

Year 3 RE



Y3A: Holy building and places of worship

Y3B: Holy books Muslim and Christian

Y3C: why do people make pilgrimages?

Y3D: What makes Jesus inspirational?

<u>Unit</u>	<u>Knowledge - Children will learn</u> Impact: Expected Learning outcomes (intended to enable pupils to meet the end of key stage outcomes)	<u>Children will be able to...</u>	<u>Prior Knowledge</u>	<u>Unit Vocabulary</u>
Y3A: Holy building and places of worship <u>SMSC Links:</u> Explore beliefs, experience and respect faiths, feelings and values. Enjoy learning about ourselves, others and the surrounding world using imagination and creativity and reflect of different religions. Investigate moral issues and appreciate diverse viewpoints.	A1. Describe and make connections between worship and holy buildings in two or more religions A3. Explore and describe a range of symbols and ways of expressing meaning seen at holy buildings B2. Understand the challenges of commitment to worship in a community B3. Observe and consider similarities and differences between worship in different holy places C1. Discuss their own and others' views on questions about belonging to a faith community C2. Consider and apply ideas about respect for each others' places of worship	R1- I can write about my sacred place and why it is sacred to me. (In R.E Books) Learn the word sacred and what it means - discuss where sacred places or special places might be e.g. Church, Mandir, Mosque, Gurdwara and Synagogue or family homes, holiday places and school. R2- Alongside pictures of different places of worship, I can write about why people from different religions visit a place of worship. (In R.E Books) Recognise places of worship - Church, Mandir, Mosque, Gurdwara and Synagogue. R3- I can write a description about items found within a church. Font, candles, Bible, chalice, cross. (In R.E Books) R4- I can write a description about items found within a Mosque. (In R.E Books) Quran, Rehal, Prayer mat, prayer beads, R5- I can write a description about items found within a Gurdwara. (In R.E Books) Gurdwara - Langar, Guru Granth Shahib, Prayer mat. R6- I can write a description about items found within a Mandir. Gita, murti, shoe rack, Vedas, bell, (In R.E Books) R7- As a class, we can explore hot seating with one person For praying in a religious building and one person For praying in nature. (Evidence on T-Drive)	Religious communities have significant places that many believers use to meet for worship and for other purposes Which unit does this build from - FS: Special places: What places are special and why? - Y2C: Beginning to learn from Islam - Y1D: Beginning to learn from Sikhs - Y2B: What does Easter mean to Christians?	Holy Sacred Worship Spiritual Mosque Minaret Gurdwara Langar Church Altar Mandir Shrine

		Consider the idea that the natural world is a better environment in which to worship, or to express your spiritual side, than any holy building made by humans. Begin by showing some images of some of the most stunning and inspiring natural beauty. Ask pupils: What is your favourite: view, mountain, lake, place in the world? Fish, wild animal, insect, bird? R8- As a class we can create a tally chart for how many were for or against re-building a place of worship. In groups we will then write for and against arguments. (Evidence on T-Drive) What does rebuilding mean - What would it mean to a religion if their place of worship needed rebuilding. R9- In groups we can draw and write about a specific place of worship thinking about what I would see, smell and hear through the key hole of a sacred place. (Evidence on T-Drive) Group 1- Church Group 2- Mosque Group 3- Gurdwara Group 4- Mandir Discuss what through a keyhole means - what they might see in different places of worship. Church - Font, candles, Bible, chalice, cross. Mandir - Gita, murti, shoe rack, Vedas, bell, Mosque - Quran, Rehal, Prayer mat, prayer beads, Gurdwara - Langar, Guru Granth Shahib, Prayer mat.		
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Unit	Knowledge - Children will learn	Children will be able to...	Prior Knowledge	Unit Vocabulary
Y3B: Holy books Muslim and Christian <u>SMSC Links:</u> Explore beliefs, experience and respect faiths, feelings and values. Enjoy learning about ourselves, others and the surrounding world using imagination and creativity and reflect of different religions. Investigate moral issues, appreciate diverse viewpoints and value cultural influences.	A1. Describe and make connections between the ways sacred texts are used in different faiths A2. Describe and understand links between stories and texts and other aspects of the communities B1. Observe, understand, explain, with reasons, examples of religious uses of scriptures B3. Observe and consider similarities and differences between different sacred texts C1. Discuss their own and others' views on questions about the meanings of sacred stories C3. Discuss and apply their own and others' ideas about ethical questions and holy texts' teachings about goodness	Recognised sacred books for different religions. Quran - Muslim Christian - Bible Hindu - Gita Sikh - Guru Granth Sahib Judaism - Torah R1- I can complete a cloze procedure for using wise words in a guidebook for life. (In R.E books) Recognise the story of Mary Jones - Walked for days and saved for years to buy a Bible. Use and recognise words like - kindness, rewarded, patient, dreams, tricked, hope, love, fear, never give up, determination and challenge. R2- I can write about the Bible story Daniel in the Lion's den and the important themes. (Bravery, trust, wisdom and sticking to your beliefs). (In R.E books) Know the story of Daniel in the lion's den from the Bible - When have they had to be brave, trust in someone, use their wisdom and stick to their beliefs? R3- I recognise me well-known sayings and many of Jesus' words from the Bible and role play some sayings from the Bible. (Evidence on T-Drive) Hand children slips with normal sayings in one colour and Jesus' sayings in another and sort into disagree, not sure or agree. Introduce a range of sayings that pupils may have heard before, such as 'if at first you don't succeed, try, try again', 'treat others as you would like them to treat you', 'when life gives you lemons, make lemonade', 'be a good friend to get a good friend', 'if you can't beat 'em, join 'em', 'an eye for an eye, a tooth for a tooth', 'slow and steady wins the race' 'Love your neighbour as yourself' (Matthew 22:39) 'Love G-d with all your heart, mind and strength' (Matthew 22:37) 'Do not criticise others and you will not be criticised. Forgive, and you will be forgiven' (Luke 6:37), 'If someone is unkind to you, you should be kind to them - do not try to get your own back' (Matthew 5:39) 'If you fight, you will get hurt by fighting' (Matthew 26:52).	Stories and teachings are important for many religious believers Which unit does this build from - FS: Special stories: What stories are special and why? - Y1C: Stories and prayers about Jesus - Y2C: Beginning to learn from Islam - Y2B: What does Easter mean to Christians?	Torah Bible Qur'an Hadith Wisdom Sacred text

R4- I can explain how the items in the 'Mystery Box' could be used by a Christian. Ask pupils to finish sentences e.g. 'The Bible is a bit like a guidebook because...', 'The Bible is a bit like a torch / lamp because...', 'The Bible is a bit like a route map because...' **(In R.E Books)**

Inside the box -

Map - instruction manual (hidden message it shows which way Christians can go)

Light/torch - can show the answer to any problems. God is the light of the world.

Teddy - the Bible gives comfort and makes you feel better.

R5- I can write about why the Qur'an is important to Muslims. **(In R.E Books)**

Quran - Muslim - Should link to how to live their lives, how to worship Allah and how to treat others.

I can recognise and describe some beliefs of the Muslim faith.

Look at a quotation from the Qur'an e.g. 'Always love Allah first. Think about what Allah expects when making decisions about what to do and what not to do.'

Or 'Believe in G-d...and out of love for Him, for your relations, for orphans, for the needy, for the traveller, for those who ask...keep on praying, give regularly to charity, keep the promises you have made, be patient in the time of suffering and difficulty. Such are the people of the truth, the G-d fearing.'

Quran - Muslim - Should link to how to live their lives, how to worship Allah and how to treat others.

R6-I can write about how the Torah is important in Judaism. **(In R.E Books)**

The Torah is the most sacred text in Judaism. It comprises the first five books of the Hebrew Bible (Genesis to Deuteronomy), which Jews believe contain the direct word of God given to Moses on Mount Sinai. It is the foundation of Jewish religious practice, ethics, and identity

R7- I can label the Five Precepts (Buddhist) and give an example of each. **(In R.E Books)**

The Five Precepts are the foundational ethical guidelines in Buddhism. They are voluntary training principles meant to cultivate mindfulness, compassion, and moral integrity, rather than strict, divine commandments

<https://www.bbc.co.uk/bitesize/guides/zf8g4qt/revision/9> (hand for visual guide and use table)

R8- I can colour the commandments which are about God in one colour and those about people, in a different colour and write which three commandments I think are the most important and why. **(In R.E books)**

Unit	Knowledge - Children will learn Impact: Expected Learning outcomes (intended to enable pupils to meet the end of key stage outcomes)	Children will be able to...	Prior Knowledge	Unit Vocabulary
Y3C: why do people make pilgrimages? SMSC Links: Explore beliefs, experience and respect faiths, feelings and values. Enjoy learning about ourselves, others and the surrounding world using imagination and creativity and reflect of different religions. Investigate moral issues, appreciate diverse viewpoints and value cultural influences.	A1. Describe and make connections between pilgrimages from different religions A2. Describe and understand links between what sacred texts say and the practices of pilgrims today B2. Understand the challenges of commitment to being a pilgrim B3. Observe and consider similarities and differences between pilgrimages in 2 or 3 religions C1. Discuss their own and others' views on questions about how being a pilgrim expresses belonging and commitment	R1- I can write about a journey that I made that was special to me. (R.E Books) Discuss with the pupils the concept of a journey. What special journeys have they made? How long did the journey take? Who were their companions? How did they feel when they arrived? Categorise the journeys suggested by the class and, in small groups, decide which are the most important journeys and why. Pupils recount, using prescribed writing scaffolding a special journey they have made. Ensure that consideration is given to the purpose of the journey, the emotions that attach to it, the community life that comes from journeying together. Interview adults to find out about their <u>most meaningful</u> journeys R2- In groups, we can research the Hindu religious pilgrimage to the River Ganges and create a poster with information to share to the class. (T-Drive Evidence) <i>Why do people go there? Why is it an important place? How do people feel before and afterwards?</i> What part does water play in Hindu pilgrimage? The River Ganges is a sacred river for Hindus. Drinking the water is believed to bring release from bad karma Know the different places a Hindu might go on a pilgrimage. R3- I can use my research from the previous lesson to write a diary of a pilgrimage to Varanasi or the River Ganges. (R.E Books) Recognise and use features of a diary entry. Including vocabulary - Hindu, River Ganges, religious, holy, Varanasi, pilgrimage and festival. Describe the different stages of the journey. R4- I can write a postcard describing 5 important events on Hajj and their feeling associated with them. (R.E books) Recognise and use features of a postcard. Discuss and include vocabulary - Pilgrimage, Muslim, Hajj, Five elements, Makkah, Postcard. Explain why Muslims go on Hajj. Mention the five pillars and the obligation of pilgrimage in Islam. Read the story of Abraham and Ishmail. Show the pupils a world map. Where is Makkah? How far away from the school is it?	That different religions have places from the history of their religion that are important to them Which unit does this build from: - FS: Special places: What places are special and why? - Y2C: Beginning to learn from Islam - Y2B: What does Easter mean to Christians? - Y3A: Holy Buildings and Sacred Space: Visiting places of worship	Religion Muslim Hindu Christian Spiritual Pilgrim Pilgrimage Ritual Symbol Community Commitment Values

		Pack a suitcase with the class, containing everything needed for the Hajj. BBC has daily Hajj clips on the Learning Zone: www.bbc.co.uk/programmes/p010xd42 R5- I can ask questions about the Kabah pilgrimage (Evidence on T-Drive) <i>Recognise and use words - Pilgrimage, Muslim, Hajj, Five elements and Makkah.</i> If possible, invite person in to discuss experience of Pilgrimage or answer questions together as a class. E.G. Why do Muslims wear special clothes on Hajj? What is the most important part of Hajj? What part does water play in Hajj? What differences does the journey make? The Kaaba pilgrimage—known as Hajj is an obligatory spiritual journey for physically and financially capable Muslims. R6- I can complete a table to answer 4 questions to recognise the similarities and differences between a Hindu pilgrimage and a Muslim pilgrimage. (R.E Books) <i>Similarities - travel, sacred sights, fasting, charity</i> <i>Differences -ritual practices, number of sacred sights, frequency and obligation</i> R7- I can answer questions about my journey in life to write a guide book. (R.E Books) Discuss and recognise what a journey is and what future goals might mean to the children. Recognise the words - Distraction, Temptation and Advice. • Is life like a pilgrimage? • Who can help you along life's journey? • What guidance can you choose to follow on life's journey? • How can you make sure you see the best bits? • What will make you safe as you travel? • Is it best to travel alone or in company? • What is the best advice for life's journey? • Where do you want to end up? • What do you need to do to get there? • Will it be easy? • What might be the temptations and distractions along the way? • How will you resist them? • Do you think your journey is already pretty much sorted for you, or are you free to go where you want? • What can you do when you get stuck, or you see others stuck? • Why is it good to have goals in life? • Are you aiming high?		
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Unit	Knowledge - Children will learn	Children will be able to...	Prior Knowledge	Unit Vocabulary
Y3D: What makes Jesus inspirational? <u>SMSC Links:</u> Explore beliefs, experience and respect faiths, feelings and values. Enjoy learning about ourselves, others and the surrounding world using imagination and creativity and reflect of different religions. Investigate moral issues, appreciate diverse viewpoints and value cultural influences.	A2. Describe and understand links between stories and texts about Jesus in the Gospels and Christian beliefs and living today A3. Explore and describe a range of ways Christians today use the stories of Jesus from the gospels B1. Observe and give accounts of examples of the impact of Jesus' life and teaching on Christians B2. Understand the challenges of commitment to living as a follower of Jesus C1. Discuss their own and others' views on questions about the meanings of Jesus' teaching C3. Discuss and apply their own and others' ideas about ethical questions in Jesus teaching	R1- I can write about who inspires me and I can explain why they inspire me. (X Inspires me because...') (R.E books) Explore the definition of inspire - Who inspires them? Discuss the meaning of words including: brave, kind, thoughtful, creative, and positive. Resilient, caring, works hard, full of life and fun, wants to be the best, encouraging and ambitious. R2- I can explain the meaning of the seven symbols of Jesus. (R.E Books) Pupils to explain each symbol of Jesus and how they guide Christians in their daily lives. Bread = Jesus helps us to live and grow. Light = Jesus shows us the way Gate = Jesus welcomes and protects Shepard = Jesus looks after people Butterfly/Tomb = Jesus brings hope and new life Path/Road= Jesus teaching people how to live Vine = Helping people to grow in faith Working with symbolic objects: Give each group an object or picture that represents one of the 'I am' sayings. Possible objects / pictures: a loaf of bread; a candle, a picture of: a shepherd or sheep, a signpost, a door, a vine branch or some grapes, an empty grave or an image of an angel. Pupils are to discuss the following questions: What is this object? What does it / he /she do? Why might it / he / she be important? Feedback ideas, and talk about the symbols in the language. R3- I can create a sketch of Jesus and describe why I have given him certain key features. (Strong arms, lots of hands) (R.E Books) Using descriptive words - linked to key features. Recap who Jesus is and what religion he is linked to.	Stories about Jesus, 'events of Holy week' and significance Of Jesus to Christians Which unit does this build from - FS: Special people: Which people are special and why? - Y1c: Stories and prayers about Jesus - Y2B: What does Easter mean to Christians?	Role model Inspirational Jesus Incarnation Parable Holy week Easter Palm Sunday Maundy Thursday Good Friday Forgiveness Salvation Holy spirit Values Fruits of the spirit

		R4- In groups, we can build two structures out of paper straws. We will secure one to the table and leave one free standing. Then, we will explore blowing them over to explore the good foundations. (Evidence of T-Drive) The parable of the two builders: Matthew 7:24-27 and Luke 6:46-49. Tell the story, and think together about the meaning. The meaning of this parable could be explored by asking groups of pupils to build two structures out of paper or straws. Secure one of the structures down to its base. The other one is to be free standing. Pupils are to blow on the structures or wobble the table: which one falls down first and why? Discuss the meaning of the parable. Foundations: Discuss how Jesus is the foundation for the lives of Christians: in what ways do Christians build their lives on Jesus? Ask children to consider the foundations for their lives (e.g. friends and family, activities that strengthen them, spiritual foundations) and what would happen if these changed or went away? R5-I can work in pairs to sort the Beatitude statements to what they mean and how they teach Christians to live. (Evidence on T-Drive) create my own version of the Beatitudes. Recognise that the Beatitudes are happiness statements from the Christian religion. Read a children's version of the Happiness sayings of Jesus (The Beatitudes) Matthew 5: 3-12. These sayings are about being "Blessed" (happy). They contain advice on how Christians should live their lives. Provide children with a set of 8 cards, each one giving a simplified version of the saying of Jesus. Ask them to sort the statements and match to the correct meaning. Collate a class list of ideas about what Jesus said would make people happy. E.g. you are happy if you care for others. Blessed are the poor in spirit" → Being humble and knowing we need God's help. "Blessed are those who mourn" → Feeling sad for others and letting God comfort us. "Blessed are the meek" → Being gentle, patient, and kind instead of pushy. "Blessed are those who hunger and thirst for righteousness" → Wanting things to be fair and right for everyone. "Blessed are the merciful" → Forgiving others when they make a mistake. "Blessed are the pure in heart" → Having clean, honest thoughts and loving God completely. "Blessed are the peacemakers" → Helping people stop arguing and get along. "Blessed are those who are persecuted for doing right" → Standing up for what is right, even when it is hard		
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		R6- I can undertake a hot seating task lined to the parable of the 'Two blind men'. (Evidence on T-Drive) Read one of Jesus' healing miracles that requires faith in Jesus e.g. Matthew 9:27-31, a healing of a blind person. Discuss the difference between a magic trick and a miracle. If possible, perform a simple magic trick. What is the difference between this and a miracle? Explain that many of Jesus' miracles required the person to have faith in him. R7- I can write the story of 'holy week' from a characters perspective, this could include the mother of Jesus, Thomas the disciple or Pontius Pilate. (R.E Books) Learning about Holy Week: the last week of Jesus' life is remembered by Christians in the 7 days before Easter. Key events include the triumphant entry of Jesus into Jerusalem on Palm Sunday, the driving out of the moneychangers from the temple, the last supper, betrayal, arrest and trial of Jesus, the crucifixion. The Resurrection. R8- I can ask a minister questions about why and how Jesus is important to them. (Evidence on the T-Drive) Invite a Christian to talk to the class about why Jesus is important to them and the difference believing in Jesus makes to their life. If possible, you could also invite in a Muslim to talk about the importance of Jesus in their faith. Students to ask questions to the visitor. R9- I can create a stained glass window using a Bible verse and discuss why I have used particular elements in my stained glass window. (R.E Books) <i>'I am the Light of the World'</i> <i>'I am the Good Shepherd.'</i> <i>'The Kingdom of God is near.'</i> Recognise what a stained glass window is and what stories they might be telling - This is a Christian church symbol.		
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