

Year 4 Religious Education Planning

Mainly Muslim Pupils

Term	Disposition	Disposition
Autumn One	Expressing joy (Creativity)	Being thankful (Creativity)
	<i>The Story of Diwali - Hinduism and Sikhism</i>	<i>Thanking God for parents - Islam</i>
Autumn Two	Being curious and valuing knowledge (Contemplation)	Being reflective and self-critical (Contemplation)
	<i>Abraham's search for knowledge - Islam</i>	<i>The teaching of Buddha - Buddhism</i>
	<i>Where to gain knowledge about God - All RTs</i>	<i>Teaching Christmas at this point is compulsory: Scripture concerning the Birth of Jesus - Christianity</i>
Spring One	Being modest and listening to others (Community)	Cultivating inclusion, identity and belonging (Community)
	<i>Importance of listening to feedback - Islam</i>	<i>Amrit Ceremony - Sikhism</i>
		<i>Prayer (Salah) & dress code - Islam</i>
Spring Two	Being merciful and forgiving (Compassion)	Being regardful of suffering (Compassion)
	<i>Forgiveness through stories - Islam</i>	<i>Helping the needy - Islam</i>
		<i>Teaching Easter at this time is compulsory: God's response to human suffering - Christianity</i>
Summer One	Living by rules (Choice)	Being temperate, exercising self-discipline and cultivating serene contentment (Choice)
	<i>Ten Commandments - Judaism</i>	<i>Story of the Prophet Yusuf (Joseph) - Islam and Christianity</i>
	<i>Five Pillars of Islam - Islam</i>	
Summer Two	Being imaginative and explorative (Creativity)	Appreciating beauty (Creativity)
	<i>The Unique Me project over the whole term</i>	<i>The Unique Me project over the whole term</i>
	<i>Intelligence design theory vs "big-bang" Creation Stories - RTs of choice</i>	

Exemplar by Sue Fearon, Claire Finkel, Zahida Hussain, Rosemary Sargent, Simone Whitehouse