

## Year 4 Overview

	Enquiry Question	Religion	Theme	Areas of Enquiry		Areas of Focus	Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
				AT1	AT2				
<b>Autumn 1</b>	<p><b>How special is the relationship Jews have with God?</b></p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p>	Judaism	Beliefs and Practices	<p>AT1 A Beliefs, teachings and sources</p> <p>AT2 D Identity, diversity and belonging</p>		Believing Belonging	We are learning to understand the special relationship between Jews and God and the promises they make to each other.	Spiritual Moral Cultural	<p>Bible stories: Old Testament - Covenant of Abraham (Genesis 17), Birth of Isaac. (Genesis 21), Promise to God (Exodus 20)</p> <p><a href="http://www.bbc.co.uk/learningzone/clips/7464.html">www.bbc.co.uk/learningzone/clips/7464.html</a>: The Torah</p> <p><a href="http://www.bbc.co.uk/learningzone/clips/485.html">www.bbc.co.uk/learningzone/clips/485.html</a>: The synagogue</p> <p><a href="http://www.bbc.co.uk/learningzone/clips/4746.html">www.bbc.co.uk/learningzone/clips/4746.html</a>: The Shema</p>
<b>Autumn 2</b>	<p><b>What is the most significant part of the Nativity story for Christians today?</b></p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Can the arts help to communicate religious beliefs?</p>	Christianity	Christmas	<p>AT1 C Forms of expressing meaning</p> <p>AT2 E Meaning, purpose and truth</p>		Believing Belonging	We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.	Spiritual Cultural	<p>Pictures: Religious scenes</p> <p>Christingle: Secular scenes</p>
<b>Spring 1</b>	<p><b>How important is it for Jewish people to do what God asks them to do?</b></p> <p>Do religious people lead better lives?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p>	Judaism	Passover	<p>AT1 B Practices and ways of life</p> <p>AT2 E Meaning, purpose and truth</p>		Believing Behaving	We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.	Spiritual Cultural	<p>Song: 'Food Glorious Food'</p> <p><a href="http://www.bbc.co.uk/learningzone/clips/7467.html">www.bbc.co.uk/learningzone/clips/7467.html</a>: What is Kosher?</p> <p><a href="http://www.bbc.co.uk/learningzone/clips/5955.html">www.bbc.co.uk/learningzone/clips/5955.html</a>: Four questions of Passover</p> <p><a href="http://www.bbc.co.uk/learningzone/clips/6598.html">www.bbc.co.uk/learningzone/clips/6598.html</a>: Shopping for Pesach</p> <p><a href="http://www.bbc.co.uk/learningzone/clips/6599.html">www.bbc.co.uk/learningzone/clips/6599.html</a>: The Passover story</p>

## Year 4 Overview

	Enquiry Question	Religion	Theme	Areas of Enquiry		Areas of Focus	Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
				AT1	AT2				
<b>Spring 2</b>	<b>Is forgiveness always possible?</b> Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?	Christianity	Easter	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		Believing Behaving	We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.	Spiritual Moral	<a href="http://www.bbc.co.uk/learningzone/clips/676.html">www.bbc.co.uk/learningzone/clips/676.html</a> : The Last Supper Biblical story: New Testament - The Lord's Prayer, Love for enemies (Luke 6), Anger (Matthew 18), Revenge (Matthew 5), Unforgiving Servant (Matthew 8), Barabbas (Luke 3) <a href="http://www.request.org.uk">www.request.org.uk</a> : Traders in the Temple (Mark 1)
<b>Summer 1</b>	<b>What is the best way for a Jew to show commitment to God?</b> Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? Does participating in worship help people to feel closer to God or their faith community?	Judaism	Beliefs and Practices	AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 F Values and commitment		Believing Behaving Belonging	We are learning to understand different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.	Spiritual Moral Cultural	<a href="http://www.bbc.co.uk/learningzone/clips/486.html">www.bbc.co.uk/learningzone/clips/486.html</a> : Judaism at Home <a href="http://www.bbc.co.uk/learningzone/clips/6597.html">www.bbc.co.uk/learningzone/clips/6597.html</a> : Meet a Jewish Family <a href="http://www.bbc.co.uk/learningzone/clips/3667.html">www.bbc.co.uk/learningzone/clips/3667.html</a> : Bar-Mitzvah <a href="http://www.bbc.co.uk/learningzone/clips/3673.html">www.bbc.co.uk/learningzone/clips/3673.html</a> : Being a Jew <a href="http://www.bbc.co.uk/learningzone/clips/485.html">www.bbc.co.uk/learningzone/clips/485.html</a> : The synagogue <a href="http://www.bbc.co.uk/learningzone/clips/3651.html">www.bbc.co.uk/learningzone/clips/3651.html</a> : The Shema <a href="http://www.bbc.co.uk/learningzone/clips/7469.html">www.bbc.co.uk/learningzone/clips/7469.html</a> : Bar-Mitzvah <a href="http://www.jewfaq.org/613.html">www.jewfaq.org/613.html</a> : Doing good and helping others <a href="http://www.wjr.org.uk">www.wjr.org.uk</a> : Doing good in the world could be a way of showing a commitment to God
<b>Summer 2</b>	<b>Do people need to go to church to show they are Christians?</b> Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community?	Christianity	Prayer and Worship	AT1 B Practices and ways of life AT2 D Identity, diversity and belonging		Believing Belonging	We are learning to understand how important going to church is to show someone is a Christian.	Spiritual Social	<a href="http://www.bbc.co.uk/learningzone/clips/5963.html">www.bbc.co.uk/learningzone/clips/5963.html</a> : A Baptism at Christmas Bible stories (New Testament): John the Baptist (Matthew 3) <a href="http://www.bbc.co.uk/learningzone/clips/4458.html">www.bbc.co.uk/learningzone/clips/4458.html</a> : The Eucharist or Holy Communion <a href="http://www.bbc.co.uk/learningzone/clips/4155.html">www.bbc.co.uk/learningzone/clips/4155.html</a> : Christian church Worship Bible stories (New Testament): Love your God (Matthew 22), Lamp under a bowl (Mark 4), Prayer (Matthew 6)

## Year 4 My Learning Progress

(Please highlight both **AT1 (blue)** and **AT2 (red)** for each enquiry)

Name:

Class:

Year 4 Autumn 1	How special is the relationship Jews have with God?	Comments
Level 1	<p><b>AT1</b> I can remember a story about a person important to Jews.</p> <p><b>AT2</b> I can talk about an agreement Jewish people make with God and say if this is important.</p>	
Level 2	<p><b>AT1</b> I can tell a Jewish story and say something Jewish people believe.</p> <p><b>AT2</b> I can start to explain the significance of an aspect of Jews' relationship with God.</p>	
Level 3	<p><b>AT1</b> I can start to explain what makes Jewish people believe they have a special relationship with God.</p> <p><b>AT2</b> I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p>	
Level 4	<p><b>AT1</b> I can make links between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God.</p> <p><b>AT2</b> I can start to relate to how Jews feel about their special relationship with God.</p>	
Level 5	<p><b>AT1</b> I can understand how Jewish people remind themselves of their special relationship with God and can tell you how this relationship (covenant) started.</p> <p><b>AT2</b> I can start to understand how challenging it might be for a Jewish person to live up to their special covenant with God.</p>	

Year 4 Autumn 2	What is the most significant part of the Nativity story for Christians today?	Comments
Level 1	<p><b>AT1</b> I can talk about some symbols in the Christmas story.</p> <p><b>AT2</b> I can talk about something I find interesting about Christmas symbols.</p>	
Level 2	<p><b>AT1</b> I can explain what some of the symbols in the Christmas story mean to Christians.</p> <p><b>AT2</b> I can ask questions about something I find puzzling in the Christmas story.</p>	
Level 3	<p><b>AT1</b> I can describe one thing a Christian might learn about Jesus from a Christmas symbol.</p> <p><b>AT2</b> I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p>	
Level 4	<p><b>AT1</b> I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth).</p> <p><b>AT2</b> I can reflect on how I feel about Christian beliefs about Christmas.</p>	
Level 5	<p><b>AT1</b> I can explain how many aspects of the Christmas story reflect the Christian belief that Jesus is the incarnation of God.</p> <p><b>AT2</b> I can begin to reflect on whether or not the Christian meaning of Christmas is meaningful to me.</p>	

## Year 4 My Learning Progress

(Please highlight both **AT1 (blue)** and **AT2 (red)** for each enquiry)

Name:

Class:

Year 4 Spring 1	How important is it for Jewish people to do what God asks them to do?	Comments
Level 1	<p><b>AT1</b> I can use the right vocabulary for some things that are special to Jews.</p> <p><b>AT2</b> I can talk about what I find interesting about the Jewish food laws or the Seder meal or another way Jews choose to do as God asks them.</p>	
Level 2	<p><b>AT1</b> I can tell you about some of the things Jews can and can't eat if they keep Kosher.</p> <p><b>AT2</b> I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important.</p>	
Level 3	<p><b>AT1</b> I can describe some of the things Jews do to show respect to God.</p> <p><b>AT2</b> I can start to identify how it would feel to keep Kashrut.</p>	
Level 4	<p><b>AT1</b> I can identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so.</p> <p><b>AT2</b> I can give you my opinion as to whether these ways are important to Jews.</p>	
Level 5	<p><b>AT1</b> I can give examples of how, because Jews believe they are in a special covenant with God, they try to show Him their respect and gratitude by doing as He asks them to do.</p> <p><b>AT2</b> I can explain my opinion as to which ways may be more or less important for Jews to show respect to God.</p>	

Year 4 Spring 2	Is forgiveness always possible?	Comments
Level 1	<p><b>AT1</b> I can remember a Christian story about forgiveness and talk about it.</p> <p><b>AT2</b> I can talk about what I find tricky about forgiveness. (Assessed in Lesson 1).</p>	
Level 2	<p><b>AT1</b> I can recall a Christian story about forgiveness and say what it tells people about how to treat each other.</p> <p><b>AT2</b> I can think about how easy it is to forgive people.</p>	
Level 3	<p><b>AT1</b> I can describe what a Christian might learn about forgiveness from a Biblical text.</p> <p><b>AT2</b> I can ask important questions about how forgiveness is possible.</p>	
Level 4	<p><b>AT1</b> I can explain how Christians might try to put into practice Jesus' teachings about forgiveness.</p> <p><b>AT2</b> I can give my opinion about how people should live their lives and suggest what Jesus might say.</p>	
Level 5	<p><b>AT1</b> I can explain how Jesus' teachings about forgiveness might be difficult but beneficial to Christians.</p> <p><b>AT2</b> I can give my opinion about forgiveness and discuss whether this is always possible, reaching my own conclusion.</p>	

## Year 4 My Learning Progress

(Please highlight both **AT1 (blue)** and **AT2 (red)** for each enquiry)

Name:

Class:

Year 4 Summer 1	What is the best way for a Jew to show commitment to God?	Comments
Level 1 <b>AT1</b> <b>AT2</b>	I can use the right names for things that are special to Jews. I can start to express an opinion about what might be important to Jews.	
Level 2 <b>AT1</b> <b>AT2</b>	I can describe one of the ways Jews show commitment to God. I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish.	
Level 3 <b>AT1</b> <b>AT2</b>	I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways. I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.	
Level 4 <b>AT1</b> <b>AT2</b>	I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others. I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.	
Level 5 <b>AT1</b> <b>AT2</b>	I can explain why it is important for Jews to show their commitment to God and can describe different ways they choose to do this. I can express my opinion as to what would be the best way for a Jew to show commitment to God and give reasons.	

Year 4 Summer 2	Do people need to go to church to show they are Christians?	Comments
Level 1 <b>AT1</b> <b>AT2</b>	I can use the right names for places/ceremonies or symbols that are special to Christians. I can talk about one of my special places. (Assessed in Lesson 1).	
Level 2 <b>AT1</b> <b>AT2</b>	I can talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion. I can respectfully question whether Christians need churches.	
Level 3 <b>AT1</b> <b>AT2</b>	I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.	
Level 4 <b>AT1</b> <b>AT2</b>	I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others. I can say why I think the church may or may not be important to Christians.	
Level 5 <b>AT1</b> <b>AT2</b>	I can give a range of ways that Christians can show their beliefs and explain why they may or may not feel it is important to "show" they are Christians. I can tell you my opinion on whether Christians should keep their beliefs private or be public about them	



# Discovery RE Tracking Sheet

Children's names	Teacher:		Class:		Academic Year:	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Enquiry:	Enquiry:	Enquiry:	Enquiry:	Enquiry:	Enquiry:
	AT1	AT2	AT1	AT2	AT1	AT2
	1	1	1	1	1	1
	2	2	2	2	2	2
	3	3	3	3	3	3
	4	4	4	4	4	4
	5	5	5	5	5	5
	1	1	1	1	1	1
	2	2	2	2	2	2
	3	3	3	3	3	3
	4	4	4	4	4	4
	5	5	5	5	5	5
	1	1	1	1	1	1
	2	2	2	2	2	2
	3	3	3	3	3	3
	4	4	4	4	4	4
	5	5	5	5	5	5
	1	1	1	1	1	1
	2	2	2	2	2	2
	3	3	3	3	3	3
	4	4	4	4	4	4
	5	5	5	5	5	5
	1	1	1	1	1	1
	2	2	2	2	2	2
	3	3	3	3	3	3
	4	4	4	4	4	4
	5	5	5	5	5	5
	1	1	1	1	1	1
	2	2	2	2	2	2
	3	3	3	3	3	3
	4	4	4	4	4	4
	5	5	5	5	5	5

## Key Stage 2

### Medium Term Planning

<b>Year: 4</b>		<b>Term: Autumn 1</b>	
<b>Theme: Beliefs and Practices</b>		<b>Religion: Judaism</b>	
<b>Key question for this enquiry:</b> How special is the relationship Jews have with God?			
<b>Learning Objectives:</b> We are learning to understand the special relationship between Jews and God and the promises they make to each other.			
<b>Areas of enquiry selected</b>		<b>Areas of focus</b>	
AT1 Strand <b>A</b> B C	AT2 Strand <b>D</b> E F	Believing/Belonging	
<b>Teaching and Learning Activities</b>			
<p><b>Step 1 Engagement (1 lesson) AT2 (p)</b>            Discuss agreements we have made, e.g. Learning Charters in school, agreements and contracts with parents, e.g. to do with chores, trying harder at school, etc.            What do you expect when you make an agreement? Is there trust involved? How would you feel if someone broke the agreement with you? Would this change your relationship with them? Have you ever broken an agreement? Why was that? How did you feel? What were the consequences? Do you need reminding about what your agreement is? If so how? Children to make a contract with their teacher. What will the teacher promise in the contract and what will they do in return? Children could make a contract with each other instead of with the teacher.            How can we help each other remember what we have agreed in the contract, e.g. writing a letter/contract, lighting a candle, etc. Have you got relationships where there is trust that doesn't need an agreement or contract?</p>			
<p><b>Step 4 Expression (1 lesson) AT2 (p)</b>            Teacher to recap the Jewish affirmation using the Shema . Discuss an affirmation being a positive statement and use the example of a marriage vow as a promise or Brownie/Cub promise. Children to write their own affirmation about their relationship with somebody special to them and possibly hang on the class 'affirmation tree'.</p>		<p><b>BRIDGE: SPECIAL RELATIONSHIPS</b> ↓</p>	
<p><b>Step 3 Evaluation (1 lesson) AT2 (imp)</b>            Key Question: How special is the relationship Jews have with God?            How do you know this?            What have you seen that shows it is/isn't special?            Children to write a conversation between themselves and a Jewish child and ask and answer the key question in speech bubbles or scripted dialogue.            "How special is your relationship with God and how do you show this in your life?"            Children to then write a sentence about how easy/difficult they think it would be for Jews to live up to their special covenant with God.</p>		<p><b>Step 2 Investigation (3 lessons) AT1</b>            Teach the children that Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship. Jewish history begins with the covenant (agreement/promise) between God and Abraham around 1812 BC and Abraham is considered the founder of Judaism.            Tell the covenant story of Abraham as told in the Book of Genesis (covenant/promise) Genesis 17: 1-7.            God made a special promise that he would look after Abraham and all his descendants and confirmed this by giving him and his wife a son, even though he was 99!            Birth of Isaac Genesis Ch 21: 1-8            Qu: What is the promise being made in this/these stories? Why are these stories important to Jews?            What do these stories tell us about the relationship between the Jews and God?            God made that promise then and Jewish people believe that he has always kept his promise to look after them.            Qu: What promise did the Jewish people make to God? Exodus ch 20: 1-17            Moses was given the Ten Commandments and God asked the Jewish people to live by these as their promise to him.            Possible activity to explore the Ten Commandments.            Introduce key question: Do Jewish people now still have this special relationship with God? How do we know...?            1) synagogue: The Torah scroll and the Ner Tamid (ever-burning lamp).  <a href="http://www.bbc.co.uk/learningzone/clips/the-torah/7464.html">http://www.bbc.co.uk/learningzone/clips/the-torah/7464.html</a> .  <a href="http://www.bbc.co.uk/learningzone/clips/the-synagogue/485.html">http://www.bbc.co.uk/learningzone/clips/the-synagogue/485.html</a> .            If possible visit a synagogue and discuss the key question with the Rabbi.            Qu: What is it about the Torah scroll and what can be seen in the synagogue that tells us that Jews believe they still have a special relationship with God? Look at prayer shawl that has ten knots on each end as a reminder of the Ten Commandments.            2) The Jewish home: Show the children a mezuzah and explain how it is found on doorposts in Jewish homes. Explain that it contains a scroll with Hebrew writing and is called the Shema. The Shema is an affirmation of Judaism and a declaration of faith in one God and it says that Jewish people should love God and keep his rules. Deuteronomy Ch 6: 4 and 5.  <a href="http://www.bbc.co.uk/learningzone/clips/the-shema/4746.html">http://www.bbc.co.uk/learningzone/clips/the-shema/4746.html</a> .            Activity: Children can make their own Mezuzah and write the Shema as a daily reminder of the covenant between Jewish people and God.</p>	
<p><b>Evidence in Discovery RE Journals:</b> Children to write a conversation between themselves and a Jewish child and ask and answer the key question in speech bubbles or scripted dialogue. "How special is your relationship with God and how do you show this in your life?" Children to then write a sentence about how easy/difficult they think it would be for Jews to live up to their special covenant with God.</p>			

SMSC	<b>Spiritual</b>	<b>Moral</b>	Social	<b>Cultural</b>
Skills and attitudes focus for this enquiry				
	<b>Step 1 Engagement</b> <b>Skills</b> <b>Interpretation</b> <b>Empathy</b> <b>Attitudes</b> <b>Curiosity</b> Appreciation Wonder	<b>Step 2 Investigation</b> <b>Skills</b> <b>Investigation</b> Application <b>Attitudes</b> Critical awareness	<b>Step 3 Evaluation</b> <b>Skills</b> <b>Discernment</b> Analysis <b>Evaluation</b> <b>Attitudes</b> <b>Open-mindedness</b>	<b>Step 4 Expression</b> <b>Skills</b> Expression <b>Reflection</b> Synthesis <b>Attitudes</b> Self-awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
<b>AT1 (A) Beliefs, teachings and sources and AT2 (D) Identity, diversity and belonging</b>				
Level 1	I can remember a story about a person important to Jews. I can talk about an agreement Jewish people make with God and say if this is important.			
Level 2	I can tell a Jewish story and say something Jewish people believe. I can start to explain the significance of an aspect of Jews' relationship with God.			
Level 3	I can start to explain what makes Jewish people believe they have a special relationship with God. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.			
Level 4	I can make links between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God. I can understand how it feels to be in a special relationship with someone and can start to relate to how Jews feel about their special relationship with God.			
Level 5	I can understand how Jewish people remind themselves of their special relationship with God and can tell you how this relationship (covenant) started. I can start to understand how challenging it might be for a Jewish person to live up to their special covenant with God.			
<b>Resources needed for this Enquiry:</b>				
Bible stories: Old Testament - Covenant of Abraham (Genesis 17), Birth of Isaac (Genesis 21), Promise to God (Exodus 20)				
www.bbc.co.uk/learningzone/clips/7464.html: The Torah				
www.bbc.co.uk/learningzone/clips/485.html: The synagogue				
www.bbc.co.uk/learningzone/clips/4746.html: The Shema				
<b>Teacher reflection on this unit</b>				
WWW (What went well)			EBI (Even better if)	



Year 4: Autumn 1 - Judaism

Enquiry: How special is the relationship Jews have with God?

Name:

Class:

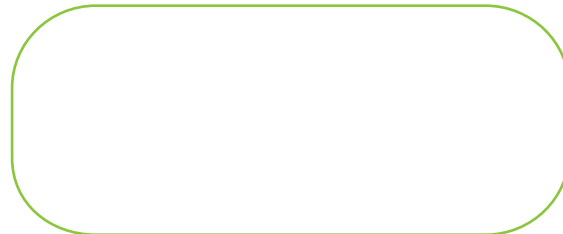


Ben

How special is your relationship with God and how do you show this in your life?



Josh



**Ben** How special is your relationship with God?

**Josh**

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**Ben** How do you show this in your life?

**Josh**

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**Ben** Is it difficult to live up to your special relationship with God?

**Josh**

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**Ben** Why are Abraham and Moses important to Jews?

**Josh**

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How do YOU think it would feel to be Josh?

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## Year 4: Autumn 1 - Judaism

### Enquiry: How special is the relationship Jews have with God?

These are examples of the style of answer for each level. The content could be different.

#### Level 1

AT1 - Moses is important to Jews because he found the Ten Commandments on the mountain and God told him to give them to the people.

AT2 - Jewish people try to be good and keep the Ten Commandments. They don't murder anyone and they have a special day to do no work and think about God. This is important so that God is pleased with them.

#### Level 2

AT1 - The story of Abraham nearly killing Isaac was a bit scary, but thankfully the ram got stuck in the bushes just in time so God saved Isaac and Abraham killed the ram. This shows God doesn't want Jewish people to kill each other.

AT2 - Jews believe that they have a special relationship with God and to say thank you they try to be good and not work on the Sabbath.

#### Level 3

AT1 - Jews believe important people in history like Abraham and Moses taught them that God wants to look after the Jewish people as they are special to Him. He saved them from being slaves in Egypt after all.

AT2 - When Jews go in their houses they touch the Mezuzah to remember their special God. They thank God by trying to keep the Ten Commandments, by going to the synagogue and by not eating pork.

#### Level 4

AT1 - Josh could say: My relationship with God is special because I believe he will look after me if I follow the Ten Commandments. I believe He will keep His promise because He kept His promises that Abraham would have a baby son and that he would lead Moses and the Jews out of slavery in Egypt. These people are my ancestors so I am lucky to have this special relationship (covenant) with God.

AT2 - I think it must feel like quite a responsibility to have to be good all the time, not just to make your parents proud but to take God into account as well. On the other hand it must be awesome to believe you are special to God, who created the world. It feels pretty good being part of a family so having God as well must be great.

#### Level 5

AT1 - My relationship with God is special because God promises to look after me if I follow the 10 Commandments. This promise was first made when God made a promise to Abraham that he would have a baby son if he followed Him faithfully. God kept this promise. Ever since then, God has kept His promises. For example, He promised to lead Moses and the Jews out of slavery in Egypt and He did. Jewish people remember these promises by having a Mezuzah on a doorpost in their homes. Inside this is a scroll called a Shema which says that Jewish people should love God and keep His rules. This reminds them every day of their special relationship with Him.

AT2 - (Last question box) It must be awesome to believe God will look after you, but I think it would be a lot of pressure to try to keep the Ten Commandments all the time. I find it hard enough to do as my Dad asks, especially clearing up after my mates have been round. I think it might be a bit scary thinking God is keeping an eye on you.



Note to teacher: The pupil self-assessment sheet can be used with each enquiry at the teacher's discretion. The sheet on the following page can be photocopied

## Pupil Self-Assessment

<b>Enquiry:</b>		
<b>Name:</b>	<b>Class:</b>	<b>Term:</b>
<b>I learnt...</b>		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<b>I enjoyed...</b>		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

**I wonder...**

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## Pupil Self-Assessment

Enquiry:		
Name:	Class:	Term:
I learnt...		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
I enjoyed...		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

I wonder...

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## Key Stage 2

### Medium Term Planning

<b>Year: 4</b>		<b>Term: Autumn 2</b>	
<b>Theme: Christmas</b>		<b>Religion: Christianity</b>	
<b>Key question for this enquiry:</b> What is the most significant part of the Nativity story for Christians today?			
<b>Learning Objectives:</b> We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.			
<b>Areas of enquiry selected</b>		<b>Areas of focus</b>	
AT1 Strand A B <b>C</b>	AT2 Strand D <b>E F</b>	Believing/Belonging	
<b>Teaching and Learning Activities</b>			
<p><b>Step 1 Engagement (1 lesson) AT2 (p)</b>            Show children a selection of symbols on Smartboard and explain that symbols mean something that stands for something else, e.g. the M for McDonalds. Show other symbols and children to guess/recall what they stand for, e.g. road signs, male/female toilet sign, Coca Cola, Apple (brand), religious signs such as the aum (Hindu), the cross, Advent wreath, noting them down on whiteboards. Explain that some symbols are universal and others are cultural so may not be recognised worldwide. Ensure that children understand that a symbol is a picture that stands for something else. If time, children could design a symbol which represents something interesting about them or a series of new road signs, e.g. 'elephants crossing'.</p>			
<b>BRIDGE: SYMBOLS</b> ↓			
<p><b>Step 4 Expression (1 lesson) AT2 (p)</b>            Recap on the meaning of the Christingle and ask children to design their own Christingle (through drawing and labelling or sculpting), thinking about what Christmas means to them. Teacher to ensure the children have written what each part symbolises as well as what they have used.            Children to share their personal Christingles with talk partners.</p>	<p><b>Step 2 Investigation (3 lessons) AT1</b>            Children given two minutes to note down as many Christmas symbols as they can think of, both religious and commercial.            Children to share their ideas and teacher to discuss how some of these symbols signify the Christian meaning of Christmas, whilst others are commercial. Children could thumbs up and down on this.            Read/show the children the Christmas story and discuss how there are important symbols during the story which signify an important event. Children to refer to their whiteboards and cross-reference whether they have any symbols from the story and add any more from the Christmas story.            Qu: What symbols are there and what meaning do they have? What do they stand for?            Symbols to consider:            The angel symbolises that Jesus was not just an ordinary man. Angels are not an everyday occurrence and were there to show people that Jesus was a special gift from God.            The star guided the wise men just as Jesus is the light that guided people to God.            The wise men and the Shepherds are an interesting contrast between rich and poor, symbolising that Jesus is a gift to everyone.            The gifts from the wise men: gold is a precious metal symbolising how precious Jesus is and represents his Kingship. Frankincense is used in perfume and incense and represents Jesus' priestly role. Myrrh is also used in perfumes and incense and in Jesus' day was an embalming ointment which symbolises his death.            The manger and stable were humble beginnings for a 'King'.            The stable continues to represent humble beginnings as there was no room for Jesus which runs parallel to people not finding room in their lives for God.  <b>Jesus as God's son symbolises God's gift to the world in order to save and help the world.</b>            Children to research what the different symbols mean, and share, with each group by either making a poster or collage of a particular symbol in the Christmas story and showing its meaning.            Arrange a possible visit to a church to explore other symbols of Christianity. Discuss with the Vicar what they consider to be the most important symbol of Christmas and why?            Show the children a Christingle and discuss the meaning of it for Christians as 'Christ's Light' and as a symbol of Christian faith. Explain that lots of churches hold Christingle services around this time of year. Show the children the different parts, each one being there to remind us of something/symbols.            The orange represents the world, the candle is to remind us of Jesus as Christians believe Jesus is the light of the world. The red ribbon goes all around the 'world' and reminds Christians that Jesus died because it symbolises His blood. The four cocktail sticks have two meanings; the four seasons or the four corners of the world and the sweets or dried fruit symbolise God's gifts to the world including kindness and love. Children can make these.</p>	<p><b>Step 3 Evaluation (1 lesson) AT2 (imp)</b>            Introduce key question: What is the most significant part of the Nativity story for Christians today?            Children to design (and possibly make) a Christmas tree decoration which symbolises what Christmas means to Christians.            What is the most significant part of the Nativity story for you?</p>	
<p><b>Evidence in Discovery RE Journals:</b> Children to design (and possibly make) a Christmas tree decoration which symbolises what Christmas means to Christians. Child to annotate or have photograph taken of decoration. Children to design their own Christingle (through drawing and labelling), thinking about what Christmas means to them.</p>			

SMSC	<b>Spiritual</b>	Moral	Social	<b>Cultural</b>
Skills and attitudes focus for this enquiry				
	<b>Step 1 Engagement</b>	<b>Step 2 Investigation</b>	<b>Step 3 Evaluation</b>	<b>Step 4 Expression</b>
	<b>Skills</b> <b>Interpretation</b> Empathy	<b>Skills</b> <b>Investigation</b> Application	<b>Skills</b> Discernment Analysis <b>Evaluation</b>	<b>Skills</b> <b>Expression</b> <b>Reflection</b> Synthesis
	<b>Attitudes</b> <b>Curiosity</b> Appreciation <b>Wonder</b>	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> Open- mindedness	<b>Attitudes</b> Self- awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
<b>AT1 (C) Forms of expressing meaning and AT2 (E) Meaning, purpose and truth</b>				
Level 1	I can remember the Christmas story and talk about some symbols in the Christmas story. I can talk about something I find interesting about Christmas symbols.			
Level 2	I can tell the Christmas story and say what some of the symbols in the Christmas story mean to Christians. I can ask questions about something I find puzzling in the Christmas story.			
Level 3	I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me.			
Level 4	I can start to explain which Christmas symbols tell Christians something about the Incarnation (Jesus being God on Earth). I can reflect on how I feel about the Christian belief that God sent Jesus in order to save/help the world.			
Level 5	I can explain how many aspects of the Christmas story reflect the Christian belief that Jesus is the Incarnation of God. I can begin to reflect on whether or not the Christian meaning of Christmas is meaningful to me.			
<b>Resources needed for this Enquiry:</b> Pictures: Religious scenes Christingle: Secular scenes				
<b>Teacher reflection on this unit</b>				
WWW (What went well)			EBI (Even better if)	



**Year 4: Autumn 2 - Christianity**

**Enquiry: What is the most significant part of the Nativity story for Christians today?**

**Name:**

**Class:**

**Design a Christmas tree decoration which symbolises something important that Christmas means to Christians. Label your design to explain your reasons.**

**What question would you like to ask a Christian about the Christmas story?**

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**What does the Nativity story tell Christians about Jesus?**

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**What do I think about the Christian belief that God sent Jesus to the world?**

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**To me, Christmas means...**

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**Year 4: Autumn 2 - Christianity**

**Enquiry: What is the most significant part of the Nativity story for Christians today?**

These are examples of the style of answer for each level. The content could be different.

**Level 1**

AT1 - The star guided the wise men to Jesus and the stable means Jesus was not rich but came for poor people as well.

AT2 - I think the presents are interesting because I think a baby would rather have a nice teddy bear, not incense.

**Level 2**

AT1 - The angel shows that Jesus was very special because it is not usual to see an angel; Christians believe this shows Jesus was God's son.

AT2 - I would like to ask Christians why Mary did not go to hospital to have her baby, and why Jesus was born in a stable if He was the Son of God. That doesn't seem to make sense.

**Level 3**

AT1 - This symbol is a gift and it represents the three presents of Gold, Frankincense and Myrrh from the wise men. Gold is precious and shows that Jesus was precious, and was supposed to be like a king to save people and be a good example to them.

AT2 - To me, Christmas is a time off school but I don't celebrate it in my family because we are Jewish.

**Level 4**

AT1 - This symbol is a gift to Jesus and symbolises the gift of Jesus that God gave to the world so that He could help the world. The wise men also gave gifts of gold, frankincense and myrrh and the Myrrh represents Jesus' death. Christians believe Jesus died for a reason, to take away all the bad things they had done so they could go to heaven.

AT2 - I don't believe what Christians believe about Jesus, because, in my religion, Jesus is an important prophet but not the Son of God.

**Level 5**

AT1 - An angel was there to show that Jesus was a special gift from God and symbolises that Jesus was God on earth. God went to earth as Jesus in order to save the world. Being born in a stable and being visited by wise men and shepherds shows that He wanted to help everyone, whether they were rich or poor.

AT2 - Although I am not a Christian, I think the Christian message about loving your neighbour and being respectful to God is similar to my beliefs, so that is meaningful to me.



## Key Stage 2

### Medium Term Planning

<b>Year: 4</b>		<b>Term: Spring 1</b>	
<b>Theme: Passover</b>		<b>Religion: Judaism</b>	
<b>Key question for this enquiry:</b> How important is it for Jewish people to do what God asks them to do?			
<b>Learning Objectives:</b> We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.			
<b>Areas of enquiry selected</b>		<b>Areas of focus</b>	
AT1 Strand A <b>B C</b>	AT2 Strand D <b>E F</b>	Believing/Belonging	
<b>Teaching and Learning Activities</b>			
<p><b>Step 1 Engagement (1 lesson) AT2 (p)</b>            Play the song from Oliver 'Food glorious food'            Ask the children to write a list of their 10 favourite foods. Only give them 2 minutes to do this.            Read them out around the class and notice differences in who likes what, but conclude that we all have favourite food.            Now tell them that you are forbidding them to eat the top food on their list for the next month How does this make them feel?            Stay with this until someone says "You have no right to forbid me to eat what I like" and discuss if anyone does have this right.            Would they obey this from anyone? Why/why not?            Children draw their favourite meal, maybe onto a paper plate, and share with group what they like about this.            Make class list of the most special meals children can remember, and discuss what made them special, e.g. people/occasion.</p>			
<p><b>Step 4 Expression (1 lesson) AT2 (p)</b>            Children choose a right from the Universal Declaration of the Rights of the Child that they consider to be very important and explain how and why they would choose to try to respect it.            What will happen if they don't? (They may understand that just as these "rules" (rights) are important to people because they respect human beings, so Jews choose to keep God's requests (rules) because they respect God.</p>		<p><b>BRIDGE: ? ↓</b></p>	
<p><b>Step 3 Evaluation (1 lesson) AT2 (imp)</b>            Recap on the learning of the Investigation lessons.            Children rank order (maybe Diamond 9) cards with pictures/words relating to the things Jews do that God asks them to do, e.g. Passover/Seder/Kashrut. Children rank these in order of which they think would be most important to Jews in order to show God they are doing as He asks. They write their reasons next to the top and bottom pictures.            How might a Jewish child respond if s/he was invited to a birthday party at McDonalds? Children fill in speech bubble with Jewish child's response and reasons for it.</p>		<p><b>Step 2 Investigation (3 lessons) AT1</b>            Introduce the key question.            Remind children of their responses when you told them they were forbidden to eat their favourite foods in the engagement lesson.            Teach children that God asks Jews to keep to certain rules on what they eat/don't eat. Keeping these rules is their choice and if they choose to do this it is because they respect God and want to do as he asks.  <a href="http://www.bbc.co.uk/learningzone/clips/kosher-foods/7467.html">http://www.bbc.co.uk/learningzone/clips/kosher-foods/7467.html</a>            After teaching what the Kashrut rules are (<a href="http://www.jewfaq.org/kashrut">www.jewfaq.org/kashrut</a>) reinforce learning with a shopping bag quiz. Pull items from bag and children decide if a Jew could eat it or not. Design a Jewish child's party menu.            How important is it to Jewish people to do what God asks them to do? What does keeping Kosher tell us?            Teach about a special meal Jewish families have once a year at the Festival of Passover: the Seder meal. Retell the story of the Exodus from Egypt under Moses and make sure children know it was God who allowed the Israelites to be free from slavery. On the night they escaped, he asked them to remember this night forever. They do this with Passover and the Seder meal. Teach the symbolism of the items on the Seder plate and about the meal, etc.  <a href="http://www.bbc.co.uk/learningzone/clips/the-four-questions-of-passover/5955.html">http://www.bbc.co.uk/learningzone/clips/the-four-questions-of-passover/5955.html</a> .  <a href="http://www.bbc.co.uk/learningzone/clips/shopping-for-pesach/6598.html">http://www.bbc.co.uk/learningzone/clips/shopping-for-pesach/6598.html</a> .  <a href="http://www.bbc.co.uk/learningzone/clips/the-passover-story/6599.html">http://www.bbc.co.uk/learningzone/clips/the-passover-story/6599.html</a> .            What does the ways Jews celebrate Passover tell us about how important it is for them to do as God asks?            Re-enact a Seder meal or at least let children make and taste some of the items on the Seder plate, e.g. the parsley and the charoset (pronounced haroset) maybe with Matzo crackers.            A Jewish visitor could discuss how s/he respects the special relationship s/he has with God.            Recap on the special relationship/covenant Jews have with God, started with Abraham (Autumn 1), and what other ways can children think of that Jews do as God asks: mezuzah/prayer shawls/sabbath laws, etc. All this can be found in Exodus and Leviticus (Old Testament/Torah).</p>	
<p><b>Evidence in Discovery RE Journals:</b> Stick in rank order cards and write reasons in journal. Draw the Jewish child's response to the McDonald's question in a speech bubble.</p>			

SMSC	<b>Spiritual</b>	Moral	Social	<b>Cultural</b>
Skills and attitudes focus for this enquiry				
	<b>Step 1 Engagement</b> <b>Skills</b> Interpretation <b>Empathy</b> <b>Attitudes</b> Curiosity Appreciation Wonder	<b>Step 2 Investigation</b> <b>Skills</b> <b>Investigation</b> Application <b>Attitudes</b> <b>Critical awareness</b>	<b>Step 3 Evaluation</b> <b>Skills</b> <b>Discernment</b> Analysis <b>Evaluation</b> <b>Attitudes</b> <b>Open-mindedness</b>	<b>Step 4 Expression</b> <b>Skills</b> Expression <b>Reflection</b> Synthesis <b>Attitudes</b> <b>Self-awareness</b>
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
<b>AT1 (B) Practices and ways of life and AT2 (E) Meaning, purpose and truth</b>				
Level 1	I can use the right vocabulary for some things that are special to Jews. I can talk about what I find interesting about the Jewish food laws or the Seder Meal or another way Jews choose to do as God asks them.			
Level 2	I can tell you about some of the things Jews can and can't eat if they keep kosher. I can ask questions about aspects of the Seder Meal or Kashrut laws to find out why they are important.			
Level 3	I can describe some of the things Jews do to show respect for God. I can start to identify how it would feel to keep Kashrut.			
Level 4	I can identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so. I can give my opinion as to whether these ways are important to God.			
Level 5	I can give examples of how, because Jews believe they are in a special covenant with God, they try to show him their respect and gratitude by doing as he asks them to do. I can explain my opinion as to which ways may be more or less important for Jews to show their respect to God.			
<b>Resources needed for this Enquiry:</b>				
Song: 'Food Glorious Food' <a href="http://www.bbc.co.uk/learningzone/clips/7467.html">www.bbc.co.uk/learningzone/clips/7467.html</a> : What is 'Kosher'? <a href="http://www.bbc.co.uk/learningzone/clips/5955.html">www.bbc.co.uk/learningzone/clips/5955.html</a> : Four questions of Passover <a href="http://www.bbc.co.uk/learningzone/clips/6598.html">www.bbc.co.uk/learningzone/clips/6598.html</a> : Shopping for Pesach <a href="http://www.bbc.co.uk/learningzone/clips/6599.html">www.bbc.co.uk/learningzone/clips/6599.html</a> : The Passover story				
<b>Teacher reflection on this unit</b>				
WWW (What went well)		EBI (Even better if)		

Year 4: Spring 1 - Judaism

Enquiry: How important is it for Jewish people to do what God asks them to do?

Name:

Class:



I think this is most important to Jews because...

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This picture shows...

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This picture shows...

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I think this is least important to Jews because...

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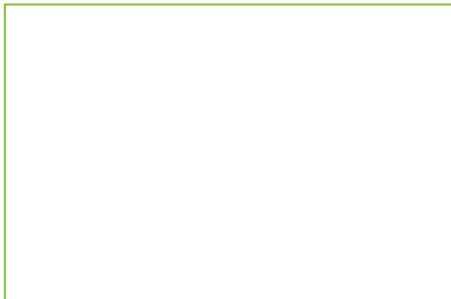
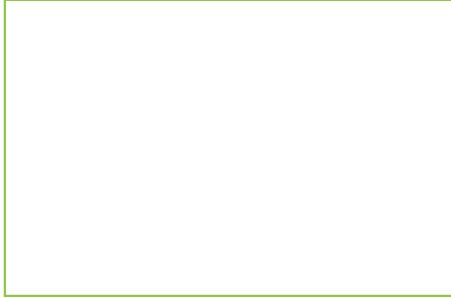
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## Year 4: Spring 1 - Judaism

Enquiry: How important is it for Jewish people to do what God asks them to do?

(Copy and cut out so each child has a set of these cards)



**Year 4: Spring 1 - Judaism**

**Enquiry: How important is it for Jewish people to do what God asks them to do?**

**How might David, a Jewish child, respond if he was invited to a birthday party at McDonald's? Write his response and reasons for it in the speech bubble.**



Thank you for asking me...

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**What do you think about his response?**

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**What do you find interesting about Jewish food laws?**

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**What would you like to ask David about either Passover or Kashrut laws?**

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## Year 4: Spring 1 - Judaism

### Enquiry: How important is it for Jewish people to do what God asks them to do?

These are examples of the style of answer for each level. The content could be different.

#### Level 1

AT1 - I think reading Torah scroll is important so that Jews know about God.

AT2 - I think it must be horrible not being able to eat whatever you like but I like the charoset and it is interesting that it represents cement.

#### Level 2

AT1 - I think eating Kosher food is important because it is a Jewish rule. Jews cannot eat pork or shellfish and they have to keep meat and dairy separate.

AT2 - I would like to ask what the egg on the Seder plate is for as I don't know why it is important and whether they actually eat it.

#### Level 3

AT1 - I think the Sabbath day is important because it is the most important day of the week for Jews. Not working is showing respect for God, because all the time is spent with the family or at the synagogue focusing on God and remembering their religion.

AT2 - I don't think I would like not being able to eat certain foods, but I suppose it would be a good feeling to think God was pleased with me.

#### Level 4

AT1 - I think Passover is important because it celebrates Jews' ancestors leaving slavery in Egypt led by Moses. The food on the Seder plate symbolises the escape; salt water represents the tears of slavery, gratitude for freedom. It is important to remember how hard it was for the people who were slaves.

AT2 - The Passover festival seems really important to Jews and I can understand that freedom is really precious, and Jews believe God gave their ancestors freedom from slavery.

#### Level 5

AT1 - I think the Mezuzah is important because it says that Jewish people should love God and keep His rules. This reminds them to respect God, wearing the prayer shawl, respecting the Sabbath and eating Kosher food, so having the Mezuzah in your house all the time reminds you to do what God asks you to do.

AT2 - I personally think putting your beliefs into action by making the world a better place is a good way to show God you respect what He asks you to do. I am not sure which of the ceremonies or rituals might be most important to Jews in showing they are doing what God asks them because, if He has asked them to do all these things, how are they supposed to know which are more important?

## Key Stage 2

### Medium Term Planning

<b>Year: 4</b>		<b>Term: Spring 2</b>	
<b>Theme: Easter</b>		<b>Religion: Christianity</b>	
<b>Key question for this enquiry: Is forgiveness always possible?</b>			
<b>Learning Objectives: We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.</b>			
<b>Areas of enquiry selected</b>		<b>Areas of focus</b>	
AT1 Strand <b>A B C</b>	AT2 Strand <b>D E F</b>	Believing/Behaving	
<b>Teaching and Learning Activities</b>			
<p><b>Step 1 Engagement (1 lesson) AT2 (p)</b>            Establish the meaning of the word "forgiveness". In small groups, children make up x6 scenarios in which somebody does something wrong/hurtful to someone else. Then they discuss each scenario and decide whether the person should be forgiven for what they did, and if so, how hard would it be to forgive them? Groups swap their cards with a different group. Repeat the decision-making re forgiveness and then the groups compare their decisions and reasons for these. Would they be able to forgive someone if they did the same thing again...and again... How many times before they would stop forgiving? Can they think of any occasions/situations when a person would not deserve forgiveness or when it would be too hard/impossible to forgive someone? When have they forgiven someone and when have they been forgiven? How does it feel? Work out the sum <math>70 \times 7 =</math> . Children to look for why this is important in the next few lessons.</p>			
<p><b>Step 4 Expression (1 lesson) AT2 (p)</b>            Children express their understanding of forgiveness by writing a poem or through drawing /painting a picture, or by using modroc or playdoh to sculpt something that represents what forgiveness means to them.            Share with class if want to.</p>		<p><b>BRIDGE: FORGIVENESS</b> ↓</p>	
<p><b>Step 3 Evaluation (1 lesson) AT2 (imp)</b>            Use Task Sheet to draw 2 pictures of:            i) Jesus showing forgiveness            ii) Christians today showing forgiveness            Answer the 2 questions that follow and try to answer the question on fighting for their country.</p>		<p><b>Step 2 Investigation (3 lessons) AT1</b>            Children to brainstorm their knowledge and perceptions of Jesus so far. Do they think He had enemies? Explore why Jesus had enemies and was arrested. Pupils could imagine themselves as someone who let Jesus down - either Judas or Peter. They could develop a piece of drama where they explain their actions or feelings.  <a href="http://www.bbc.co.uk/learningzone/clips/the-last-supper/676.html">http://www.bbc.co.uk/learningzone/clips/the-last-supper/676.html</a> .            What was Jesus' response to the people who let him down?            Did he forgive them?            Introduce children to some Biblical texts that show the Christian understanding of forgiveness (Could also use animation/film).            Discuss situations when it might be difficult to forgive and ask: Is it always possible to forgive? Did Jesus always forgive?            The Lord's Prayer            Love for enemies, Luke 6:27-36            Teaching about anger Matthew 5:21-26  <b>Forgive 70x7 Matthew 18:21-22</b>            (Teacher resource bbclearning clips 11086)            Teaching about revenge Matthew 5:38-42            The unforgiving servant Matthew 18:21-35            The criminal next to Jesus Luke 23:39-43  <b>Jesus on the cross Luke 23:34</b> Jesus forgave the people who killed Him. Is that possible?            See <a href="http://www.request.org.uk">www.request.org.uk</a> What do Christians believe about forgiveness?            Could do this by giving each group a simple version of a text and asking them to make up a short scenario when this might apply.            Did Jesus always forgive people?            Jesus overturns the traders' tables in the Temple Mark 11:15-17 Do we know if he forgave the traders? What do we think? Why did He do this?            Talk to a Christian visitor about their views on forgiveness and ask them the key question: Is forgiveness always possible?</p>	
<b>Evidence in Discovery RE Journals: Task Sheet</b>			

SMSC	<b>Spiritual</b>	<b>Moral</b>	Social	Cultural
Skills and attitudes focus for this enquiry				
	<b>Step 1 Engagement</b>	<b>Step 2 Investigation</b>	<b>Step 3 Evaluation</b>	<b>Step 4 Expression</b>
	<b>Skills</b> Interpretation <b>Empathy</b>	<b>Skills</b> Investigation <b>Application</b>	<b>Skills</b> Discernment Analysis <b>Evaluation</b>	<b>Skills</b> <b>Expression</b> <b>Reflection</b> Synthesis
	<b>Attitudes</b> Curiosity Appreciation Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> Open-mindedness	<b>Attitudes</b> <b>Self-awareness</b>
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
<b>AT1 (A) Beliefs, teachings and sources and AT2 (E) Meaning, purpose and truth</b>				
Level 1	<p>I can remember a Christian story about forgiveness and talk about it. I can talk about what I find tricky about forgiveness. (Assessed in Lesson 1).</p>			
Level 2	<p>I can recall a Christian story about forgiveness and say what it tells people about how to treat each other. I can think about how easy it is to forgive people.</p>			
Level 3	<p>I can describe what a Christian might learn about forgiveness from a Biblical text. I can ask important questions about how forgiveness is possible.</p>			
Level 4	<p>I can explain how Christians might try to put into practice Jesus' teachings about forgiveness. I can give my opinion about how people should live their lives and suggest what Jesus might say.</p>			
Level 5	<p>I can explain how Jesus' teachings about forgiveness might be difficult but beneficial to Christians. I can give my opinion about forgiveness and discuss whether this is always possible, reaching my own conclusion.</p>			
<b>Resources needed for this Enquiry:</b>				
<p><a href="http://www.bbc.co.uk/learningzone/clips/676.html">www.bbc.co.uk/learningzone/clips/676.html</a>: The Last Supper          Biblical story: New Testament - The Lord's Prayer, Love for enemies (Luke 6), Anger (Matthew 18), Revenge (Matthew 5), Unforgiving Servant (Matthew 8), Barabbas (Luke 3)  <a href="http://www.request.org.uk">www.request.org.uk</a>: Traders in the Temple (Mark 1)</p>				
<b>Teacher reflection on this unit</b>				
WWW (What went well)		EBI (Even better if)		



Year 4: Spring 2 - Christianity

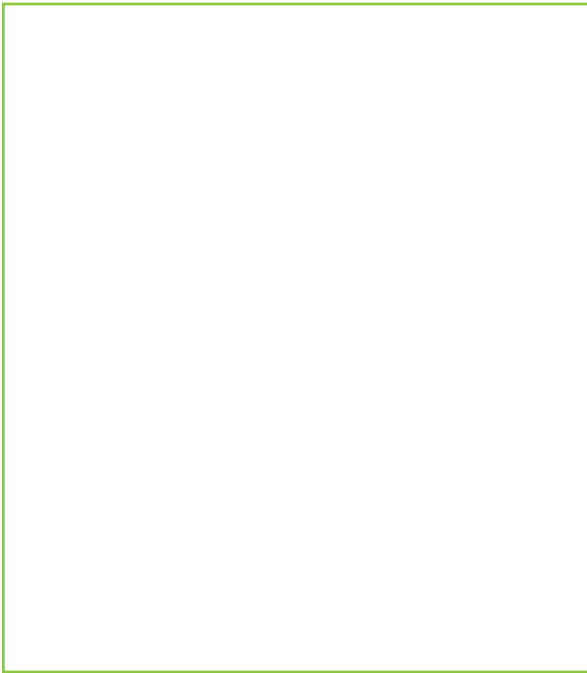
Enquiry: Is forgiveness always possible?

Name:

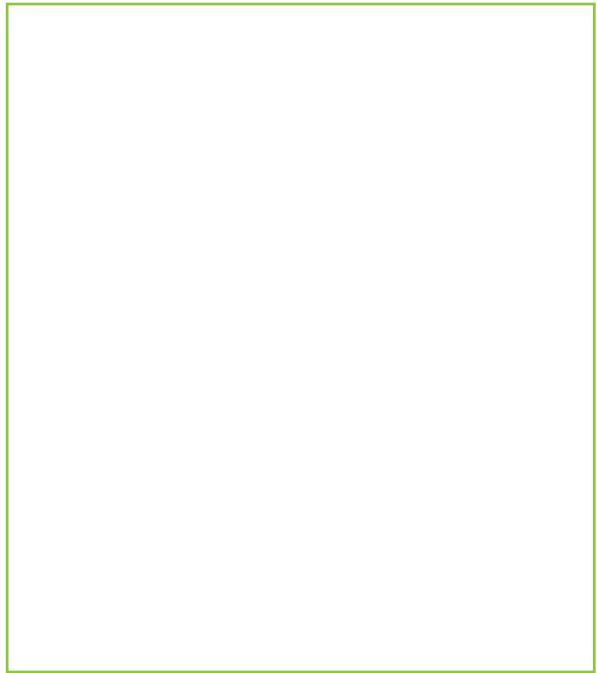
Class:

Draw 2 pictures: one shows a time when Jesus showed forgiveness and the other on shows an example of when Christians today might need to forgive someone.

Jesus forgiving...



Christians today forgiving...



What did Jesus teach about forgiveness?

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.....

I think this is

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Is forgiveness always possible?

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What would Jesus tell Christians to do if they were asked to fight for their country?

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**Year 4: Spring 2 - Christianity**

**Enquiry: Is forgiveness always possible?**

These are examples of the style of answer for each level. The content could be different.

**Level 1**

AT1 - Jesus forgave Peter when he said that he didn't know Him three times and the rooster crowed. Jesus was still Peter's friend.

AT2 - I think it would be tricky to forgive somebody who hurt somebody I love on purpose. Why would I do that?

**Level 2**

AT1 - Jesus forgave Judas for telling the Jewish leaders who He was so that they could kill Him. This story tells Christians that they should forgive people even if they do something really bad and betray them.

AT2 - I wonder if somebody would forgive a soldier for killing their son in a war.

**Level 3**

AT1 - In the Bible, Peter asks Jesus how many times he should keep forgiving somebody. Jesus said you should forgive them 7x70 times. I think this is telling Christians that they should forgive people over and over again, that they shouldn't stop forgiving.

AT2 - I'm not sure it is right to keep forgiving over and over again because doesn't that mean the person is taking advantage? I'd like to ask Jesus if He would feel someone was taking the mickey if He forgave them lots of times.

**Level 4**

AT1 - Jesus teaches that you should always forgive people and that if anyone slaps you on the cheek you should turn the other cheek to them. I think that Christians might try to follow these teachings by not retaliating when someone is horrible to them. It might mean don't just ignore them but forgive them as well.

AT2 - I don't think this would be possible if a burglar was attacking my family because I would want to protect my family. What would a Christian do then, let his family get hurt?

**Level 5**

AT1 - Jesus teaches that you should forgive the people who do wrong to you and that you should even love your enemies. I think this would be difficult for Christians in real life because if someone was always picking on them it would be hard to just stand there and let them do it without doing anything back. It would also be hard to forgive them if they had hurt you because you would be angry with them. If a Christian did manage to 'turn the other cheek' they would be proud of themselves because they are being more like Jesus and Christians want to be like Jesus and do as He taught them.

AT2 - I wonder if anybody can really forgive all the time. I think there would be times when somebody hurts you too much to forgive them. If you forgave them they might think you were weak and hurt you again. Maybe Jesus could do it but I don't think ordinary human beings can.

## Key Stage 2

### Medium Term Planning

<b>Year: 4</b>		<b>Term: Summer 1</b>	
<b>Theme: Beliefs and Practices</b>		<b>Religion: Judaism</b>	
<b>Key question for this enquiry:</b> What is the best way for a Jew to show commitment to God?			
<b>Learning Objectives:</b> We are learning to understand how Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.			
<b>Areas of enquiry selected</b>		<b>Areas of focus</b>	
AT1 Strand A <b>B C</b>	AT2 Strand D <b>E F</b>	Believing, Behaving, Belonging	
<b>Teaching and Learning Activities</b>			
<p><b>Step 1 Engagement (1 lesson) AT2 (p)</b>            Give the children a quiz asking them: At what age are you old enough to...e.g. own a pet/get married/go to the shop on your own/ride your bike to school with your friends/make a cup of tea, etc.            Discuss in talking partners and feed back to class. Notice the differences in opinions.            Children make a timeline of their lives so far, marking all the milestone moments when they became old enough to... e.g. start nursery/start school, etc.            Then ask when are you old enough to decide on your religion? Write up their answers and display next lesson (Bar/Bat Mitzvah).</p>			
<p><b>Step 4 Expression (1 lesson) AT2 (p)</b>            Make a similar pie chart relating to the things/beliefs/people in the children's lives they are most committed to. Colour in sections to show relative importance and around the outside write how they try to show these commitments. Children's commitments may or may not include religion/God.            Display as a class wheel of commitments.</p>		<p><b>BRIDGE: RESPONSIBILITY</b> ↓</p>	
<p>↑</p> <p><b>Step 3 Evaluation (1 lesson) AT2 (imp)</b>            Make a class list of all the ways children can think of that Jews show their commitment to God and discuss why they do this? (Covenant)            Task: Give children a circle divided into 6 sections (like a pie). First they choose the 6 ways they think are the most effective ways for Jews to show their commitment to God and label each section with one of these ways. (Could draw or write.)            Then they colour in the sections proportionately to show which they think is the most important way (colour whole slice), next most important (colour less of slice but still a lot, etc. so that they visually represent the most/least important ways. Fill in as if you were a Jew making these decisions.            Children may colour all sections fully or equally to show their thinking that all these ways are just as valid and that there is no best way.            Write underneath your thinking for colouring the way you have.</p>		<p><b>Step 2 Investigation (3 lessons) AT1</b>            What is the best way for Jews to show commitment to God?            What do we know already about how Jews show their commitment to God?            Covenant: Ten Commandments/leading good life.            Shabbat/Seder/Kashrut/synagogue/worship/Torah/            Festivals/homelife, etc.            bbclearningclips/486/Judaism at home/6597/Meet a Jewish family.            What else can we learn about ways Jews show their commitment to God?            Bar/Bat Mitzvah www.bbclearningclips/3667.  <a href="http://www.bbc.co.uk/learningzone/clips/bar-mitzvah/7469.html">http://www.bbc.co.uk/learningzone/clips/bar-mitzvah/7469.html</a> .            Teach about the Bar/Bat Mitzvah ceremonies and why these are important to young Jews. How do they show commitment to God?            Other rites of passage also show how at every stage of a Jew's life there is a ceremony, showing that every aspect of life has God involved            bbclearningclips/3673/Being a Jew (reference to Circumcision but not explained).            Mitzvoth - doing good and helping others.            Mitzvah Day (3rd Sunday in November) www.mitzvahday.org.uk .            There are 613 rules/suggested ways this can be done www.jewfaq.org.uk/613.htm .            Qu: How does it help them in their commitment to their faith?            Doing good in the world could be a way of showing commitment to God.  <a href="http://www.wjr.org.uk">www.wjr.org.uk</a> .            World Jewish Relief is just one example of a Jewish charity putting belief into practice.            Looking after the environment could be a way of showing commitment to God who, they believe, created the world.            Tree planting ceremony Tu B'Shevat www.beliefnet.com .            Prayer and worship at home and at the synagogue are important ways Jews show commitment to God.            bbclearningclips/485/the/synagogue/3651 The Shema.</p>	
<b>Evidence in Discovery RE Journals:</b> Coloured-in pie chart with explanation.			

SMSC	<b>Spiritual</b>	<b>Moral</b>	Social	<b>Cultural</b>
Skills and attitudes focus for this enquiry				
	<b>Step 1 Engagement</b>	<b>Step 2 Investigation</b>	<b>Step 3 Evaluation</b>	<b>Step 4 Expression</b>
	<b>Skills</b> Interpretation <b>Empathy</b>	<b>Skills</b> <b>Investigation</b> <b>Application</b>	<b>Skills</b> <b>Discernment</b> <b>Analysis</b> <b>Evaluation</b>	<b>Skills</b> Expression Reflection <b>Synthesis</b>
	<b>Attitudes</b> Curiosity Appreciation Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> <b>Open-</b> <b>mindedness</b>	<b>Attitudes</b> <b>Self-</b> <b>awareness</b>
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
<b>AT1 (B) Practices and ways of life, (C) Forms of expressing meaning and AT2 (F) Values and commitments</b>				
Level 1	<p>I can use the right names for things that are special to Jews.</p> <p>I can start to express an opinion about what might be important to Jews.</p>			
Level 2	<p>I can describe one of the ways Jews show commitment to God.</p> <p>I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish.</p>			
Level 3	<p>I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.</p> <p>I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p>			
Level 4	<p>I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others.</p> <p>I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason.</p>			
Level 5	<p>I can explain why it is important for Jews to show their commitment to God and can describe different ways they choose to do this.</p> <p>I can express my opinion as to what would be the best way for a Jew to show commitment to God and give reasons.</p>			
<b>Resources needed for this Enquiry:</b>				
<a href="http://www.bbc.co.uk/learningzone/clips/486.html">www.bbc.co.uk/learningzone/clips/486.html</a> : Judaism at Home <a href="http://www.bbc.co.uk/learningzone/clips/6597.html">www.bbc.co.uk/learningzone/clips/6597.html</a> : Meet a Jewish Family <a href="http://www.bbc.co.uk/learningzone/clips/3667.html">www.bbc.co.uk/learningzone/clips/3667.html</a> : Bar-Mitzvah <a href="http://www.bbc.co.uk/learningzone/clips/3673.html">www.bbc.co.uk/learningzone/clips/3673.html</a> : Being a Jew <a href="http://www.bbc.co.uk/learningzone/clips/485.html">www.bbc.co.uk/learningzone/clips/485.html</a> : The synagogue <a href="http://www.bbc.co.uk/learningzone/clips/3651.html">www.bbc.co.uk/learningzone/clips/3651.html</a> : The Shema <a href="http://www.bbc.co.uk/learningzone/clips/7469.html">www.bbc.co.uk/learningzone/clips/7469.html</a> : Bar-Mitzvah <a href="http://www.jewfaq.org/613.html">www.jewfaq.org/613.html</a> : Doing good and helping others <a href="http://www.wjr.org.uk">www.wjr.org.uk</a> : Doing good in the world could be a way of showing a commitment to God				
<b>Teacher reflection on this unit</b>				
WWW (What went well)			EBI (Even better if)	

Year 4: Summer 1 - Judaism

Enquiry: What is the best way for a Jew to show commitment to God?

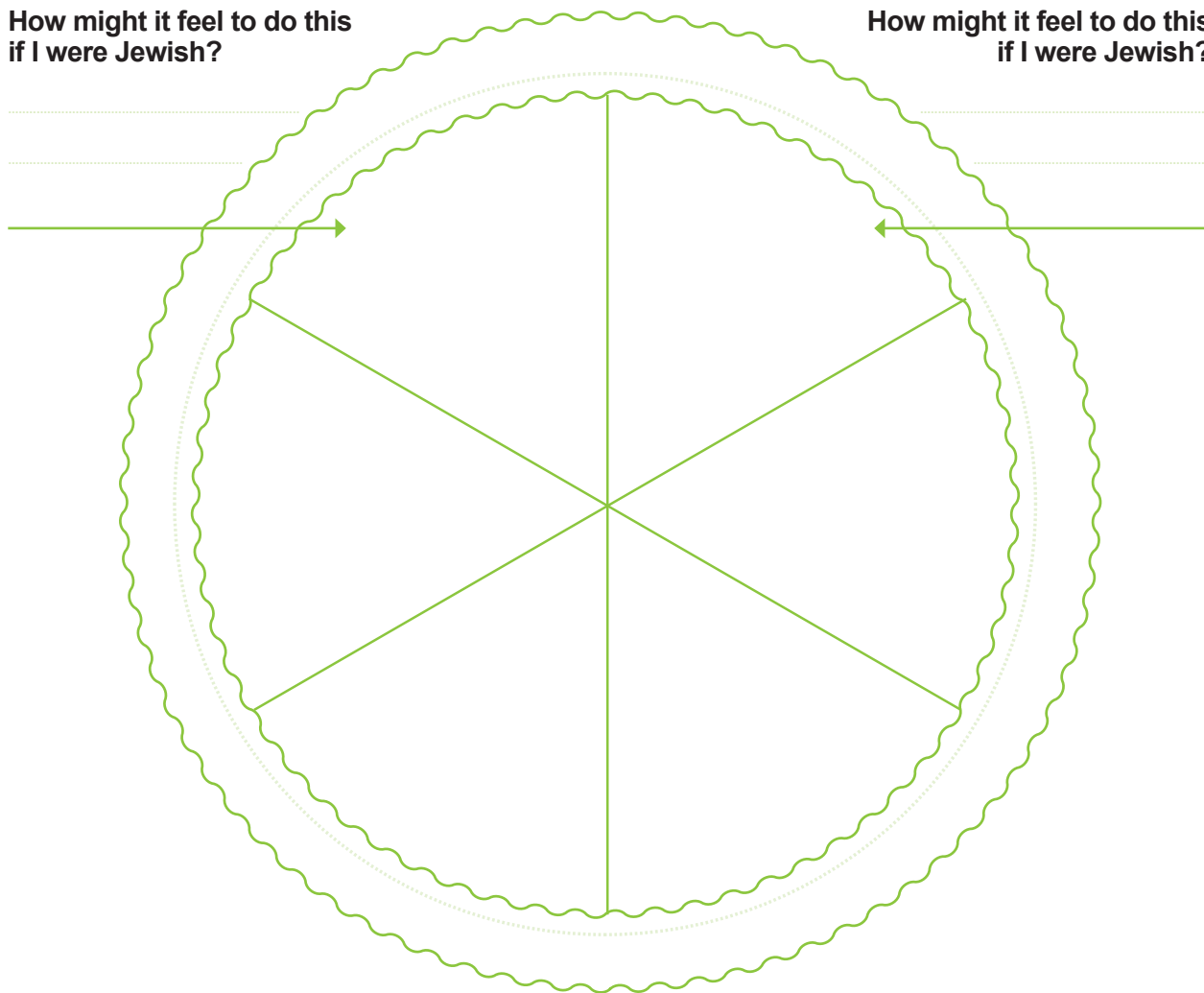
Name:

Class:

Choose the 6 ways you think are the most effective ways for Jews to show their commitment to God. Label/draw in each section to show one of these ways.

How might it feel to do this if I were Jewish?

How might it feel to do this if I were Jewish?



Imagine you are a Jew deciding which is the best way to show commitment to God. Colour in the sections to show which you think is the most important way.

For example;

- colour in the whole section if you think that is the most important way
- for the next most important way, colour less of the section in but still a lot
- colour all the sections equally if you think that they are all equal and there is no one best way

Explain why you have coloured the pie the way you have.

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**Year 4: Summer 1 - Judaism**

**Enquiry: What is the best way for a Jew to show commitment to God?**

**These are examples of the style of answer for each level. The content could be different.**

**Level 1**

AT1 - Jews follow the Ten Commandments.

AT2 - They have a special ceremony called Bat-Mitzvah. I think this is important because it makes a Jewish girl feel grown up.

**Level 2**

AT1 - Jews show commitment to God by going to the synagogue to worship God. The men wear prayer shawls and everybody covers their head, to show respect.

AT2 - I think it might be fun to go to the synagogue because, if I were Jewish, this would please my parents as well as God. It might be tricky sometimes though, if I had to miss football.

**Level 3**

AT1 - There are lots of ways that Jews can show commitment to God. They pray and worship at home and follow the Torah. They have rules about food and resting on a Saturday. Some Jews choose to look after nature, as this is God's creation and this is really important to them. Other Jews place more importance on going to the synagogue. It's up to them.

AT2 - I think God would probably be most pleased if Jews helped other people and looked after the environment, because then the world would be a better place for everybody.

**Level 4**

AT1 - When a Jewish boy reaches the age of 13 he has a Bar-Mitzvah and a girl has a Bat Mitzvah. This means that they have become an adult in their religion. They read from the Torah. Every Friday night they have special prayers and a special meal. They rest on a Saturday which is the Sabbath day, because this is the day that God rested after creating the world. Jews also show commitment to God by going to the synagogue. Different Jews will find different things more important than others because everyone is different and people show commitment in different ways.

AT2 - I think having a Bar-Mitzvah would be one of the best ways to show commitment to God because you are doing this when you are 13 and not waiting until later. This is pretty committed.

**Level 5**

AT1 - It is important for Jews to show commitment to God because they believe God created the world and that He looks after them and that they should do their best to keep God's rules (The Ten Commandments). Jews follow rules about food, they pray, read the Torah, go to the synagogue and keep the Sabbath day holy. They also try to do good deeds and look after the environment because it is the world that God gave them. They believe they are in a special relationship (covenant) with God and have loyalty to God, their ancestors and their family.

AT2 - I think if God created the world, the best way to show commitment to Him would be to dedicate your life to conservation, making sure nature, like polar bears, survive. How disrespectful would it be to let God's creations become extinct!

## Key Stage 2

### Medium Term Planning

<b>Year: 4</b>		<b>Term: Summer 2</b>	
<b>Theme: Prayer and worship</b>		<b>Religion: Christianity</b>	
<b>Key question for this enquiry: Do people need to go to church to show they are Christians?</b>			
<b>Learning Objectives: We are learning to understand how important going to church is to show someone is a Christian.</b>			
<b>Areas of enquiry selected</b>		<b>Areas of focus</b>	
AT1 Strand A B C	AT2 Strand D E F	Believing/Belonging	
<b>Teaching and Learning Activities</b>			
<p><b>Step 1 Engagement (1 lesson) AT2 (p)</b>            Circle Time: My special place and how I feel when I'm there.            Maybe have a visual display of scenes, places, buildings, countryside, football stadium, city, etc. and ask the children what feelings these places bring up for them. Do you have to go there often for it to be special?            Talk to the children about why some places may be more special than others and how someone's special place may not be special to somebody else. On the flipchart, have two pre-drawn circles, one within the other. In the inside circle scribe the children's special places and in the outside circle write some of the feelings words associated with these places.            Qu: Where might a Jew's special place be? Where might a Sikh's/Hindu's special place be? Where might a Muslim's special place be? Where might a Christian's special place be? Answers could be home, nature, etc. not necessarily church.</p>			
<b>BRIDGE: MEANINGFUL PLACES</b> ↓			
<p><b>Step 4 Expression (1 lesson) AT2 (p)</b>            Children make a presentation (possibly a powerpoint) in pairs reflecting how different places make them feel and sharing their favourite places or design a special place for Christians to worship God.</p>		<p><b>Step 2 Investigation (3 lessons) AT1 (select from following content)</b>            Recap that religions have their own special places where people can go to worship. Show the children various places of worship on the Smartboard and, if possible, look at the similarities and differences.            Using the picture of the church, ask the children who would go there to worship?            Qu: Have you ever been to a church before? What did you go there for? What did you see when you were there? Show pictures of empty churches and also full of people when different services are taking place (wedding, worship etc.).            Qu: Why do Christians go to church? Do all Christians go to church?            Welcoming new life into the Christian church - baptism.  <a href="http://www.bbc.co.uk/learningzone/clips/a-christian-baptism/5963.html">http://www.bbc.co.uk/learningzone/clips/a-christian-baptism/5963.html</a> .            Look at John the Baptist as an important figure in the Bible. John the Baptist was Jesus' cousin and understood Jesus' special purpose on earth, hence baptising him in the River Jordan.            Matthew 3: 5-6 "People went out to him from Jerusalem and all Judea and the whole region of the Jordan. Confessing their sins, they were baptized by him in the Jordan River."            Matthew 3: 13-15 Jesus came from Galilee to be baptized by John in the River Jordan.            Qu: What are your views on adults being baptised? What about children who are too young to make their own decisions about their religion? Who made the choice for the child? Why did the parents make the choice for their child? Look at the different types of baptism and ask if Jesus was happy to be baptised in the river, why is it important for Christians to be baptised in a church? Does this show they are Christians?  <b>Eucharist/Holy Communion</b>  <a href="http://www.bbc.co.uk/learningzone/clips/the-eucharist-or-holy-communion/4458.html">http://www.bbc.co.uk/learningzone/clips/the-eucharist-or-holy-communion/4458.html</a>            Christians choose to have a special meal (it isn't really a meal, it is just a reminder of a meal) to do just what Jesus did break bread to remember His body(death), and drink juice/wine to remember His blood. At the end of the Lord's Supper Christians have remembered that Jesus died for them and forgave them and loves them. Explain to the children that often Communion happens in church. But just as easily it can happen with a group of Christians who love Jesus and just want to thank Him for giving His life for them. So is it important for Christians to celebrate Communion in church? Do Christians need to do this to show they are Christians? Where else could Christians celebrate Communion?  <b>Worship</b>            Qu: What happens during worship? Do all churches perform worship in the same way?            Why do some Christians attend church?            Children to explore different styles of worship e.g. <a href="http://www.bbc.co.uk/learningzone/clips/worship-in-a-christian-church/4155.html">http://www.bbc.co.uk/learningzone/clips/worship-in-a-christian-church/4155.html</a> (modern Evangelical Christian church) and possibly a clip of Quakers worshipping, looking at the contrast of worship, with one being joyous and lively, the other being silent and contemplative.  <b>Why do people go to church?</b> Possible visit to a church to speak to the Vicar and look for symbols and their meanings within the building.            Discuss the reasons explored so far and some of the children's own thoughts about why Christians may choose to go to church. e.g. they feel closer to God, it helps a sense of belonging to the Christian faith, they learn about Jesus' teachings, etc.  <b>How Christians try to lead their lives from day to day.</b>            Discuss with the children that it is not only during rites of passage that Christians feel they are following Jesus' teachings, but also by putting their faith into action and living their lives a particular way e.g. Matthew 22:37-40 "Jesus said, love the Lord your God with all your heart, and with all your soul, and with all your mind. This is the first and great commandment. And the second is, love your neighbour as yourself."            Qu: How might Christians live their lives being mindful of these commandments?            What might it look like? Children to think of examples.  <b>Jesus' teachings about worship</b>            Lamp under a bowl, Mark 4:21-25 - Jesus said to let your light shine, don't hide it.            Matthew Ch 6: 5-7 "When you pray, don't be like the hypocrites who love to pray publicly on street corners and in the synagogues where everyone can see them. I tell you the truth, that is all the reward they will ever get. But when you pray, go away by yourself, shut the door behind you, and pray to your Father in private. Talk about these conflicting teachings and what the children think Jesus was saying in each. What do they tell Christians about the importance of going to church?"</p>	
<p><b>Step 3 Evaluation (1 lesson) AT2 (imp)</b>            Introduce key question: Do people need to go to church to show they are Christians?            Children to think of the reasons why Christians might choose to go to church and their reasons for doing so.            Lesson in two parts (or possibly 2 lessons)            1st part:            Children to be told that the local church is being closed for a short period of time.            Children to write a letter arguing that it should remain open and why? Include a Christian perspective.            2nd part:            Children to be told that despite their best efforts the church still needs to be closed for important building work as it is currently unsafe.            The question being, if the church is closed, how will Christians be able to show they are Christians, and should they be public about their beliefs anyway?            Children complete the second task sheet.</p>			
<p><b>Evidence in Discovery RE Journals:</b> 1) Children to write a letter arguing that the local church should remain open and why?            2) Children to then write a short response to explain how they think Christians will be able to show they are Christians while the church is closed. Add their own views about whether Christians should be public or private about their beliefs. Task Sheets.</p>			

SMSC	<b>Spiritual</b>	Moral	<b>Social</b>	Cultural
Skills and attitudes focus for this enquiry				
	<b>Step 1 Engagement</b> <b>Skills</b> Interpretation Empathy <b>Attitudes</b> Curiosity Appreciation Wonder	<b>Step 2 Investigation</b> <b>Skills</b> Investigation Application <b>Attitudes</b> Critical awareness	<b>Step 3 Evaluation</b> <b>Skills</b> Discernment Analysis Evaluation <b>Attitudes</b> Open-mindedness	<b>Step 4 Expression</b> <b>Skills</b> Expression Reflection Synthesis <b>Attitudes</b> Self-awareness
Levelled learning outcomes, differentiated for this group from the 'I can' statements				
<b>AT1 (B) Practices and ways of life and AT2 (D) Identity, diversity and belonging</b>				
Level 1	I can use the right names for places/ceremonies or symbols that are special to Christians. I can talk about one of my special places. (Assessed in Lesson 1).			
Level 2	I can talk about some of the things that are important to Christians during worship and explain some of the symbolism e.g. bread and wine in Holy Communion. I can respectfully question whether Christians need churches.			
Level 3	I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.			
Level 4	I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others. I can say why I think the church may or may not be important to Christians.			
Level 5	I can give a range of ways that Christians can show their beliefs and explain why they may or may not feel it is important to "show" they are Christians. I can tell you my opinion on whether Christians should keep their beliefs private or be public about them.			
<b>Resources needed for this Enquiry:</b>				
<a href="http://www.bbc.co.uk/learningzone/clips/5963.html">www.bbc.co.uk/learningzone/clips/5963.html</a> : A Baptism at Christmas Bible stories (New Testament): John the Baptist (Matthew 3) <a href="http://www.bbc.co.uk/learningzone/clips/4458.html">www.bbc.co.uk/learningzone/clips/4458.html</a> : The Eucharist or Holy Communion <a href="http://www.bbc.co.uk/learningzone/clips/4155.html">www.bbc.co.uk/learningzone/clips/4155.html</a> : Christian church Worship Bible stories (New Testament): Love your God (Matthew 22), Lamp under a bowl (Mark 4), Prayer (Matthew 6)				
<b>Teacher reflection on this unit</b>				
WWW (What went well)			EBI (Even better if)	



**Year 4: Summer 2 - Christianity**

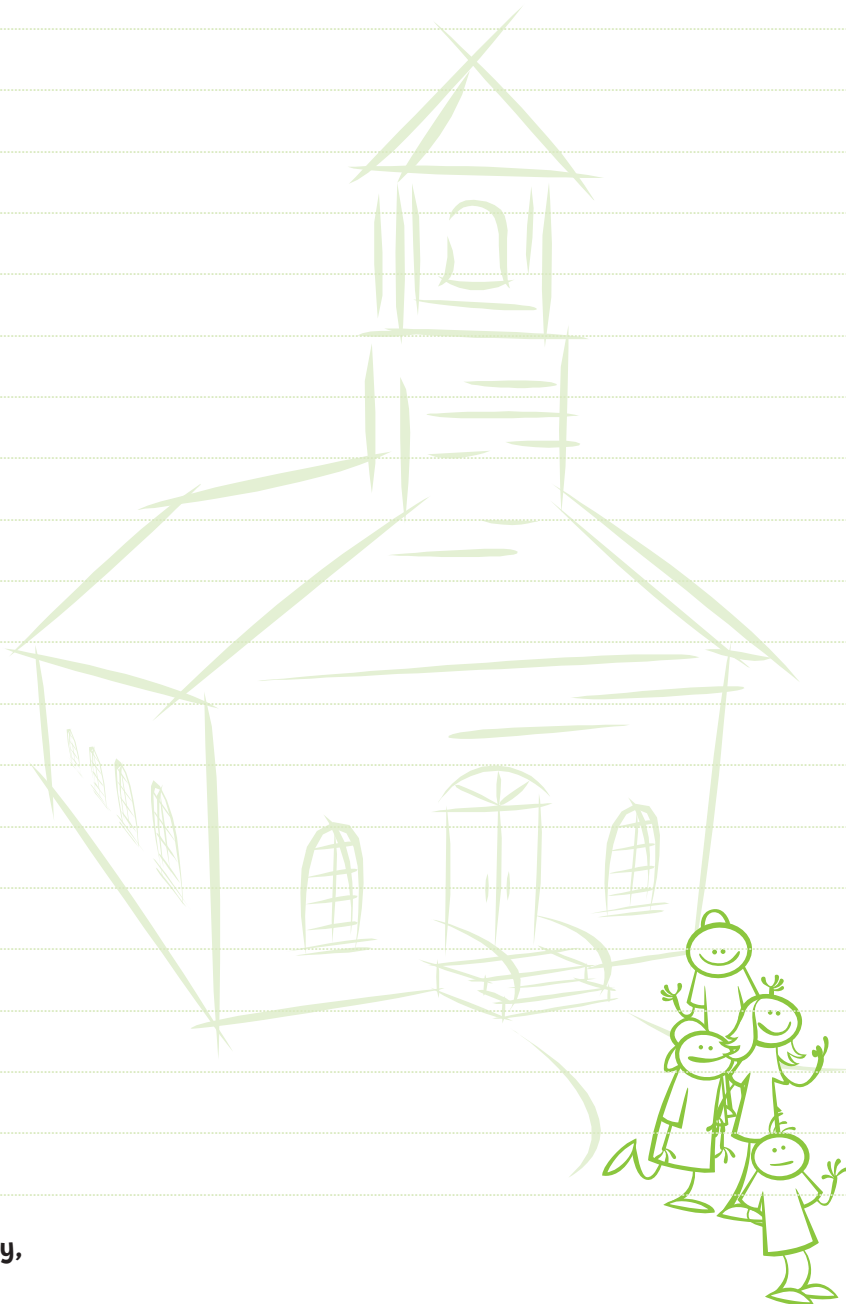
**Enquiry: Do people need to go to church to show they are Christians?**

**Name:**

**Class:**

**The local church is being closed for a short period of time. Write a letter arguing that it should remain open, explaining why.**

**Dear Sir/Madam**



**Yours sincerely,**

**Year 4: Summer 2 - Christianity**

**Enquiry: Do people need to go to church to show they are Christians?**

**Imagine you have received a reply to your letter. It says that the church still needs to be closed for important building work as it is currently unsafe.**

**Write a response to explain how you think Christians will be able to show they are Christians while the church is closed.**

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**What is your opinion? Should Christians be public or private about their beliefs?**




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## Year 4: Summer 2 - Christianity

### Enquiry: Do people need to go to church to show they are Christians?

These are examples of the style of answer for each level. The content could be different.

#### Level 1

AT1 - Christians get their babies baptised at church. The vicar drips water on the baby's forehead from the font and the parents ask God to help them give the baby a good life so where could babies be baptised if the church was closed?

AT2 - My very special place is the wishing well in the woods near my Nan's house. She takes me there and we throw pennies in and make wishes.

#### Level 2

AT1 - Christians go to church to take part in Holy Communion. The bread is to remember Jesus' body and the wine is to remember His blood when He died so they need the church for this.

AT2 - I would like to ask why Christians need to have such fancy buildings as churches with stained glass and everything.

#### Level 3

AT1 - Some Christians worship at church in a lively way, singing songs. Other Christians worship at church in a more serious and quiet way, praying and reading the Bible. Other Christians do not go to church but they worship at home, on their own or with their family or a group of friends. So maybe some Christians wouldn't worry too much if the church was closed.

AT2 - I think it would be a real shame if the church was closed because it is a special place for Christians to worship God together, not all on their own. I don't think they would feel so close to God if they were not all together in their special place.

#### Level 4

AT1 - Christians can show their beliefs by going to church and worshipping with other Christians. They can also show their beliefs by taking part in Holy Communion, even by being baptised. Some Christians might prefer to be more private and might not take part in Holy Communion in front of other people but they might do it by themselves at home. Also, they might read the Bible and pray on their own at home.

AT2 - I think many Christians feel closer to God in church, but some Christians feel closer to God when they are on the beach so church is not so important to them.

#### Level 5

AT1 - Christians can show their beliefs by worshipping with other Christians at church: singing, praying, reading from the Bible and taking part in Holy Communion. They may also be baptised to publicly declare their belief in God. These Christians are doing this to show everyone that they are Christians and to share their beliefs with others. Other Christians may be more private and may not feel that they have to do these things in front of other people to 'prove' that they are Christians; they may pray at home. After all, Jesus did tell the hypocrites off for praying on street corners. Some Christians think it is more important to be good to others so they would not need the church so much.

AT2 - I don't really mind when and where Christians show their beliefs so it doesn't bother me if the church closes. But I do think it is wrong for people to preach at me in town because I have the right to make up my own mind about religion.