



Religious Studies Curriculum Overview - Year 4

	Unit	Details
Autumn One	Why do some people think life is a journey?	This investigation enables pupils to learn in depth from different religious and spiritual ways of life relating to milestones on the journey of life. Through exploring baptism, Bar and Bat Mitzvah or Hindu Samskaras and marriage pupils explore how and why people chose to mark significant moments in life.
Autumn Two	Why is Jesus inspiring to some people?	This investigation enables pupils to learn in depth from Christianity, exploring different reasons why Jesus is considered and inspiring figure by Christians – and by many other people too.
Spring One	Incarnation What is the Holy Trinity? (UC)	To identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.
Spring Two	What does it mean to be a Hindu in Britain Today?	This investigation enables pupils to learn about key aspects of Hindu belief and worship. What we call 'Hinduism' is the diverse way of life, spiritual practices and beliefs of the Indian people. We are focussing on British Hindus, and there is great diversity in British Hinduism as well as the original Indian Hinduism. Hinduism is more appropriately called 'Sanatana Dharma'; eternal truth. We will find out some key Hindu beliefs, and how these are expressed in thoughts and actions.
Spring Two	Salvation Why do Christians call the day Jesus died 'Good Friday'?(This is taught across one day) (UC)	Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.
Summer One	What can we learn from religions about what is right and wrong?	This investigation enables pupils to think about guidance that people follow to help them live their lives. It starts off by looking into the Golden Rule and how it is seen in Christianity, Humanism and Judaism. Pupils then look at guidance for living from all three of these worldviews, examining how Christians, Humanists and Jewish people might decide what is 'right'. The unit moves on to look at teachings about temptation in Christianity and Judaism, helping pupils to think about what religious stories show about temptation. Pupils investigate a religious figure, looking at how teachings from religion may affect the actions of a believer.
Summer Two	Kingdom of God When Jesus left, what was the impact of the Pentecost? (UC)	Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.