

**Subject Religious Education– Year 3 - Autumn Term 1 MTP (R.E. Unit 2.1)**

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p><b>Unit 2.1</b>  <b>Title:</b> What do people believe about God? (Christianity)</p> <p><b>ABOUT THIS UNIT:</b>                      This unit enables pupils to explore ideas about God simply for themselves and to consider what this concept might mean for Christians. Asking questions and thinking about stories are the main methods by which the enquiry begins. The focus is on pupils exploring the concept of God for themselves through asking questions and using metaphors to help understand characteristics of God. There is also an element that enables pupils to explore what Christians believe about God and how they respond to God. Different ideas about God are positively welcomed in this unit: it is thoughtfulness, not any particular stance</p>	1	<p><u>2.1 What do I think about God?</u>                      Pupils will:</p> <ul style="list-style-type: none"> <li>• show awareness of the possibility of ‘seeing’ with an inner eye.</li> <li>• be aware that not everyone sees things in the same way.</li> <li>• begin to express their own reactions and ideas about ‘God’</li> </ul>	<p>Most pupils can:</p> <ul style="list-style-type: none"> <li>• Join in by actively participating in the ‘I spy’ game.</li> <li>• be able to express in words or pictures something of what they think God might look like or characteristics God might have.</li> </ul>
	2	<p><u>2.1 What characteristics do I think God has?</u>                      Pupils will:</p> <ul style="list-style-type: none"> <li>• thoughtfully express adjectives to describe characteristics of God.</li> <li>• begin to show awareness that different people ‘see’ God in different ways</li> </ul>	<p>Most pupils can:</p> <ul style="list-style-type: none"> <li>• use vocabulary provided to express their ideas about the characteristic of God.</li> <li>• show increasing confidence in expressing their ideas to others</li> </ul>
	3	<p><u>2.1 What do we mean by ‘God’?</u>                      Pupils will:</p> <ul style="list-style-type: none"> <li>• consider for themselves what they know and understand about God.</li> </ul>	<p>Most pupils can:</p> <ul style="list-style-type: none"> <li>• talk confidently about their understanding of God.</li> <li>• show simple understanding of ‘believing without seeing’.</li> </ul>

<p>that makes good RE here. Pupils are encouraged to consider what can be learned from beliefs about God by listening to stories and referring to their own experiences, beliefs and values.</p> <p><b>KEY STRANDS ADDRESSED BY THIS UNIT:</b></p> <p>AT 1: Learning about Religion</p> <ul style="list-style-type: none"> <li>• Beliefs, teachings and sources</li> <li>• Expressing meaning</li> </ul> <p>AT 2: Learning from Religion</p> <ul style="list-style-type: none"> <li>• Questions of meaning, purpose and truth</li> </ul> <p><b>Vocabulary:</b> Christianity God reflection prayer trinity, Jesus, faith, reflect, belief, religion</p> <p>At the end of this unit:</p> <p><b>Pupils working towards the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>• use their senses to explore and ask questions about religious stories, pictures, artefacts</li> <li>• identify simply some of the ways in which Christians describe the characteristics of God</li> <li>• express in simple terms their own thoughts about God</li> </ul> <p><b>Pupils working at the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>• retell a story from the Bible that helps Christians understand a characteristic of God</li> <li>• ask some good questions of their own about God and suggest some answers</li> </ul>		<ul style="list-style-type: none"> <li>• show understanding of belief in things that cannot</li> </ul>	
	4	<p><b><u>2.1 What do Christians say God is like?</u></b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• consider what Christians think about God.</li> <li>• explore some features of a religious life</li> </ul>	<p>Most pupils can:</p> <ul style="list-style-type: none"> <li>• identify one or more characteristics of God as Christians understand them.</li> <li>• identify aspects of their own experience and what they think is important in the material.</li> </ul>
	5	<p><b><u>2.1 What do Christians mean by 'Trinity'? How can God be three and one?</u></b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• understand the Christian belief of God as three in one.</li> <li>• reflect on their lives and the relationship</li> </ul>	<p>Most pupils can:</p> <ul style="list-style-type: none"> <li>• show awareness of Trinity by expressing some images of '3 in 1' and showing understanding of the concept through discussion.</li> </ul>
	6	<p><b><u>2.1 How do Christians believe they can talk with God?</u></b></p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• know some of the artefacts religious people might use when they to talk to God</li> <li>• understand that prayer is a way religious believers believe they can communicate with God</li> </ul>	<p>Most pupils can:</p> <ul style="list-style-type: none"> <li>• through discussion activities, show awareness of prayer as being a means of religious believers communicating with God.</li> <li>• through exploring artefacts, know some of the artefacts religious believers might use when they pray and how these artefacts might assist some believers in their prayers</li> </ul>

<ul style="list-style-type: none"> <li>• describe what messages and meanings are expressed through some religious symbols</li> <li>• express some reasons for their current thinking about God</li> </ul> <p><b>Pupils working beyond the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>• make connections between a religious story and some religious beliefs</li> <li>• make links between religious symbols or stories and beliefs that underlie them</li> <li>• compare their own ideas about questions of belief in God with those of other people</li> </ul>	7		
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**Subject Religious Education– Year 3 - Autumn Term 2 MTP (R.E. Unit 2.1/ 2.2)**

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p>	1	<p><b>2.1</b> What have we learned in this unit of RE?</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• express ideas and questions more deeply as a result of thinking about God and prayer.</li> <li>• respond sensitively to Christian ideas about God and prayer.</li> </ul>	<p>Most pupils can:</p> <ul style="list-style-type: none"> <li>• talk about some questions about God and prayer that they have thought of.</li> <li>• respond sensitively to other children’s questions.</li> </ul>

<p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p><b>Unit 2.2</b></p> <p><b>Title:</b> Hindus and Sikhs: Who is inspiring?</p> <p><b>ABOUT THIS UNIT:</b></p> <p>About this unit: This unit enables pupils to explore, question and respond to the stories, teachings and experience of inspirational people and religious leaders from two religions that have a strong presence in the West Midlands, Hinduism and Sikhism. The focus is on developing learners understanding of what makes a good leader, the lives of inspirational leaders, both religious and non-religious and other aspects which may influence and/or motivate them as an individual. Pupils will create and use timelines of events, stories, art and artefacts to explore the significance of founders and leaders from the origins of the two different religions. They will consider the idea of a role model. Why are some religious leaders more than ordinary role models? They will think about ‘World changing leaders’. Pupils will ask and answer questions such as: What makes the lives of the Gurus, or of inspiring contemporary Sikhs such as Bhagat Puran Singh inspiring to millions of people? Why do Hindus have many gurus, and how do people like Gandhi or Pandurang Shastri Athavale (known as ‘Dada’) inspire Hindu people to change the world for the better?</p> <p><b>KEY STRANDS ADDRESSED BY THIS UNIT:</b></p> <p>AT 1: Learning about Religion</p>	<p>2</p>	<p><b><u>2.1 Assessment Task</u></b></p> <p>Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range. The most likely form of assessment for this unit will be done verbally in discussion and through the way pupils are enabled to express their ideas about God. Assessment towards the end of the unit could be in the form of question and answer, art, or choosing some words from a list/simple written work. WGD: To extend this work, ask pupils to consider why Christians might attribute various characteristics to God and how they express their beliefs about God.</p>	
	<p>3</p>	<p><b><u>2.2 Who are the Sikhs?</u></b></p> <p>Who are the Hindus?</p> <ul style="list-style-type: none"> <li>• To describe what the class already knows about two religions</li> <li>• To attend to the ways these religions are visible in the West Midlands</li> <li>• To note that religions often have key figures, founders or leaders who inspire followers to live in particular ways.</li> </ul>	<p>Almost all pupils:</p> <ul style="list-style-type: none"> <li>• Ask and respond sensitively to questions about these two religions and about some leaders in the religions</li> </ul> <p>Many pupils:</p> <ul style="list-style-type: none"> <li>• Ask questions about the importance of leaders, role models and inspiring examples for all of us, making links between their own and others’ responses</li> </ul>

<ul style="list-style-type: none"> <li>• Beliefs, Values and Teaching</li> <li>• Religious practices and ways of life</li> </ul> <p>AT 2: Learning from Religion</p> <ul style="list-style-type: none"> <li>• Questions of Meaning, Purpose and Truth</li> <li>• Questions of Values and Commitments</li> </ul> <p><b>Vocabulary:</b> Hinduism, Sikhism, God, belief, faith, follower leader, influence, inspiring</p> <p>At the end of this unit:</p> <p><b>Pupils working towards the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use religious words and phrase to identify key aspects of the example of Guru Nanak and of inspirational Hindus;</li> <li>• Recognise the role of Gurus in Sikhism and be able to suggest examples and retell stories.</li> <li>• Identify how Guru Nanak is an example for Sikhs</li> <li>• Retell a story of the Guru for themselves</li> <li>• Ask and respond sensitively to questions about inspiring leaders in Hindu community and for themselves and others.</li> </ul> <p><b>Pupils working at the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use a developing religious vocabulary to describe key aspects of Guru Nanak’s life and teachings.</li> <li>• Make links between Sikh and Hindu beliefs about following the way of God and the example of other people;</li> </ul>	<p>4</p>	<p><u>2.2 How can we find out about some key leaders from Sikh and Hindu religions?</u></p> <ul style="list-style-type: none"> <li>• To identify and describe the lives of good leaders from Sikh and Hindu sources.</li> <li>• To make links between the lives of religious leaders and the ways in which they may wish to live their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Many pupils describe ways to investigate their questions about leaders and followers and the idea of following a leader in faith</li> <li>• Some pupils use the right words to show they understand some key ideas for two religions</li> </ul>
	<p>5</p>	<p><u>2.2 What do stories of the Guru Nanak teach us?</u></p> <p>Can anyone learn from the Guru?</p> <ul style="list-style-type: none"> <li>• To understand the meanings of some stories of the Guru Nanak</li> <li>• To reflect on the meaning of the stories.</li> <li>• To understand the importance of these stories for Sikhs.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils identify the importance of the Guru Nanak for Sikhs, using religious vocabulary;</li> <li>• Many pupils can talk about what they think makes Guru Nanak a key leader for Sikhs, linking ideas from stories to the present day Describe what the stories show about the Guru Nanak</li> <li>• Some pupils devise four good questions about what makes a</li> </ul>

<ul style="list-style-type: none"> <li>Describe how Guru Nanak is honoured (but never worshipped) in Sikhism;</li> <li>Describe how Hindu people try to live by following the teaching and example of Hindu leaders and traditions;</li> <li>Ask questions about the importance of leaders, role models and inspiring examples for all of us, making links between their own and others' responses.</li> </ul> <p><b>Pupils working beyond the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>Use a developing religious vocabulary, to describe, show understanding of and make links between stories about inspiring leaders from Sikh and Hindu traditions.</li> <li>Show that they understand the meanings of a range of sayings and stories of Sikh Gurus and of Hindu leaders;</li> <li>Raise and suggest answers to, questions about the importance of inspiring leaders and the impact that following them can have on people's lives, values and commitments.</li> </ul>			<p>leader worth following, and state what a Sikh might say about Guru Nanak's leadership</p> <p>Express my own views about spiritual experiences in leadership, relating my views to the Sikh story of Guru Nanak's direct experience of God</p> <p>Explain different examples of leadership, expressing my views of the different qualities that are required</p>
	6	<p><u>Christmas Carol service/Art cross-curricular link</u></p> <p>Children are to produce a piece of art work inspired by the Christmas story and or St. Mary's church for the annual carol service.</p>	<p>Please use age related Art objectives.</p>
	7	<p><u>Christmas Carol service/English cross-curricular link</u></p> <p>Children are to write a recount of the visit to St. Mary's church for the annual carol service.</p>	<p>Please use age related Writing objectives.</p>

**Subject Religious Education– Year 3 - Spring Term 1 MTP (R.E. Unit 2.2)**

National Curriculum	Week	SACRE - Coverage	Skills Taught
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<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p><b>Unit 2.2</b>  <b>Title:</b> Hindus and Sikhs: Who is inspiring?</p> <p><b>ABOUT THIS UNIT:</b>          About this unit: This unit enables pupils to explore, question and respond to the stories, teachings and experience of inspirational people and religious leaders from two religions that have a strong presence in the West Midlands, Hinduism and Sikhism. The focus is on developing learners understanding of what makes a good leader, the lives of inspirational leaders, both religious and non-religious and other aspects which may influence and/or motivate them as an individual. Pupils will create and use timelines of events, stories, art and artefacts to explore the significance of founders and leaders from the origins of the two different religions. They will consider the idea of a role model. Why are some religious leaders more than ordinary role models? They will think</p>	<p>1</p>	<p><u>2.2 How does following the example of the Guru Nanak make a difference to Sikhs’ lives?</u></p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>• To make links between the stories of the Guru Nanak and the way Sikhs live today.</li> <li>• To reflect upon their own ideas about leaders and followers, including the Guru Nanak.</li> </ul>	<ul style="list-style-type: none"> <li>▪ All pupils tell a story of the Guru and suggest the meanings in the story</li> <li>▪ Many pupils identify similarities and differences between the Guru Nanak and other leaders. What makes the Guru unique? Ask questions and suggest answers about the impact of the Guru’s wisdom on life today (L3).</li> <li>▪ Some pupils describe how and why Guru Nanak has inspired their followers to make a difference in their community.</li> </ul>
	<p>2</p>	<p><u>2.2 Are the Gurus of the Sikhs still important today? Guru Nanak.</u> Pupils will learn:</p> <ul style="list-style-type: none"> <li>• To develop skills in questioning AOTs (Adults other than teachers)</li> <li>• Why Guru Nanak is important to Sikhs today</li> <li>• To think about stories and biographies, including spiritual examples</li> </ul>	<ul style="list-style-type: none"> <li>• Many pupils identify the impact that seeking to follow the Ten Gurus and the teaching of Guru Granth Sahib will have on a Sikh’s life; Ask important questions about inspiration, making links between their own and other’s responses Describe what inspires and influences themselves and others</li> </ul>

<p>about ‘World changing leaders’. Pupils will ask and answer questions such as: What makes the lives of the Gurus, or of inspiring contemporary Sikhs such as Bhagat Puran Singh inspiring to millions of people? Why do Hindus have many gurus, and how do people like Gandhi or Pandurang Shastri Athavale (known as ‘Dada’) inspire Hindu people to change the world for the better?</p>		<ul style="list-style-type: none"> <li>• To reflect upon who is important in their life</li> </ul>	<ul style="list-style-type: none"> <li>• Some pupils apply ideas like ‘miracle’, ‘inspiration’ and ‘spiritual’ to the story, explaining why Nanak is so widely followed</li> </ul>
<p><b>KEY STRANDS ADDRESSED BY THIS UNIT:</b></p> <p>AT 1: Learning about Religion</p> <ul style="list-style-type: none"> <li>• Beliefs, Values and Teaching</li> <li>• Religious practices and ways of life</li> </ul> <p>AT 2: Learning from Religion</p> <ul style="list-style-type: none"> <li>• Questions of Meaning, Purpose and Truth</li> <li>• Questions of Values and Commitments</li> </ul> <p><b>Vocabulary:</b> Hinduism, Sikhism, God, belief, faith, follower leader, influence, inspiring</p> <p>At the end of this unit:</p> <p><b>Pupils working towards the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use religious words and phrase to identify key aspects of the example of Guru Nanak and of inspirational Hindus;</li> <li>• Recognise the role of Gurus in Sikhism and be able to suggest examples and retell stories.</li> <li>• Identify how Guru Nanak is an example for Sikhs</li> <li>• Retell a story of the Guru for themselves</li> </ul>	<p><b>3</b></p>	<p><b><u>2.2 Who is an inspiring person to Hindus?</u></b> Example 1: Mahatma Gandhi Pupils will be enabled to:</p> <ul style="list-style-type: none"> <li>▪ learn to explore, question and respond to the teachings and experience of contemporary inspirational people from the Hindu community</li> <li>▪ explore some text and webbased materials to engage with a variety of perspectives on the people being studied;</li> <li>▪ suggest answers to questions about the significant experiences of key figures from the Hindu community</li> </ul>	<ul style="list-style-type: none"> <li>▪ All pupils identify some of the values that Gandhi showed in his life</li> <li>▪ Many pupils make links between Gandhi’s beliefs and the way he chose to live his life</li> <li>▪ Some pupils describe the impact of some of Gandhi’s principles and show how his words can be used to address contemporary situations Explain three reasons why Gandhi is inspiring for Hindus – and possibly for other people</li> </ul>



<ul style="list-style-type: none"> <li>Ask and respond sensitively to questions about inspiring leaders in Hindu community and for themselves and others.</li> </ul> <p><b>Pupils working at the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>Use a developing religious vocabulary to describe key aspects of Guru Nanak’s life and teachings.</li> <li>Make links between Sikh and Hindu beliefs about following the way of God and the example of other people;</li> <li>Describe how Guru Nanak is honoured (but never worshipped) in Sikhism;</li> <li>Describe how Hindu people try to live by following the teaching and example of Hindu leaders and traditions;</li> <li>Ask questions about the importance of leaders, role models and inspiring examples for all of us, making links between their own and others’ responses.</li> </ul> <p><b>Pupils working beyond the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>Use a developing religious vocabulary, to describe, show understanding of and make links between stories about inspiring leaders from Sikh and Hindu traditions.</li> <li>Show that they understand the meanings of a range of sayings and stories of Sikh Gurus and of Hindu leaders;</li> <li>Raise and suggest answers to, questions about the importance of inspiring leaders and the impact that following them can have on people’s lives, values and commitments.</li> </ul>	<p>4</p>	<p><u><b>2.2 Who is an inspiring person to Hindus?</b></u>  <u>Example 2: Pandurang Shastri Athavale</u></p> <p>Pupils will be enabled to:</p> <ul style="list-style-type: none"> <li>learn to explore, question and respond to the teachings and experience of contemporary inspirational people from the Hindu community</li> <li>explore some text and web-based materials to engage with a variety of perspectives on the people being studied;</li> </ul>	<ul style="list-style-type: none"> <li>Many pupils describe examples of inspiring people; Make links between these inspiring lives and the religions they illustrate; Say what their own reaction to the lives studied might be .</li> <li>Some pupils connect principal beliefs and teachings accurately with the actions of contemporary figures studied. Explain in detail how an inspiring person is a disciple of Hindu leaders</li> </ul>
	<p>5</p>	<p><u><b>2.2 How shall we weigh up what we think of the inspirational people Hindus admire?</b></u></p> <ul style="list-style-type: none"> <li>Show understanding of how religious beliefs can make a difference to the lives of individuals and communities;</li> </ul>	<ul style="list-style-type: none"> <li>Many pupils describe examples of inspiring people; Make links between these inspiring lives and the religions they illustrate; Say what their own reaction to the lives studied might be.</li> <li>Some pupils connect principal beliefs and teachings accurately</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Answer for themselves the question: what makes a person inspiring to others?</li> </ul>	<p>with the actions of contemporary figures studied; Explain why inspiring leaders often have enemies.</p>
	<p>6</p>	<p><u>2.2 Are Sikh and Hindu inspiring leaders the same or different?</u></p> <ul style="list-style-type: none"> <li>▪ Apply the idea of ‘inspiration’ to a comparison between two examples studied</li> <li>▪ ♣ Consider what factors would lead them to copy or follow these leaders: what can the pupil learn from the study?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Many pupils make links between Sikh and Hindu beliefs about following the way of God and the example of other people;</li> <li>▪ Some pupils understand and apply the idea of leadership for themselves; Use a developing religious vocabulary to describe key aspects of the life and teachings of an inspiring leader; Explain how some religious beliefs and behaviour are shown by inspiring figures;</li> </ul>
	<p>7</p>	<p><u>2.2 Who is inspiring to me?</u></p> <ul style="list-style-type: none"> <li>▪ Recall and weigh up the work done in the unit as whole</li> </ul>	<ul style="list-style-type: none"> <li>▪ Many pupils suggest answers from their own and others’ experiences of inspiration, related to key contemporary figures from the Hindu and Sikh religions.</li> <li>▪ Some pupils make informed responses to the teachings and</li> </ul>

			examples of key figures in religions, seeing how their lives made a difference and inspire people today
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**Subject Religious Education– Year 3 - Spring Term 2 MTP (R.E. Unit 2.2/2.3)**

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p><b>Unit 2.3</b>  <b>Title:</b> What is it like to be a Hindu?                      These planned lessons introduce pupils to Hindu traditions and communities</p> <p><b>ABOUT THIS UNIT:</b>                      ABOUT THIS UNIT: Learning from the Hindu religion, pupils explore and discover how Hindu religion practiced in the West Midlands (a visit to a</p>	1	<p><b><u>2.2 ASSESSMENT SUGGESTIONS</u></b></p> <p>A possible final assessment task: Pupils are to imagine that they have been asked by the Sikh community to create a picture pack to teach young children about their faith. They are making a book for five year olds. They are to select 6 pictures and write notes to go with them to show the importance of Guru Nanak for Sikhs today. Any source of pictures or graphics can be used, but there is a good selection at <a href="http://www.strath.ac.uk/redb/reartefacts/">http://www.strath.ac.uk/redb/reartefacts/</a> Local photos from community life could be collected by the school as well. The emphasis in the task is on selection and description: why would these 6 images help the 5 year olds to understand about the Sikhs?                      Pupils must write notes to go with their booklet and images</p>	
	2	<p><b><u>2.3 What can we learn from a Hindu artefact?</u></b>  <b><u>Pupils will learn:</u></b></p> <ul style="list-style-type: none"> <li>▪ About Hindu communities in Wolverhampton and the West Midlands</li> </ul>	<ul style="list-style-type: none"> <li>▪ All pupils can use religious words to identify the symbols in a Durga murti and retell a story about the goddess Durga;</li> <li>▪ Many pupils can ask lots of questions about the Durga murti, and look for some answers; Identify</li> </ul>

<p>Mandir is very helpful in this context). Using stories, artefacts, visitors and simple research, children learn about the practice of Hindu worship and celebration, and are encouraged to think about living in a diverse society. Some links to a study of Hindu life in India, especially connecting to pilgrimage sites such as Varanasi, make the learning rich. This unit focuses on what it is like to be a Hindu, exploring beliefs about God; about how ideas of God are expressed in art, movement, and action; about worship, and about the great festival of Diwali. This unit gives the children opportunities to explore how religious artefacts texts can be a source for learning and for beliefs. The lessons offer experiences of looking at and examining artefacts and images from within the Hindu tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions. They also get a chance to explore ways in which the five senses play a part in our everyday lives, and in particular how they make Hindu worship an important time for many Hindus, where worship is linked to the whole of life, not simply to some brief ritual actions.</p> <p><b>KEY STRANDS ADDRESSED BY THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>• Forms of religious expression and ways of expressing meaning (AT1)</li> <li>• Questions of identity, diversity and belonging (AT2)</li> </ul> <p><b>Prior learning:</b></p> <p><b>Vocabulary:</b> Brahman, Brahma, Vishnu, Shiva, Durga, murti, diva lamp, arti, puja, mandir, shrine prayer, belief, worship</p>	<p>3</p>	<ul style="list-style-type: none"> <li>▪ About symbols and the ways they are used in religions</li> <li>▪ About Hindu artefacts, and the ways they are connected to Hindu worship and beliefs</li> </ul>	<p>and describe some symbols in a murti of Durga the goddess;</p> <ul style="list-style-type: none"> <li>▪ Some pupils can describe some objects that might symbolise myself, and notice similarities and differences between these and the symbols of Durga the goddess;</li> </ul>
<p><u>2.3 What do Hindus say that God is like?</u></p> <ul style="list-style-type: none"> <li>• To understand Hindu beliefs about God, understood through the Trimurti</li> <li>• About ways in which Hindu murtis (images) communicate some Hindu ideas about the nature or character of God or ultimate reality.</li> <li>• To raise questions and set up an enquiry into a religious question</li> </ul>		<ul style="list-style-type: none"> <li>▪ All pupils can recognise and name at least one form of God in Hinduism, saying something about their role; Talk about what they find puzzling or interesting about the Hindu murtis (L2)</li> <li>▪ Many pupils can make links between the murtis and Hindu ideas about God; Ask questions about how Hindus worship one God in many forms; Some pupils can describe how the murtis express different ideas and characteristics of the one God, Brahman; Make links between Hindu murti and my own ideas about a helper and guide in life.</li> </ul>	

<p>At the end of this unit:</p> <p><b>Pupils working towards the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use religious words to talk about how many Hindu people describe what God is like and how they worship God</li> <li>• Suggest meanings for some Hindu artefacts, ways of worship or celebrations, answering: ‘What does it mean?’</li> <li>• Talk thoughtfully about how there are many different ways to express very varied ideas and beliefs about God.</li> </ul> <p><b>Pupils working at the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use a range of religious words to describe Hindu beliefs about God and worship;</li> <li>• List some similarities and differences between the Hindu way of life and another way of life they know well</li> <li>• Make links between art, stories and holy writings that help people to be good or generous rather than bad or mean</li> </ul> <p><b>Pupils working beyond the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use a range of religious words to explain some of the ways in which Hindus describe God, and the symbolic objects, actions and sound used in Hindu worship</li> <li>• Connect stories, symbols and beliefs with what happens at Diwali</li> <li>• Talk with understanding about how goodness, courage, generosity and faithfulness are important to Hindus and to me</li> </ul>	<p>4</p>	<p><u>2.3 How do Hindus worship?</u></p> <ul style="list-style-type: none"> <li>• The importance of worship in the lives of most Hindus</li> <li>• Ways in which many Hindus use images and actions in worship in their home shrines and at the Mandir</li> <li>• Ways in which the senses are used to show that things are special</li> </ul>	<p>All pupils can:</p> <ul style="list-style-type: none"> <li>• Recognise and name some objects used in a shrine and a mandir</li> <li>• Talk about how my senses help me to remember things that are important to me</li> </ul> <p>Many pupils can:</p> <ul style="list-style-type: none"> <li>• Identify some objects and actions used in Hindu worship, explaining what these mean to Hindus</li> <li>• Ask some thoughtful questions about why worshippers choose to attend a mandir and suggest some possible answers</li> </ul> <p>Some pupils can:</p> <ul style="list-style-type: none"> <li>• Describe how Hindus worship at home and in the mandir, identifying and explaining how symbolic objects and actions can express inner feelings</li> </ul>
	<p>5</p>	<p><u>2.3 Why do Hindus have sacred spaces at home as well as in the Mandir?</u></p> <p>What can we learn from this?</p> <p>Pupils will learn:</p>	<p>All pupils can...</p> <ul style="list-style-type: none"> <li>• Label a diagram of a Hindu shrine with some words from a list;</li> <li>• Respond sensitively to examples of Hindu religious practice in the home.</li> </ul> <p>Many pupils can</p>

		<ul style="list-style-type: none"> <li>• To know about some of the things Hindus do within their families.</li> <li>• To find out about some Hindu artefacts that might be found in a home shrine.</li> <li>• To think about how Hindu people thank the gods and goddesses in their home worship, and about the value of thankfulness.</li> <li>• To reflect for themselves on the search for and value of thankfulness.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the importance of a shrine in a home or mandir to Hindu people;</li> <li>• Make links between my home life and Hindu home life.</li> </ul> <p>Some pupils can:</p> <ul style="list-style-type: none"> <li>• Describe similarities and differences between Hindu worship at home and in the mandir</li> <li>• Apply ideas about community to worship: is it easier to worship alone, in a family or in a big</li> </ul>
	<p><b>6</b></p>	<p><u>Easter service/Art cross-curricular link</u></p> <p>Children are to produce a piece of art work inspired by the Easter story and or St. Mary’s church for the annual Easter service.</p>	<p>Please use age related Art objectives.</p>
	<p><b>7</b></p>	<p><u>Easter service/ English cross-curricular link</u></p>	<p>Please use age related Writing objectives.</p>

		Children are to write a recount of the visit to St. Mary’s church for the annual Easter service.
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**Subject Religious Education– Year 3 - Summer Term 1 MTP (R.E. Unit 2.3/2.4)**

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p><b>Unit 2.4</b>  <b>Title:</b> What do we celebrate and why?</p> <ul style="list-style-type: none"> <li>• Eid-ul-Fitr</li> <li>• Easter</li> <li>• Guru Nanak’s Birthday</li> <li>• Vaisakhi</li> </ul> <p><b>KEY STRANDS ADDRESSED BY THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>• Forms of religious expression and ways of expressing meaning (AT1</li> </ul>	<p><b>1</b></p>	<p><b>2.3 How and why do Hindus celebrate Divali?</b></p> <ul style="list-style-type: none"> <li>▪ The story behind Divali, its meaning for Hindus and ways in which it is celebrated in Wolverhampt on today</li> <li>▪ Express ideas about good and bad; light and darkness; celebration and joy</li> </ul>	<p>All pupils can:</p> <ul style="list-style-type: none"> <li>• Identify in simple terms why the story of Prince Rama and Princess Sita is important to Hindus at Divali;</li> <li>• Express empathy with the feelings and experiences of others as I listen to this story.</li> </ul> <p>Many pupils can:</p> <ul style="list-style-type: none"> <li>• Make links between the story of Prince Rama and Princess Sita at Divali and the idea of good overcoming evil in life today;</li> <li>• Identify ways in which I try to be good, and say who and what influence me to be good and bad</li> </ul> <p>Some pupils can:</p>

<ul style="list-style-type: none"> <li>• Questions of identity, diversity and belonging (AT2)</li> </ul> <p><b>ABOUT THIS UNIT:</b> This unit uses material from Christianity, Islam and Sikhism. Easter, Eid-ul-Fitr and Guru Nanak’s Birthday are the focus. The RE theme covered by this unit is ‘celebrations’: how and why celebrations are important in religion. It also contributes to the theme ‘leaders and teachers’. There are opportunities for pupils to share their own beliefs, ideas and values. In Wolverhampton, it’s very important to enable pupils to learn in RE with reference to their own tradition, and with reference to the traditions that are very populous in the borough. Sikhs, Muslims and Christians are the three largest religious communities in Wolverhampton.</p> <p><b>Prior learning:</b> pupils have: Been introduced to Jesus: birth; some aspects of his life; an insight into Christian belief about him. Been introduced to the story of the first revelation of the Qur’an to Muhammad and Ramadan Begun to understand Sikh religion and identity from stories and artefacts</p> <p><b>Vocabulary:</b> Christianity: Cross, crucifix, Easter, resurrection Islam: Eid, Eid Mubarak, charity Sikhism: Guru, Gurdwara, Guru Granth Sahib</p> <p>At the end of this unit:</p> <p><b>Pupils working towards the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>• Re-tell a part of a story from Easter, Eid or Guru Nanak’s birthday</li> </ul>			<ul style="list-style-type: none"> <li>• Use religious words, art, drama, dance, ICT to express my understanding of the meaning of Diwali for believers;</li> <li>• Express my own ideas about the values at the heart of Diwali, using a variety of media.</li> </ul>
	2	<p><u><b>2.3 How and why do Hindus use the symbolism of light?</b></u></p> <p>About the symbol of light and the idea of winning over darkness.</p> <ul style="list-style-type: none"> <li>• To use prioritising skills to make sense of Diwali symbols</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils can identify an idea about light as a symbol</li> <li>• Many pupils can suggest meanings for Diwali lights Some pupils can make links between different ways light is used in celebrations</li> </ul>
	3	<p><u><b>2.4 How and why do Muslims celebrate Eid-ulFitr?</b></u></p> <p>To know that:</p> <ul style="list-style-type: none"> <li>• Eid-ul-Fitr celebrates the end of Ramadan, the month during which the prophet Muhammad received the first revelation of the Qur’an</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils will be able to talk about what happens at Eid-ul-Fitr and say why Muslims give gifts; Say how I think Muslims will feel at Eid-ul-Fitr and talk about whether I have ever felt like that and why</li> <li>• Most pupils will be able to describe some ways in</li> </ul>



<ul style="list-style-type: none"> <li>Respond sensitively to characters and emotions in these stories</li> </ul> <p><b>Pupils working at the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>Describe how Christians celebrate Easter and Muslims celebrate Eid-ul-Fitr and simply explain some of the symbols associated with Easter.</li> <li>Suggest why these festivals are important to the believers.</li> <li>Make a link between these religious festivals and occasions they celebrate</li> </ul> <p><b>Pupils working beyond the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>Show that they understand some ways in which these festivals can have an impact on believers today</li> <li>Describe three ways in which Christian/Muslim/Sikh actions at these festivals show their devotion to God</li> <li>Devise four thoughtful questions about what makes a festival special, and suggest ways in which celebrations like this might or might not have some value in their own lives</li> </ul>		<ul style="list-style-type: none"> <li>Muslims use special food, objects, words and gifts to celebrate.</li> </ul>	<p>which Muslims celebrate Eid-ul-Fitr and say why they are important for Muslims: Say what I think about giving to charity and showing kindness to others, making links with what Muslims do at Eidul-Fitr</p> <ul style="list-style-type: none"> <li>Some pupils will be able to describe some similarities and differences between the celebration of Eid-ul-Fitr and another celebration Use the right words to describe what makes Muslims care for others and what makes me care for others</li> </ul>
	4	<p><u>2.4 How and why do Sikhs celebrate Guru Nanak's Birthday?</u> To know that:</p> <ul style="list-style-type: none"> <li>Sikhs celebrate the birthday of their Guru. They use special food, objects, words and gifts to celebrate.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils will be able to say two ways in which Sikhs celebrate and two ways in which I celebrate that are similar</li> <li>Most pupils will be able to give three reasons why Guru Nanak is important to Sikhs</li> </ul>

		<ul style="list-style-type: none"> <li>• They remember stories of the guru</li> </ul>	<ul style="list-style-type: none"> <li>• Some pupils will be able to make links between Sikh celebrations and one other religious festival, noting two similarities and two differences: Describe how Guru Nanak inspires Sikhs and talk about something or someone who inspires me, explaining similarities and differences.</li> </ul>
	5	<p><u>2.4 How and why do Sikhs celebrate Vaisakhi/ Baisakhi?</u> To know that:</p> <ul style="list-style-type: none"> <li>• Vaisakhi/Baisakhi is the Sikh new year celebration.</li> <li>• It recalls the institution of the Khalsa, where a ceremony of commitment was introduced as a way for Sikhs to demonstrate their love for God and the Guru.</li> <li>• It is celebrated with a continual reading of the Guru Granth Sahib Ji, the cleansing and</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils will be able to retell the story of Vaisakhi simply</li> <li>• Many pupils will be able to make links between the story of Vaisakhi and how Sikhs celebrate today</li> <li>• Some pupils will be able to explain how standing up for your beliefs is important to Sikhs and to others, and talk about the beliefs I am willing to stand up for.</li> </ul>

		<p>raising of the flagpole, and processions.</p>	
	<p>6</p>	<p><u>2.4 How and why do Christians celebrate Easter?</u></p> <p>To know:</p> <ul style="list-style-type: none"> <li>• Easter celebrates the resurrection of Jesus</li> <li>• Christians use special food, objects, words and songs to celebrate</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils will be able to: Identify some ways in which Christians celebrate Easter; Suggest what the symbol of the empty cross represents; Suggest meanings for some of the images and object linked with Easter</li> <li>• Many pupils will be able to: Talk thoughtfully about why Easter is a special celebration for Christians; Ask questions about what is most important about Easter week for : Christians;</li> <li>• Some pupils will be able to Describe the key events of the Easter story and say why they are important to Christians Ask questions about Jesus’ death and resurrection and its importance for Christians, expressing my own responses</li> </ul>
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**Subject Religious Education– Year 3 – Summer Term 2 MTP (R.E. Unit 2.4)**

National Curriculum	Week	SACRE - Coverage	Skills Taught
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE.</p> <p>Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At NPPS we follow Wolverhampton’s SACRE.2015.</p> <p><b>Unit 2.4</b>  <b>Title:</b> What do we celebrate and why?</p> <ul style="list-style-type: none"> <li>• Eid-ul-Fitr</li> <li>• Easter</li> <li>• Guru Nanak’s Birthday</li> <li>• Vaisakhi</li> </ul>	<p><b>1</b></p>	<p><u>2.4 What can we learn from Eid, Easter and Guru Nanak’s birthday / Vaisakhi?</u></p> <ul style="list-style-type: none"> <li>• To talk thoughtfully about different celebrations. To reflect upon, and capture their learning about three religions</li> </ul>	<ul style="list-style-type: none"> <li>▪ All pupils will be able to: Re-tell a part of a story from Easter, Eid or Guru Nanak’s birthday Respond sensitively to characters and emotions in these stories</li> <li>▪ Many pupils will be able to: Describe how Christians celebrate Easter and Muslims celebrate Eidul-Fitr and simply explain some of the symbols associated with Easter. Suggest why these festivals are important to the believers. Make a link between these religious festivals and occasions they celebrate.</li> <li>▪ Some pupils will be able to: Show that they understand some ways in</li> </ul>

<p><b>ABOUT THIS UNIT:</b> This unit uses material from Christianity, Islam and Sikhism. Easter, Eid-ul-Fitr and Guru Nanak’s Birthday are the focus. The RE theme covered by this unit is ‘celebrations’: how and why celebrations are important in religion. It also contributes to the theme ‘leaders and teachers’. There are opportunities for pupils to share their own beliefs, ideas and values. In Wolverhampton, it’s very important to enable pupils to learn in RE with reference to their own tradition, and with reference to the traditions that are very populous in the borough. Sikhs, Muslims and Christians are the three largest religious communities in Wolverhampton.</p>			<p>which these festivals can have an impact on believers today Describe three ways in which Christian/Muslim/Sikh actions at these festivals show their devotion to God Devise four thoughtful questions about what makes a festival special, and suggest ways in which celebrations like this might or might not have some value in their own lives</p>
<p><b>Prior learning:</b> pupils have: Been introduced to Jesus: birth; some aspects of his life; an insight into Christian belief about him. Been introduced to the story of the first revelation of the Qur’an to Muhammad and Ramadan Begun to understand Sikh religion and identity from stories and artefacts</p> <p><b>Vocabulary:</b> Christianity: Cross, crucifix, Easter, resurrection Islam: Eid, Eid Mubarak, charity Sikhism: Guru, Gurdwara, Guru Granth Sahib</p> <p>At the end of this unit:</p> <p><b>Pupils working towards the expected outcomes will be able to:</b></p> <ul style="list-style-type: none"> <li>• Re-tell a part of a story from Easter, Eid or Guru Nanak’s birthday</li> <li>• Respond sensitively to characters and emotions in these stories</li> </ul> <p><b>Pupils working at the expected outcomes will be able to:</b></p>	<p>2</p>		<p><b>2.4 ASSESSMENT SUGGESTIONS</b> • Give pupils a star template (5 points). In the centre of the star are the words ‘What does Eid-ul-Fitr mean for Muslims?’ In each of the points pupils identify an important aspect of the festival (worshipping Allah – prayers at the mosque, remembering Ramadan, clothes and cards, giving to charity, visiting family, friends and neighbours) • On the reverse of the star, the centre words are: ‘A celebration which is important to me is.....’ and in each of the points, pupils identify important aspects of the festival for them. • Stars may be decorated or illustrated – watch out for the decoration on the Eid-ul-Fitr side (no people, only pattern, flowers etc which will show understanding and respect) • A similar task may be done with a cross template. In the centre of the cross are the words ‘What does Easter mean for Christians?’ with important aspects of the festival in the bars of the</p>

<ul style="list-style-type: none"> <li>Describe how Christians celebrate Easter and Muslims celebrate Eid-ul-Fitr and simply explain some of the symbols associated with Easter.</li> <li>Suggest why these festivals are important to the believers.</li> <li>Make a link between these religious festivals and occasions they celebrate</li> </ul> <p><b>Pupils working beyond the expected outcomes will be able to:</b></p>		<p>cross. On the reverse of the cross the centre words may be as above: 'A celebration which is important to me is.....' or 'Easter Customs' • Ask pupils to consider whether these festivals are only for believers. Ask them to come up with four responses – two to support the view that “Religious festivals are only for believers”, and two to support the view that “Religious festivals are for everyone”, giving examples from the festivals explored in this unit.</p>	
<ul style="list-style-type: none"> <li>Show that they understand some ways in which these festivals can have an impact on believers today</li> <li>Describe three ways in which Christian/Muslim/Sikh actions at these festivals show their devotion to God</li> <li>Devise four thoughtful questions about what makes a festival special, and suggest ways in which celebrations like this might or might not have some value in their own lives</li> </ul>	3	<p><u>Religious Art project cross-curricular link</u></p> <p>Children are to produce a piece of art work inspired by the RE themes covered this term. Work can be planned and discussed and built up over a number of lessons. This could be done a collaborative or individual piece.</p>	<p>Please use age related Art and RE objectives.</p>
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