

Year 4: Autumn 1 - Buddhism

Enquiry: Is it possible for everyone to be happy?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
		✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS	I can talk about what makes me happy and think about why some people may not be happy. I can tell you important parts of the Buddha's life story in the right sequence and start to explain how he felt at certain points. I can start to explain why Siddhattha was unhappy even though he was a prince.			
(Level 2)				
WORKING AT Year 4 expectation	I can start to show an understanding of why people think it is difficult to be happy all the time. I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. I can begin to show an understanding of what being happy means to Buddhists.			
(Level 3)				
WORKING BEYOND	I can give an opinion on whether helping other people to be happy might make me happy also. I can make a link between trying to live a good life by following the 8-fold path and the suffering Siddhattha saw. I can give my opinion on whether trying to live by the 8-fold path could help Buddhists be happy.			
(Level 4)				

Year 4: Autumn 2 - Christianity

Enquiry: What is the most significant part of the Nativity story for Christians today?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
			✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 2)	I can design a symbol to tell you something about myself and explain it. I can explain what some of the symbols in the Christmas story mean to Christians. I can ask questions about something I find puzzling in the Christmas story.			
WORKING AT Year 4 expectation (Level 3)	I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me.			
WORKING BEYOND (Level 4)	I can explain the symbolism of the object I have designed and say how it expresses the significant part of Christmas or the Christmas holiday for me. I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth). I can reflect on how I feel about Christian beliefs about Christmas and the Incarnation.			

Year 4: Spring 1 - Buddhism

Enquiry: Could the Buddha's teachings make the world a better place?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
		✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 2)	I can talk about some situations which are wonderful or problematic. I can recall one of the Buddha's stories and start to say what it means. I can start to relate this story to making the world a better place.			
WORKING AT Year 4 expectation (Level 3)	I can suggest why there may be problems in the world and how people could help solve them. I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.			
WORKING BEYOND (Level 4)	I can start to consider the extent to which I can help make the world a better place. I can make links between one of the Buddha's stories and his teachings about what causes suffering. I can start to consider the extent to which the Buddha's teachings might help Buddhists make the world a better place.			

Year 4: Spring 2 - Christianity

Enquiry: Is forgiveness always possible for Christians?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (Jesus allowed himself to be condemned under the law of his land)	✓ (Jesus willingly gave his up)	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 2)	I can talk about how easy it is to forgive some people some times, or how difficult it might be. I can recall a Christian story about forgiveness and say what it tells people about how to treat each other. I can talk about when a Christian may find it easy or difficult to forgive someone.			
WORKING AT Year 4 expectation (Level 3)	I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness.			
WORKING BEYOND (Level 4)	I can give my opinion as to why showing forgiveness may be important. I can explain how Christians might try to put into practice Jesus' teachings about forgiveness. I can give examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example.			

Year 4: Summer 1 - Buddhism

Enquiry: What is the best way for a Buddhist to lead a good life?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
		✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 2)	I can explain why I make some choices and say why I think some of these are 'good' choices. I can tell you some of the teachings of the 8-fold path and start to say what they mean to Buddhists. I can give simple reasoning as to why the teaching of the 8-fold path might be helpful to Buddhists trying to make good choices.			
WORKING AT Year 4 expectation (Level 3)	I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.			
WORKING BEYOND (Level 4)	I can start to identify the values and reasons that guide me to make my decisions. I can make links between the Buddha's teachings about causing no harm and the 8-fold path and can explain what the world might look like if many people tried to do this. I can start to think about which aspects of the 8-fold path might be the hardest to stick to if I am trying to make good choices and which aspect might be the most important to Buddhists.			

Year 4: Summer 2 - Christianity

Enquiry: Do people need to go to church to show they are Christians?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
		✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 2)	I can discuss my special place, tell you why it is special and how I feel when I am there. I can talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion. I can respectfully question whether Christians need churches.			
WORKING AT Year 4 expectation (Level 3)	I can explain some of the feelings my special place gives me and suggest why that is. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.			
WORKING BEYOND (Level 4)	I can reflect on a range of special places and identify why they have the impact on me that they do. I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others. I can say why I think the church may or may not be important to Christians.			