

Year 4 RE End Points

| What is 'Trinity' and why is it important for Christians? – end points | | | |
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| Make sense of belief | Understand the impact | Make connections | Vocabulary |
| <ul style="list-style-type: none"> I know what a 'Gospel' is and can give an example of the kinds of stories it contains. I can offer suggestions about what texts mean to some Christians today. | <ul style="list-style-type: none"> I can describe how Christians show their beliefs about God the Trinity in worship in different ways and in the way they live. | <ul style="list-style-type: none"> I can make links between some Bible texts studied and the idea of God in Christianity. I can talk about what Christians believe God is like. | <ul style="list-style-type: none"> Trinity God the Holy Spirit God the Father God the Son Messiah Scripture |

| How and why do people try to make the world a better place? – end points (Christians, Hindus, Muslims, Jews and non-religions) | | | |
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| Make sense of belief | Understand the impact | Make connections | Vocabulary |
| <ul style="list-style-type: none"> I know some beliefs about why the world is not always a good place. I can make links between religious beliefs and teachings, and why people try to make the world a better place. | <ul style="list-style-type: none"> I can make simple links between teachings about how to live and ways that people try to make the world a better place. (e.g. tikkun olam and the charity Tzedek). I can describe some examples of how people put their beliefs into actions. I can identify some differences in how people put their beliefs into action. | <ul style="list-style-type: none"> I can raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better. I can make links between some commands for living for living from religious traditions, non-religious worldviews and my own ideas. | <ul style="list-style-type: none"> Tikkun Olam Zakat Stewardship Steward Salvations Humanist Golden Rule |

| What kind of world did Jesus want? – end points | | | |
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| Make sense of belief | Understand the impact | Make connections | Vocabulary |
| <ul style="list-style-type: none"> I can identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. | <ul style="list-style-type: none"> I can give examples of how Christians show love for all. I can recognise how Christians leaders try to follow Jesus's teachings in different ways. | <ul style="list-style-type: none"> I can make links between the importance of love in the Bible stories studied and love in the world today. | <ul style="list-style-type: none"> Disciples Parable Samaritan Gospel |

| How and why do people mark the significant events of life? – end points (Christians, Hindus, Muslims, Jews and non-religions) | | | |
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| Make sense of belief | Understand the impact | Make connections | Vocabulary |
| <ul style="list-style-type: none"> I can identify some beliefs about love, commitment and promises in 2 religious traditions and describe what they mean. I can make informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. | <ul style="list-style-type: none"> I can describe what happens in ceremonies of commitment and say what these rituals mean. I can make links between beliefs about commitment and how people in at least 2 religious traditions live. | <ul style="list-style-type: none"> I can ask questions and suggest answers about whether it is good for everyone to see life as a journey and mark the mile stones. Make links between the ideas of love, commitment and promises in religious and non-religious ceremonies, | <ul style="list-style-type: none"> Baptism Bar mitzva Bat mitzva Milestones Sacred Thread Significant |

| For Christians, what was the impact of Pentecost? – end points | | | |
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| Make sense of belief | Understand the impact | Make connections | Vocabulary |
| <ul style="list-style-type: none"> I can make clear links between the story of the Pentecost and the Christian beliefs about the 'kingdom of God' on Earth. I can give suggestions about what events of the Pentecost in Acts 2 might mean. I can give examples of what Pentecost means to some Christians now. | <ul style="list-style-type: none"> I can make clear links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. I can describe how their beliefs about the Holy Spirit in worship. | <ul style="list-style-type: none"> I can make links between ideas about the Kingdom of God in the Bible and what people believe about following God today. I can give good reasons for my ideas. | <ul style="list-style-type: none"> Pentecost Disciples Acts Apostles Lord's Prayer |

| What does it mean to Hindu in Britain today? – end points | | | |
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| Make sense of belief | Understand the impact | Make connections | Vocabulary |
| <ul style="list-style-type: none"> I know the terms dharma, Sanatan Dharma and Hinduism and say what they mean. I can make links between Hindu practices and the idea that Hinduism is a whole 'way of life'. | <ul style="list-style-type: none"> I can describe how Hindus show their faith within their families in Britain today. I can describe how Hindus show their faith within their communities in Britain today. I know some different ways in which Hindus show their faith in different communities. | <ul style="list-style-type: none"> I can ask questions and suggest answers about the positives of being a Hindu in Britain today. | <ul style="list-style-type: none"> Puja Ramayana Shrine Rama Sharma Deity Mandir Diwali |