

Through our RE curriculum we aim for our pupils to gain knowledge and understanding of a range of religions and worldviews, and to use that knowledge to engage in informed and balanced conversations about religions and beliefs. We want our children to develop spiritually, morally, socially and culturally and to reflect on their own beliefs, being discerning about the many attitudes and opinions they will encounter.

Inspiring and enabling our school community to live life to the full



YEAR 4

**Subject: RE:
Rules and Codes (Religious Beliefs)**

**Characteristics of an Effective
Learner**

Courage
Commitment
Collaboration
Creativity
Curiosity

<p>Prior Learning: This unit looks at the rules, traditions and codes that different religions live by. All year groups study Christianity YR- Children study Hinduism (beliefs and practises) Y1-Children study Sikhism (stories and symbols) Y2-Children study Judaism (beliefs and practises) Y3- Children study Sikhism (Identity, leaders and sacred texts) Y4- Children study Islam (practises and beliefs)</p>	<p>Key Vocabulary taught in this unit: Rule, code, symbol, tradition, duty, responsibilities, respect, commandment, belief, expression, promises.</p>
<p>Intent: What do we want the children to know, be able to do by the time they complete this unit? <u>Key Questions:</u> Q.4- To what extent do religious beliefs influence and encourage ‘good’ behaviour? Children will know what rules, traditions and codes Christians, Hindus, Muslims and Sikhs believe they should live by. They will develop their own viewpoints about having strong codes of conduct to live by. They will be able to discuss, clarify and think about our own and other people’s commitments and identify how core beliefs can guide lifestyle choices. <u>Expected Outcomes:</u> Exp. B Describe a range of ways that believers express their core beliefs and make the links between belief and expression. Exp. C Identify how core beliefs can guide lifestyle choices.</p>	
<p>Impact / Outcome: What will the final product / result be? They will understand why promises are important and how following the ‘Golden Rule’ would make a difference to the world. Assessment: Activity 1: The children are able to identify 3 rules / teaching from each of the world’s main religions. They then describe the similar rules / code that the religions share. The children are able to write a follow-up piece after the P4C inquiry. The inquiry should focus on what rules are really needed – Is there one Golden Rule that would ensure all people lived a ‘good life’ and the world is fair and just? Do all cultures and faiths have the same understanding and agreement of what a ‘good world’ would be? Can the children comment on and discuss this? Do the children understand what a ‘Golden Rule’ would be?</p>	
<p>P4C Inquiry (where appropriate) What would a world with no rules be like? Could the world be a better place if everyone agreed on one rule?</p>	