 **Subject Overview - RE Year Group: Year Four Zetland Primary School**

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| RE – Year Four | Autumn | Spring | Summer |
| For RE, we follow the Locally Agreed RE Syllabus.The following religions are covered in Year One:* Christianity
* Judaism

Throughout KS1, pupils learn about Christianity and Judaism. Pupils should build up their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to subject specific vocabulary. They should be encouraged to be curious and to ask questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with. | **Autumn 1:****Why do religions have rules?** To understand why societies have to have rules.To know that religious groups have specific rules or guidelines to live by.To understand why rules are important to religions.**How and why do Hindus celebrate Divali?** To understand the basic facts of the Hindu religion. To understand the key events of the story of Rama and Sita. To understand the characters’ feelings in the story. To understand the key events of the story of Rama and Sita. To understand the characters’ feelings in the story. To understand what Divali means to Hindus. To understand how Hindus celebrate Divali**Autumn 2:****How do Christians celebrate Christmas today?** To understand the difference between Christmas as a religious festival and secular celebration. To understand the Christmas story and why it is important. To understand how Christians celebrate Christmas. To understand how worship is important to Christians. To understand why candles are used and their significance to Christians. | **Spring 1:****How and why do religious people pray?** To understand what prayer is. To understand why people pray. To understand how people pray**Spring 2:****Why is Lent such an important time for Christians?** To understand why Lent is important to Christians. | **Summer 1:****What can we learn about symbols and beliefs from visiting religious buildings?** To understand that the value placed on objects and experience varies, that what people regard as precious reveals their underlying values and links to how they live their lives. To be able to classify different types of religious buildings and objects . To understand that beliefs, ideas and feelings can be expressed in a variety of ways. To be able to describe what sorts of things are found in religious buildings. To understand the significance of religious buildings and objects for believers**Summer 2:****What do religions say about the environment?** To know and understand the views taken by different religions about the environment. To understand the impact of buying fair trade food in order to help the environment by encouraging sustainable development. To understand why people choose to buy fair trade food. |