



Religious Education Year 4 Long Term Plan

Themes (Number of weeks/Term)	Autumn 1 Community: Hinduism 6 weeks	Autumn 2 Community: Islam 6 weeks	Spring 1 Community: Christianity 6 weeks	Spring 2: Community: Christianity 6 weeks	Summer 1 Pilgrimage 6 weeks	Summer 2 Pilgrimage 6 weeks
NC Content/Coverage	How Hindus worship Diwali Raksha and Bandhan	Hajj and Umrah Eid-ul Adha Eid-ul Fitr	Baptism Holy Communion Roman Catholics	Similarities and differences between Catholic rites and traditions	Christian Pilgrimage	Hindu and Muslim pilgrimages
Substantive Knowledge/skills	- I can identify, describe and explain the core beliefs and concepts of Hinduism. (Name of religion, leader who they follow, sacred text, name of key Gods. - I can explain how Hindus worship at the Mandir. - I can explain how Hindus worship at home. - I can explain what happens at Diwali. - I can explain what Raksha Bandhan is.	- I can identify, describe and explain the core beliefs and concepts of Islam. (Name of religion, leader, sacred text, name of God.) - I can explain what the Mosque and the Madrassah are. - I can explain what happens at Hajj and Umrah. - I can explain what Eid-ul Adha is. - I can explain what Eid-ul Fitr is.	- I can identify, describe and explain the core Christian beliefs and concepts. (Name of religion, leader who they follow, sacred text, name of God and place of worship.) - I can explain what happens at a Baptism. - I can explain what happens at Holy Communion. - I can explain how Roman Catholics worship.	- I can explain how Orthodox Christians worship. - I can explain how Anglicans worship. - I can explain how Methodists worship. - I can explain how Quakers worship. - I can explain how Evangelical Christians worship.	- I can explain what it means to go on a pilgrimage. - I can explain why people go on a pilgrimage to Jerusalem. - I can explain what happens on a Christian pilgrimage.	- I can explain what happens on a Hindu pilgrimage. - I can explain what happens on a Muslim pilgrimage. - I can explain what the environmental impacts of Pilgrimages are.
Disciplinary Knowledge/Skills Believing: Making Sense of the Text Living: Understanding The Impact Thinking: Making Connections	Believing: - I have begun to make clear links between The Vedas and the core beliefs of Hinduism. Living: - I can make simple links between the story of Rama and Sita and how it relates to Diwali.	Believing: - I can make clear links between the story of Prophet Ibrahim and Hajar and the story of the Kaaba and how they relate to Hajj and Umrah. - I can offer informed suggestions about what the texts mentioned above means and give examples.	Believing: - I can make clear links between the story of Jesus being baptised and relate it to how people are baptised today. - I can offer informed suggestions about what the text mentioned above	Believing: - I can recall and describe the core beliefs and concepts of Christianity. Living: - I can make simple links between how different denominations of Christians live,	Believing: - I can recall and describe the core beliefs and concepts of Christianity. - I can make clear links between the stories of Jesus' pilgrimages to Jerusalem and Jesus' final journey to Jerusalem and relate	Believing: - I can recall and describe the core beliefs and concepts of Islam and Hinduism. - I can make clear links between the story of 'The Call to Pilgrimage' from the Qu'ran and relate it to Hajj.



	• I can describe how Hindus show their beliefs in how they worship at the mandir and in the way they live. • I can identify some differences in how people put their beliefs into practice. Thinking: • I can make links between some Hindu beliefs and practices studied and life in the world today. • I can express some ideas of my own clearly. • I can ask important questions. • I can suggest some ways in which the beliefs and practices of Hindus might make a difference to how I think and live.	• Living: • I can make simple links between the story of Prophet Ibrahim and his son Ishmael and how it is related to Eid-ul-Adha. • I can describe how people show their beliefs by attending madrassah. Thinking: • I can make links between some Islamic beliefs and practices studied and life in the world today. • I can express some ideas of my own clearly. • I can ask important questions. • I can suggest some ways in which the beliefs and practices of Muslims might make a difference to how I think and live.	means and give examples. Living: • I can make simple links between the story of The Last Supper and how it relates to Holy Communion. • I have begun to describe how Roman Catholics show their beliefs in how they worship and in the way they live. Thinking: • I can make links between some Christian beliefs and practices studied and life in the world today. • I can express some ideas of my own clearly. • I can ask important questions. • I can suggest some ways in which the beliefs and practices of Christians might make a difference to how I think and live.	individually and in communities. • I can describe how different denominations of Christians show their beliefs in how they worship and in the way in which they live. • I can identify some differences in how different denominations of Christians put their beliefs into practice, explaining how context can affect ways of living. Thinking: • I can make links between some of the Christian beliefs and practices studied and how it relates to life in the world today. • I can express some ideas of my own clearly. • I can raise important questions. • I can suggest some ways in which the beliefs and practices of different denominations of Christians might make	these to Christian pilgrimages. • I can offer informed suggestions about what the stories mentioned above mean and give examples. Living: • I can make simple links between the stories mentioned above and the Christian concepts studied. • I can describe how Christians show their beliefs in how they worship and in the way they live. Thinking: • I can make links between some of the Christian beliefs and practices studied and life in the world today. • I can express some ideas of my own clearly. • I can raise important questions. • I can suggest some ways in which the beliefs and practices of Christians might make	• I can offer informed suggestions about what the story mentioned above means and give examples. Living: • I can make simple links between the story mentioned above and the Islamic beliefs studied. • I can describe how Muslims and Hindus show their beliefs in how they worship and in the way they live. Thinking: • I can make links between some of the Islamic and Hindu beliefs and practices studied and life in the world today. • I can express some of my own ideas clearly. • I can raise important questions. • I can suggest some ways in which the beliefs and practices of Muslims and Hindus might make a difference to how I think and live.
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Key vocabulary	Mandir, Diwali, Raksha Bandhan, Rakhi	Mosque, Madrassah, Hajj, Umrah, Eid-ul Adha, Eid-u l Fitr	Baptism, Holy Communion, Roman Catholic, Denominations	Denomination, Orthodox, Anglicans, Methodists, Quakers, Evangelical	Pilgrimage, Jerusalem, Holy Week, Garden of Gethsemane	Pilgrimage, Brahman, Moksha, The River Ganges, Hajj, Mecca, Ka'bah, Jamarat
Additional/ Cross Curricular and Continuous Opportunities	The children will use their art skills to draw and label a picture of a Mandir. The children will use their literacy skills to read and summarise the story of Rama and Sita. The children can revisit this knowledge in Geography when they are locating different places. They will be able to locate India and other countries where Hinduism is practiced. Continuous Opportunities - Children engage in independent exploration through role-play (Mandir and home shrine), small world figures, and practical worship artefacts to reinforce understanding of key beliefs and practices. - Creative activities such as making diva lamps, rangoli patterns and rakhi bracelets support learning about Diwali and Raksha Bandhan.	The children will use their literacy skills to read and summarise the stories mentioned above. The children will discuss the values of honesty, kindness and charity in PSHE. In Geography, the children will be able to locate Mecca. The children will be able to use their art and design skills to make/decorate cards with Islamic patterns for Eid. In PSHE, the children will discuss community, gratitude and generosity and how this relates to Eid-ul Fitr. Continuous Opportunities - Children explore Islamic beliefs and practices through role-play (Mosque and Madrassah), small world resources and artefacts to support understanding of worship and learning. - Sequencing activities and visual prompts reinforce knowledge of Hajj and Umrah.	The children will use their literacy skills to read and summarise the stories mentioned above. In PSHE, the children will discuss values such as kindness, forgiveness and honesty and recall how these are central to the religions studied so far. Continuous Opportunities - Children explore Christian beliefs and practices through role-play (church setting, Baptism, and Holy Communion), artefacts and story resources to reinforce understanding of core beliefs and rituals. - Sequencing activities, labelled diagrams and visual prompts support recall of worship practices. - Creative activities such as designing church symbols or celebration cards enhance engagement, while key	In PSHE, the children will discuss the importance of helping others and living a good life, which is emphasised in Methodist teaching. Continuous Opportunities - Children explore worship practices across Orthodox, Anglican, Methodist, Quaker and Evangelical Christians through role-play, artefacts, and story resources. - Sequencing activities, labelled diagrams and visual prompts support recall of key practices and differences between denominations. - Creative tasks, such as designing symbols or worship spaces, and discussion-based activities reinforce understanding and embed key vocabulary.	The children will use their literacy skills to read and summarise the stories mentioned above. The children will use their speaking and listening skills to discuss the motivations for pilgrimage, such as faith, reflection or seeking forgiveness. Key Christian pilgrimages will be revisited and children asked to recall their knowledge regularly during assemblies. Continuous Opportunities - Children explore the concept and significance of pilgrimage through role-play, artefacts, and story resources. - Sequencing activities and labelled diagrams support understanding of Christian pilgrimages, including visits to Jerusalem and key rituals.	The children will look at different types of pollution in their sustainability units in science. Continuous Opportunities - Children explore Hindu and Muslim pilgrimage practices through role-play, artefacts and story resources. - Sequencing activities and labelled diagrams support understanding of rituals, journeys, and key sites. - Discussion and creative tasks encourage reflection on the purpose and spiritual significance of pilgrimage, as well as the environmental impacts. - Key vocabulary is reinforced through visual prompts and embedded throughout all activities.



	- Sequencing cards, matching tasks and labelled diagrams promote recall of worship practices and festival events. - Vocabulary is embedded through visual prompts, story resources and discussion to deepen understanding of core concepts.	- Creative tasks linked to Eid-ul-Adha and Eid-ul-Fitr (e.g., cards, decorations, symbolic representations) deepen understanding of festivals. - Key vocabulary is embedded through discussion, labelling and story resources to consolidate core concepts.	vocabulary is embedded through discussion and labelling to consolidate understanding.		Discussion, creative tasks and visual prompts reinforce the meaning and purpose of pilgrimage, while key vocabulary is embedded throughout activities.	
	- Retrieval practice through regular quizzing and opportunities to ask children questions in assemblies etc. - Where religious festivals are celebrated, opportunities should be taken to ask children to recall prior knowledge and apply this to the current context. - Pupils will be encouraged to share their own experiences and religious beliefs. - Where significant people are studied across the curriculum, opportunities will be taken to discuss their religion where relevant.					
Commentary: Why are we teaching what we are teaching, in the order we are teaching it? What does each unit build on/prepare children for? How are resources and skills changing over time?	This unit begins with the pupils recalling the key knowledge of Hinduism taught in Y3. By exploring Hindu beliefs, practices and festivals, the learners now develop their understanding of different faiths while building on their prior learning about values, communities and cultural diversity. This unit allows pupils to explore religion in both personal and communal contexts. Learning about worship at the Mandir and at home demonstrates the variety of ways faith is expressed, highlighting that religion	This unit is taught second this year to build on pupils' understanding of world religions introduced earlier in the year through a focus on Hinduism. It allows pupils to further explore another faith and to compare and contrast practices and beliefs across religions, developing knowledge, respect and understanding of diverse faiths, reinforcing knowledge of religious diversity while introducing core beliefs, practices and festivals in an accessible and engaging way. Focussing on the main beliefs of Islam provides	This unit is taught now to build on pupils' understanding of world religions introduced earlier this year. Sequencing Christianity after these units allows pupils to compare and contrast beliefs, practices and festivals across different faiths, developing both knowledge and respect for diversity. Focusing on key Christian beliefs, Baptism, Holy Communion and Roman Catholic worship provides pupils with concrete examples of ritual, community and personal	This unit is taught at this point to build on earlier learning about Christianity, including key beliefs, Baptism, Holy Communion and Roman Catholic worship. Sequencing this unit later in the year allows pupils to compare and contrast different forms of Christian worship, developing a deeper understanding of diversity within the same religion. By exploring Orthodox, Anglican, Methodist, Quaker and Evangelical practices, pupils gain concrete examples of	This unit is taught at this point to build on pupils' earlier learning about Christianity, including key beliefs, worship practices and denominational differences. Sequencing pilgrimage later in the year allows pupils to apply their knowledge of beliefs and worship to understand how faith is expressed through journeys, rituals and sacred sites. By exploring the meaning of pilgrimage, reasons for travelling to Jerusalem and the activities involved in a Christian pilgrimage, pupils gain	This unit is taught at the end of Y4 to build on pupils' prior learning about religion, worship and Christian pilgrimage, allowing pupils to compare pilgrimage practices across different religions, developing an understanding of both spiritual significance and cultural diversity. By exploring Hindu tirthas, Muslim Hajj and Umrah and the rituals involved, pupils gain concrete examples of faith in action, devotion and community engagement. The unit



	shapes daily life as well as formal rituals. In KS3, learning builds on this by exploring deeper philosophical concepts such as dharma, karma and moksha, the meaning and symbolism of rituals and festivals and the diversity of Hindu traditions. This ensures pupils move from understanding practical aspects of religion to engaging with ethical, symbolic and reflective thinking.	pupils with a foundation for understanding how faith shapes daily life and moral choices. Learning about Mosques and Madrassahs helps learners understand the role of community, education and worship in Islamic practice. Including Hajj and Umrah introduces the concept of pilgrimage which the pupils will study in more detail at the end of the year. In KS3, learning builds on these foundations and those laid in Y3 by exploring deeper theological concepts and the symbolism and significance of rituals and ethical teachings, encouraging pupils to reflect on how Islamic beliefs influence behaviour, community and personal values.	faith, reinforcing the idea that religion shapes both daily life and moral choices. The inclusion of sacraments and worship practices also introduces pupils to the concepts of symbolism, reflection and spiritual commitment preparing them for more abstract theological study in KS3 when they will build on this work by exploring theological concepts, symbolism and denominational differences. This progression ensures pupils move from understanding practical rituals to engaging with abstract, reflective and ethical thinking.	how belief is expressed through ritual, community and personal devotion. This encourages them to reflect on similarities and differences understanding that Christianity is not a single uniform tradition, but includes varied interpretations, styles of worship and approaches to prayer. In KS3, learning builds on this by exploring the theology, symbolism and ethical significance behind each form of worship and by comparing denominational differences.	concrete examples of how religion shapes personal reflection, community and moral understanding. This unit also introduces children to the broader concept of pilgrimage as a spiritual journey, creating a foundation for comparisons with pilgrimages in other religions in later units. In KS3, learning builds on this by exploring the historical, spiritual and ethical significance of pilgrimage, encouraging pupils to reflect on how journeys express commitment, shape personal faith and connect to broader Christian teaching.	also introduces environmental and ethical considerations, encouraging children to reflect on the impact of large-scale pilgrimages on people and the planet. In KS3, learning builds on this by exploring pilgrimage in greater depth, including rituals, symbolism, spiritual and ethical significance and the challenges of managing large-scale events sustainably. This progression helps pupils reflect on how faith shapes behaviour, community and responsibility towards the environment, while preparing them for wider comparative study of religion.
Adaptations for LA pupils	○ Simplify language and focus on 1–2 key ideas per objective. ○ Use visuals, diagrams, photos and videos to support understanding. ○ Provide sentence starters, labelling and matching activities instead of extended writing. ○ Break tasks into small, manageable steps, (e.g. sequence worship or festival activities). ○ Incorporate practical, hands-on experiences and role-play to reinforce learning.					



Adaptations for GD pupils	- Encourage pupils to explain the <i>meaning, significance and symbolism</i> behind Hindu beliefs, festivals and worship practices, not just describe them. - Use higher-order questioning (e.g. "How do these practices reflect Hindu beliefs about God and life?" "Why are festivals like Diwali important to Hindus?"). - Challenge pupils to make clear links between core beliefs (e.g. deities, sacred texts, concepts such as dharma) and worship in the mandir and at home. - Compare Hindu practices and festivals with those in other religions or cultures. - Explore variation in Hindu practice across different communities and traditions. - Encourage pupils to use precise religious vocabulary and support explanations with evidence and reasoning.	- Encourage pupils to explain the <i>meaning, significance and symbolism</i> behind Islamic beliefs, places of worship and festivals, not just describe them. - Use higher-order questioning (e.g. "How do these practices show Muslim beliefs about Allah?" "Why are pilgrimage and festivals important in Islam?"). - Challenge pupils to make clear links between core beliefs (e.g. tawhid, Prophethood, Qur'an) and practices such as prayer, pilgrimage and celebration. - Compare Islamic practices and festivals with those in other religions or worldviews. - Explore diversity within Islam, recognising that practices may vary across cultures and communities. - Encourage pupils to use precise religious vocabulary and justify explanations with evidence and reasoning.	- Encourage pupils to explain the <i>meaning, significance and symbolism</i> behind Christian beliefs, sacraments and worship practices, not just describe them. - Use higher-order questioning (e.g. "How do these practices show Christian beliefs about God and Jesus?" "Why are Baptism and Holy Communion important?"). - Challenge pupils to make clear links between core beliefs (e.g. Trinity, salvation, Jesus' life and teachings) and practices in worship. - Compare Roman Catholic worship with other Christian denominations (e.g. Church of England, Quakers). - Explore the role and meaning of sacraments in	- Encourage pupils to explain the <i>meaning, significance and purpose</i> behind different forms of Christian worship, not just describe them. - Use higher-order questioning (e.g. "How do worship styles reflect beliefs about God and authority?" "Why do Christians worship in different ways?"). - Challenge pupils to compare similarities and differences across denominations, giving reasons for these. - Explore how beliefs (e.g. the Trinity, authority of the Bible, role of the Holy Spirit) influence worship practices. - Encourage pupils to evaluate the effectiveness of different forms of worship in expressing faith.	- Encourage pupils to explain the <i>meaning, significance and spiritual purpose</i> of pilgrimage, not just describe what happens. - Use higher-order questioning (e.g. "Why is pilgrimage important in some religions?" "What might pilgrims hope to experience or gain?"). - Challenge pupils to compare different pilgrimage sites (e.g. Jerusalem and other Christian holy places) and their significance. - Explore how pilgrimage links to core beliefs such as faith, worship, forgiveness and spiritual growth. - Encourage pupils to evaluate the impact of pilgrimage on individuals' beliefs and lives. - Provide opportunities for independent	- Encourage pupils to explain the <i>meaning, significance and spiritual purpose</i> of pilgrimage in Hinduism and Islam, not just describe events. - Use higher-order questioning (e.g. "How do pilgrimages reflect core beliefs in each religion?" "Why might these journeys be spiritually important?"). - Challenge pupils to compare Hindu and Muslim pilgrimage practices, identifying similarities, differences and reasons for them. - Explore how pilgrimage links to key beliefs such as devotion, obedience, cleansing, and connection to God. - Encourage pupils to evaluate the environmental impacts of pilgrimage and
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	• Provide opportunities for independent enquiry into Hindu worship, festivals and lived religion.	• Provide opportunities for independent enquiry into Islamic worship, pilgrimage and festivals.	shaping Christian life and identity. • Encourage pupils to use precise religious vocabulary and support explanations with evidence and reasoning. • Provide opportunities for independent enquiry into Christian worship, traditions and church practices.	• Provide opportunities for independent enquiry into worship practices across Christian traditions. • Expect pupils to use precise religious vocabulary and justify explanations with evidence and reasoning.	enquiry into historical and modern pilgrimage practices. • Expect pupils to use precise religious vocabulary and support explanations with reasoning and evidence.	consider possible solutions or alternative approaches. • Provide opportunities for independent enquiry into different pilgrimage sites and experiences. • Expect pupils to use precise religious and geographical vocabulary, supported by reasoning and evidence.
	○ Encourage detailed explanations using accurate terminology.					



Resources/ approaches	Rosenshine's Principles ○ Images or figures of Hindu deities and Mandirs. ○ Puja items, prayer mats, and diya lamps. ○ Storybooks and picture books about Hindu beliefs and festivals. ○ Posters, sequencing cards and vocabulary visuals. ○ Craft materials for making diyas, rangoli pattern, and rakhi bracelets. ○ Role-play resources for home shrines and Mandir visits.	Rosenshine's Principles ○ Images or figures of Mosques and Madrassahs. ○ Prayer mats, prayer beads and artefacts used in Islamic worship. ○ Storybooks and picture books about Islamic beliefs, Hajj, Umrah and festivals. ○ Posters, sequencing cards and vocabulary visuals. ○ Craft materials for making Eid cards or decorations. ○ Role-play resources for Mosque visits and festival activities.	Rosenshine's Principles ○ Images or figures of churches and Christian symbols (crosses, candles, chalices). ○ Artefacts used in worship, Baptism, and Holy Communion (water, small cups, bread/wafer replicas). ○ Storybooks and picture books about Christian beliefs, Baptism and Holy Communion. ○ Posters, sequencing cards and vocabulary visuals. ○ Craft materials for making church symbols or celebration cards. ○ Role-play resources for church visits, Baptism and Communion.	Rosenshine's Principles ○ Images or figures of different church buildings and worship spaces. ○ Artefacts used in worship across denominations (candles, hymn books, icons, communion items). ○ Storybooks and picture books about different Christian practices. ○ Posters, sequencing cards and vocabulary visuals. ○ Craft materials for designing symbols or worship spaces. ○ Role-play resources to explore worship in Orthodox, Anglican, Methodist, Quaker and Evangelical contexts.	Rosenshine's Principles ○ Images or figures of Jerusalem, churches and pilgrimage sites. ○ Artefacts used on pilgrimages (crosses, prayer beads, maps, souvenirs). ○ Storybooks and picture books about Christian pilgrimages. ○ Posters, sequencing cards and vocabulary visuals. ○ Craft materials for making pilgrimage journals or maps. ○ Role-play resources to explore pilgrimage journeys and rituals.	Rosenshine's Principles ○ Images or figures of pilgrimage sites (e.g., Varanasi, Ganges, Mecca, Kaaba). ○ Artefacts used during pilgrimages (prayer items, water vessels, small mats, beads). ○ Storybooks and picture books about Hindu and Muslim pilgrimages. ○ Posters, sequencing cards, and vocabulary visuals. ○ Craft materials for making pilgrimage journals, maps, or symbolic representations. ○ Role-play resources to explore pilgrimage journeys, rituals and environmental impact discussions.
Career links	Teacher Social Worker Healthcare Professional Community/ Religious Leader	Teacher Social Worker Healthcare professional Community/ Religious Leader Humanitarian and Charity work	Teacher Social Worker Councillor Healthcare Professional Community/ Religious Leader Humanitarian/ Charity Worker	Teacher/Educator Social Worker Councillor Healthcare Professional Community/ Religious Leader Researcher	Teacher/Educator Social Worker Councillor Healthcare Professional Community/ Religious Leader Researcher	Teacher/Educator Social Worker Councillor Healthcare Professional Community/ Religious Leader Researcher Environmental Management and Sustainability