



## South Gosforth First School

### Religious Education – Year 3 Long Term Plan



#### Purpose of Study

At South Gosforth First School, we follow the statutory guidance from the Standing Advisory Council on Religious Education for Newcastle (SACRE). In ensuring high standards of teaching and learning in R.E, we implement a curriculum that is progressive throughout the whole school. Children are encouraged to make links to their prior learning in R.E and other subjects and identify themes and trends that run through their R.E topics. Children learn through the disciplines of social science, theology and philosophy in order to allow them to dig deeper and explore key concepts learned in this subject. They will develop their own lines of enquiry by asking and answering questions based upon sources and artefacts and we will provide the children with opportunities for spiritual, moral, social and cultural development through the R.E curriculum. Through R.E we will ensure that we promote community cohesion through links in the local community, making sure it is inclusive for all and promoting shared values, while still appreciating our diverse and unique personal attributes. Equality, diversity and inclusion are at the forefront of our RE curriculum and we will ensure that we instil a feeling of mutual respect to see a just and equal society. We will do this by allowing the children to use enquiry-based learning through our 'big questions' and encouraging the children to be reflective and expressive, to ask questions, investigate, draw conclusions and evaluate.

#### Aims

Through our Religious Education curriculum, our pupils foster a sense of curiosity about different religions and cultures, which enables them to confidently express their ideas and beliefs. In our diverse city and country, our R.E curriculum promotes understanding and compassion, placing a heavy emphasis on community cohesion, which is supported by our 'No Outsiders' ethos.

We facilitate our children to learn both disciplinary and substantive knowledge about different world religions, practices and cultures and we build in mechanisms within our units of work to ensure that pupils can demonstrate what they know and what they have remembered, so that our teachers are best placed to take learning forward. Our R.E curriculum also plays a unique role in promoting the spiritual, moral, social and cultural development of our children, whilst supporting them to gain a greater understanding of themselves when exploring, discovering and learning more about religions and cultures within the world in which they live - Our ultimate goal is for our pupils to become confident, knowledgeable, well-informed and compassionate individuals. As part of our broad and comprehensive R.E curriculum, we contribute towards our children's personal development and resilience, offering meaningful opportunities for creative expression. Our inclusive R.E curriculum is accessible to all - Every one of our pupils has the same starting point, with necessary adaptations, in order to prepare them to thrive in a multicultural world and participate effectively in a modern and diverse society.



| Autumn 1                                                                                                                            | Unit 1 – Expressions of Identity (Introduce Hinduism through this)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Character<br><br>Culture<br><br>Creativity<br><br>Challenge                                                                         | <b>Prior Learning &amp; Understanding – ‘Why here, why now?’</b><br>Developing the KS1 theme of Belonging to link it in with the sense of identity being part of a (religious or non-religious) community can bring.<br><b>EYFS/KS1 – Unit 1 (Belonging)</b>                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                     | <b>Key Learning Intentions (Skills)</b><br>Concept – Community<br>Disciplinary Strand - Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                     | <b>Key Learning Intentions (Knowledge)</b><br>To know that... <ul style="list-style-type: none"><li>To reflect on their membership of communities and what this means</li><li>That religious people feel they belong to a faith community</li><li>That religious people have different ways of identifying with and showing they belong to their faith</li><li>How faith communities celebrate and live out their beliefs through action in the world</li><li>What is special about belonging generally</li><li>How and why religious people show they belong to a religion</li></ul> | <b>Key Vocabulary</b><br>communities they are linked to<br>– school, sporting and religious<br>God<br>Belonging<br>faith community<br>religious identity<br>commitment<br>Christianity<br>Hinduism<br>Islam                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                                                                     | <b>Overview of outcomes</b><br>Pupils draw on their understanding and experience of belonging and then relate this to how religious people have a sense of belonging to their faith and faith community. Pupils are introduced to a number of outward expressions of religious identity through study of world religions. They consider how and why for religious people expressing their sense of belonging and identity is so important.                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                     | <b>Milestones of Learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                                                                                     | <ul style="list-style-type: none"><li>Which groups and communities do you belong to and what does belonging to these mean to you?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"><li>create Venn diagrams, notes or pictures to show the various communities to which they belong. They look at the responsibilities which belonging to a community bestows on them. They discuss the benefits and support gained from belonging to a community</li><li>study the initiation ceremonies associated with different religious communities, either for babies or later in life. They create posters showing their understanding of the ceremonies</li><li>design a banner or symbol to represent one of the communities studied or one of their own communities</li></ul> |
| <ul style="list-style-type: none"><li>How do religious people express their sense of identity with their faith community?</li></ul> | <ul style="list-style-type: none"><li>identify some of the world’s religions and their outward symbols</li><li>recall the concept of a religious family and how members do and wear things to show they belong</li><li>study books, videos or pictures to identify what people in one or more religions do to show they belong</li></ul>                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



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|  |                                                                                                                                     | <ul style="list-style-type: none"><li>complete some sentences about what they have discovered about the different things religious people do. They draw one thing worn by a religious person and write a sentence describing the object and its significance</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|  | <ul style="list-style-type: none"><li>How do faith communities seek to give expression to their beliefs in how they live?</li></ul> | <ul style="list-style-type: none"><li>prepare questions for visiting believers about the place and importance of worship in their life and how their life is lived in the wider world. They display the questions and answers</li><li>study the activities of one or more religious community, e.g. the Salvation Army's work with the homeless. They look at the beliefs inspiring such activities. They consider what life would be like in their own community if everyone carried out such activities</li><li>create a display, possibly in the style of a tapestry, showing the actions of the communities they have studied. They include within this some local communities, including the school</li></ul> |
|  | <ul style="list-style-type: none"><li>Why is a sense of identity and community so important?</li></ul>                              | <ul style="list-style-type: none"><li>think about and discuss what is special about the groups they belong to and how and why they express such specialness, e.g. in the family, school, class, club, etc. They write answers so that everyone can see the collective response</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                           |
|  | <b>Assessment - How does worshipping at home, and in the community, bring a feeling of belonging to a Hindu child?</b>              | <p>This would be nice as a comparison exercise. How does a Hindu child express a sense of belonging compared to ourselves? Encourage children who are Hindu to compare themselves to other people in their class. What similarities/differences can you see? Why do you think that is?</p> <p>Venn diagram or picture of two people to record ways in which we express our own identity and belonging.</p>                                                                                                                                                                                                                                                                                                         |



| Autumn 2                                                       | Unit 2a – Meanings within Christmas and Divali                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                    |  |
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| Character<br><br>Culture<br><br>Creativity<br><br>Challenge    | <b>Prior Learning and Understanding ‘Why here, why now?’</b><br>In KS1 the children compared the Christian and Jewish celebrations. This is now developed further by the comparison with another religion – Hinduism and the festival Divali. The children are expected to refer back to points made and discovered in KS1.<br><b>KS1 – Unit 2a (Christmas and Hannukah)</b>                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                    |  |
|                                                                | <b>Key Learning Intentions (Skills)</b><br>Concept –Celebration<br>Disciplinary Strand - Philosophy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                    |  |
|                                                                | <b>Key Learning Intentions (Knowledge)</b><br>To know that... <ul style="list-style-type: none"><li>• That the story of Jesus’ birth is of central importance in Christianity and why</li><li>• The story of Mary and Joseph’s journey to Bethlehem</li><li>• The significance to Christians of key features of the nativity stories</li><li>• That they will have different views of a particular story and that people within a story will have different feelings, hopes and motives</li><li>• About how and why Divali is celebrated by Hindus and some ways in which Christmas compares and contrasts with Hindu Divali</li></ul> | <b>Key Vocabulary</b><br>wonder<br>awe<br>angel<br>pilgrims<br>pilgrimage<br>carol<br>messiah<br>saviour                                                                                                                                                                                                           |  |
|                                                                | <b>Overview of outcomes</b><br>Pupils look at how Christians find meaning in the stories of Jesus’ birth. Using visual and written sources and music, pupils learn about and develop their understanding of some of the ways in which Christians celebrate Jesus' birth. They encounter biblical stories, develop their understanding of the use of symbolic language and examine how religious beliefs and ideas can be conveyed through the arts. They will compare and contrast Christmas with Hindu Divali.                                                                                                                        |                                                                                                                                                                                                                                                                                                                    |  |
|                                                                | <b>Milestones of Learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                    |  |
|                                                                | • What are the key features of the nativity stories and what do they mean?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Travel back in time about 2020 years. They learn about Mary and Joseph making a journey from Nazareth to Bethlehem. They use Luke’s account of the story to find out why they have to travel. They refer to maps to show their journey and explore feelings and responses through questions and drama or role-play |  |
| • Why is the story of Jesus’ birth so important to Christians? | <ul style="list-style-type: none"><li>• hear the story of the shepherds. They learn about the shepherds’ ordinariness and how they would be the least likely people to expect the appearance of the angels</li><li>• use hot seating to explore the shepherds' story from the viewpoint of different characters and talk about how they felt when the angels appeared. They explore feelings and responses through television-style interviews</li><li>• explore the idea of angels as messengers from God</li></ul>                                                                                                                   |                                                                                                                                                                                                                                                                                                                    |  |



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|  | • What can we learn from the nativity stories to help us in our lives today?                                                  | What messages are given through the Nativity stories? Which of these messages do you listen to? Which do you follow? How? Can anyone give examples of a time they have used a message from the nativity and used it in their own lives? |
|  | • How does Christmas compare and contrast with Hindu Divali?<br>(MORE THAN 1 WEEK)                                            | Find out about how and why Hindus celebrate Divali and list ways in which Divali compares and contrasts with Christmas                                                                                                                  |
|  | <b>Assessment - Why is the Christmas story so important to Christians and what can it teach us about being a good person?</b> | Have some quotes from the nativity story and can the children tell you about how it can impact their own lives, with examples if they can.                                                                                              |

| Spring 1                                                    | Unit 3 – The Content and Significance of the Bible                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                |
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| Character<br><br>Culture<br><br>Creativity<br><br>Challenge | <b>Prior Learning and Understanding ‘Why here, why now?’</b><br>This unit develops the children’s understanding of Jesus’ role in Christianity and how through his actions he ‘saved’ the people.                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                |
|                                                             | <b>Year 2 Unit 3 – Introducing the Bible through characters and stories</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                |
|                                                             | <b>Key Learning Intentions (Skills)</b><br>Concept – Teachings<br>Disciplinary Strand - Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                |
|                                                             | <b>Key Learning Intentions (Knowledge)</b><br>To know that... <ul style="list-style-type: none"><li>• That the Bible is the Christian book of scripture which contains the foundation of teaching, guidance and worship</li><li>• That certain biblical passages have special significance for Christians</li><li>• How religious beliefs, ideas and feelings are expressed in the Bible</li><li>• About the composition of and variety of genres in the Bible</li><li>• How different genres reveal different aspects of God</li></ul> |                                                                                                                                                                                                                                                                                                                                     | <b>Key Vocabulary</b><br>the Old and the New Testaments<br>parable<br>history<br>law<br>poetry<br>letters<br>the names of some well-known biblical characters. |
|                                                             | <b>Overview of outcomes</b><br>This unit focuses on the composition of the Bible and its importance and use in the lives of Christians. The Bible embraces a number of genres, which describe the history of the Jewish people and the early years of the Christian Church. Many of the biblical characters and stories are embedded in British culture.                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                |
| <b>Milestones of Learning</b>                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                |
|                                                             | <ul style="list-style-type: none"><li>• What kinds of writing are in the Bible and what do they teach us about God and humankind?</li></ul>                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"><li>• discuss how Christians use the Bible, e.g. in public worship and private devotion, in church and at home, for guidance, teaching and prayer, as a basis for songs</li><li>• listen to some modern Christian music followed by readings of the biblical verses which inspired them</li></ul> |                                                                                                                                                                |



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|  | <ul style="list-style-type: none"><li>• How do Christians use the Bible and apply its teachings?</li></ul>                                                        | <ul style="list-style-type: none"><li>• ask a Christian visitor to talk about how they use the Bible</li><li>• discuss whether there is anything in their lives that they value in the way Christians value the Bible</li><li>• watch a video of the Bible being read in a Roman Catholic or Orthodox church</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|  | <ul style="list-style-type: none"><li>• Some biblical passages are particularly important to Christians. Which are they and why?<br/>(MORE THAN 1 WEEK)</li></ul> | <ul style="list-style-type: none"><li>• make a class book, showing comparisons between their own writing (e.g. poems, class rules, summaries of the school's history, etc.) and extracts from the Bible (e.g. Psalms or Isaiah, the Ten Commandments, Paul's letter to Philemon)</li><li>• discuss the reasons for selecting the extracts. They present them attractively and use illuminated writing and decorative borders. They include examples chosen by teachers and other adults in the school</li><li>• focus on some particular types of writing, e.g. history, psalms, proverbs, prayers, letters, and identify what the writers are trying to express. They examine biblical extracts, e.g. Psalm 23, Proverbs 15, The Lord's Prayer, and compare different versions of the same passages</li><li>• use a time-line to show the two parts of the Bible, the Old and the New Testaments, being written before and after the birth of Jesus</li><li>• produce a short guide to the content of the Bible and how to use biblical references</li><li>• talk about the different types of books in the school library.<br/>They learn that there are different types of books in the Bible, e.g. history, law, gospels, psalms, and that two languages were originally used to write the Bible, Hebrew for the Old Testament and Greek for the New Testament. They write Hebrew and Greek</li><li>• focus on different types of writing in the Bible, e.g. a parable, a prayer, a psalm, a proverb, a poem, and which words/ phrases tell us what the writers believe about the character of God</li><li>• through poetry, prose, music and/or art, express their thoughts, feelings and questions about God</li></ul> |
|  | What might we learn about how to live our lives from some of the teaching and guidance in the Bible?                                                              | Reflect on the last few weeks and discuss the importance of the Bible stories for Christians but how they can also be important to everyone, regardless of religion. What parts have you found particularly important? Why?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|  | <b>Assessment - How is the Bible a source of guidance for Christians?</b>                                                                                         | Using extracts and examples to assess whether the children have understood the importance of the Bible for Christians. Analyse texts, quotes, songs to gather thoughts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



| Spring 2                                                    | Unit 2b – Meanings within Easter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                           |
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| Character<br><br>Culture<br><br>Creativity<br><br>Challenge | <b>Prior Learning and Understanding ‘Why here, why now?’</b><br>In KS1 the children discovered the story of Easter and began to investigate the concepts and beliefs within it. This unit looks at the wider actions and events around the crucifixion and their significance in Christianity.<br><b>KS1 – Unit 2b (Easter)</b><br><b>KS1 - Unit 2a (Christmas and Hannukah)</b><br><b>Y3 – Unit 2a (Christmas and Divali)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                           |
|                                                             | <b>Key Learning Intentions (Skills)</b><br>Concept – Celebration<br>Disciplinary Strand - Theology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                           |
|                                                             | <b>Key Learning Intentions (Knowledge)</b><br>To know that... <ul style="list-style-type: none"><li>About the events of Palm Sunday</li><li>About the atmosphere and feelings of the crowd on Palm Sunday</li><li>That the emotions and feelings are involved with decisions and faith</li><li>About the significance of the Last Supper</li><li>That Jesus came as a servant, not as a ruler</li><li>About the events which led to Jesus being arrested</li><li>About the events of the crucifixion</li><li>About the feelings of the disciples, friends and family of Jesus</li><li>The reasons why Jesus was crucified</li><li>Why Christians believe in life after death and resurrection</li><li>That the cross and crucifix are symbolic for many Christians</li><li>About the different ways in which people respond to the resurrection</li><li>How Easter is celebrated in the Orthodox and the Roman Catholic traditions about the meaning of “messiah” for Jesus</li></ul> | <b>Key Vocabulary</b><br>God<br>Angels<br>religious festivals<br>Jesus<br>Easter<br>Cross<br>resurrection<br>Feelings, e.g. hope, love, joy, peace, security, forgiveness |
|                                                             | <b>Overview of outcomes</b><br>This unit explores the events leading to the death and resurrection of Jesus and the meaning and significance of these events for Christians.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                           |



| Milestones of Learning                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| • What is the significance of the events of Palm Sunday and Holy Week and what did Jesus' friends and family expect of them? | <ul style="list-style-type: none"><li>• tell the story of Palm Sunday, drawing out that the crowd were excited because they believed Jesus was the Messiah. They discuss the atmosphere, the expectations and the feelings of the people in the crowd and the procession</li><li>• create a joyful procession using music and dance, or make a frieze for a procession around the classroom</li><li>• draw out the contrast between the excitement of the crowd and how Jesus might have felt as he prepared to face death</li><li>• make and show palm crosses, talk about their symbolism and examine why some churches give out palm crosses</li><li>• keep a diary of Holy Week from the point of view of a disciple, an onlooker or a Roman soldier and make daily entries (ONGOING)</li></ul> |
| • Why is the Last Supper so important?                                                                                       | <ul style="list-style-type: none"><li>• listen to the story of the Last Supper. They discuss their experiences of sharing special meals together, e.g. at birthdays, weddings, school parties. They learn that Jesus was going to die and he was showing the disciples a way of understanding him, what he was about and what he was doing</li><li>• dramatise the story of Jesus washing the disciples' feet. They find out about churches that celebrate the washing of the disciples' feet and watch a video about the Eucharist</li></ul>                                                                                                                                                                                                                                                       |
| Why was Jesus arrested and crucified?<br>(MORE THAN 1 WEEK)                                                                  | <ul style="list-style-type: none"><li>• listen to a story about the events in the Garden of Gethsemane and address the questions: Why was Jesus disappointed with the disciples? How do you think the disciples felt?</li><li>• explore the reasons why the Romans wanted to put Jesus to death. Draw up a charge sheet against Jesus as if you were a Roman, or describe the events as if you were Barabbas</li></ul>                                                                                                                                                                                                                                                                                                                                                                              |
| • How did the people most closely involved feel about Jesus' crucifixion?                                                    | <ul style="list-style-type: none"><li>• look at descriptions of the disciples' feelings at the Garden of Gethsemane with different types of reactions, e.g. fear, sleepiness, etc. They sort the sentences into groups. They add relevant/ appropriate sentences of their own</li><li>• listen to the story of Peter's denial and discuss how Peter felt</li><li>• develop a short play portraying the events listen to the crucifixion story in a simplified version and discuss the feelings of the different characters involved</li><li>• write a poem about the feelings of one of the friends, family or followers of Jesus</li></ul>                                                                                                                                                         |



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|  | <ul style="list-style-type: none"><li>• How did the resurrection affect Jesus' followers and how has the resurrection affected the Christian faith and Christians through the ages?</li></ul> | <ul style="list-style-type: none"><li>• study the story of Easter morning. Using music as a stimulus, they act out the arrival of the women at the empty tomb, reflecting the contrast in emotions between distress and elation, confusion and wonderment</li><li>• explain why Christians believe that life continues even after someone dies</li><li>• talk about why some Christians make Easter gardens and the symbolism associated with such gardens, and plan and make one</li><li>• examine a crucifix and a plain cross and talk about what they symbolise for Christians</li><li>• produce a newspaper report or role-play radio interviews exploring different perceptions of the resurrection</li><li>• watch a video of Orthodox Christians or Roman Catholics celebrating Easter and identify ways in which the celebrations remind Christians of Holy Week. They identify the Easter symbols and relate them to the events of Holy Week</li><li>• read the story of the woman who anointed Jesus and explore the reasons why she did this talk about the meaning of the terms "messiah" and "Christ"</li></ul> |
|  | <b>Assessment - Why is the Easter story so significant for Christians?</b>                                                                                                                    | Rate the events of the Easter story in what you think is most to least important. Explain why you have ordered like that?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



| Summer 1                                                    | Unit 7 – Hinduism: God and Worship in the Home                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Character<br><br>Culture<br><br>Creativity<br><br>Challenge | <b>Prior Learning and Understanding ‘Why here, why now?’</b><br>In Autumn 2 the children began to investigate the religion of Hinduism through the Divali festival. This is the start of a more in-depth study to allow them to gain a deeper understanding of Hindu beliefs and practice.<br><b>Year 1 – Unit 6 (Ideas about God in Christianity and Judaism)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                             | <b>Key Learning Intentions (Skills)</b><br>Concept – Teachings<br>Disciplinary Strand - Social Sciences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                             | <b>Key Learning Intentions (Knowledge)</b><br>To know that... <ul style="list-style-type: none"><li>• The meaning of the om/aum symbol and its significance for Hindus</li><li>• About some Hindu beliefs</li><li>• About the Hindu idea of God “existing” in many forms</li><li>• To reflect on the different aspects of their own character</li><li>• That some Hindus worship Lakshmi, the goddess of wealth</li><li>• That Hindus believe that the many qualities of God are represented in different way</li><li>• That shrines are special places in Hindu homes</li><li>• About some of the ways that Hindus show devotion to God</li><li>• What “puja” means</li><li>• That actions in worship often have symbolic meaning</li><li>• That some of the activities in worship have parallels in their own lives</li></ul> | <b>Key Vocabulary</b><br>Worship<br>Prayer<br>God<br>Devotion<br>Offering<br>Shrine<br>Sacred<br>holy<br>Murti<br>Arti<br>Puja<br>om/aum<br>prasad<br>the names of manifestations of God, e.g. Ganesha, Krishna, Rama, Lashmi, Durga.                                                                                                                                                                                                                                                                 |
|                                                             | <b>Overview of outcomes</b><br>Pupils are introduced to Hinduism by exploring some ideas about God, ways in which Hindus worship and why worship is important to members of the Hindu community.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                             | <b>Milestones of Learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                             | <ul style="list-style-type: none"><li>• What do Hindus believe about God?</li></ul> (MORE THAN 1 WEEK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>• talk about some of the things that parents think are important to teach their children. They examine the om/aum symbol and discuss what it means. They explain that, in many Hindu families, children are taught about one supreme God who is in everything.</li><li>• are shown a glass of water and told the story of Svetaketu. When the story ends, they reflect on and express their responses to the belief about God which the story reveals</li></ul> |



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|  |                                                                                                                         | <ul style="list-style-type: none"><li>• in small groups, think up a story to explain to a Hindu child what God is like. They share the stories and collate them to make a class book</li><li>• watch a video about the Hindu idea of God in many forms</li><li>• discuss some home shrine figures and learn that many families choose a particular form of God to worship, e.g. Ganesha the elephant-headed god.</li><li>• They choose a shrine figure and investigate what it is holding or wearing and explain why</li><li>• draw a picture of themselves which shows their many different roles and interests, e.g. wearing different hats or clothes, holding different objects, thereby revealing the many sides and characteristics that one person (like God) can have</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|  | <ul style="list-style-type: none"><li>• How do Hindus show their devotion to God?<br/>(POSS MORE THAN 1 WEEK)</li></ul> | <ul style="list-style-type: none"><li>• discuss the qualities of God, what God means to them and what God might look or be like</li><li>• examine pictures or a shrine figure of Lakshmi and explain that she is the goddess of wealth. They name the objects she holds and explain their significance and symbolism</li><li>• talk about special places at home, e.g. places to be quiet or think</li><li>• discuss the word “shrine”. They learn that in Hindu homes a collection of pictures or images is kept in the shrine and this is where a Hindu family comes to pray</li><li>• discuss how they might prepare for the visit of a special guest who is a Hindu.</li><li>• learn that Hindus treat the images of God like extra-special guests: they are respected, cared for, talked to, offered food and kept clean. They answer the question: Why do you think this might be?</li><li>• learn that Hindus believe they can serve God through loving devotion to their chosen manifestation of God. They think about what loving devotion means. They use different resources to find out how Hindus treat and care for manifestations of God and record their findings</li><li>• draw a Hindu shrine and explain why that might be a special or important place for a Hindu family</li></ul> |
|  | <ul style="list-style-type: none"><li>• What is puja and what forms does it take?</li></ul>                             | <ul style="list-style-type: none"><li>• work in pairs to practise miming the following: being pleased to see someone, saying thank you for something, being sorry, giving a present, receiving a present, meeting someone important. Explain they will see some of these ideas and actions in Hindu worship</li><li>• look at pictures and videos of a Hindu family engaging in puja at home. They describe what they see</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |



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|  |                                                                                                                                 | <ul style="list-style-type: none"><li>• look at artefacts on a puja tray. They talk about how the different artefacts are used think about elements of puja, e.g. ringing the bell, making offerings, bowing to the murti, using incense, receiving prasada, caring for the murti</li><li>• think about the idea of an offering and to whom they give things and why draw objects associated with puja and write about how each one is used. They make a zigzag book for younger pupils showing some of the main activities associated with puja</li></ul> |
|  | <b>Assessment</b> - What similarities are there between the ideas in this unit and your life, and what can you learn from them? | Using examples of what they have learnt throughout the unit, children to reflect and compare to their own lives. What similarities/differences are there? What lessons could you learn from Hindu beliefs and worship?                                                                                                                                                                                                                                                                                                                                     |



| Summer 2                                                    | Unit 8 – Hinduism: Beliefs and Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| Character<br><br>Culture<br><br>Creativity<br><br>Challenge | <b>Prior Learning and Understanding ‘Why here, why now?’</b><br>Continuation of Hinduism study building on Aut 2 and previous half-term’s study.<br><b>Year 2 – Unit 8 (Judaism: Beliefs and Practices)</b><br><b>Year 3 – Unit 7 (Hinduism – God and Worship in the Home)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                             | <b>Key Learning Intentions (Skills)</b><br>Concept – Beliefs<br>Disciplinary Strand - Philosophy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                             | <b>Key Learning Intentions (Knowledge)</b><br>To know that... <ul style="list-style-type: none"><li>About Hindu worship through the rituals and artefacts involved in puja</li><li>To identify some of the customs and practices related to celebrating Divali</li><li>That Divali is the start of the Hindu new year</li><li>About the key events in the story of Rama and Sita</li><li>About the meanings of the story</li><li>to consider the feelings and motivation of the characters in the story</li><li>About karma (cause and effect), samsara (reincarnation) and moksha (liberation)</li><li>To identify some practices associated with Divali</li><li>About the symbolic significance of a diva and how it relates to the Rama and Sita story</li><li>About the purpose of sending Divali cards</li><li>About the purpose of creating rangoli patterns</li><li>About the importance of preparation for Divali</li><li>That religious beliefs, ideas and feelings can be expressed in a variety of forms</li></ul> | <b>Key Vocabulary</b><br>Divali<br>mandir<br>puja<br>diva<br>rangoli<br>describing feelings and/or emotions, e.g. warmth, calmness, security.                                                                                                                                                                                                                                                                                                  |
|                                                             | <b>Overview of outcomes</b><br>This unit introduces pupils to some of the beliefs and practices of Hindus through studying worship in the mandir and the celebration of Divali. There is a focus on how beliefs are exemplified during Divali. The religious significance of what Divali means to believers is highlighted using pictures, drama, story telling and model making.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                             | <b>Milestones of Learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                             | What are the key elements of Hindu worship and what do they mean?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"><li>learn what the inside of a mandir looks like from pictures/posters. They try to imagine themselves there</li><li>in pairs, examine pictures of the interior of the mandir and report back to the class on the main characteristics they identify</li><li>learn that worship is a word which contains many ideas and practices. They think of as many words as they can associated with worship</li></ul> |



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|  |                                                                                        | <ul style="list-style-type: none"><li>• watch a video of Hindus worshipping in a mandir. They think about what they see and suggest why worshippers have done certain things</li><li>• produce a glossary to explain the following words: mandir, murti, arti, pandit, prasad, puja</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|  | • What are the meanings in the Rama and Sita story?                                    | <ul style="list-style-type: none"><li>• look at how a Hindu family celebrates Divali, e.g. using videos, stories, visitors. They learn that Divali is the start of the new year for Hindus</li><li>• plan and celebrate a Divali day with activities throughout, e.g. make divas, dance, cook, dress in saris, make rangoli and mehndi patterns.</li><li>• discuss their experience of stories of good conquering evil</li><li>• are introduced to the characters in the Rama and Sita story and their personalities. They write a character analysis of the characters emphasising the themes of good and evil</li><li>• retell the story using a book, video or slides</li><li>• are given a comic strip of the Rama and Sita story in which the pictures in the strip have been mixed up. They must sequence the pictures in the correct order and add dialogue</li><li>• discuss the experiences and viewpoints of key figures in the story, e.g. Rama's stepmother and whether she was right to do as she did. Use hot seating and thinking hats</li><li>• write about the characters they like/dislike and why</li><li>• engage in research to clarify the meaning of karma, samsara and moksha</li><li>• light a diva and look at the flame. They write down their feelings and thoughts</li><li>• discuss the significance of light and identify other religions using light as a symbol</li><li>• explain how the diva originated and why it is lit to celebrate Divali</li><li>• make divas using clay, plasticine or paper. They write an explanation of how and why divas are used and display their work</li></ul> |
|  | • What are the most important customs and practices in the festival of Divali and why? | <ul style="list-style-type: none"><li>• examine a selection of Divali (and other) greeting cards and discuss the messages and illustrations and the reasons why cards are sent</li><li>• discuss what captions, illustrations and messages are appropriate for new year and Divali cards</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



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|  |                                                                                                                                                                                            | <ul style="list-style-type: none"><li>• examine designs for rangoli patterns and discuss what makes them look good. They design their own and display them for the whole school to admire. They find out about the significance of the patterns</li><li>• make a Divali card for a real or an imaginary Hindu friend</li><li>• imagine that they have been invited to celebrate Divali with a Hindu family. They write a letter to a non-Hindu friend describing how the family prepares for and celebrates Divali, and why it is a special time, or they write a magazine article about celebrating Divali with a Hindu family, emphasising the preparation as well as the celebration</li></ul> |
|  | <ul style="list-style-type: none"><li>• What beliefs, practices and feelings expressed through Divali are similar to those in non-Hindu festivals and celebrations in my family.</li></ul> | <ul style="list-style-type: none"><li>• summarise what they have found out about Hindu worship at home and in the mandir, noting similarities and differences between Hindu worship and worship in other religions</li><li>• write to a Hindu visitor with their unanswered questions</li><li>• make a presentation to another class about their discoveries</li></ul>                                                                                                                                                                                                                                                                                                                            |
|  | <b>Assessment - Why is the celebration of Divali so important to Hindu's in their beliefs?</b>                                                                                             | Examine the different customs and practices and think about the importance of each one to a Hindu person. Compare and discuss.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |