**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 | **Describe what the Bible is.**  **Give examples of bible texts or stories through which God speaks to us and say what they mean.**  **Describe how the Bible is divided (OT, NT) and the different types of writing it contains: history, laws, prophecy, poetry, songs, gospels, letters etc.**  This expectation links to learning objectives: ‘Know that the Bible is one story told through many different books;’ ‘Know that in the Bible God tells us about himself;’ ‘Know that God speaks to us in the Bible’ (old PB p. 4, 6 and 14). ‘Know that the Bible is an account of God’s relationship with His people. Reflect on how the Bible can help us;’ ‘Know that God speaks to us in the Bible. Reflect on some things God tells us’ (new PB. p. 4, 22). | The PBs have good summaries of what the Bible is. Pupils will give a description of the Bible as one continuous story of God’s relationship or growing friendship with His people over thousands of years written in many different books. Through the Bible God shows his care for us and through the stories of various people and events shows us how He wants us to live.  Activity 2 on page 5 of the PBs provides an opportunity for pupils to meet the expectation.  To meet the expectations pupils need to be given time to explore the structure of a 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 as friends of God by loving God and one another and practising the virtues.  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. There is a good set of activities in ***RE Ideas Sacred Words*** from RE Today pp. 14-21 on different types of writing in the Bible. The first 3 activities are suitable for Year 4.  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? |
|  | **Retell a narrative that is accurate in its sequence and details e.g. from Abraham, Joseph, Moses, David, Jonah.**  This expectation links to learning objectives: ‘Know some of the stories in the Bible’ (old PB p. 8); ‘Know that God calls Abraham’, (new PB p. 8), ‘Know about God’s call to Joseph’ (new PB, p. 11), ‘Know about God’s call to Moses’ (new PB p. 15), ‘Know that David was chosen by God’ (new PB p. 19), ‘ | The retell 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 Lion Storyteller Bible contains the story of Abraham (God’s Friend), Joseph (Joseph the Dreamer, Joseph the Prisoner, Joseph the Ruler) Moses (The Secret Baby, The Burning Bush, The Great Escape, A Long Journey), David (Samuel the Kingmaker, David the Giant Killer), Jonah (Jonah the Groaner). The retell should be in the pupil’s own words but 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.  When introducing Abraham and the other key figures it is important to explain to pupils that the stories of the first part of the Old Testament focus on a particular group of people and their friendship with God. God reveals himself to these key figures because He has a plan to gather a people – the People of God – into friendship with Him. This is the beginning of Judaism and Christianity (as well as Islam). | 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 how Abraham, Moses, David, Joseph** (new book) **or Jonah** (old book) **show their faith in God**  This expectation links to learning objectives: ‘Know some of the stories in the Bible’ (old PB p. 8); ‘Know that God calls Abraham’, (new PB p. 8), ‘Know about God’s call to Joseph’ (new PB, p. 11), ‘Know about God’s call to Moses’ (new PB p. 15), ‘Know that David was chosen by God’ (new PB p. 19), ‘ | This expectation recognises that our beliefs are often expressed in action e.g. that Abraham showed his faith in God by leaving Haran in pursuit of God’s promise that he would become a father to many nations. This expectation is about making a clear link between the story of Abraham and other key figures and the concept of faith. Therefore, in telling the story it is important for teachers to stop and ask pupils to identify the parts of the story that show the faith of a key figure.  For example – Abraham: tell pupils Genesis 12:1 in pupil-friendly language. Discuss what Abraham was asked to leave behind and where he was told to go (an unnamed distant land).  *Do you think Abraham should do this?* Tell the rest of the story (until Genesis 12:9). *How do you think Abraham would have been feeling?*  *Can you think of any reasons why Abraham followed God’s command to leave Haran?*  Explain that as a person of God, Abraham was following God’s commands, but also because of the promises God made — remind pupils of the word ‘covenant’. Use the worksheet on Abraham and God’s Promises with pupils. Pupils can order the text and identify the different promises.  Point out to pupils that God repeats his promise to Abraham in Chapter 17:1-8.  *What is faith?* Ask the children to create glossary definitions for ‘faith’.  A definition of faith can be found at page 6 of <https://www.dioceseofleeds.org.uk/education/wp-content/uploads/2019/05/Virtues-for-Catholic-Schools.pdf>  Discuss how we can tell from the story that Abraham had faith. Point out what a huge thing Abraham did in this story to show he had faith. This was a big test.  *What are some easier tasks God could have given Abraham to show that he had faith?*  Pupils to be given a sentence starter or write independently about why Abraham is an important person. Record in books-  Possible starters could include::  God wanted Abraham to…  Abraham obeyed God because…  Abraham is an important person in the Old Testament because…  Abraham felt…  Abraham needed qualities that included...  God felt that Abraham was... | Can you find examples of a character showing their faith in God? What do they do?  Why do you think they did as God asked? |
|  | **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?**  **‘When have you needed to persevere? What kept you going?’**  **Suggest answers to questions like, ‘Should God forgive people?’ ‘Why or why not?’ in relation to the story of Jonah (Old Book)**  This expectation links to learning objectives: ‘Know some of the stories in the Bible’ (old PB p. 8); ‘Know that God calls Abraham’, (new PB p. 8), ‘Know about God’s call to Joseph’ (new PB, p. 11), ‘Know about God’s call to Moses’ (new PB p. 15), ‘Know that David was chosen by God’ (new PB p. 19), ‘ | This expectation is met when pupils are working with the stories of the key figures. 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?  When have you needed to persevere? What kept you going?  Should God forgive people?’ Why or why not? |
|  | **Describe some beliefs about God by linking these beliefs to the bible stories of Abraham, Joseph and Moses.** | This expectation asks pupils to describe what the stories of Abraham, Joseph and Moses tell us about God. God makes promises to Abraham, (Jacob) Joseph [new book] and Moses – do the promises connect?- What does that tell us about God? – *God 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. He can do what is considered impossible – Abraham is 100 and Sarah is 90! In the story of Moses, why is God angry at the treatment of the Hebrews? He looks after his people and wants them to be treated fairly – with justice.  Teachers can then ask pupils to think about promises they have made and the importance of keeping promises and acting 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? |