

## KS2 (YEAR 4) RE LEARNING OUTCOMES

<b>Unit L2.7: How is faith expressed in Hindu communities and traditions? (Dharma)</b>		
<p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean</li> <li>make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</li> </ul>	<p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>describe how Hindus show their faith within their families in Britain today (e.g. home puja) □</li> <li>describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) □</li> <li>identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</li> </ul>	<p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas</li> </ul>
<b>Unit L2.8: How is faith expressed in Sikh communities and traditions?</b>		
<p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>identify and describe key Sikh beliefs and values including Waheguru and Sewa</li> <li>explain examples of texts such as the Mool Mantar</li> <li>consider questions about the belief that all humans are equal to God</li> </ul>	<p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out'</li> <li>describe how people show their Sikh identity in dress, behaviour and values</li> </ul>	<p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>raise questions about what it means to live a good life and examine Sikh answers</li> <li>make links between their own ideas and values and those held dear in Sikh communities</li> <li>give good reasons for their views about the importance of values such as equality, community, tradition and respect</li> </ul>
<b>Unit L2.9: How do festivals and worship show what matters to a Muslim? (Ibadah, the Muslim concept of worship)</b>		
<p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>identify some beliefs about God in Islam, expressed in Sura 1 of the Qur'an</li> <li>make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</li> </ul>	<p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve</li> <li>make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</li> </ul>	<p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslim</li> <li>make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas</li> </ul>
<b>Unit L2.10: For Christians, what was the impact of Pentecost? (Kingdom of God)</b>		
<p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth</li> <li>offer informed suggestions about what the events of Pentecost in Acts 2 might mean</li> <li>give examples of what Pentecost means to some Christians now</li> </ul>	<p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now</li> <li>describe how Christians show their beliefs about the Holy Spirit in worship</li> </ul>	<p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas</li> </ul>
<b>Unit L2.11: What are the deeper meanings of religious festivals? Six aspects of celebration – religious study</b>		
<p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>identify and describe how festivals from at least three religions are celebrated, using the right words</li> <li>explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show</li> <li>consider questions about the belief that God is at work in human life, and stories which show this should be celebrated</li> </ul>	<p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>make simple connections between sacred texts and the practice of religious festivals today</li> <li>describe how people show devotion to God and commitment to key values in their festivals</li> <li>identify similarities, differences and generalities in relation to the festivals they study</li> </ul>	<p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>raise questions about what is worth celebrating and why, suggesting answers of their own with reasons</li> <li>make links between different religions, which all celebrate the triumph of goodness over evil</li> </ul>
<b>Unit L2.12: How and why do people try to make the world a better place?</b>		
<p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</li> <li>make links between religious beliefs and teachings and why people try to live and make the world a better place</li> </ul>	<p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. Tikkun Olam and the charity Tzedek)</li> <li>describe some examples of how people try to live (e.g. individuals and organisations)</li> <li>identify some differences in how people put their beliefs into action</li> </ul>	<p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>raise questions and suggest answers about why the world is not always a good place, and the best ways of making it better</li> <li>make links between some commands for living from religious traditions, nonreligious worldviews and pupils' own ideas</li> </ul>

## KS2 (YEAR 4) RE LEARNING OUTCOMES

		<ul style="list-style-type: none"><li>• express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views</li></ul>
--	--	--