





## Religious Education Long Term Plan Hadrian Y3

Y3 Religious Education					
Benchmark Expectations by Age 9			Key Links		
<p>Knowledge and understanding - Pupils will: be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities • begin to form a framework of connections between these concepts by making some links between them • identify some patterns between or within religions (a range of religious and non religious worldviews) by comparing similarities and differences.</p> <p>Critical thinking - In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons. They recognise that others may think differently and have different opinions. Plausible = reasonable or probable without necessarily being so, persuasive.</p>			<p><a href="https://www.natre.org.uk/">https://www.natre.org.uk/</a>  <a href="https://www.reonline.org.uk/">https://www.reonline.org.uk/</a></p>		
Topics		Benchmark expectations	Key skills	Key Vocab	
Autumn 1	How do Hindus worship at home and in the mandir?	By the end of this unit most pupils should be able to: describe a home shrine and how Hindus worship there (puja) / describe the features of a mandir / describe the arti ceremony in a mandir /	<ul style="list-style-type: none"> <li>● Asking relevant questions</li> <li>● Drawing meaning from artefacts used in a Hindu shrine.</li> <li>● To ascertain facts about Hindu worship.</li> <li>● Interpreting religious language and use appropriate vocabulary.</li> </ul>	arti / symbol / Hindu / mandir / murti / worship / Hinduism / puja / Shrine / community / diva / religion	

			<ul style="list-style-type: none"> <li>• Giving an informed opinion and expressing a personal viewpoint.</li> <li>• Consider the thoughts, feelings, experiences, beliefs, attitudes and values of others.</li> </ul>	
<p>Progression</p> 	<p>This unit will introduce the children to the Hindu religion.</p>			
<p>Teacher Subject Knowledge</p> 	<p>Hinduism is not an organised religion and has no single systematic approach to teaching its values system. Interpretation of beliefs and practices vary according to local, regional, caste and community groups. There are core beliefs which are shared by all Hindus.</p> <p>Knowledge - Hindu belief that Brahman is the one supreme God and is in everything. They worship him in the form of many gods and goddesses. That shrines are significant places in Hindu homes / the features of the shrine and their significance / the main features of the puja ritual / how beliefs are expressed through puja / the internal and exterior features of a mandir and the significance to the Hindu community / about the arti and prasad ceremonies in the mandir</p>			
<p>Cross Curricular Links</p>	<p>Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about Hinduism. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p>			



Autumn 2

How and why is Advent important to Christians?

By the end of this unit most pupils should be able to:

- describe some key features of Advent and make links to beliefs and Bible passages
- describe some forms of expression at Advent
- ask questions about the period of Advent as both a Christian and secular time, making links between their own and others' responses.



- Ask relevant questions
- Drawing meaning from artefacts, art, poetry and symbolism
- Suggesting meanings of religious text
- Making the association between religions and individual, community, national and international life
- Giving an informed opinion and expressing a personal viewpoint
- Identifying key religious values and their interplay with secular ones
- Begin to see the world through the eyes of others and issues arising from their point of view

Advent / Prophets / Isaiah



Progression

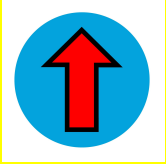





This unit builds on previous learning about Christmas in KS1.

<p>Teacher Subject Knowledge</p> 	<p>Knowledge - know the significance of Advent in the Christian calendar / know how Christians celebrate Advent and how they prepare for Christmas / know the importance of the Bible passage Isaiah 9 verses 2, 6 and 7 and its significance during Advent / understand the importance of Advent calendars as a religious object.</p>			
<p>Cross Curricular Links</p> 	<p>Art</p>			
<p>Spring 1</p>	<p>What can we learn about Christian symbols and beliefs by visiting churches?</p>	<p>By the end of the unit most pupils should be able to:</p> <ul style="list-style-type: none"> <li>· recognise there are different types of churches (denominations) and identify the names of the different denominations/churches they have visited eg Roman Catholic church, Baptist Church, Salvation Army citadel</li> <li>· describe some of the objects/actions found in churches and how they are used in worship</li> <li>· describe simply the meaning of these objects/actions</li> <li>· give their</li> </ul>	<ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Distinguishing between the features of different religions and within religions</li> <li>• Debating issues of religious significance, with reference to evidence, factual information and argument</li> <li>• Giving an informed opinion and expressing a personal viewpoint</li> <li>• Considering the thoughts, feelings, experiences, beliefs, attitudes and values of others</li> </ul>	<p>denominations / crucifix / symbol / worship / candles / cross / church. May also include: flag / chalice / holy water / banner / icon / rosary / Eucharist / statues / communion table</p>



		<p>views to questions raised (eg Do objects matter?) and give plausible reasons to back up their views.</p> <p>**All of these objects/actions may not be covered depending on which churches are visited. For example, if The Salvation Army Citadel is visited, there will be more focus on the importance of preaching and music in worship (The Salvation Army does not have statues, rosary beads). It is recommended that 2/3 churches are visited - this could include Durham Cathedral. A church with liturgical colours should be included.</p>		
<div data-bbox="230 1129 367 1155" data-label="Section-Header"> <p><b>Progression</b></p> </div> <div data-bbox="230 1174 367 1315" data-label="Image"> </div> <div data-bbox="421 1165 2040 1321" data-label="Text"> <p>This unit builds on the Year 1 unit "What can we learn about Christianity from visiting a church?" In this unit pupils should have the opportunity to encounter several churches/ denominations (e.g. visits to differing local churches, virtual visits) and be introduced to diversity of worship and church buildings. <i>This unit introduces pupils to diversity in Christianity but is not about how denominations have been formed.</i></p> </div>				




<p>Teacher Subject Knowledge</p> 	<p>Knowledge - know about the characteristics of christian worship / know about the different types of churches (denominations) / know the symbolic objects / actions associated with worship in different denominations / know how these symbols help Christians to worship / understand the use of colour in some Christian denominations and how these colours can express beliefs</p>			
<p>Cross Curricular Links</p> 	<p>Art PSHE English - extended write</p>			
<p>Spring 2</p>	<p>What do Christians remember on Palm Sunday?</p>	<p>By the end of this unit most pupils will be able to:</p> <ul style="list-style-type: none"> <li>● recall the main events of Palm Sunday</li> <li>● Explain the atmosphere and feelings of the crowd</li> <li>● Understand the feelings of Jesus</li> <li>● Understand that emotions and feelings are involved with decisions and faith</li> <li>● Explain how Christians observe this aspect of Easter</li> </ul>	<ul style="list-style-type: none"> <li>● Ask relevant questions</li> <li>● Considering the thoughts, feelings, experiences, beliefs, attitudes and values of others</li> <li>● Suggesting meanings of religious texts</li> <li>● Making the association between religions and individual, community, national and international life</li> <li>● Drawing meaning from artefacts, art, poetry and symbolism</li> </ul>	<p>Easter / Palm Sunday / atmosphere / feelings / saviour / sacrifice / Jerusalem / mass / pax cake / symbol / cross / palm leaf / procession</p>


		<ul style="list-style-type: none"> <li>• Know some of the symbols associated with Palm Sunday</li> </ul>		
<p>Progression</p> 	<p>This unit builds on learning about Easter from KS1.</p>			
<p>Teacher Subject Knowledge</p> 	<p>Knowledge - know the events of Palm Sunday / know how Christians celebrate Palm Sunday in Church / know the symbols associated with Palm Sunday</p>			
<p>Cross Curricular Links</p> 	<p>ICT Art PSHE</p>			
<p>Summer 1</p>	<p>What are the main</p>	<p>By the end of this unit most</p>	<ul style="list-style-type: none"> <li>• Ask relevant questions</li> </ul>	<p>Islam / Muslim /</p>

	<p>Islamic Rites of Passage?</p>	<p>children will;;</p> <ul style="list-style-type: none"> <li>• Understand what the 5 pillars of Islam are</li> <li>• Know what happens during Muslim birth and naming ceremonies</li> <li>• Know about the Islamic marriage ceremony</li> <li>• Understand the rituals involved in a funeral ceremony and their significance to Muslims</li> <li>• Understand the importance of Hajj to a Muslim</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing meaning from artefacts, art, poetry and symbolism</li> <li>• Considering the thoughts, feelings, experiences, beliefs, attitudes and values of others</li> <li>• Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow</li> <li>• Seeing the world through the eyes of others and issues arising from their point of view</li> </ul>	<p>shahadah / salat / zakat / sawm / Hajj / Allah / Muhammad / Arabic / Mecca / pray / charity / fasting / forgiveness / pilgrimage / devotion / ceremony / Adhan / Tasmiyah / Aqeeqah / sacrifice / marriage / Mahr / Nikah / Walima / Mendhi / funeral / burial / cremation / Kaaba</p>
<p>Progression</p> 	<p>This unit builds on What do Muslims celebrate? from Y1 (the Hajj) / How the Quran is treated as sacred by Muslims? (Salah as one of 5 pillars of Islam)</p>			



<p>Teacher Subject Knowledge</p> 	<p>Knowledge - know what the 5 pillars of Islam are and what each one relates to / know what happens during the birth and naming ceremony for a Muslim baby and the symbolism involved / know what happens during a Muslim wedding ceremony / know what happens during a Muslim funeral ceremony (be sensitive to children who may have lost a loved one / be prepared for children to discuss their loss / express sadness) / know what happens during the Hajj</p>			
<p>Cross Curricular Links</p> 	<p>PSHE</p>			
<p>Summer 2</p>	<p>What do Hindus believe and how does this affect the way they live their lives?</p>	<p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> <li>· describe Hindu beliefs about God</li> <li>· suggest meanings for some of the symbols connected with Hindu murtis</li> <li>· describe simply Hindu belief in reincarnation, karma, ahimsa</li> <li>· give examples of how these beliefs affect what Hindus do</li> </ul>	<ul style="list-style-type: none"> <li>● Ask relevant questions</li> <li>● Suggesting meanings of religious texts</li> <li>● Drawing meaning from artefacts, art, poetry and symbolism</li> <li>● Giving an informed opinion and expressing a personal viewpoint</li> <li>● Identifying and giving expression to matters of deep concern and responding to religious and moral issues through a variety of media</li> <li>● Thinking reflectively about</li> </ul>	<p>Brahman / consequence / Shiva / Parvati / ahimsa / Vishnu / Kali / reincarnation / Brahma / Durga / Ganesh / karma</p>

		<ul style="list-style-type: none"> <li>express their own views, giving plausible reasons to questions raised, showing some awareness of differing views</li> </ul>	<p>feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices</p> <ul style="list-style-type: none"> <li>Debating issues of religious significance, with reference to evidence, factual information and argument</li> </ul>	
<p>Progression</p> 	<p>It builds on the Key Stage 2 Unit 'How do Hindus worship?' as it explores the general beliefs behind the rituals and ceremonies which take place at home and in the mandir.</p>			
<p>Teacher Subject Knowledge</p> 	<p>Knowledge - know Hindu belief in One God shown in many forms / know what the Trimurti is / know what a murti is and some of their features / know the story of Ganesh / know the symbolism related to Ganesh / know the Story of Svetaketu and its significance to Hindu people / understand the Hindu belief in reincarnation - cycle of birth, death and rebirth / understand the Hindu belief in Karma and its relationship to reincarnation / understand how Karma impacts the way a Hindu may live their lives / know about ahimsa and how this belief impacts the actions of Hindus (links to vegetarianism / Mahatma Gandhi</p>			
<p>Cross Curricular Links</p> 	<p>This unit gives opportunity for pupils to reflect on their own feelings, ideas, experiences and values about life after death, good/bad actions. (Personal Reflection in RE makes a contribution to pupils' spiritual, moral, social and cultural development. As such, it is a vital part of pupils' education in RE. It is not, however, assessable.)</p>			
<p>Education for a</p>		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

Connected World (Throughout the year)				
Key texts 	Bible - Isaiah 9 Verses 2, 6 and 7 / Mark 11 verses 1-11 / Matthew 21 verses 1-11 / Luke 19 verse 28-38. Story of Ganesha and the Cat Hindu Creation Story			