

## Year 3 & 4 RE Curriculum

Key Area/Concept	Key Learning Objectives	Breadth of Study
<i>Belief</i>	<p>What Buddhists believe about:</p> <p>The Three Jewels in which Buddhists seek refuge: the Buddha, the Dharma, The Sangha; Love and compassion; Wisdom and ignorance (fundamental confusion that misunderstands reality);</p> <p>Symbols: the Wheel of Life, the Bodhi Tree, the Lotus flower, the Stupa;</p> <p>Ways of living within a moral code: Buddhist lifestyles, values, family and social life</p>	Buddhism
<i>Worship</i>	<p>Meditation – a means to make the mind familiar with, and develop, virtuous states of mind.</p> <p>The significance of the Buddhist home shrine.</p> <p>Worship practices – mala (108 beads), chanting mantras; puja (prayer service),</p> <p>Prayer flags, prayer wheels, mandalas’ retreats.</p> <p>The role of the monastery, priest (Japan), guru, lama, (Tibet), teacher.</p> <p>Wesak: a festival which celebrates the birth, death and enlightenment of the Buddha.</p>	Buddhism
<i>Deity</i>	<p>The Buddha image is not worshipped as an idol; it communicates many values such as peace, purity, compassion, and wisdom.</p> <p>There is no creator God in Buddhism</p>	Buddhism
<i>Authority</i>	<p>Key features of the buddha’s life: birth and upbringing; the four sights and renunciation; his search for meaning; his enlightenment; his teaching of the middle way; (Dharma), his example, his death</p> <p>The authority of the Buddha: one who is looked to as an example of a way to live life.</p> <p>Key teachings: the Four Noble Truths; the Eightfold Path; the Six Perfections and the Five Moral Precepts.</p> <p>People with a special role to teach. The importance of spiritual teachers – Gurus.</p>	Buddhism
<i>Commitment</i>	<p>Buddhist community (Sangha) around the world (monks, nuns and lay) and in Britain.</p> <p>The importance of self-discipline; supporting the monastic Sangha; symbols associated with lifestyle.</p> <p>Living within a moral code: Buddhists promise to try not to harm living things; take what is not given; misuse the senses, eg over-indulgence; use wrong speech.</p> <p>Stories which exemplify values, eg the Monkey King: Kisagotami, Jataka stories.</p> <p>Ways of living to alleviate suffering: following the Buddha’s teachings: developing compassion and wisdom, being kind to people and animals; giving generously; by example</p>	

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Key Area/Concept	Key Learning Objectives	Breadth of Study
<i>Belief</i>	<p>What Christians believe about:            Creation and the Natural World;            Ways of living within a moral code: Christian lifestyles, values, family and social life.            Personal and corporate relationships and actions.</p>	<b>Christianity</b>
<i>Worship</i>	<p>The Church as a community service, fellowship and worship.            The work and role of church leaders e.g Minister, Priest, Salvation Army Officer, Lay readers etc            Diversity in the Christian tradition within pupils' own community.            Stories, symbols and customs associated with special times in the Christian Calendar: Advent; Christmas; Lent; Easter; Ascension; Pentecost; Harvest (celebration of Creation).            How these times are related to events in Jesus' life, Christian belief and practice.</p>	<b>Christianity</b>
<i>Authority</i>	<p>Introduce Christian belief in Jesus as Son of God in the context of his special status for Christians            Key features in the life and teachings of Jesus in Gospel narratives; baptism, temptations.            The work and teachings of Jesus through miracles and parables especially his teaching on the poor.            The power of Jesus to change lives eg in stories, both sacred and secular</p>	<b>Christianity</b>
<i>Commitment</i>	<p>Christian ways of life eg treat others as you would want to be treated, love God and your neighbour.            Living by a moral code eg The Ten Commandments.            Introduce appropriate contemporary, social, moral and environment issues and begin to relate views and responses to values in the Christian Tradition</p>	<b>Christianity</b>

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