A person with her hand on her chest

Description automatically generated with low confidence

**Believing**

**Why is Jesus inspiring to some people?**

Year 4 – RE – Autumn 1

|  |  |  |
| --- | --- | --- |
| **Key Objectives:** | **Start of unit** | **End of unit** |
| Can I talk about heroes and inspiring people? |  |  |
| Can I identify similarities and differences in the way in which Jesus has been portrayed in art? |  |  |
| Can I explain why Christians are inspired by miracle stories of Jesus? |  |  |
| Can I suggest how stories of Jesus influence the ways Christians live? |  |  |
| Can I explain how Jesus’ teachings help Christians to be happy? |  |  |
| Can I think about the ideas of hope after death, salvation and resurrection and how these link to what Easter means? |  |  |
| Can I give some reasons why Jesus is important to Christians today? |  |  |



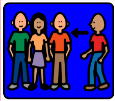
**Expressing**

**Why do some people think that life is a journey?**

Year 1 – RE – Autumn

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| --- | --- | --- |
| **Key Objectives:** | **Start of unit** | **End of unit** |
| Can I suggest why some people see life as a journey and identify some of the key milestones on this journey? |  |  |
| Can I describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean? |  |  |
| Can I suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people? |  |  |
| Can I link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief? |  |  |

Year 4- RE -Autumn 2

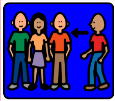


**Living**

**What can we learn from religions about deciding what is right and wrong?**

Year 4 – RE – Spring 2

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| --- | --- | --- |
| **Key Objectives:** | **Start of unit** | **End of unit** |
| Can I give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions? |  |  |
| Can I make connections between stories of temptation and why people can find it difficult to be good? |  |  |
| Can I give examples of ways in which some inspirational people have been guided by their religion |  |  |
| Can I discuss their own and others’ ideas about how people decide about right and wrong? |  |  |



**Living**

**How do family life and festivals show what matters to Jewish people?**

Year 4 – RE – Summer

|  |  |  |
| --- | --- | --- |
| **Key Objectives:** | **Start of unit** | **End of unit** |
| Can I make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people? |  |  |
| Can I describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities? |  |  |
| Can I explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils’ own lives? |  |  |