

Year 3 - RE

Exploring living by rules	Religion in the home	Symbols of worship	Sharing special food	The beginning of the world	Religious leaders
<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify rules found in sacred writings and show how these influence the behaviour of believers</p>	<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify characteristics of believers' homes and link this with belief and practice</p>	<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify the use of symbols, actions and gestures in worship and explain how these might give believers a sense of identity and belonging</p>	<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to describe features of religious traditions, identify similarities and differences and explain why believers might commit to carrying on these practices</p>	<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify stories from faith traditions about the beginning of the world and explain why they are still important to faith communities today</p>	<p style="text-align: center;">EXPLORE</p> <p>Learners should be able to identify what sets a religious leader apart and explain the importance of leaders for individuals and communities today</p>
<p style="text-align: center;">ENGAGE</p> <p>Learners will show how these rules influence the behaviour of believers – individuals and communities</p>	<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to identify important beliefs evident in a believers' home and explain why it might be important to carry on these traditions</p>	<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to explain what beliefs are expressed through symbols, action and gestures, comparing and contrasting the ways in which they are used by different communities</p>	<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to identify important beliefs expressed through traditions and explain how these might strengthen the faith of individuals and communities</p>	<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to identify beliefs contained in stories from faith traditions and show how believers might use these to explore other difficult questions or ethical decision.</p>	<p style="text-align: center;">ENGAGE</p> <p>Learners should be able to make the link between the teachings and practices of religious leaders and their relevance for individuals and communities today</p>
<p style="text-align: center;">REFLECT</p> <p>Learners should be able to identify rules that are important to them and make the link between personal values, rules and behaviour</p>	<p style="text-align: center;">REFLECT</p> <p>Learners should be able to identify attitudes and values that might influence their homes and suggest how they might demonstrate their own values at home.</p>	<p style="text-align: center;">REFLECT</p> <p>Learners should be able to identify examples from their own experience and suggest how using symbols, actions and gestures might be used by themselves and others to express what is of value</p>	<p style="text-align: center;">REFLECT</p> <p>Learners should be able to identify traditions that are important to them and explain what this says about their identity and values</p>	<p style="text-align: center;">REFLECT</p> <p>Learners should be able to link ideas about the beginning of the world with attitudes and values and show the impact that this might have on individuals and communities</p>	<p style="text-align: center;">REFLECT</p> <p>Learners should be able to identify possible personal role models, explain the criteria for their choice and say what impact this might have on their own life</p>
<p>What do we need rules for?</p> <p>What rules can be found in sacred writings?</p> <p>What impact do these rules have on the lives of believers?</p> <p>What impact do rules have on your life? Random acts of Kindness (RAK)</p>	<p>What makes people's homes different?</p> <p>What makes a home distinctive of a particular faith community?</p> <p>How important is it for believers to practice their faith at home?</p>			<p>What do we mean by 'creation'?</p>	<p>What sets some people apart from the crowd and makes them leaders?</p> <p>What turns someone into a religious leader?</p>

	What makes a home distinctive for you?				
<p>This makes a good start to the new school year and provides an opportunity for pupils to think about a set of class rules. Take any starting point which is within the children's experience to begin a discussion about rules e.g. class and/or school rules. How do we know what the rules are? Where do our rules come from? Are they always written? Who makes the rules? Do they help us to live together? Could we manage without them? Do people always obey the rules? What happens when they don't? What would life be like without any rules? This can then be widened out to include other areas of life e.g. home, clubs and groups, the local community, the country. Talk about what people mean by a 'moral code'. Ask children to create their own set of a rules based on a theme e.g. for the class, school, in the countryside, firework code etc.</p> <p>Explore the main rules for living of the different faiths being studied e.g. Buddhism: The Eightfold Path; Christianity: The Ten Commandments, Islam: The Five Pillars; Sikhism: The Five Ks. Divide the class into four and ask each group to look more closely at one set of rules. Groups should decide if the rules are good ones, how following them would make a difference to life in school/home, they should then take one rule, think about how it could be put into practice in the class/school/world and write a poem/design a poster/use ICT to illustrate their</p>	<p>Talk about the customs and practices which may go on in any household regularly. For example: Grandparents visit every weekend, having a particular meal on a certain day of the week, a fixed pattern for bedtimes, eating meals at the table, friends coming to play, reading time, watching a programme on television together. Discuss some ideas in detail - who is involved, what usually happens, does the activity follow a pattern, are there particular rules about how you behave? Talk about the meaning of 'custom' and 'practice'. Ask pupils to identify a custom or practice and illustrate or describe starting 'In my house...' or 'Some people...'</p> <p>Resources: <i>Images of everyday activities as stimulus for discussion, images from magazines or stories. Record of responses from pupils to be used in later activity.</i></p> <p>Find out about religious practices in the home. For example: Focus on two or three aspects of religious practices based in the home, such as saying grace, reading the Bible, saying prayers, the Jewish Sabbath, Hindu puja. Present pupils with pictures of the identified activity and explore... 'I wonder what is happening here?' Pupils to draw up list of questions to ask the person involved, then see if they can find the answers from a books, ICT, video, story, visitor, etc. Create a story board to explain what is happening.</p> <p>Resources: <i>Images of members of faith communities</i></p>	<p>Have a range of items for a birthday party, for example, a birthday cake, balloons, presents, pass the parcel, cards, badges etc. Ask children to identify what the items are and when they are used. Discuss with them that many occasions have certain symbols, gestures and rituals. Introduce some artefacts associated with worship in particular faiths (bible, rosary beads, prayer mat, headscarf etc.. Pupils should research what the items are, how they are used and why they are important to believers. These could be presented to the class. Pupils could complete a venn diagram contrasting two particular artefacts showing what is similar about them and how they are used, and what is different.</p> <p>Explore one, two or three key symbolic ideas in more detail: Love, Peace, Justice. What are the words about, what do they mean, why are they important, what would the world be like without them? Can these ideas be seen, touched, heard? Explore what Christianity teaches about Love, Peace, Justice. How might a Christian express them in everyday life?</p> <p>Create a list of metaphors for the words Love, Peace, and/or Justice. For example If Love was a flower/colour/animal/toy/food it would be....because...</p> <p>Pupils could spend time designing a stain glass window or a poster which symbolises Love, Peace, and/or Justice</p>	<p>Ask children to suggest what is a tradition is and suggest types of traditions. Relate this to food and talk about the times when special foods are eaten and identify the foods e.g. occasions when special food might be eaten such as Bonfire Night, Birthdays, Christmas, Easter. Sample some of the foods which the pupils identified e.g. cake, turkey, Easter eggs, toffee. Discuss why those foods might be eaten on those occasions. Find out about things which are eaten in other cultures at special times and sample some of the foods e.g. barfi, samosas, matzos.</p> <p>Find out about occasions when special foods are eaten by members of a faith community. For example: Easter and Pesach. look at each in detail. Listen to the story of the Passover festival in any appropriate version. Look at a Seder plate. Find out what goes on the different sections and what each one stands for. Explore the story of Easter. Jesus also celebrated Passover with his disciples. Talk about the symbolic foods eaten and shared – lamb, hot cross buns, giving of eggs at Easter and why they help to celebrate new life. Pupils could create a Venn diagram showing similarities and differences between the two types of meals.</p> <p>Explore the reasons why it might be important for these faith communities to eat together.</p> <p>Suggest why a member of the faith community might think it is important to use those foods</p>	<p>Explore the verb 'to create' by talking about the inspiration, purpose, imagination etc. of something the children have created themselves recently (e.g. in DT, Art & Design, Music) or your own or another person's experience of creating something. Discuss how the verb 'to create' implies more than simply 'making' (careful deliberation, imagination to see the possibilities, experimentation, creativity and perseverance to 'get it right'). Discuss the feelings we have when our 'creation' disappoints or delights us. Take an animal (e.g. a cheetah or a tortoise), a plant (e.g. an oak tree or a sunflower), a natural substance (e.g. water or flint) and a natural disaster (e.g. an earthquake or a flood). Some are adapted to or have properties that are essential for life on earth, others have the ability to cause problems.</p> <p>Some people believe that the natural world has a creator God. There are many ancient expressing this idea. Some people think these are literally true. Other people believe these stories have something important to say but aren't literally true. Other people do not believe that there is any kind of God at the origin of things preferring scientific explanations. Ask children for their views on how the world started. Hot seat different children to see how their views differ.</p> <p>Talk about the way in which faith communities believe the</p>	<p>Discuss who people follow e.g. football and pop stars, politicians, parents and teachers, famous people from the past, religious leaders etc. Make a poster/collage of a person of their choice saying what they like about this person and what sets them apart. Talk about the qualities for which they're followed and whether/how they affect the followers. (Children need to understand that not all following is helpful.) Who do they follow and why?</p> <p>Notes: The baptism of Jesus marks the start of his work and ministry (Mark 1:9-11). Before he began his work he had 40 days where he went away to reflect on the kind of leader he should be. This time is known as the temptation of Jesus as he contemplated his options.</p> <p>Explore what the children already know about the life of Jesus. Focus on the baptism of Jesus. Tell the story (this could be done as a guided visualisation) and discuss how different characters might have felt. Share some images of the baptism (paintings such as The Baptism, Piero della Francesca) and ask questions such as 'who are the people?' 'what is happening?' 'what are people feeling, thing saying?' Ask pupils to describe a turning point in their own lives e.g. moving house, birthday, arrival of a new sibling etc. How did they feel? Did they make that choice? Did Jesus make the choice at his baptism? How did he know he was making the right choice?</p>

<p>ideas. Pupils could take turns reporting back.</p> <p>Pupils should consider why god is mentioned in the rules they have looked at. Why is he considered so important and what questions would they like to ask a person of faith about it? If God was to look at the world today what rules would he want to remind people of? Imagine God could send a text message what would he want to say? – create one text message for you, one for the school, one for the town and one for the world.</p> <p>The golden rule sums up the rules expressed in all religions and is simply 'always treat others as you would like them to treat you'. One way that pupils could reflect this rule is to do small acts of kindness for each other, the school, community and beyond. This could be anything from making a drink for someone, helping someone to tidy up, being kind to a younger pupil in school, volunteering for jobs. Acts can be big or small, anonymous or not as it is the sentiment behind the act that matters. Individually or in small groups create some RAK cards (to be left in the place where a RAK has been carried out) and plan some RAKs. Allow an opportunity for pupils to carry these out.</p>	<p><i>involved in religious activities in the home.</i></p> <p>Select aspects of these practices and find out what they mean to members of the community.</p> <p>For example: Talk about why someone might close their eyes and put hands together during a prayer. Share ideas about why the Sabbath meal might be very special to Jewish people. Talk about how a Hindu might feel having a very special shrine at home, and making use of it regularly. What might it be like to pray five times a day and how might that be helpful for a Muslim? If possible invite a member of the faith community to talk about their feelings and how they pray at home. Activity – children to draw the outline of a house with columns inside of different faiths. In the columns write down the different activities that take place in different faiths at their homes. 'Through the keyhole' activity – children use artefacts or pictures to introduce what might be seen if pupils looked through the keyhole into a Hindu family home.</p> <p>Resources: <i>Visitor from a faith community. BBC Learning Zone video clips portraying praying at home.</i></p> <p>Share personal ideas about customs and practices which you think are good to carry on at home.</p> <p>For example: Which do you think you would miss most if they all stopped? What do you think you would like to carry on doing when you have a home of your own? What might be a good custom for the classroom, home to your class? Put it into practice. Create a display called '</p>	<p>and write a sentence to explain where in the window/poster that idea has been represented.</p> <p>To tie into valentine's day, explore the idea of love in more detail. This could provide the perfect opportunity to look at Christian weddings. Explore the vows and symbolism of a wedding and what this teaches about love. A mock wedding could be planned in conjunction with the church or simply in your school hall allowing pupils the opportunity to learn about weddings through experience. 1 Corinthians 13 could be shared and pupils could write their own 'love is' verses/poems.</p> <p>As an alternative to the Christian wedding a wedding from a different faith could be explored and the symbolism behind it could be explained. For example, the seven steps in a Hindu wedding.</p>	<p>each year. Imagine what it would remind Jews/Christians of when they ate the foods. Why would it be important to share the meal with other Jewish/Christian people? Why would they make sure they did this every year? Ask a member of the faith community to visit and talk about the importance of the meal to them. Discuss the importance to believers of remembering events from former times in their tradition.</p> <p>In groups pupils could design/prepare a symbolic meal for another group to celebrate an event, selecting foods to share and explaining what those foods represent</p> <p>Resources: <i>Samples of food eaten at special times familiar to the children, and some which are unfamiliar to them. Versions of the story of Easter and Pesach appropriate for the age group. A seder plate. Foods to fill the spaces on the plate. Latkes, Easter eggs. Visitor to talk about the importance of the celebration for them.</i></p>	<p>beauty of the earth came into being.</p> <p>For example: Watch a video or read about the Christian story of Creation. Ask the children to write their own version of the story in a few key words/phrases as a 'comic strip' in only 3 sections (beginning, middle and end), or create a 3-slide power point presentation. They will need to think carefully about what they think is most important for each section. Discuss each other's ideas and reasons for choices.</p> <p>Read and discuss story of birth of Brahma and the Sea of Milk. Discuss the role of Brahma as creator. Identify sounds, actions and movements in the story. Ask pupils to work in small groups with musical instruments to recreate the story in sound and movement. Evaluate interpretations of different groups.</p> <p>Analyse the Hindu and Christian stories: What was there in the beginning? Nothing? Something? What happens? What causes things to happen? What is the result? Children could make a Venn diagram to show similarities and differences between the 2 stories e.g. both stories begin with darkness and water; both stories refer to 'spirit' or 'breathing' (these words come from the same root); in both stories sky and earth are formed. What do you think is the most important similarity between the stories? What do you think is the most important difference between the stories?</p>	<p>Explore the story of the temptation of Jesus. Tell the story and share images in the same way as the story of the baptism was explored. Discuss with pupils the idea of temptation and how you can choose between right and wrong. Pupils could create a role play based on a temptation where one person plays the part of the good conscience and the other plays the part of the bad conscience.</p> <p>Pupils could illustrate one of Jesus' temptations and share ideas about why he rejected it.</p> <p>Give an opportunity for pupils to reflect on what they have learnt from this aspect of Jesus' life. What makes him a good leader for Christians? What can a Christian learn from his life? This could be in the form of personal writing with optional sharing.</p>
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	<p>Home is where the heart is'. Using a heart shape children to draw and write about what makes their house a home. Resources: <i>Heart shapes.</i></p>			<p>Discuss an appropriate structure for a creation story e.g. In the beginning Suddenly/slowly Next/after many years Finally/at last Think about the opening setting and whether there will be a main character. Discuss imagery and vocabulary from stories so far encountered and the reasons for their use.</p> <p>Ask the children to write their own creation stories. They could then write reviews of each other's stories, as if for a 'creation story' anthology, explaining the ideas/beliefs that are expressed.</p>	

Year 3 Topic Coverage

<u>Autumn</u>			<u>Spring</u>			<u>Summer</u>		
<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>	<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>	<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>
Ex 1 Ex 2	En 1 En 2	R 1 R 2	Ex3 Ex4	En3 En4	R3 R4	Ex5 Ex6	En5 En6	R5 R6
<u>Vocabulary – Subject Specific</u>								
Engage with, Talk about, Listen to, Find out about, Explore, Ask questions, Recognise, Listen and respond, Ask and respond imaginatively to questions, Discuss Consider, Talk, Share, Observe								
<u>Vocabulary - Topic Specific</u>								
<p style="text-align: center;">Faith Story Belief Attitudes Action Teachings Believers Natural World Influence Community Create Reflect Explore Care Identify Symbols Express</p> <p>Buddha Buddhism Belief Noble Eightfold Path Dukkha Anicca Anatta Dharma The Sangha Reincarnation Karma Enlightenment Nirvana Temple Meditation</p>	<p style="text-align: center;">Mandir Brahman Brahma Trimurti Vishnu Shiva Ganesh Hanuman Reincarnation Moksha Karma Dharma Atman Puja Murti Diwali</p>	<p style="text-align: center;">Torah Rabbi Kippah / kipppot Tallit Shabbat Star of David Hanukkah Menorah Sedar Plate Matzos Synagogue Passover</p>	<p style="text-align: center;">Actions Gestures Worship Rituals Belief Appreciate Worship Differences Similarities</p> <p>Jesus Church Bible Priest Vicar Pastor Cross Crucifix Disciples Communion Eucharist Hymn Easter Prayer Trinity Holy Spirit Heaven</p>	<p style="text-align: center;">Muslim Muhammad Mosque Qur'an Imam Allah Mecca Hajj Ramadan Eid al-Fitr Muezzin Adhan Minaret Prophet Five Pillars Salat Hijah Halal</p> <p>Torah Rabbi Kippah Tallit Shabbat Star of David Hanukkah Menorah Sedar plate Matzos Synagogue Passover</p>	<p style="text-align: center;">Faith Teach Important Believer Impact Respond Meaning</p> <p>Mandir Brahman Brahma Trimurti Vishnu Shiva Ganesh Hanuman Reincarnation Moksha Karma Dharma Atman Puja Murti Diwali</p>	<p style="text-align: center;">Jesus Church Bible Priest Vicar Pastor Cross Crucifix Disciples Communion Eucharist Hymn Easter Prayer Trinity Holy Spirit Heaven</p>		

I will learn...

Why we need rules.

What rules are found in sacred writings.

The impact that these rules have on the lives of believers.

What impact rules have on my life.

What makes people's homes different.

What makes a home distinctive of a particular faith community.

How important is it for believers to practice their faith at home.

What symbols are used in worship

What are the words: Love, Peace and Justice about

What do the words: Love, Peace and Justice mean

Why they are important

What the world would be like without them

What a tradition is.

what different types of tradition there are

What special foods are eaten by members of a faith community

What we mean by 'creation'.

What sets some people apart from the crowd and makes them leaders.

What turns someone into a religious leader.