**INTERPRETATION OF PRIMARY RELIGIOUS EDUCATION EXPECTATIONS**

**AUTUMN FIRST HALF TERM**

**YEAR 4**

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| UNIT | EXPECTATION | OUR UNDERSTANDING | PROMPT QUESTIONS |
| 4.1 The Bible | **Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used - e.g. Abraham, Moses, David, Joseph and Jonah** | The retell should correspond to the scripture source used means that the retelling is based on hearing and reading the text of the story from a Bible or more detailed bible story book. Teachers could build up the children’s knowledge of key figures by using things like Lion Bible story books and looking in more detail at key figures by reading key passages in a Bible. The retell should display the correct sequence of events and include details of characters and context. It is not necessary for pupils to retell a biblical story about every key figure within this unit of work. | Where would you find the story about …?  What are the key events in sequence?  What key details do you need to include?  What dialogue must be included? |
|  | **Describe, with increasing detail and accuracy, actions which arise because of beliefs – e.g. how do Abraham, Moses, David, Joseph or Jonah show their faith in God?** | This expectation recognises that our beliefs are often expressed in action e.g. that Mary shows her trust in Jesus at the wedding at Cana by saying to the servants ‘do whatever he (Jesus) tells you’ (John 2:5). This expectation combines two things, a written description of the actions of key figures (what key figures do) and the pupil is asked to link these actions to a belief of a key figure in order to show that the actions express a belief. Therefore, it is important for teachers to ask pupils to identify the parts of the text or story that show a particular belief. The belief (e.g. faith) could be supplied and the pupils identify examples of it in the text. Or the teacher can ask pupils to identify particular beliefs without supplying in advance. | What belief or virtue is the character or key figure showing in that passage or text?  How can you tell?  Can you find examples of a character or key figure showing their faith in God? |
|  | Ask and respond to questions about Biblical figures and themselves exploring their experiences, feelings and beliefs e.g., ’Why did Abraham continue to say ‘yes’ to God, despite the challenges he faced?  Suggest answers to questions like, ‘Should God forgive people?’ ‘Why or why not?’ in relation to the story of Jonah (Old Book)  ‘When have you needed to persevere? What kept you going?’ | This expectation demands pupils have a good knowledge of the story i.e. Abraham, Joseph, Moses, David and Jonah in the old pupil book. Pupils are asked to consider the experiences of key figures and empathise with them, showing that they understand the situation and the challenges they faced. They can then relate this to examples of situations and challenges in their own lives. The exemplar questions are simply examples that teachers could use to explore the experiences and challenges faced by key figures. | Why did Abraham continue to say ‘yes’ to God, despite the challenges he faced?  Should God forgive people?’ Why or why not?  When have you needed to persevere? What kept you going? |
|  | **Make simple links between beliefs and sources giving reasons for beliefs using those sources (GD)** e.g. the beliefs that God has a plan for people, (promise to Abraham, Joseph and Moses) that God is faithful (Abraham and Moses), God looks after people, God wants people to be treated fairly (Moses and the Exodus). | This expectation is similar to the one above that links actions to beliefs. This time pupils could respond to questions about what the stories they have read and retold tell us about God. God makes promises to Abraham, (Jacob) Joseph and Moses – do the promises connect? What does that tell us about God? – he has a plan for his people. What specific promise does God make with Abraham and Sarah (have their own son)? What does this show us about God – he is faithful, he keeps his promises. In the story of Moses, why is God angry at the treatment of the Hebrews? He wants people to be treated fairly – with justice. | Are God’s promises to Abraham, Jacob and Moses connected?  What does that tell us about God?  What specific promise does God make with Abraham and Sarah?  Why is God angry at the treatment of the Hebrews? |
|  | Describe, with increasing detail, what the Bible is an account of  Describe how it is divided (OT, NT) and the different types of writing it contains: history, laws, prophecy, poetry, songs, gospels, letters etc.  Describe what the Bible is – the Word of God. Give examples of bible texts or stories through which God speaks to us and say what they mean | This expectation demands that pupils have been given time to explore the structure of the bible. The Bible is a collection of books through which God speaks to us about Himself and about His relationship with the Jewish people and through Jesus, His relationship with the first followers of Jesus and the Christian Church. Through different types of writing the Bible shows us what the Jewish people and Christians believe about God and how we should live.  There are significant events and religious beliefs contained in the Bible: That God is the creator of the universe, that God is good and all powerful, that he loves his creation, especially human beings. God calls together a people into friendship with Him through the stories of Abraham, Jacob, Joseph, Moses and David. He calls them back to friendship when people go astray (the prophets). God the Father sends his Son, Jesus, to invite people to enter his Kingdom and to live by loving God and their neighbour.  Pupils will be able to give examples of different types of writing in the Bible through the use of a bible contents page (Good News Bible) and look and read examples of some of this type of writing.  Pupils will be able to articulate what calling the Bible ‘The Word of God’ means – God speaks to us in the Bible. Pupils will be able to give examples of texts where God speaks to us and say what they mean. | Is the Bible one book or a collection of books?  Looking at the Contents, how is the Bible divided, what are the two main parts?  What is each part about?  What types of books or writing do we find in the Bible?  Where would I find …?  What is a gospel? Where in the gospel of would I find …?  Christians call the Bible the Word of God, what does they mean?  Give an example of a text or passage and tell me what it means?  If the Bible is the Word of God how may it affect our attitude to it and use of it? |