

**YEAR 4 End Points**

- Suggests reasons for connections, similarities and differences between sources, beliefs and practices, in detail, and using examples to support these.
- Identifies links with historical events and cultural traditions
- Suggests reasons for differences and similarities in shared values and responses to ultimate questions and issues.
- Suggests sources that support/link to their reasons
- Explains how actions, symbols and features demonstrate certain beliefs and values.
- Suggests how these may affect, improve or provide challenge in the lives of

Trip: Gurdwara

Whole School Events/Multicultural Day/Visitors

Please refer to Widening Horizons pages 54-62

**4**

**Autumn 1**  
What do we know  
about the Sikh Faith?  
A/B/C/E

*The unit explores the beliefs, values, and practices within the Sikh faith. Each lesson encourages students to understand key aspects of Sikhism, including its origins, beliefs, symbols, and community values. Through discussions, activities, and reflections, students will gain a well-rounded perspective on Sikh practices and traditions.*

**Autumn 2**  
Why do we need  
rules?  
(Multi-faith &  
Humanism)  
C/F

*The unit explores the purpose of rules and guidelines, both in everyday life and in religious contexts, helping students understand the importance of rules in various communities and societies.*

**Spring 1**  
What do we know  
about Jesus?  
A/C/E

*This unit introduces students to the life, teachings, and significance of Jesus, exploring his impact on Christianity and his influence through stories, teachings, and symbols.*

**Spring 2**  
What religions are  
represented in our  
neighbourhood?  
(Multi-faith)  
A/B/D

*This unit helps students understand and appreciate the diversity of religions within their community, encouraging respect and curiosity about different faiths.*

**Summer 1 & 2**  
What can we learn from sacred  
writings?  
(Multi-faith & Humanism)  
A/C/E/F

*This unit explores the role, meaning, and values in sacred texts across different religions. Each lesson introduces students to a different aspect of sacred writings, fostering curiosity, respect, and reflection.*

<p style="text-align: center;"><b>Key Knowledge</b></p>	<p><b>Week 1</b>  <b>Objective:</b> share what we already know about Sikhism and ask questions about what we would like to find out.</p> <p><b>Activities</b>  Explore existing knowledge of Sikhism, ask questions about the faith, and understand Guru Nanak’s significance as the founder of Sikhism</p> <p><b>Class Discussion</b></p> <p>Discuss Sikhism as a class. Pupils then independently complete a “defining frame” and small groups discuss their questions and insights on Sikh beliefs.</p> <p><b>Small group activity:</b>  In small groups, pupils compare knowledge and questions, selecting one or two key queries to share with the class, fostering shared inquiry.</p> <p><b>Class discussion:</b>  Reflect as a class on the importance of learning about diverse religions, emphasising respect,</p>	<p><b>Week 1: Introduction to Rules – Why Do We Need Them?</b></p> <p><b>Objective:</b> Understand the concept of rules and why they are necessary in different aspects of life.</p> <p><b>Activities:</b> Start with a discussion on rules students follow daily (e.g., school rules, road rules) and brainstorm why these rules exist.</p> <p><b>Small group activity:</b>  Students create a list of five rules they think are essential for a safe and happy classroom.</p> <p><b>Class discussion</b> on what would happen if there were no rules in school, at home, or in society.</p> <p><b>Reflective exercise:</b>  “Why are rules important for everyone?”</p> <p><b>Outcome:</b> Students recognize that rules</p>	<p><b>Week 1: Introduction to Jesus – Who Was He?</b></p> <p><b>Objective:</b> Learn about who Jesus was, his historical context, and why he is an important figure in Christianity.</p> <p><b>Activities:</b> Begin with a discussion about what students already know about Jesus.</p> <p>Introduce Jesus as a central figure in Christianity who lived over 2,000 years ago in ancient Palestine.</p> <p>Read a short story about Jesus’ early life, such as his birth in Bethlehem.</p> <p><b>Class discussion:</b>  Why do you think people remember Jesus today?</p> <p><b>Reflective exercise:</b>  Children write or draw what they know or imagine about</p>	<p><b>Week 1: Introduction to Religious Diversity in Our Community</b></p> <p><b>Objective:</b> Recognize the variety of religions in the local community and begin exploring their core beliefs and practices.</p> <p><b>Activities:</b> Start with a discussion about what religions students are familiar with or have seen represented in their neighbourhood (places of worship, symbols, community events, etc.).</p> <p><b>Map activity:</b> Display a map of the neighbourhood, marking any known places of worship (churches, mosques, temples, synagogues).</p> <p><b>Small group activity:</b> Research the religions associated with these places of worship (Christianity, Islam, Hinduism, Judaism, etc.), identifying basic beliefs and practices.</p> <p><b>Class discussion:</b> Why might people follow different religions, and how can we respect these differences?</p> <p><b>Outcome:</b> Students identify the religions present in their</p>	<p>Week 1: What is a Sacred Writing?</p> <p><b>Objective:</b> Understand the concept of "sacred" texts and their significance in various religions.</p> <p><b>Activities:</b> Ask What makes writing "sacred"?</p> <p>Discuss the term “sacred” and brainstorm qualities that might make a book or text sacred.</p> <p>Explore examples of sacred writings, like the Bible, Qur’an, Torah, and Vedas.</p> <p><b>Reflective task:</b> Why do people read and value sacred writings?</p> <p><b>Outcome:</b> Children understand the special role sacred writings play in faith communities</p> <p><b>Week 2: How Do Sacred Writings Guide Us?</b></p> <p><b>Objective:</b> Learn about the teachings and guidance found in sacred texts.Ask the children How do people use sacred texts to help them make decisions?</p> <p><b>Activities:</b> Introduce examples of teachings from different</p>
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	<p>empathy, and understanding in a multicultural community.</p> <p><b>Outcome:</b> Pupils share knowledge, develop questions on Sikhism, understand Guru Nanak’s significance, and recognise the value of cultural awareness and respect.</p> <p><b>Week 2 Objective:</b> Sequence Guru Nanak's story and explore questions about values, relating them to personal beliefs and life events.</p> <p><b>Activities:</b> Watch Guru Nanak’s story, take notes, and create a sequencing frame of main events, focusing on the story’s impact and lessons.</p> <p><b>Small group activity:</b> Groups discuss meaningful life events, generating questions about Guru Nanak’s teachings and why these remain significant to</p>	<p>help create order, safety, and fairness.</p> <p><b>Week 2: Rules in Different Religions</b></p> <p><b>Objective:</b> Explore the role of rules and guidelines in different religions.</p> <p><b>Activities</b> - Introduce the idea that, like in everyday life, religions also have guidelines or rules to help followers live good lives.</p> <p>Show examples of religious rules from different faiths, such as the Ten Commandments in Christianity and Judaism, the Five Pillars of Islam, or the Five Precepts in Buddhism.</p> <p>Group research activity: Each group chooses one religion and finds out about its</p>	<p>Jesus.</p> <p><b>Outcome:</b> Children understand who Jesus was and why he is an important figure in Christianity.</p> <p><b>Week 2 The Teachings of Jesus – Love and Forgiveness</b></p> <p><b>Objective:</b> Explore the teachings of Jesus, particularly his messages of love and forgiveness.</p> <p><b>Activities</b> -Introduce some of Jesus' teachings, focusing on love and forgiveness.</p> <p>Read or act out the parable of the Good Samaritan and discuss the message it conveys.</p> <p><b>Group activity:</b> Discuss what “loving your neighbour” means and share</p>	<p>community and begin to understand the concept of religious diversity.</p> <p><b>Week 2: Exploring Christianity in Our Community</b></p> <p><b>Objective:</b> Learn about Christianity, its core beliefs, and its place in the local community.</p> <p><b>Activities:</b> Discuss key beliefs and symbols in Christianity, such as the cross and church services.</p> <p>Show pictures of local churches or invite a speaker to discuss Christian practices.</p> <p><b>Group activity:</b> Students create a mini-poster about Christianity’s key beliefs, important symbols, and community contributions (e.g., charity work).</p> <p><b>Reflective exercise:</b> “What surprised or interested you about Christianity?”</p> <p><b>Outcome:</b> Children understand basic Christian beliefs and learn about the role of Christianity in their community.</p>	<p>sacred texts (e.g., love your neighbour, compassion, justice).</p> <p><b>Pair activity:</b> Students explore scenarios and discuss which values from sacred texts might apply.</p> <p><b>Reflective writing:</b> How might these teachings be helpful in our own lives?</p> <p><b>Outcome:</b> Children understand that sacred texts offer guidance on how to live and treat others.</p> <p><b>Week 3: How Are Sacred Writings Treated with Respect?</b></p> <p><b>Objective:</b> Understand practices for showing respect for sacred texts. Ask Why do people treat sacred writings with special care?</p> <p><b>Activities:</b> Discuss and demonstrate respectful practices across religions (e.g., washing hands, placing the text on a stand).</p> <p>Show images or videos of people using sacred texts in</p>
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	<p>Sikhs today.</p> <p><b>Class discussion:</b> Share sequencing frames, discuss Sikh traditions like prayer and turban-wearing, and connect these to personal beliefs and values.</p> <p><b>Outcome:</b> Pupils accurately sequence Guru Nanak's story, develop insightful questions, and appreciate the importance of beliefs in different cultures.</p> <p><b>Week 3 Objective:</b> Develop empathy for Guru Nanak's journey, understanding his interactions with diverse people and linking personal values with actions.</p> <p><b>Activities:</b> Discuss how technology spreads information quickly today compared to Guru Nanak's time. Explore his 30-year journey (yatra) and his message of oneness and authenticity.</p>	<p>basic guidelines or principles.</p> <p>Share findings and create a class display comparing the rules across different religions.</p> <p><b>Outcome:</b> Students learn that rules are a common feature across religions, aimed at helping people live morally and peacefully.</p> <p><b>Week 3: The Ten Commandments – Christian and Jewish Rules for Life</b></p> <p><b>Objective:</b> Learn about the Ten Commandments and their significance for Christians and Jews.</p> <p><b>Activities</b> -Introduce the Ten Commandments, explaining their origin in the Bible and their importance in Judaism and Christianity.</p> <p>Read or listen to the</p>	<p>examples of kindness.</p> <p><b>Reflective exercise:</b> Students write about a time they showed or received kindness.</p> <p><b>Outcome:</b> Children understand Jesus' teachings about love and forgiveness and discuss their relevance.</p> <p><b>Week 3: The Miracles of Jesus – Showing Compassion and Healing</b></p> <p><b>Objective:</b> Learn about some of the miracles of Jesus and their significance.</p> <p><b>Activities</b> Discuss the idea of miracles and introduce a few stories, such as Jesus feeding the 5,000 or healing the sick.</p> <p>Read one miracle story in detail, discussing how it</p>	<p><b>Week 3: Exploring Islam in Our Community</b></p> <p><b>Objective:</b> Understand the basics of Islam and its practices within the community.</p> <p><b>Activities</b> :Introduce key beliefs of Islam, such as the Five Pillars, and the role of mosques as places of worship.</p> <p>Show pictures of local mosques or bring in items like prayer mats and hijabs for a hands-on experience.</p> <p>Class discussion on how Muslims practise their faith daily (e.g., prayer, fasting, charity) and contribute to the community.</p> <p><b>Group activity:</b> Students create a chart of Islamic beliefs and practices, noting symbols like the crescent moon and star.</p> <p><b>Outcome:</b> Children learn about Islamic beliefs and gain respect for how Muslims contribute to the community.</p> <p><b>Week4: Exploring Hinduism in Our Community</b></p>	<p>rituals or prayer.</p> <p><b>Reflection:</b> Why might people handle these writings with such care?</p> <p><b>Outcome:</b> Students learn that sacred writings are often treated as special and deserve respect.</p> <p><b>Lesson 4: What Stories Can We Find in Sacred Writings?</b></p> <p><b>Objective:</b> Introduce stories from various sacred texts and explore their meanings. Ask What important stories are found in sacred texts?</p> <p><b>Activities:</b> Read or watch stories from sacred texts (e.g., the Good Samaritan, Krishna and Arjuna, Moses and the Red Sea).</p> <p>Discuss the moral or lesson in each story.</p> <p><b>Art activity:</b> Illustrate a scene or write about the message in a story.</p> <p><b>Outcome:</b> Children understand that sacred texts contain meaningful stories that teach</p>
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	<p><b>Small group activity:</b> Groups consider what “hypocrisy” means and discuss how Guru Nanak’s actions aligned with his beliefs. Compare with personal examples of living by one’s values.</p> <p><b>Class discussion:</b> Review Guru Nanak’s travels and the concept of “yatra.” Discuss how living authentically affects others and why aligning beliefs with actions matters.</p> <p><b>Outcome:</b> Pupils develop empathy for Guru Nanak’s mission, understand the significance of aligning actions with beliefs, and relate this to their own values.</p> <p><b>Week 4 Objective:</b> Link beliefs, teachings, and sources from religious traditions, especially Guru Nanak’s, with how they influence believers’ lives and</p>	<p>story of Moses receiving the Ten Commandments.</p> <p><b>Pair activity:</b> Children choose a commandment and discuss why it might have been important in ancient times and why it might still be relevant today.</p> <p><b>Reflective writing:</b> “Which commandment do you think is most important and why?”</p> <p><b>Outcome:</b> Children understand the significance of the Ten Commandments and can discuss their relevance</p> <p><b>Week 4: The Five Pillars of Islam – A Framework for Muslim Life</b></p> <p><b>Objective:</b> Understand the Five Pillars of Islam and how they guide Muslims in their</p>	<p>showed compassion and care for others.</p> <p><b>Small group activity:</b> Students create a short role-play or drawing of a miracle story.</p> <p><b>Class discussion:</b> Why do people remember these stories, and what do they teach us?</p> <p><b>Outcome:</b> Children understand that Jesus’ miracles symbolised his compassion and how he helped people in need.</p> <p><b>Week 4: Jesus as a Teacher – The Sermon on the Mount</b></p> <p><b>Objective:</b> Learn about Jesus as a teacher and his teachings in the Sermon on the Mount.</p> <p><b>Activities:</b> Introduce</p>	<p><b>Objective:</b> Discover Hindu beliefs, practices, and symbols, and learn about their presence in the community.</p> <p><b>Activities:</b> Introduce basic beliefs of Hinduism, such as karma, reincarnation, and the worship of multiple deities.</p> <p>Show images of Hindu temples and symbols like the Om symbol and explain their significance.</p> <p><b>Activity:</b> In groups, students research Hindu festivals celebrated locally (e.g., Holi) and present their findings to the class.</p> <p><b>Reflective discussion:</b> How do festivals and traditions help Hindus express their faith?</p> <p><b>Outcome:</b> Students understand core aspects of Hinduism and how it is celebrated in the community.</p> <p>Week 5: Exploring Judaism and Other Religions in Our Community</p>	<p>values and lessons.</p> <p><b>Week 5: How Do Sacred Writings Connect People Across the World</b></p> <p><b>Objective:</b> Explore how sacred writings connect people globally and promote shared values. Ask How do people around the world use sacred texts?</p> <p><b>Activities:</b> Examine global practices (e.g., pilgrimage to read sacred texts, recitations, translations).</p> <p>Pair or group activity: Research a cultural or community event involving sacred texts (like Eid, Passover).</p> <p><b>Class discussion:</b> How might reading sacred texts connect people across different backgrounds?</p> <p><b>Outcome:</b> Students recognize that sacred writings help unify and connect people worldwide.</p> <p><b>Week 6: What Can We Learn from Sacred Writings in Our Own Lives?</b></p>
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	<p>behaviours.</p> <p><b>Activities:</b> Discuss how Guru Nanak spread his message through simplicity and compassion without modern technology. Introduce poems as a way to reflect his values.</p> <p><b>Small group activity:</b> Groups examine Guru Nanak’s teachings and actions, identifying themes of compassion, simplicity, and humility. Discuss ideas to include in their poems.</p> <p><b>Class discussion:</b> Explore examples of poems capturing Guru Nanak’s values. Discuss how actions can convey beliefs and relate this to personal values.</p> <p><b>Outcome:</b> Pupils create poems reflecting Guru Nanak’s teachings, understanding how beliefs shape actions, and relate this to their own values and behaviours.</p>	<p>everyday lives.</p> <p><b>Activities:</b> Introduce the Five Pillars of Islam (Shahada, Salat, Zakat, Sawm, Hajj) and briefly explain each one.</p> <p>Discuss how each pillar represents an important aspect of life for Muslims, from belief to prayer, charity, fasting, and pilgrimage.</p> <p><b>Role-play activity:</b> Students simulate different pillars, such as showing kindness (Zakat) or demonstrating gratitude (Shahada).</p> <p>Class discussion on how rules or practices can help people develop positive habits.</p> <p><b>Outcome:</b> Children to gain an understanding of the Five Pillars and how they serve as guiding principles for</p>	<p>the Sermon on the Mount, particularly focusing on the Beatitudes (e.g., “Blessed are the peacemakers”).</p> <p>Discuss the Beatitudes and how they reflect values of kindness, peace, and humility.</p> <p><b>Pair activity:</b> Students choose one Beatitude and discuss what it means to them.</p> <p><b>Reflective exercise:</b> Students illustrate one Beatitude and write how they might apply it in their own lives.</p> <p><b>Outcome:</b> Children understand some of Jesus’ values and how he taught people to live with kindness and humility.</p> <p><b>Week 5: The Last Supper and the</b></p>	<p><b>Objective:</b> Learn about Judaism and briefly explore other religions in the neighbourhood.</p> <p><b>Activities:</b> Introduce Jewish beliefs and symbols, such as the Star of David, the menorah, and synagogue practices.</p> <p>Discuss key Jewish holidays like Hanukkah and Passover and their significance.</p> <p>Small group activity: Each group creates a poster about a different religion, including Judaism, Sikhism, Buddhism, etc., depending on the religious diversity in the community.</p> <p><b>Reflective exercise:</b> Children write about something new they learned about Judaism or another religion.</p> <p><b>Outcome:</b> Students gain a basic understanding of Judaism and recognize the broader range of religions within their community.</p> <p><b>Week 6: Celebrating Religious Diversity in Our Neighbourhood</b></p>	<p><b>Objective:</b> Reflect on how sacred texts’ messages might be relevant to students’ own lives. Ask What lessons from sacred writings might help us today?</p> <p><b>Activities:</b> Discuss specific teachings or quotes from sacred texts that resonate with students (e.g., kindness, respect).</p> <p><b>Reflection:</b> Write a letter or journal entry on how these teachings could be used in daily life.</p> <p><b>Group discussion:</b> How can these lessons make a positive impact on our school or community?</p> <p><b>Outcome:</b> Children reflect on and apply teachings from sacred writings, fostering respect and connection.</p>
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	<p><b>Week 5</b>  <b>Objective:</b>          explore the variety of beliefs, understand how religions provide answers to big life questions, and consider moral decision-making.</p> <p><b>Activities:</b>          Discuss different belief systems, considering how religions offer answers to important questions. Explore how these beliefs influence personal and moral choices.</p> <p><b>Small group activity:</b>          Groups mind map qualities for a Guru and create a "job advertisement," detailing the characteristics, values, and responsibilities of a spiritual leader.</p> <p><b>Class discussion:</b>          Reflect on why people hold diverse beliefs, how these shape moral decisions, and discuss qualities that make a leader like Guru Nanak</p>	<p>Muslims.</p> <p><b>Week 5: Reflecting on Rules – Similarities and Differences Across Beliefs</b></p> <p><b>Objective:</b> Compare and contrast the rules from different religions and discuss their shared values.</p> <p><b>Activities:</b> Review the Ten Commandments, Five Pillars, and any other religious rules discussed.</p> <p>Venn diagram activity:          In pairs or small groups, students identify similarities and differences between the rules in two religions, focusing on shared values like kindness, respect, and honesty.</p> <p><b>Group discussion:</b>          Why might many religions have similar rules? How do these rules help people live</p>	<p><b>Crucifixion – Sacrifice and Remembering Jesus</b></p> <p><b>Objective:</b>          Understand the events of the Last Supper and the crucifixion, highlighting themes of sacrifice and remembrance.</p> <p><b>Activities:</b> Discuss the Last Supper and the crucifixion, explaining these events respectfully and age-appropriately.</p> <p>Read a story or show an image of the Last Supper, explaining how Christians remember this event in Communion.</p> <p><b>Class discussion:</b> Talk about the idea of sacrifice and why it's important to remember people who have helped others.</p>	<p><b>Objective:</b> Reflect on the religious diversity of the neighbourhood and discuss ways to show respect and appreciation for different beliefs.</p> <p><b>Activities:</b> Recap the different religions studied over the past weeks, creating a classroom display or booklet summarizing key beliefs, practices, and community contributions of each.</p> <p><b>Group discussion:</b> How can we show respect to people of all religions? Why is it important to celebrate diversity?</p> <p><b>Community project:</b> Write thank-you notes or create appreciation cards for local places of worship, showing gratitude for sharing their traditions with the community.</p> <p><b>Reflective writing:</b> "What have I learned about the importance of religious diversity?"</p> <p><b>Outcome:</b> Children reflect on the diversity of their community, showing appreciation for different</p>	
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	<p>inspirational.</p> <p><b>Outcome:</b> Pupils gain insight into diverse beliefs, understand how values shape moral choices, and reflect on the qualities valued in leaders like a Guru.</p> <p><b>Week 6 Objective:</b> To identify similarities and differences in religious practices and discuss the importance of respecting others' beliefs and values.</p> <p><b>Activities:</b> Introduce the 5 Ks of Sikhism, explaining their symbolism and role in daily life. Discuss how each item reflects Sikh beliefs and fosters identity.</p> <p><b>Small group activity:</b> In groups, pupils examine each of the 5 Ks, discussing how they reflect important values. Groups then compare these symbols with things</p>	<p>in harmony?</p> <p><b>Reflective exercise:</b> “What rules are important to you, and why?”</p> <p><b>Outcome:</b> Children can identify common values across religious rules and understand the importance of these values in creating a peaceful society.</p> <p><b>Week 6: Creating a Code of Conduct – What Rules Do We Need in Our Community?</b></p> <p><b>Objective:</b> Apply learning by creating a “Code of Conduct” based on values important to students.</p> <p><b>Activities:</b> Recap previous lessons on rules in everyday life and different religions.</p> <p><b>Class activity:</b></p>	<p>Art activity: Students draw or paint a symbolic representation of the Last Supper or the cross.</p> <p><b>Outcome:</b> Students gain an understanding of the themes of sacrifice and remembrance associated with Jesus’ life.</p> <p><b>Lesson 6: The Resurrection and Jesus’ Legacy</b></p> <p><b>Objective:</b> Learn about the resurrection and how Jesus’ legacy continues in Christianity.</p> <p><b>Activities:</b> Introduce the story of the resurrection, explaining that Christians believe Jesus rose from the dead, symbolizing hope and new life.</p> <p>Discuss how</p>	<p>religions and discussing how to foster respect and inclusivity.</p>	
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	<p>important to their own lives.</p> <p><b>Class discussion:</b> Reflect on the importance of respecting diverse practices and beliefs, connecting Sikh values to broader ideas of identity, faith, and community.</p> <p><b>Outcome:</b> Pupils understand the meaning of the 5 Ks, appreciate the role of symbolic items in belief systems, and reflect on respect for others' values and identity.</p>	<p>Brainstorm values students think are essential for a respectful and supportive community.</p> <p>In small groups, students draft a "Code of Conduct" for their classroom or school, drawing on values like respect, kindness, fairness, and responsibility.</p> <p>Present each group's code and vote on which values or rules to include in a final classroom code.</p> <p><b>Outcome:</b> Children create their own set of guiding principles, understanding the role of rules in fostering a positive community.</p>	<p>Christians remember and celebrate Jesus today, such as through Easter and symbols like the cross.</p> <p><b>Group activity:</b> Create a timeline or storyboard of key events in Jesus' life, from birth to resurrection.</p> <p><b>Reflective writing:</b> "What have I learned about Jesus and why people remember him?"</p> <p><b>Outcome:</b> Students understand the significance of the resurrection and how Jesus' life and teachings continue to impact people today.</p>		
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