br> EXPRESSING IDEAS<br> OBSERVATION<br> REFLECTING ON YOUR OWN POSITION<br> COMING TO CONCLUSIONS |  ASK QUESTIONS<br> COMING TO CONCLUSIONS<br> REFLECTING ON YOUR OWN POSITION<br> EXPRESSING IDEAS<br> OBSERVATION<br> EXAMINING TEXT |
| Lesson Enquiry Questions | <p><b>Lesson 1:</b> What kind of world did Jesus want?</p> <p><b>Lesson 2:</b> What do the calling of the first disciples show Christians today?</p> <p><b>Lesson 3:</b> How did Jesus treat others and what example does this set for Christians?</p> <p><b>Lesson 4:</b> What does Jesus' teaching (the Gospel) mean for Christians?</p> <p><b>Lesson 5:</b> What does the parable of the Good Samaritan teach Christians today?</p> <p><b>Lesson 6:</b> How do Christians try to make</p>                                                                                                                                                         | <p><b>Lesson 1:</b> What do you already know about Pentecost?</p> <p><b>Lesson 2:</b> What does the Bible say about Pentecost?</p> <p><b>Lesson 3:</b> How have artists depicted the events of Pentecost?</p> <p><b>Lesson 4:</b> For Christians, what is the impact of the gift of the Holy Spirit?</p> <p><b>Lesson 5:</b> For Christians, what was the impact of the Holy Spirit?</p> <p><b>Lesson 6:</b> What can you tell me about the Trinity?</p>                                                                              | <p><b>Lesson 1:</b> How do many Hindus describe ultimate reality?</p> <p><b>Lesson 2:</b> How might the idea of Brahman being in everything affect how you live?</p> <p><b>Lesson 3:</b> What can we find out about some Hindu deities?</p> <p><b>Lesson 4:</b> How do many Hindus understand deities?</p> <p><b>Lesson 5:</b> What can we learn about deities from Ganesh?</p> <p><b>Lesson 6:</b> Assessment and review</p>                                                                                                                                | <p><b>Lesson 1:</b> What can you remember about Holy Week?</p> <p><b>Lesson 2:</b> How did people feel on Good Friday?</p> <p><b>Lesson 3:</b> Why did Jesus have to die and rise again?</p> <p><b>Lesson 4:</b> Why is the Easter story important?</p> <p><b>Lesson 5:</b> For Christians, why is Good Friday so important?</p> <p><b>Lesson 6:</b> Why do Christians call the day Jesus dies 'Good Friday'?</p>                                                                                                                                              | <p><b>Lesson 1:</b> What is Hindu Dharma?</p> <p><b>Lesson 2:</b> How and why do many Hindus perform Puja?</p> <p><b>Lesson 3:</b> What is dharma? What can we learn from the story of King Yudhishtira?</p> <p><b>Lesson 4:</b> What does the Ramayana tell Hindus about dharma?</p> <p><b>Lesson 5:</b> How and why do many Hindus celebrate Diwali?</p> <p><b>Lesson 6:</b> Can I plan a Diwali celebration for my local community?</p>                                                                                                                                                                                                                          | <p><b>Lesson 1:</b> Are there special times of the year where we feel we belong?</p> <p><b>Lesson 2:</b> What is a festival?</p> <p><b>Lesson 3:</b> How and why do people celebrate festivals in Cornwall?</p> <p><b>Lesson 4:</b> What do we know about 'Montol' festival in Penzance, how is it celebrated?</p> <p><b>Lesson 5:</b> How are Cornish festivals similar / different?</p>                                                                                                                                                                                                                                                              |

|           | the world the kind of world Jesus wanted?                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge | <p><b>Lesson 1:</b> I know what kind of world Jesus wanted</p> <p><b>Lesson 2:</b> I know how the 'Fishers of Men' story applies to Christians</p> <p><b>Lesson 3:</b> I know what an evangelist is</p> <p><b>Lesson 4:</b> I know how Jesus wanted people to act</p> <p><b>Lesson 5:</b> I know what the Good Samaritan taught Christians</p> <p><b>Lesson 6:</b> I know what kind of world Jesus wanted</p> | <p><b>Lesson 1:</b> To share prior knowledge about Pentecost</p> <p><b>Lesson 2:</b> To know what the Bible say about Pentecost</p> <p><b>Lesson 3:</b> To know how artists depicted the events of Pentecost</p> <p><b>Lesson 4:</b> To know what is the impact of the gift of the Holy Spirit for Christians</p> <p><b>Lesson 5:</b> To know what was the impact of the Holy Spirit for Christians</p> <p><b>Lesson 6:</b> To know about the Trinity</p> | <p><b>Lesson 1:</b> Know how many Hindus describe ultimate reality (Brahman and Aum)</p> <p><b>Lesson 2:</b> Know how the idea of Brahman being in everything can affect how people live</p> <p><b>Lesson 3:</b> Know what we can find out about some Hindu deities and their symbolism</p> <p><b>Lesson 4:</b> Know how many Hindus understand deities in relation to Brahman (metaphors/Trimurti)</p> <p><b>Lesson 5:</b> Know what we can learn about deities from Ganesh (devotion and practice)</p> <p><b>Lesson 6:</b> Know how to consolidate and explain learning</p> | <p><b>Lesson 1:</b> Know and remember the key events of Holy Week and where Salvation fits in the big story of the Bible</p> <p><b>Lesson 2:</b> Know how people felt on Good Friday and why (e.g., Mary's emotions)</p> <p><b>Lesson 3:</b> Know why Christians believe Jesus had to die and rise again (Salvation and the big story)</p> <p><b>Lesson 4:</b> Know why the Easter story is important for Christians today</p> <p><b>Lesson 5:</b> Know why Good Friday is so important for Christians (worship, signs and symbols)</p> <p><b>Lesson 6:</b> Know why Christians call the day Jesus</p> | <p><b>Lesson 1:</b> Know what Hindu Dharma is (origins, diversity, UK context)</p> <p><b>Lesson 2:</b> Know how and why many Hindus perform Puja (home and mandir)</p> <p><b>Lesson 3:</b> Know what dharma is and what we can learn from the story of King Yudhishtira</p> <p><b>Lesson 4:</b> Know what the Ramayana tells Hindus about dharma (and adharma)</p> <p><b>Lesson 5:</b> Know how and why many Hindus celebrate Diwali (and how practices reflect the story and values)</p> <p><b>Lesson 6:</b> Know how to plan a</p> | <p><b>Lesson 1:</b> I know birthdays, family gatherings, weddings, baptisms, Christmas, Easter. Christmas and Easter are key Christian festivals.</p> <p><b>Lesson 2:</b> I know festivals all involve celebration, community, remembrance and ritual. Festivals in Cornwall bring people together.</p> <p><b>Lesson 3:</b> I know how and why people celebrate a festival in Cornwall.</p> <p><b>Lesson 4:</b> I know how and why people celebrate Montol festival in</p> |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | from the unit<br>(assessment)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | died 'Good<br>Friday'                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Diwali celebration<br>for the local<br>community and<br>evaluate its<br>impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Cornwall to mark<br>the winter<br>solstice.<br><br><b>Lesson 5:</b> I know<br>the similarities<br>and differences<br>between two<br>Cornish festivals.                                                                                                                                                                                                                                                                                                                                       |
| <b>Skills</b> | <p><b>Lesson 1:</b> Identify and explain the core beliefs and concepts studied,</p> <p><b>Lesson 2:</b> Make clear links between texts/sources of authority and the core concepts studied</p> <p><b>Lesson 3:</b> Describe how people show their beliefs in how they worship and in the way they live</p> <p><b>Lesson 4:</b> Identify and explain the core beliefs and concepts studied</p> <p><b>Lesson 5:</b> Make clear links between texts/sources of authority and the core concepts studied</p> | <p><b>Lesson 1:</b> Identify and describe the core beliefs and concepts studied</p> <p><b>Lesson 2:</b> Make clear links between texts/sources of authority and the core concepts studied</p> <p><b>Lesson 3:</b> Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</p> <p><b>Lesson 4:</b> Describe how people show their beliefs in how they worship and in the way they live</p> <p><b>Lesson 5:</b> Make simple links between stories, teachings and concepts studied and</p> | <p><b>Lesson 1:</b> Identify and describe the core beliefs and concepts studied</p> <p><b>Lesson 2:</b> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p><b>Lesson 3:</b> Identify and describe the core beliefs and concepts studied</p> <p><b>Lesson 4:</b> Make clear links between texts/sources of authority and the core concepts studied</p> <p><b>Lesson 5:</b> Describe how people show their beliefs in how they worship and in the way they live</p> | <p><b>Lesson 1:</b> Identify and describe the core beliefs and concepts studied</p> <p><b>Lesson 2:</b> Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</p> <p><b>Lesson 3:</b> Make clear links between texts/sources of authority and the core concepts studied</p> <p><b>Lesson 4:</b> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p> <p><b>Lesson 5:</b> Describe how people show</p> | <p><b>Lesson 1:</b> Identify some differences in how people put their beliefs into practice</p> <p><b>Lesson 2:</b> Describe how people show their beliefs in how they worship and in the way they live</p> <p><b>Lesson 3:</b> Identify and describe the core beliefs and concepts studied</p> <p><b>Lesson 4:</b> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p><b>Lesson 5:</b> Describe how people show their beliefs in how they worship and in the way they live</p> | <p><b>Lesson 1:</b> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p> <p><b>Lesson 2:</b> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p> <p><b>Lesson 3:</b> Identify some differences in how people put their beliefs into action.</p> <p><b>Lesson 4:</b> Identify some differences in how people put</p> |

|              |                                                                                                                 |                                                                                                                                                  |                                                                                                                                              |                                                                                                                                                            |                                                                                                                                                                     |                                                                                                                                                                                          |
|--------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              | <b>Lesson 6:</b> Identify and explain the core beliefs and concepts studied                                     | <p>how people live, individually and in communities</p> <b>Lesson 6:</b> Give good reasons for the views they have and the connections they make | <b>Lesson 6:</b> Give good reasons for the views they have and the connections they make                                                     | <p>their beliefs in how they worship and in the way they live</p> <b>Lesson 6:</b> Give good reasons for the views they have and the connections they make | <b>Lesson 6:</b> Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live | <p>their beliefs into action.</p> <b>Lesson 5:</b> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. |
| Vocabulary   | <p>Jesus<br/>Disciple<br/>Follower<br/>Clergy<br/>Vicar<br/>Parable<br/>Samaritan<br/>Gospel<br/>Evangelist</p> | <p>Pentecost<br/>Holy Spirit<br/>Disciples<br/>Lord's Prayer<br/>Tongues<br/>Acts<br/>Trinity<br/>Apostles<br/>Baptised</p>                      | <p>Hindu<br/>Brahman<br/>Deity<br/>Namaste<br/>Shiva<br/>Aum<br/>Atman<br/>Lakshmi<br/>Vishnu<br/>Brahma</p>                                 | <p>Salvation<br/>Jerusalem<br/>Resurrection<br/>Forgiveness<br/>Crucifixion<br/>Palm Sunday<br/>Disciples<br/>Sin<br/>Easter<br/>Calvary</p>               | <p>Jindu<br/>Puja<br/>Ramayana<br/>Shrine<br/>Rama<br/>Dharma<br/>Deity<br/>Mandir<br/>Diwali<br/>Sita</p>                                                          | <p>Christian<br/>Community<br/>Festival<br/>Sacred<br/>Church</p>                                                                                                                        |
| Career Links | <p>Social Worker</p>         | <p>Theologian (Trinity)</p>                                   | <p>Event Planner (Islam - Festivals &amp; worship)</p>  | <p>Activist (Making the World Better)</p>                             | <p>Scientist (Creation/Fall)</p>                                               | <p>Rabbi (Judaism - Festivals &amp; family life)</p>                                                |

## Assessment

What were the names of the first four of Jesus' followers? Why might it have been hard for the fishermen to leave their nets and follow Jesus?

What does it mean to be fishers of men? What is an evangelist and what skills do they need?

What is leprosy? Why were people at the time shocked that Jesus touched someone with leprosy?

Why did Jesus spend time with people who had leprosy?

How are vicars today fishers of men? What do vicars do within their roles?

What kind of world did Jesus want?

What is the Trinity? How can a triangle help you to explain it?

Why might someone describe the Holy Spirit as being a bit like a battery?

How does the Holy Spirit help Christians today?

Why were the disciples able to speak in different languages?

How does this image help tell the story of Pentecost?

For Christians, when Jesus left, what was the impact of Pentecost?

What can you tell me about the Aum sound and symbol?

What does namaste mean?

What can you tell me about Brahman?

How are Atman and Brahman linked?

Choose 2 deities. How much information can you give about each?

What is the Trimurti and why is it important?

Why is the Easter story so important to Christians?

When Jesus died on a cross and rose again, what was the promise for Christians?

Explain how a Christian might feel on Good Friday.

What happened on the following days of Holy Week? Palm Sunday; Good Friday; Easter Sunday.

What do you think is the most important part of the Easter story for Christians?

Why do Christians call the day that Jesus died Good Friday?

What does it mean to be a Hindu in Britain today?

What can you say about diversity in Hindu Dharma?

What can you say about Hindu Dharma in Britain?

How many facts can you give about puja?

What can you say about dharma?

Explain how one character follows their dharma in the Ramayana.

What are some important meanings of the Ramayana?

In what ways do many followers of Hindu Dharma celebrate Diwali?

End of Unit Assessment:  
What is a festival?

How are these connected?



MONITOR



FLORA DAY



MAY DAY

What does it mean to 'belong'?

Draw your ideas: