

| Religious Education (Incorporating SMSC) Skills Year 3 and 4 |   |  |  |   |            |
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| Year<br>3<br>and<br>4  | Learning about religion and belief  |  | Learning from religion and belief  |   | Vocabulary |
|  | To understand beliefs and teachings, practices and lifestyles and understand how beliefs are shared.  |  | To reflect and to understand values.   |   |            |
|  | Present the key teachings and beliefs of Christianity and be aware of those of Hinduism, Sikhism, and Islam.<br>3A1 4A1<br>3SP2 4SP2<br>3SU2            | Identify religious artefacts and explain how and why they are used.<br>3A2 4SU1  | Show an understanding that personal experiences and feelings influence attitudes and actions.<br>3A2 4A1<br>4SP1<br>4SU1 | Explain about how beliefs about right and wrong affect people's behaviour.<br>3SP2 4SP1<br>4SP2<br>4SU1               |            |
|  | Refer to religious figure and The Bible to answer questions and understand the practices and the ways of life.<br>3A2 4SP2<br>3SP1 4SU2<br>3SP2<br>3SU1 | Describe religious building; churches and cathedrals, Gurdwara and Mosque and explain how they are used.<br>3SP2 4SU1<br>3SU1 4SU2 | Give reasons why religious figures may have acted as they did.<br>3A2 4A2<br>4SP1  | Describe how some of the values held by communities or individuals affect behaviour and actions.<br>3SU1 4SP1<br>4SU2 |            |
|  |   | Explain some of the religious practices, celebrations and festivals.<br>3A1 4A1<br>3SP2 4SP2<br>3SU2 4SU2                          | Ask questions that have no universally agreed answers.<br>3SP1 4SP2  | Discuss and give opinions on stories involving moral dilemma.<br>3A1 4SP2   |            |
|  | Identify religious symbolism in literature and the arts.<br>3A1 4SP1<br>3SP1  |  | Pupils to use Huey (Year 3) and Egbert (Year 4) the RE owls to help with the process of enquiry, looking at identity,    |   |            |

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|  |  | 3SU1 |  | diversity and belonging.<br><b>ONGOING</b> |  |
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