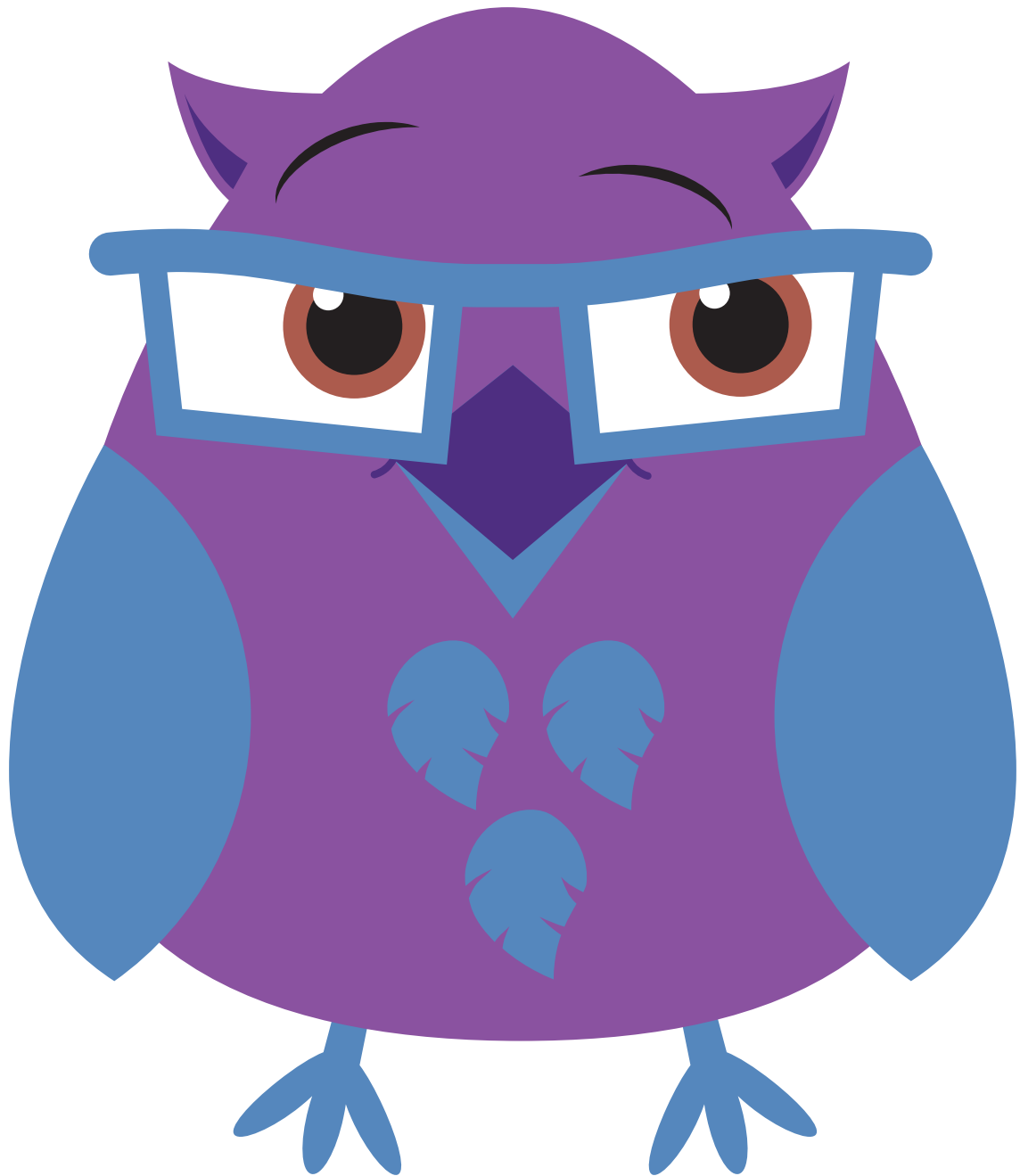


Year 3





Introduction

The context... ENGLAND

What do you have to teach in RE?

The situation with Religious Education in England is unique. RE is a statutory subject that sits alongside the National Curriculum.

It is compulsory in all schools in England except for pupils withdrawn at the request of their parents.

(The Education Act 2002, section 80)

Academies must provide RE in accordance with their funding agreements.

(RE in English schools: non-statutory guidance 2010)

It becomes more complicated when considering what must be included in the RE curriculum and the approach to be used.

Community schools/ Foundation schools/ Voluntary Controlled schools must provide RE in accordance with the locally agreed syllabus for RE.

In Voluntary Aided schools with religious character the RE curriculum is determined by the governors in accordance with the trust deed, and they may choose to follow the locally agreed syllabus or to design their own.

Academies and Free schools

- Such schools with no religious character may choose to follow the locally agreed syllabus but are free to design their own schemes of work
- Denominational academies e.g. Roman Catholic, and most Muslim and Jewish academies, deliver RE in line with their denominational syllabus (where there is one)
- Faith (but non-denominational) academies are free to agree their RE curriculum with sponsors and the Department for Education.

These schools could adopt the locally agreed syllabus but are autonomous in this choice.

(RE in English schools: non-statutory guidance, DCSF 2010, pages 27-30)

Does Discovery RE meet the requirements of your locally agreed syllabus?

Discovery RE is not an agreed syllabus but is a set of detailed medium-term planning that can support schools to structure their RE scheme of work in order to deliver their locally agreed syllabus if they need to, or to structure their RE curriculum in this developmental and comprehensive way if they are autonomous.

At Discovery RE, we understand it can be challenging to assess the extent to which Discovery RE can help you fulfil the requirements of your locally agreed syllabus, and to assist you we have mapped it to 100+ syllabi. These mapping documents can be requested through the website. We are happy to map Discovery RE to your syllabus if we have not yet done so, or to update our maps when your syllabus is updated if you get in touch and let us know what is needed.

It is never possible to state categorically that Discovery RE will fulfil all requirements as this depends to a large extent on the way the teacher translates Discovery RE into short-term planning and on the nature of the delivery.

However, we are very confident that Discovery RE gives a comprehensive structure for RE across the whole primary school, provides a key enquiry question for each half-term, selects the most appropriate subject knowledge to be taught to enable children to answer the enquiry question and goes on to provide assessment tasks, guidance and attainment descriptors, with exemplification.

This confidence is certainly supported by the evidence base we have regarding Church of England schools which are using Discovery RE.

The quantitative and qualitative evidence shows Discovery RE to be making a significant contribution to RE, school ethos and additionality.



Christianity is taught in each year group, with one other religion selected to be considered alongside this. There are additional optional extra Christianity enquiries for Years 4, 5 and 6 which can be added to ensure church schools deliver more than the specified amount of Christianity in relation to the SIAMS requirements.

(There is also an overview that suggests how schools wishing to use the 'Understanding Christianity' materials could integrate these into the Discovery RE programme, in the 'other' section of the folder).

Suggestions on how and when to include work on Humanism (should that be deemed appropriate) are included in some enquiries.

Is there any national guidance on what should be taught in RE or what an agreed syllabus should look like?

1. 2004 non-statutory national framework for RE

This framework, whilst non-statutory, offered guidance to SACREs on the structure, content and, to an extent, the pedagogical approach of their syllabi.

It describes learning in RE in terms of two attainment targets:

Attainment Target 1: Learning ABOUT religion

Attainment Target 2: Learning FROM religion

This framework also suggests assessing according to a national 9 level descriptors, 1-8 plus EP (Exceptional Performance)

Some agreed syllabi around the country still use these systems to structure and describe learning, so Discovery RE references the two attainment targets on the overview maps. It shows AT1 in **BLUE** and AT2 in **RED**.

For those who still need it, Discovery RE also references the 9-level assessment system but alongside this provides a 'beyond levels' process comprising 3 age-related expectation attainment descriptors (working TOWARDS, AT and BEYOND) for each enquiry, as well as summary descriptors for the end of each key stage.

2. 2013 national curriculum framework for RE (NCfRE)

This framework, again non-statutory, reorganised RE learning under 3 strands:

A. know about and understand a range of religions and world views

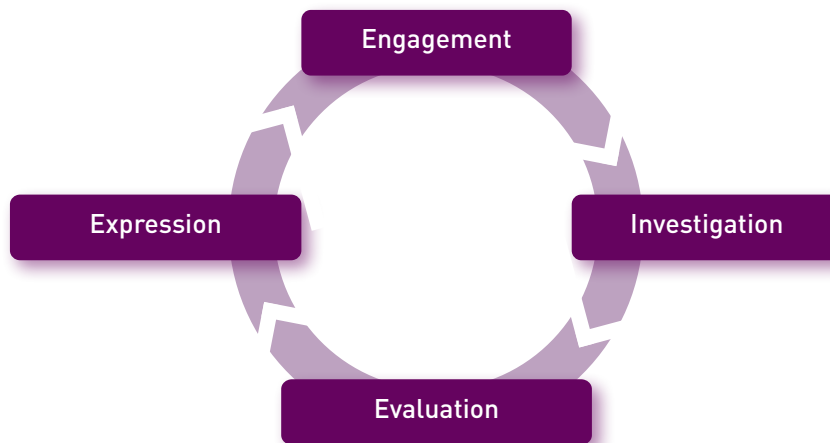
B. express ideas and insights about the nature, significance and impact of religions and world views

C. gain and deploy the skills needed to engage seriously with religions and world views.

It is assumed that aspects of all 3 strands will be contributed to in every enquiry so the strands are not referred to on the overview mapping grid.

How is the planning set out in Discovery RE?

Discovery RE advocates an enquiry-based approach with a 4-step process



The 4-step enquiry process

The key question for the enquiry is such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

Step 1 (usually 1 lesson)

Engagement: The human experience underpinning the key question is explored here within the children's own experience, whether that includes religion or not e.g. a human experience underpinning the question, 'What is the best way for a Sikh to show commitment to God?' is 'commitment', so lesson 1 aims to help all children resonate with the experience of 'commitment' in their own lives. If they can relate to this human experience they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the **BRIDGE** into the world of religion (which may be very much outside of their experience).

The **BRIDGE** concept/experience is shown clearly under the Step 1 box on the planning. This guides the teacher as to the focus of Lesson 1, which does not have to include anything explicitly 'religious'.

Step 2 (usually the equivalent of 3 lessons)

Investigation: The teacher guides the children through the enquiry, children gaining subject knowledge carefully selected to assist their thinking about the key question. Some of the enquiries have a lot of relevant content so teachers do need to be selective and not try to cover too much. Depth is more important. The acquisition of the factual information about the religion /belief system being studied is important, but not as an end in itself.

Step 3 (usually 1 lesson)

Evaluation: This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task (the activity sheet and resources are included) which the teacher can assess by using the age-related expectation descriptors at the end of each enquiry. These are exemplified, and tracking and record sheets are included, as are pupil self-assessment sheets.

The expectations may well lend themselves to meaningful and less onerous report writing, the activity sheets providing evidence in children's books for their learning in each enquiry.

We are not suggesting that paper-based evidence is the sole form of assessment in RE. The expectation is that the assessment activity sheets provided will be seen in conjunction with teacher observations of the children's work and responses throughout the enquiry.

The strands of learning are colour-coded in the planning, the assesment activity, attainment descriptors and exemplification to make this process easier for busy teachers.



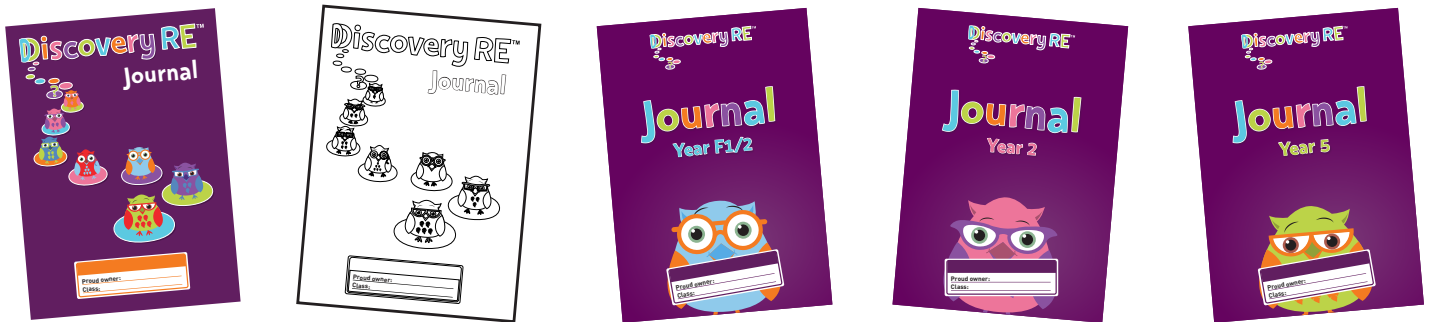
We believe that RE insights are not bound by literacy skills.

Step 4 (usually 1 lesson)

Expression: Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs. There is often further evidence for their books produced in this lesson.

Children's progress is best recorded in individual journals or portfolios, but the whole learning experience of the class may be gathered into a class Discovery RE Portfolio.

Discovery RE journal/portfolio covers can be downloaded from the Discovery RE website.

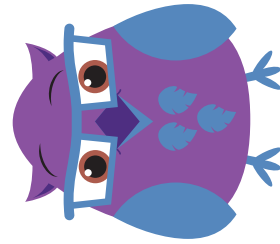


Overview Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Diwali Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity	Theme: Easter - Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? Religion: Christianity	*Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	*Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism
*Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh? Religion: Sikhism				*Theme: Sharing and Community Key Question: Do Sikhs think it is important to share? Religion: Sikhism. Add Humanism if appropriate	*Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism. Add Humanism if appropriate

Humanism

There is a KS2 enquiry to introduce Humanism. We have also added Humanism information to some enquiries where we think the big question lends itself to adding a Humanist perspective if you use this as appropriate for your children, your context and your RE syllabus.



Discovery RE supports the teaching of British Values

Specific links between British Values and Discovery RE by Key Stage:

Please note for “Rule of Law”, ticks have been added because even though Discovery RE does not teach UK law, it teaches children of the laws of that religion so that they understand what a law might be. As one of the main aims of the RE curriculum is to promote tolerance of those of different faiths and beliefs, and mutual respect, these values are ticked throughout.

Because this is a set of medium-term planning, not individual lesson plans, many of the values will be covered or not by the way the teacher/practitioner explains the concepts included and the language used. The ticks below represent the most likely/feasible connections that can be made although the teacher may well be able to make further connections to e.g. individual liberty and democracy by consciously deciding to include them.

Lower Key Stage 2 (Yrs 3 & 4)

Discovery RE Enquiry		Religions studied:	British Values				Tolerance of those of different faiths and beliefs
			Democracy	Rule of Law	Individual Liberty	Mutual Respect	
Year 3							
Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	OR	Hinduism			✓	✓	✓
Does joining the Khalsa make a person a better Sikh?		Sikhism		✓	✓	✓	✓
Has Christmas lost its true meaning?		Christianity				✓	✓
Could Jesus heal people? Were these miracles or is there some other explanation?		Christianity				✓	✓
What is 'good' about Good Friday?		Christianity				✓	✓
How can Brahman be everywhere and in everything?	OR	Hinduism				✓	✓
Do Sikhs think it is important to share?		Sikhism		✓ (Guru Granth Sahib – share with those in need)		✓	✓
Would visiting the River Ganges feel special to a non-Hindu?	OR	Hinduism				✓	✓
What is the best way for a Sikh to show commitment to God?		Sikhism		✓ (Guru Granth Sahib)		✓	✓



The overview mapping grid that follows...

Year 3 Overview

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Autumn 1 Hinduism	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Does participating in worship help people to feel closer to God or their faith community? (Belonging)	Diwali Concept: incarnation	AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 D Identity, diversity and belonging		We are learning to investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus.	Social Cultural	'Pathway of Belief - Islam, Hinduism and Sikhism': DVD/Video www.bbc.co.uk/education/clips/zmwmpv4: Diwali and New Beginnings Rangoli patterns, Diya lamps and Puja tray: internet - one per group Pictures of Hindu children during Diwali: internet 'Being Me in My World': Jigsaw
Autumn 1 Sikhism	Does joining the Khalsa make a person a better Sikh? Do religious people lead better lives? Is religion the most important influence and inspiration in people's life? Do all religions beliefs influence people to behave well towards others? (Believing/Belonging)	The Amrit Ceremony and the Khalsa	AT1 B Practices and ways of life AT2 D Identity, diversity and belonging		We are learning to understand the reasons why a Sikh may choose to join the Khalsa.	Moral Cultural	'Pathways of Belief - Islam, Hinduism and Sikhism': DVD/Video www.bbc.co.uk/education/clips/zghyr82: Origins of the Khalsa Jarah Prashtad 5Ks
Autumn 2 Christianity	Has Christmas lost its true meaning? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Christmas	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.	Spiritual Cultural	Pass the Parcel Nativity scenes/images Children's Bible: Christmas story

From left to right..explaining the columns

Column 1

The academic term and focus religion

Column 2

The key enquiry question with additional sub-questions to help the focus.

Believing/Belonging/Behaving. The most relevant of these are shown, again to add focus.

Column 3

The theme of the enquiry and, for the Christianity enquiries, the 'concept' (core belief) is also shown. These concepts are aligned to the 'Understanding Christianity' project and are developed throughout Discovery RE in a spiral manner.

Column 4

For those who need this because their agreed syllabi still include them, this column shows the Attainment Targets 1 and 2 (Learning ABOUT and Learning FROM) as well as identifying the specific areas of enquiry (A-F) most contributed to in this enquiry.

Areas of enquiry

Some syllabi structure the RE learning expected under 6 areas of enquiry:

- A. beliefs, teachings and sources
- B. practices and ways of life
- C. forms of expressing meaning
- D. identity, diversity, belonging
- E. meaning, purpose and truth
- F. values and commitments

Column 5

The overall learning objective for the whole enquiry.

Column 6

SMSC. This column indicates which of the spiritual, moral, social, cultural development opportunities are most likely to be offered in this enquiry.

Column 7

Resources. This column acts as a summary of the resources suggested /signposted in the enquiry.

The Discovery RE website includes suggested resources which could be used for each enquiry.

www.discoveryschemeofwork.com

Year 3 Overview

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Autumn 1 Hinduism	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Does participating in worship help people to feel closer to God or their faith community? (Belonging)	Diwali	AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 D Identity, diversity and belonging		We are learning to investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus.	Social Cultural	Rangoli patterns, Diya lamps and Puja tray: internet - one per group Pictures of Hindu children during Diwali: internet 'Being Me in My World': Jigsaw
OR							
Autumn 1 Sikhism	Does joining the Khalsa make a person a better Sikh? Do religious people lead better lives? Is religion the most important influence and inspiration in people's life? Do all religions beliefs influence people to behave well towards others? (Believing/Belonging)	The Amrit Ceremony and the Khalsa	AT1 B Practices and ways of life AT2 D Identity, diversity and belonging		We are learning to understand the reasons why a Sikh may choose to join the Khalsa.	Moral Cultural	Karah Parshad 5Ks
Autumn 2 Christianity	Has Christmas lost its true meaning? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Christmas Concept: Incarnation	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.	Spiritual Cultural	Pass the Parcel Nativity scenes/images Children's Bible: Christmas story

Teacher Note: In year 3 we recommend you select either Hinduism OR Sikhism to teach alongside Christianity to avoid children getting muddled. Then in Year 5 you can select the religion (from Hinduism/Sikhism) not covered in Year 3, to give children experience of both during KS2.

Year 3 Overview cont.

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Spring 1 Christianity	Could Jesus heal people? Were these miracles or is there some other explanation? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Jesus' miracles Concept: Incarnation	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.	Spiritual	'Bear Feels Sick' by Karma Wilson Bible Stories: Blind Man (John 9), Paralysed Man (Mark 2)
Spring 2 Christianity	What is 'good' about Good Friday? Should religious people be sad when someone dies? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing)	Easter - forgiveness Concepts: Salvation, New Covenant	AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth		We are learning to recall key events in the Easter story and understand why 'Jesus' crucifixion symbolises hope for Christians.	Spiritual Moral	Easter story Art representations of 'The Last Supper' and 'The Crucifixion': e.g. Large sequencing cards for the Easter story: Palm Sunday, Maundy Thursday, Good Friday, etc.
Summer 1 Hinduism	How can Brahman be everywhere and in everything? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing)	Hindu Beliefs	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to understand the Hindu belief that there is one God with many different aspects.	Spiritual	Cube nets A small box containing pictures/models of different Hindu deities Cards explaining the role of each of the Deities Glass of water and salt
OR							

Year 1 Overview cont.

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Summer 1 Sikhism	Do Sikhs think it is important to share? Do religious people lead better lives? Is religion the most important influence and inspiration in people's life? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving) Add Humanism if appropriate	Sharing and Community	AT1 B Practices and ways of life AT2 E Meaning, purpose and truth		We are learning to explore how Sikh beliefs affect their way of life and the importance they place on sharing.	Social Cultural	Pot of natural yoghurt Sikh flag Pictures of Sikhs sharing (4 or 5)
Summer 2 Hinduism	Would visiting the River Ganges feel special to a non Hindu? Do religious people live better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Pilgrimage to the River Ganges	AT1 C Forms of expressing meaning AT2 F Values and commitments		We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu.	Spiritual Cultural	Glass of water Holiday brochures for India
OR							
Summer 2 Sikhism	What is the best way for a Sikh to show commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community? (Believing/Belonging) Add Humanism if appropriate	Prayer and Worship	AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 F Values and commitments		We are learning to understand different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment.	Spiritual Moral Cultural	Range of symbols and artefacts that show commitment. The 5 Ks

Overview of Learning Outcomes for Year 3

Year 3 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 3 Autumn 1	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Comments
WORKING TOWARDS (Level 2)	I can think of an action I could take to help a special group I belong to. I can design a symbol to show what my special group stands for. I can describe some of the things Hindus do at home or at the temple during Divali. I can start to empathise with what Hindus feel about Divali.	
Year 3 expectation WORKING AT (Level 3)	I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus.	
WORKING BEYOND (Level 4)	I can describe ways in which I could demonstrate that I belong to special group, and explain how doing these things brings me a sense of belonging. I can describe some of the ways Hindus celebrate Divali and start to understand which of these may bring the greatest sense of belonging. I can start to explain how I might feel if I celebrated Divali with a Hindu family.	

OR

Year 3 Autumn 1	Does joining the Khalsa make a person a better Sikh?	Comments
WORKING TOWARDS (Level 2)	I can start to express how it felt to join a group and the things I had to do in order to join. I can explain that some Sikhs choose to go through the Amrit Ceremony and what they do during this. I can start to express how a Sikh might feel when s/he goes through the Amrit ceremony.	
Year 3 expectation WORKING AT (Level 3)	I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging. I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.	
WORKING BEYOND (Level 4)	I can talk about my experiences of belonging to groups and can think about a symbol I might wear to show that I belong. I can explain that some Sikhs choose to join the Khalsa to reinforce their personal commitment to God and tell you about the outward symbols associated with this (e.g. 5Ks) I can talk about what I think makes someone a good person and about how joining the Khalsa might make someone feel like a 'better' Sikh.	

Year 3 Autumn 2	Has Christmas lost its true meaning??	Comments
WORKING TOWARDS (Level 2)	I can explain what Christmas means to me. I can tell you what the nativity story tells Christians about Jesus (given to the world by God). I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians.	
Year 3 expectation WORKING AT (Level 3)	I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can start to tell you what Christmas means to Christians and what it means to me.	
WORKING BEYOND (Level 4)	I can explain what gift I would like to give to the world and what difference it would make. I can make the links between Christian beliefs about Christmas and the way they celebrate it. I can recognise that Christmas means different things to different people.	

Year 3 Spring 1	Could Jesus heal people?	Comments
WORKING TOWARDS (Level 2)	I can talk about what I think a miracle is. I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus. I can identify some of the questions people ask about Jesus' healing miracles.	
Year 3 expectation WORKING AT (Level 3)	I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not.	
WORKING BEYOND (Level 4)	I can explain why some people may describe something they see as a miracle when there may also be another explanation. I can explain two different ways Christians might interpret one of Jesus' healing miracles. I can explain how Christians may describe and explain Jesus' miracles.	

Year 3 Spring 2	What is 'good' about Good Friday?	Comments
WORKING TOWARDS (Level 2)	I can explain that rescuing means helping a bad situation get better. I can say what some of these symbols represent e.g. cross: cross/bread/wine. I can ask questions about The Last Supper and Jesus' death.	
Year 3 expectation WORKING AT (Level 3)	I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.	
WORKING BEYOND (Level 4)	I can talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others. I can start to explain why Christians see Jesus' death as 'good'. I can reflect on whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.	

Year 3 Summer 1	How can Brahman be everywhere and in everything?	Comments
WORKING TOWARDS (Level 2)	I can explain how I may be special in different ways to different people. I can tell you about some Hindu gods and start to explain their significance to Hindus. I can ask questions about what Hindus believe.	
Year 3 expectation WORKING AT (Level 3)	I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.	
WORKING BEYOND (Level 4)	I can describe some of the characteristics that make me me even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives. I can reflect on Hindu beliefs and express thoughts on these.	

OR

Year 3 Summer 1	Do Sikhs think it is important to share?	Comments
WORKING TOWARDS (Level 2)	I can tell you when I find sharing easy or difficult. I can talk about some of the ways Sikhs share. I can begin to understand how it might feel to be a Sikh taking part in an event, e.g. the Langar.	
Year 3 expectation WORKING AT (Level 3)	I can discuss why it is important to share even though it is not always easy. I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs. I can begin to tell you if I think sharing is important or not to Sikhs.	
WORKING BEYOND (Level 4)	I can say how it feels to share and explain how this contributes to a sense of belonging. I can use the right religious words to describe some of the practices and experiences Sikhs have which enable them to follow the Guru's teaching of sharing and explain why this is important to them. I can identify ways that Sikhs show that sharing is important to them and think about which might be more important to them.	

Year 3 Summer 2	Would visiting the River Ganges feel special to a non-Hindu?	Comments
WORKING TOWARDS (Level 2)	I can explain the effects of water on me. I can tell you about some of the things Hindus do at/ in the River Ganges and start to explain why this river is important to them. I can tell you how I think it might feel for a Hindu to visit the River Ganges.	
Year 3 expectation WORKING AT (Level 3)	I can explain why water is important. I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.	
WORKING BEYOND (Level 4)	I can describe some ways that people use water in groups and start to explain how that gives a sense of community. I can show an understanding of why the River Ganges is important to Hindus and also start to suggest why non-Hindus might also want to visit this river. I can start to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there (this might be me if I am not Hindu).	

Year 3 Summer 2	What is the best way for a Sikh to show commitment to God?	Comments
WORKING TOWARDS (Level 2)	I can talk about different ways that I show commitment. I can talk about some ways Sikhs show commitment to God. I can show an understanding that Sikhs choose different levels/types of commitment and that's OK.	
Year 3 expectation WORKING AT (Level 3)	I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me. I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary. I can start to evaluate which ways may show more or less commitment to God for Sikhs.	
WORKING BEYOND (Level 4)	I can explain that there are many different ways I can show commitment to people or to my goals and can show an understanding that I may have different levels of commitment to different things. I can explain how Sikhs have a range of ways to show commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express my own opinion about which ways may express more commitment than others for Sikhs.	



Pupil Self-Assessment

Enquiry:

Name:

Class:

Term:

I learnt...

I enjoyed...

I wonder...

Discovery RE Tracking Sheet

Teacher: Class: Year Group:

Children's names	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Enquiry:		Enquiry:		Enquiry:		Enquiry:		Enquiry:		Enquiry:	
	T	T	T	T	T	T	T	T	T	T	T	T
Year 3 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 3 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 3 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 3 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 3 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 3 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B

Table

Green = Personal resonance with or reflection on (AT2 Personal	T = Working Towards
Blue = Knowledge and understanding of (AT1)	A = Working At
Red = Evaluation/critical thinking in relation to the enquiry question (AT2 impersonal)	B = Working Beyond

Colour-coded descriptors in Discovery RE

“WORKING AT” expectation. <u>Most</u> children are expected to reach these expectations.	GREEN DESCRIPTORS Personal resonance with or reflection on The concept / belief underlying the subject matter of the enquiry Child’s own thoughts, opinions, belief, empathy.	BLUE DESCRIPTORS Knowledge and understanding of the subject matter of that enquiry (subject knowledge)	RED DESCRIPTORS Skills of evaluation and critical thinking in relation to the big enquiry question
End of Key Stage 1 (Year 2, Age 7, ‘old’ Level 2)	I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world I can verbalise and / or express my own thoughts	I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.
End of LOWER key Stage 2 (Year 4, Age 9, ‘old’ Level 3)	I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale.	I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.	I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
End of Key Stage 2 (Year 6, Age 11, ‘old’ Level 4)	I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs I can express my own thoughts etc having reflected on them in relation to other people’s.	I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.

Year 3

Autumn 1

Theme:
Divali

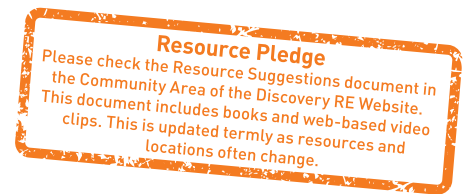
Key Question:
Would celebrating Divali at home and
in the community bring a feeling of
belonging to a Hindu child?

Religion:
Hinduism





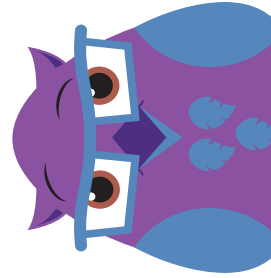
Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 3		Term: Autumn 1
Theme: Divali		Religion: Hinduism
Key question for this enquiry: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?		
Learning Objectives: We are learning to investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus?		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Use Huey Owl 🦉 as the 'talking object' in Circle Time. Circle Time for the whole class to discuss their sense of belonging and identity, sharing what they have in common, their goals for the year, etc. Can they have a class logo/badge/song/mission? Can they have a class playtime when they share favourite games and all join in if they choose to? Would they like an owl on their class logo? If you are using Jigsaw PSHE in your school, link this work to 'Being Me In My World' Puzzle www.jigsawpshe.com		Step 1 Engagement (1 lesson) Introduce Huey Owl 🦉 as the wise owl who will challenge us with questions and who we can ask any questions we like. Show children the envelope cards for their questions (print from the Discovery RE website) Use Huey Owl through the lesson to ask children questions. In small groups, set children a group challenge to set themselves up as a special group which has an identity of its own because of what it believes in e.g. Group 1 might believe that all dogs should have good homes, and must set themselves up with a group name/identity/badge or logo and decide the three most important things for their new group to do in order to help dogs. Do children gain a sense of belonging because they are united in a mission? Can they agree on what is right and wrong? How do they celebrate when a dog is helped? How does it feel to bring good to the world? How would you celebrate together? Would you feel a sense of belonging?
Step 3 Evaluation (1 lesson) 🦉 Qu: Why do Hindus celebrate Divali? Did you enjoy taking part in the activities? How did you feel? How might it feel different for a Hindu child? Introduce key question: would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Activity: Children to have a picture of some Hindu children during Divali and complete thoughts/feelings bubbles about their thoughts and feelings during Divali. Activity Sheet.		BRIDGE: BELONGING ↓ Step 2 Investigation (3 lessons) Read story of Rama and Sita, drawing out the theme of Good vs Evil. Explain that this triumph of good over evil is celebrated in Hinduism because Hindus believe that they should try to bring as much good to the world as possible. Introduce Divali and watch a clip that shows Divali being celebrated. The goddess Lakshmi is worshipped to bring prosperity. 🦉 Qu: How do Hindus celebrate Divali? Use children's lists from previous lessons about celebrations and how we like to celebrate to compare. Do those celebrations help us feel a sense of belonging? Teach significance of the different practices during Divali and children to experience these in possible rotation of activities, e.g. Rangoli patterns, diva lamps, making sweets, music, puja tray, etc. 🦉 Qu: What happens at home/temple during Divali? A Hindu visitor would be beneficial here to give the religious significance of the activities. 🦉 Qu: Who makes these things during Divali? Who do they make them with? Why? How do they feel when they are involved in these preparations/ celebrations? Discuss how during this time there is a strong sense of belonging both to their families and the Hindu community. What gives the sense of belonging? Shared activities? Shared beliefs?
Evidence in Discovery RE Journals: Activity Sheet.		



Year 3: Autumn 1 - Hinduism

Enquiry: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?

Name:

Class:

Divali is important to me because

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I enjoy Divali because

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During Divali I feel

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Draw a picture of Hindus celebrating Divali at home or at the temple (label with key words)

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Why would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child/or not?

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Would this feel the same if a Hindu celebrated Divali away from his/her home community?

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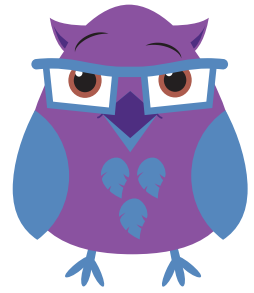
If I celebrated Divali I would feel

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Year 3 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 3 Autumn 1	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Comments
WORKING TOWARDS (Level 2)	I can think of an action I could take to help a special group I belong to. I can design a symbol to show what my special group stands for. I can describe some of the things Hindus do at home or at the temple during Divali. I can start to empathise with what Hindus feel about Divali.	
Year 3 expectation WORKING AT (Level 3)	I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus.	
WORKING BEYOND (Level 4)	I can describe ways in which I could demonstrate that I belong to special group, and explain how doing these things brings me a sense of belonging. I can describe some of the ways Hindus celebrate Divali and start to understand which of these may bring the greatest sense of belonging. I can start to explain how I might feel if I celebrated Divali with a Hindu family.	

I am proud that I

My TINT Box

To improve next time I will

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Exemplification

Year 3: Autumn 1 - Hinduism

Enquiry: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

I made the logo with the dog's paw shape on it and made badges of it to give to my friends.

At Divali Hindus light a lamp and have new clothes.

I would like to eat the special sweets and see the fireworks.

Year 3 expectation

WORKING AT

I belong to my class and so I keep our Class Charter. I try to earn house points and I keep my table tidy. I like our school badge because the bridge is a symbol of the village bridge.

Hindus celebrate Divali by making a Puja tray as a family. This helps them feel that they are important in the family as they all do this together, and important in their religion because they all share the same beliefs. This feels really strong when the family goes to the temple together.

If I were a Hindu, Divali would be important to me because it is a special time for families to be together and celebrate and remember the story of Rama and Sita. I think I would enjoy sharing presents, having new clothes and the special food as this would add to the atmosphere of celebration and make me feel like I belong to my family and my religion.

WORKING BEYOND

I belong to my family and try to treat everybody with respect. We have books at bedtime and a special dinner on a Sunday. This feels special because when we are all together we all feel safe and know we will look after each other. That's what belonging means to me.

Hindus celebrate Divali in their homes by lighting Diva lamps and worshipping the goddess Lakshmi. I think they probably feel the greatest sense of belonging when they give each other presents or maybe when they go to the temple because then they would feel like they belong to the community, not just their family.

If I celebrated Divali with a Hindu family I think it would be great fun and really interesting. I would love trying out new food and making Rangoli patterns. I doubt if it would be as meaningful to me as it would be to the Hindu family though because I am not a Hindu so don't really get how it feels to be part of that religion.

Year 3: Autumn 1 - Hinduism

Enquiry: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?

SMSC			
Spiritual	Moral	Social	Cultural

British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓	✓	✓	✓

Skills and attitudes focus for this enquiry			
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors	
WORKING TOWARDS (Level 1)	I can think of an action I could take to help a special group I belong to. I can design a symbol to show what my special group stands for. I can describe some of the things Hindus do at home or at the temple during Divali. I can start to empathise with what Hindus feel about Divali.
WORKING AT Year 3 expectation (Level 2)	I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus.
WORKING BEYOND (Level 3)	I can describe ways in which I could demonstrate that I belong to special group, and explain how doing these things brings me a sense of belonging. I can describe some of the ways Hindus celebrate Divali and start to understand which of these may bring the greatest sense of belonging. I can start to explain how I might feel if I celebrated Divali with a Hindu family.

Resources needed for this Enquiry
Please check the Discovery RE website for suggestions. Rangoli patterns, Diva lamps and Puja tray: internet - one per group Pictures of Hindu children during Divali: internet 'Being Me in My World': Jigsaw

Teacher reflection on this unit	
WWW (What went well)	EBI (Even better if)

Year 3

Autumn 1

Theme:

The Amrit Ceremony and the Khalsa

Key Question:

Does joining the Khalsa make a person a better Sikh?

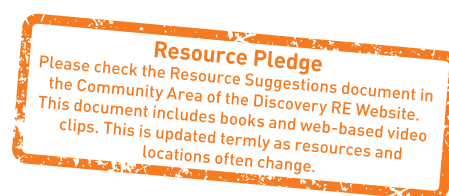
Religion:

Sikhism





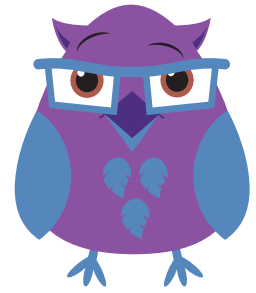
Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

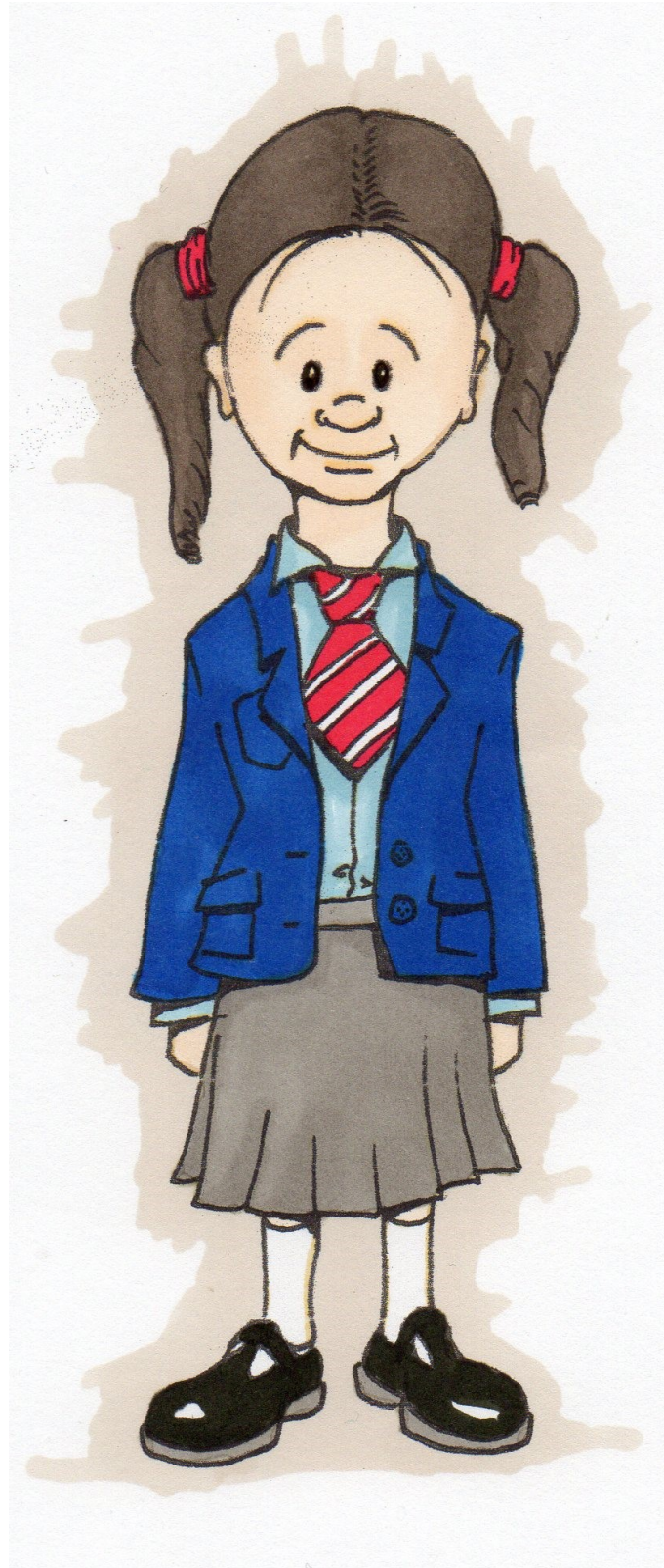
Medium Term Planning

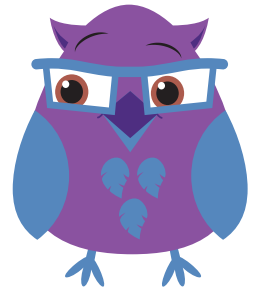
Year: 3		Term: Autumn 1
Theme: The Amrit Ceremony and the Khalsa		Religion: Sikhism
Key question for this enquiry: Does joining the Khalsa make a person a better Sikh?		
Learning Objectives: We are learning to understand the reasons why a Sikh may choose to join the Khalsa.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Activity 1: Qu: If we were going to have ceremony to join our class what would the joining ceremony look like? What would the promises be? What symbol could we choose to wear as a reminder of those promises. (Link to Jigsaw Class Charter if you use Jigsaw PSHE at your school www.jigsawpshe.com) Activity 2: Qu: What would you like people to know about you? Children to design a badge or bracelet reminding themselves of something personally important to them.	Step 1 Engagement (1 lesson) Use Huey Owl as the 'talking object'. Huey has a badge on to show that he is a member of a club. Circle Time on belonging. What does it mean to belong? What do you belong to? How does it feel to belong? How do you know you belong? How do other people know that you belong to the group e.g. uniforms, badges, certificate? Did you have to join this group and if so how did this happen? How are people expected to behave when wearing these uniforms? Watch Video 7. How did she feel about joining her club? When she joined her club, how did she feel? What did she do differently since joining? Can you remember what kind of things she wore to represent that she is part of a club? How did she feel when she wore her badges? Discuss belonging to a particular group and how we initially joined the group. e.g. some things we naturally belong to with no joining ceremony, e.g. family, school and other things we choose to belong to, e.g. clubs, groups, etc. Children to choose to complete Activity Sheet 7 or 7.1 Children to work in groups and using a template of a person, draw and write all the clubs/ groups they belong to. Use for whole class display with key words expressing the feelings associated with belonging. Draw out their choice in belonging to these groups.	
	Step 2 Investigation (3 lessons) Explain that we have been thinking about groups that we belong to or have joined. Today we are going to watch some Sikhs choosing to take part in a joining ceremony as part of their religion. Watch Video 8. Talk through the ceremony and ask children to remember the key aspects of the special ceremony, think, pair, share. The Sikhs become baptised during the ceremony. They make a promise to always be kind to everyone, treat everyone equally, always tell the truth, stand up and speak out for vulnerable people, care and respect everyone and help people, care for animals and conserve the world. Qu: Can you remember what kind of uniform they promise to wear? Can you remember how they become baptised? What do they drink? <i>sweetened water</i>. Qu: Why do you think they drink from one bowl? <i>to show that everyone is equal no matter what race, gender or age you are.</i> Huey Owl asks: Why do they become baptised in front of the Guru Granth Sahib? <i>Because the Guru Granth Sahib is the Guru for all Sikhs and the promises they make are permanent especially if they make them in front of their teacher, the Guru Granth Sahib.</i> Huey Owl asks: Would you like to know how this ceremony first started? Well, it started over 300 years ago (1699), in a town called Anandpur in India... Ask children if they can remember some of the Guru's names and what they did. Qu: Can children remember what the 10th Guru's name is? Watch Video 5. After watching the video, elicit children's knowledge of the 10th Guru. Challenge children to pronounce the name of the 10th Guru, his name was 'Guru Gobind Singh' (pronounced 'Goorroo Gawbind Sing'). Huey Owl: Guru Gobind Singh first started this special ceremony. Once a person baptises in the ceremony, the person becomes a 'Khalsa', just like when you join the Scouts, you become a 'Scout'. Watch Video 9. Qu: What did they look like before they went into the tent? Qu: What were the '5 beloved ones' wearing when they came out of the tent? Qu: How do you think they felt once they were baptised? Qu: How do you think they felt after making promises and wearing a special uniform? Qu: Do you think it would be easy or hard to be a 'Khalsa'? It would be nice to wear a special uniform and belong to a special group but at times it could be tricky because you make a promise to always be kind, share and tell the truth. Activity: Children are going to be journalist and find out more about Khalsa Sikhs. You will watch an interview with a Sikh and later write up your findings from the interview. Ask children to take notes and write down the answers from the interview on Activity Sheet 8. Watch video 10. Pause in between each question if need be, to allow for children to capture the answers from the interview. Show Slide 12. Children could use the interview notes as a prompt to help inform their answers. Answer the questions on slide 12 with their talking partner. Huey Owl: Can you remember what the 5 Ks are? Watch Video 11. Activity (you will need to enlarge Activity Sheet 1 and allocate one activity sheet per small group): Split the class into small groups and allocate one of the 5 Ks to each group. Ask children to make their allocated K and write down key words/pictures to explain what their K (i.e. Kara) means. Once finished, ask each group to bring their K (i.e. Kashera) to the whole class discussion and explain what their K represents and symbolises. Role play dressing up and wearing the 5 Ks. How does it make them feel wearing the 5 Ks? How would a baptised Sikh feel wearing the 5 Ks all of the time? Would it make them a better person? Huey Owl: Does wearing the 5 Ks make someone a better Sikh? Discuss how they serve as a reminder to themselves to keep promises that they have made. Recap the promises again. They make a promise to always be kind to everyone, treat everyone equally, always tell the truth, stand up and speak out for vulnerable people, care and respect everyone and help people, care for animals and conserve the world. It shows that Sikhs have made a commitment to God. Reiterate the 5 Ks are an outward symbol of an inner commitment. A person's dress should be matched by their standard of behaviour, just as the children wear a school uniform, their behaviour should match the ethos/values the schools stand for (e.g. work hard, be sensible, persevere with learning etc). Huey Owl: Do you think that making these promises make a person a better Sikh? Why don't all Sikhs choose to join the Khalsa? What might their reasons be? Are they just as good Sikhs? What makes someone a good Sikh? Discuss how this is a personal choice and a big commitment.	BRIDGE: BELONGING ↓
Step 3 Evaluation (1 lesson) Introduce key question: Does joining the Khalsa make a person a better Sikh? Why would a Sikh choose to take part in the Amrit Ceremony? Why would it matter to a Sikh to be part of the Khalsa? Show children Slide 13. One wearing the 5 Ks and one not. Which of these is the better Sikh? Why? Complete Activity Sheet 9. Focus on the fact that the Amrit ceremony is a choice to make a commitment and can help some Sikhs keep their promises to God because they spoke their promises in front of Guru Granth Sahib (their teacher). Wearing the 5 Ks acts as a physical reminder of the promises they have made and helps them keep them.		
Evidence in Discovery RE Journals: Activity Sheet.		



Year 3: Autumn 1 - Sikhism

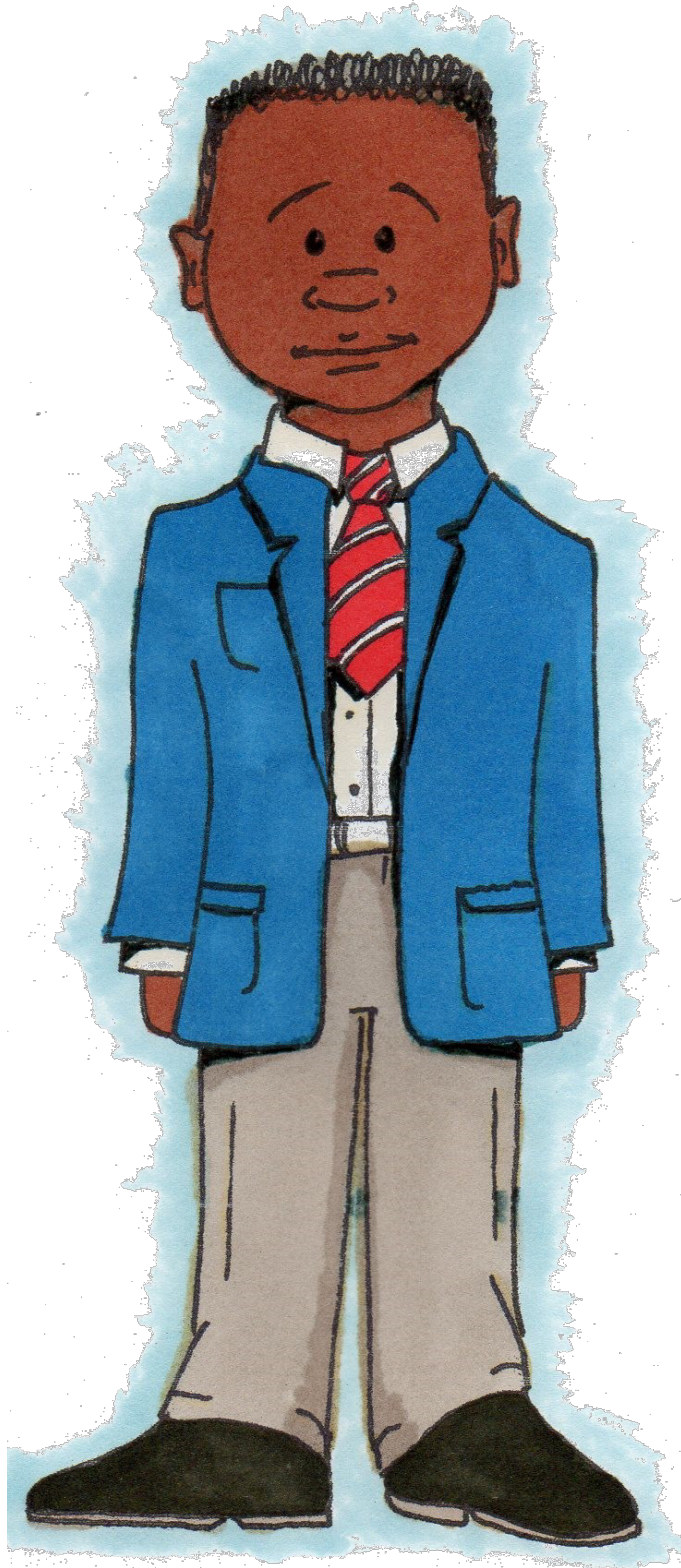
Enquiry: Does joining the Khalsa make a person a better Sikh?

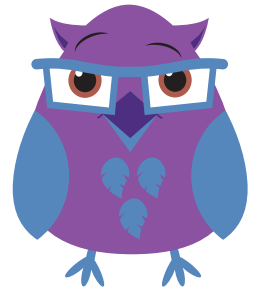




Year 3: Autumn 1 - Sikhism

Enquiry: Does joining the Khalsa make a person a better Sikh?

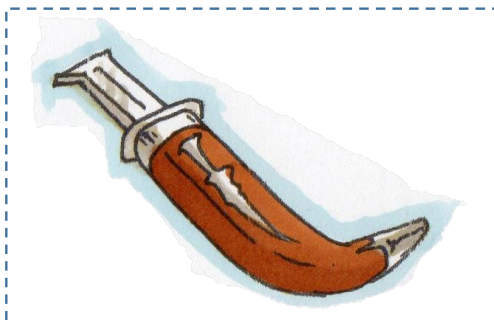
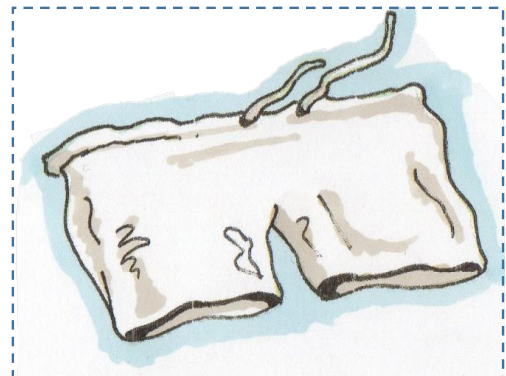
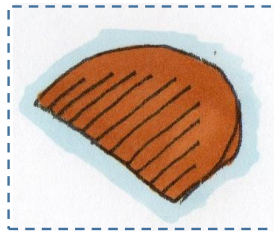
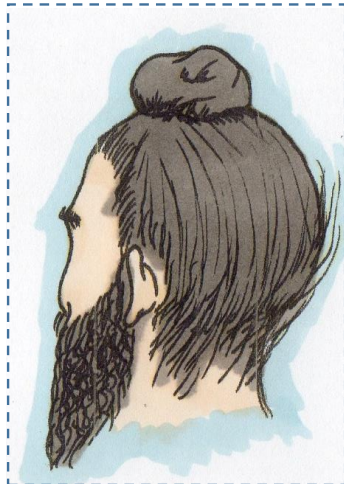




Year 3: Autumn 1 - Sikhism

Enquiry: Does joining the Khalsa make a person a better Sikh?

Baptised Sikhs wear the following 5 articles at all times. These are known as the 5 k's



Kara

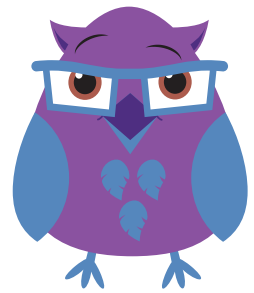
Kes

Kanga

Kirpan

Kashera

Match the name to the correct image



Year 3: Autumn 1 - Sikhism

Enquiry: Does joining the Khalsa make a person a better Sikh?

Name:

Class:

How did the person feel once they were baptised?

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How do you think they felt after making a promise?

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How do you think they feel wearing a special uniform?

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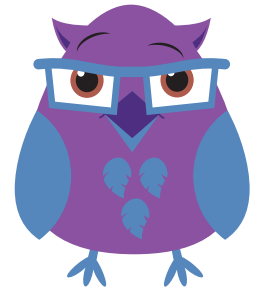
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Year 3: Autumn 1 - Sikhism

Enquiry: Does joining the Khalsa make a person a better Sikh?

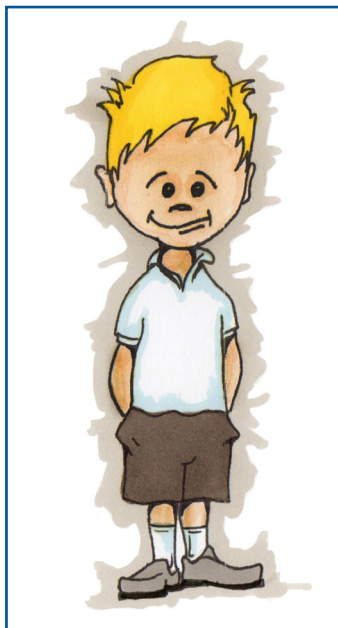
Name:

Class:

Draw and write about what happens during the Amrit ceremony.



I chose to join the Khalsa because



I chose not to join the Khalsa because

I wear the 5K's because.

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Is joining the Khalsa like a 'joining' experience you have had?

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Does joining the Khalsa make a person a better Sikh?

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Year 3 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 3 Autumn 1	Does joining the Khalsa make a person a better Sikh?	Comments
WORKING TOWARDS (Level 2)	I can start to express how it felt to join a group and the things I had to do in order to join. I can explain that some Sikhs choose to go through the Amrit Ceremony and what they do during this. I can start to express how a Sikh might feel when s/he goes through the Amrit ceremony.	
Year 3 expectation WORKING AT (Level 3)	I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging. I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.	
WORKING BEYOND (Level 4)	I can talk about my experiences of belonging to groups and can think about a symbol I might wear to show that I belong. I can explain that some Sikhs choose to join the Khalsa to reinforce their personal commitment to God and tell you about the outward symbols associated with this (e.g. 5Ks) I can talk about what I think makes someone a good person and about how joining the Khalsa might make someone feel like a 'better' Sikh.	

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 3: Autumn 1 - Sikhism

Enquiry: Does joining the Khalsa make a person a better Sikh?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

When I started Brownies I was nervous because I was scared I would forget the promise words but on the night I remembered it all and it felt good to be a proper Brownie.

Not all Sikhs go through the Amrit ceremony, only those who choose to because they want to show they belong and are really serious about being good Sikhs. During this ceremony they dress in special clothes, make promises and stir the Amrit.

If I were a Sikh I would feel really nervous going through the Amrit ceremony as I would have to remember what to do and everybody would be watching. It would be an important occasion for me and my family.

Year 3 expectation

WORKING AT

I know I'm part of my school and that makes me feel safe but I just come every day and that's all I have to do. I didn't really feel part of my football club until I made the team and I had to pass a mini-trial to get in and that made it feel really special.

I think some Sikhs choose to join the Khalsa because they want to make a full-on commitment to God to be as good a Sikh as they can be. If they have a big ceremony and everybody sees them it helps them to stick to their beliefs and be good.

It might be a bit like when I joined the Brownies and had to make my promise in front of Brown Owl and all the rest of the Brownies. After that I felt like I was a real Brownie and didn't want to let anyone down.

WORKING BEYOND

On my bracelet I have put some charms which show what I belong to. I have put a tree because that is our school logo from our sweatshirts, and I have put a mini-violin because I play in the school orchestra but I have made the biggest charm a ballet shoe because I belong to a dance club and I want to be a dancer when I grow up. I am auditioning for a part in the Christmas show so that is the most important to me right now because I want to belong to the special group - that shows I am really committed and good at what I do.

Joining the Khalsa is a way for some Sikhs to make a strong promise to God that they will always do their best to do as he asks them and lead good lives. This is between them and God and that is more important than the Amrit ceremony to them. They can choose to wear the 5Ks as reminders to them every day about their promises to God.

I think people can be good in a lot of ways. They can be good at things like football, but they can also try to be good to people, being kind to animals and nice to their friends. Maybe joining the Khalsa makes someone feel closer to God.

Year 3: Autumn 1 - Sikhism

Enquiry: Does joining the Khalsa make a person a better Sikh?

SMSC				
Spiritual	Moral	Social	Cultural	
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓	✓	✓	✓ ✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 2)	I can start to express how it felt to join a group and the things I had to do in order to join. I can explain that some Sikhs choose to go through the Amrit Ceremony and what they do during this. I can start to express how a Sikh might feel when s/he goes through the Amrit ceremony.			
WORKING AT Year 3 expectation (Level 3)	I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging. I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.			
WORKING BEYOND (Level 4)	I can talk about my experiences of belonging to groups and can think about a symbol I might wear to show that I belong. I can explain that some Sikhs choose to join the Khalsa to reinforce their personal commitment to God and tell you about the outward symbols associated with this (e.g. 5Ks) I can talk about what I think makes someone a good person and about how joining the Khalsa might make someone feel like a 'better' Sikh.			
Resources needed for this Enquiry (downloadable from Community Area on www.discoveryschemeofwork.com)				
PowerPoint Slides: 1, 2, 3, 4, 5, 6, 14, 7, 8, 9 Videos: 3, 1, 2, 4 Activity Sheets: 1, 2, 3, 4 Audio: 1 Discovery RE Journals Huey Owl				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		

Year 3

Autumn 2

Theme:
Christmas

Key Question:
Has Christmas lost its true meaning?

Religion:
Christianity
(Concept: Incarnation)





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 3		Term: Autumn 2
Theme: Christmas		Religion: Christianity
Key question for this enquiry: Has Christmas lost its true meaning?		
Learning Objectives: We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) If you could give the world one gift at Christmas to make it a better place, what would it be? Children to make their gift to the world from modroc or playdough and display, maybe along with a Haiku poem to express their wishes for the world. They can tell Huey Owl what they have made and read him their poems. This could form basis of a class assembly or display in school foyer.		Step 1 Engagement (1 lesson) Wrap Huey Owl in the centre of the parcel for 'pass the parcel' game as a surprise when the last layer of paper is taken off. (Teacher is mindful of who celebrates Christmas or not) Play 'Pass the parcel' (the parcel wrapped in Christmas paper); and every time the music stops the child with parcel says something about their experience of Christmas or of the Christmas holidays. When Huey Owl is revealed he tells children about his Christmas. Children freeze-frame their Christmas experiences or their experiences during the Christian holidays if they do not celebrate Christmas. Class display: What does Christmas MEAN to us? Why is Christmas MEANINGFUL to me or not?
Step 3 Evaluation (1 lesson) Qu: What is the true meaning of Christmas to Christians? Children to sort religious and non-religious words, pictures and objects. e.g. Santa, birth of Jesus. Could do this using Christmas cards or advent calendars. Some cards may be in both piles, e.g. Christmas presents. Children to revisit their class displays activity from the engagement lesson and see which of their ideas are related to Christianity and to do with the first nativity. Task: Children complete the Activity Sheet. Then: Do I think Christmas has lost its true meaning?		BRIDGE: MEANING Step 2 Investigation (3 lessons) From the 'Big Christmas Gift Box', choose a child to pull out a mystery item. Each group takes its mystery item back to their table and explores: What is it? How is it used at Christmas, and what it might mean to Christians? Back in the circle they feed back to tell Huey Owl their answers. Explore what Christmas means to Christians from the starting points of the items. (Items could include: Advent candle, Christmas pudding, Advent calendar with Nativity scene, Christmas carol sheet, Christmas card, Christmas tree fairy, etc.) Conclude: to Christians, Christmas is very important because they are celebrating God's son, Jesus, coming to earth to help people. (The Incarnation) Read Christmas story. Reinforce the significance of shepherds, wise men, star, gifts, etc. Visit the local church to see the nativity scenes or act out the story. What is the true meaning of Christmas for Christians? Do children have any questions for Huey Owl? Make a class Christmas tree with decorations to show all the non-Christian aspects of Christmas (that might be meaningful to the children) e.g. gifts, cards, meals, family etc. Make a second Christmas tree with decorations to show ways in which Christmas is meaningful to Christians. (Include birthday card for Jesus, thank yous to Jesus for saving/helping the world, star, gold, frankincense etc. anything to illustrate Christian meaning which is that Jesus is the incarnation of God on earth i.e. God sent Jesus to the earth to save/rescue people from their 'sin' and show them how to gain salvation.) What does having 'meaning' mean?
Evidence in Discovery RE Journals: Activity Sheet.		

Teacher note: Incarnation

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. For Christians, Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. *From 'Understanding Christianity' Church of England*

Year 3: Autumn 2 - Christianity

Enquiry: Has Christmas lost its true meaning?

Name:

Class:

Some people do not celebrate Christmas because

Christians believe Jesus is

To me Christmas means

Christmas is important to Christians because

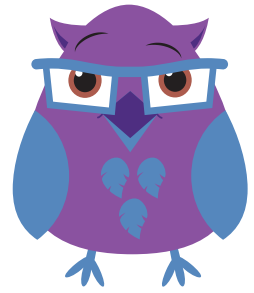


At Christmas I

Christians celebrate Christmas by

Does Christmas mean the same to you as it does to Christians?

Has Christmas lost its true meaning?



Year 3 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 3 Autumn 2	Has Christmas lost its true meaning?	Comments
WORKING TOWARDS (Level 2)	I can explain what Christmas means to me. I can tell you what the nativity story tells Christians about Jesus (given to the world by God). I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians.	
Year 3 expectation WORKING AT (Level 3)	I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can start to tell you what Christmas means to Christians and what it means to me.	
WORKING BEYOND (Level 4)	I can explain what gift I would like to give to the world and what difference it would make. I can make the links between Christian beliefs about Christmas and the way they celebrate it. I can recognise that Christmas means different things to different people.	

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 3: Autumn 2 - Christianity

Enquiry: Has Christmas lost its true meaning?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

I think Christmas is a time to give presents to the people we love.

The nativity story tells Christians that Jesus was a gift to the world from God.

Some Christians celebrate Jesus' birth by going to special services at the church, singing Christmas carols like 'Away in a Manger' and giving each other presents. I think they have turkey too. Other people have turkey too, and give presents but don't go to church.

Year 3 expectation

WORKING AT

Christmas should be about love and being with your family so it is nice to have presents and I would be embarrassed at school if I didn't have any presents to tell people about but it is about being with my family really.

The true meaning of Christmas for Christians is to remember that God gave Jesus to the world to show people how to behave well towards each other. God thought people needed help to work out how to look after the environment and be nice to each other, so Jesus was sent to sort it all out.

I do believe that Jesus was God's son. I think he shows us how God wants us to live our lives. I think Christmas is a time to give presents to people we love. Christians believe God was Jesus' father, I am not sure how that works as Joseph was Jesus' father but I think Jesus was special and it's a shame such a kind man had to be born in a stable not in a nice, clean hospital. (Children could obviously give an answer from their own perspective, which may or may not be a Christian one.)

WORKING BEYOND

I would like to give the world peace so the wars would stop so the people in Syria would be OK.

I think giving each other presents is really important for Christians because it helps them remember that God gave them Jesus as a massive present to help make the world a better place. That's why I think going to church at Christmas would also be important to Christians so they can celebrate with other Christians. They believe Jesus is God on earth.

I see that Jesus' birth is the most important part of Christmas for Christians but for me it is being off school and having time with my family.

Year 3: Autumn 2 - Christianity

Enquiry: Has Christmas lost its true meaning?

SMSC				
Spiritual	Moral	Social	Cultural	
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
			✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 1)	I can explain what Christmas means to me. I can tell you what the nativity story tells Christians about Jesus (given to the world by God). I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians.			
WORKING AT Year 3 expectation (Level 2)	I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can start to tell you what Christmas means to Christians and what it means to me.			
WORKING BEYOND (Level 3)	I can explain what gift I would like to give to the world and what difference it would make. I can make the links between Christian beliefs about Christmas and the way they celebrate it. I can recognise that Christmas means different things to different people.			
Resources needed for this Enquiry				
Pass the parcel Nativity scenes/images Children’s Bible: Christmas story				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		

Year 3

Spring 1

Theme:

Jesus' miracles

Key Question:

Could Jesus heal people?

Were these miracles or is there some other explanation?

Religion:

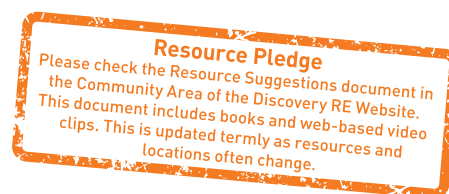
Christianity

Concept: Incarnation





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 3		Term: Spring 1
Theme: Jesus' miracles		Religion: Christianity
Key question for this enquiry: Could Jesus heal people? Were these miracles or is there some other explanation?		
Learning Objectives: We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) 🦉 If you could perform one miracle for the world, what would it be? Draw or paint the difference this would make. What would the world look like afterwards?		Step 1 Engagement (1 lesson) Start the lesson with Huey Owl 🦉 telling the children he feels poorly and asking them for their advice on how he can get better. Read the story: 'Bear Feels Sick' by Karma Wilson (or similar), and discuss what happened to Bear and how he felt better. Was it a miracle? How do our bodies get better when we are poorly? Assess children's perception of 'miracle'. Explore what happens and how it feels when we get poorly/sick. If you are poorly what do you do? Who looks after you? How do you get better? Do you go to the doctor/need medicine? Sometimes we can help ourselves - how? Does frame of mind help? Activity: Children to record how they can try to make themselves better if they are ill.
↑ Step 3 Evaluation (1 lesson) Using art representations of the two Bible stories ask the children to discuss their findings. 🦉 Ask key qu: Could Jesus heal people? Were these miracles, or is there some other explanation? What other explanations could there be? Use Activity Sheet: Children to have a set of three boxes in their book. In the first box, have a picture of the beginning of the story. The middle box to be blank with the headings 'What do Christians believe happened next? Why do Christians believe it was possible for Jesus to perform miracles? What do you think happened next? Children to draw/write their own interpretation of the middle of the story, drawing/writing what they think actually happened. The last box gives the opportunity to answer the enquiry question directly.		BRIDGE: MIRACLE ↓ Step 2 Investigation (3 lessons) Tell children the beginning of the Bible story about the Blind Man (John 9: 1-12), then ask children their thoughts on how the blind man could be healed/made better? Tell the children the rest of the story. How could this have happened? Was Jesus a doctor? Did he have any medicine/equipment with him? 🦉 Did it really happen then? Class to vote on it. Unpick the children's reasoning and ask, if it didn't happen, why is it in the Bible? What does this say about Jesus? If it did happen what does this say about Jesus? Christians believe Jesus is God in a human body so has the power of God and can do anything including healing people. Jesus is the Incarnation of God, Christians believe. Introduce the idea of a miracle and explain what this means...something that happens outside the usual rules of nature/expectations. (Jesus had special ability to heal people..does anyone today have this ability?) Use the story of the Paralyse Man (Mark 2: 1-12) to continue exploring this concept. *Use a story about someone from the past who did something amazing. Was that a miracle? 🦉 Do the children have any questions for Huey Owl? They can use the envelope cards (print from Discovery RE website) Do stories have to be true (i.e. actually happened) to be meaningful? Were Jesus' miracles just stories to make people think Jesus was special/God on earth, or that we should help people who are sick? Was it possible that Jesus did make people better even though He wasn't a doctor? *Reinforce Christians' believe Jesus was the Incarnation of God.
Evidence in Discovery RE Journals: Activity Sheet.		

Teacher note: Incarnation

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. For Christians, Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. *From 'Understanding Christianity' Church of England*

Year 3: Spring 1 - Christianity

Enquiry: Could Jesus heal people? Were these miracles or is there some other explanation?

Name:

Class:



MIDDLE

What do Christians believe happened next?

What else might Christians believe happened?

What do YOU think happened?



Could Jesus really heal people? Were these miracles or is there some other explanation?

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Year 3 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 3 Spring 1	Could Jesus heal people?	Comments
WORKING TOWARDS (Level 2)	I can talk about what I think a miracle is. I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus. I can identify some of the questions people ask about Jesus' healing miracles.	
Year 3 expectation WORKING AT (Level 3)	I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not.	
WORKING BEYOND (Level 4)	I can explain why some people may describe something they see as a miracle when there may also be another explanation. I can explain two different ways Christians might interpret one of Jesus' healing miracles. I can explain how Christians may describe and explain Jesus' miracles.	

I am proud that I

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Exemplification

Year 3: Spring 1 - Christianity

Enquiry: Could Jesus heal people? Were these miracles or is there some other explanation?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

I think something is a miracle if it is amazing! Like a rainbow!

Jesus healed a man who could not see. This story is in the Bible and Christians think the Bible is true. This story might show Christians that Jesus has God's power and is not just a normal man. Normal men can't make blind people see can they? Otherwise the doctor would have sorted out my Nan's bad eyes.

Even though lots of Christians believe Jesus had the power to heal people and do other miracles, sometimes, I wonder if they were just pretending to be ill. So I think people ask if it really did happen.

Year 3 expectation

WORKING AT

People say it is a miracle to see a baby being born. My aunty often says "that's a miracle" when something has turned out right that she wasn't expecting. I would like Jesus to stop all the fighting in the world.

Some Christians believe that everything in the Bible is true because it is the word of God, that means if the Bible says He healed someone, He must have done. The Bible says that Jesus could heal people because He was the Son of God.

I believe Jesus healed people too because He was a special man and why wouldn't He have powers if He was God in a human body on earth?

OR

I don't think Jesus really healed all these people because I don't believe in miracles. I expect it was wishful thinking and when people met Jesus they felt better because He was such a special person.

WORKING BEYOND

Although scientists know how lots of things happen in the world that they didn't know when Jesus was on Earth, some of them are still so amazing that people say it is a miracle. Like things people invent that are totally new from ideas that can come from nowhere. I would like Jesus to stop cancer because I know people that have died from it and if he stopped it nobody else in the world would have to get it.

Some Christians would just think Jesus is God's son so He had the power to do anything, so He could do miracles. He healed the man. Some Christians might think that Jesus gave the man the confidence to try walking, and he gave it a go and could walk a bit.

I think Christians understand that if you trust in something you can have a greater belief that it would work. Sometimes if you stop worrying about something and just think it will be OK, it is.

Year 3: Spring 1 - Christianity

Enquiry: Could Jesus heal people? Were these miracles or is there some other explanation?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
			✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 2)	I can talk about what I think a miracle is. I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus. I can identify some of the questions people ask about Jesus' healing miracles.
WORKING AT Year 3 expectation (Level 3)	I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not.
WORKING BEYOND (Level 4)	I can explain why some people may describe something they see as a miracle when there may also be another explanation. I can explain two different ways Christians might interpret one of Jesus' healing miracles. I can explain how Christians may describe and explain Jesus' miracles.

Resources needed for this Enquiry

'Bear Feels Sick' by Karma Wilson

Bible Stories: Blind Man (John 9), Paralyse Man (Mark 2)

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)

Year 3

Spring 2

Theme:

Easter - Forgiveness

Key Question:

What is 'good' about Good Friday?

Religion:

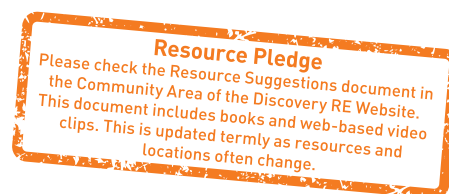
Christianity

(Concepts: Salvation/Gospel)





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 3		Term: Spring 2
Theme: Easter - Forgiveness		Religion: Christianity Concept: Salvation/Gospel
Key question for this enquiry: What is 'good' about Good Friday?		
Learning Objectives: We are learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Children draw a heart outline and write in it some of the things they can do to show their love and gratitude to people who are special to them. Huey Owl could share one he made earlier.		Step 1 Engagement (1 lesson) Use Huey Owl (and if you are a Jigsaw School, use Jigsaw Jino www.jigsawpshe.com), tell the children a story about something going wrong in Huey Owl's life. Ask the children what they could do to save the day. How can we rescue the situation for Huey Owl? Children make up and act out stories where somebody saves the day/rescues a situation, e.g. Billy has forgotten his PE kit and will get into trouble, but his friend Josh lends him his at playtime.
Step 3 Evaluation (1 lesson) Revisit key question - What was good about Good Friday? Christians believe that Jesus willingly died to save them/rescue them and came back to life again to prove they will also have life in Heaven when they die. So from something sad and painful came something amazing. Think back to Engagement lesson. Christians believe Jesus 'saved the day' by rescuing the situation and helping people turn over a new leaf and get better at loving each other. Who was Good Friday good for? Who was it not good for? Do Christians today think it was good for them? Activity Sheet.		BRIDGE: SAVING THE DAY (RESCUING) Step 2 Investigation (3 lessons) Huey Owl invites children to start the lesson by children eating a little square of bread and sipping blackcurrant squash but give no explanation yet. May use art representations of The Last Supper and Crucifixion to illustrate. Tell children the Easter story up to and including The Last Supper. Discuss the significance of the bread and wine and why Jesus used the bread to symbolise his body and the wine his blood. Talk about how these words are a sign that Jesus knew what was coming, i.e. that he was going to die soon. Qu: If He knew what was going to happen why didn't He leave that night? Why did he not run away? Tell next part of the story up to and including Jesus' crucifixion. (Use a Children's Bible) With children, label large sequencing cards which depict the story so far. Label each day, e.g. Palm Sunday, Maundy Thursday. Does anyone know what we call the day that Jesus died? Show the label 'Good Friday' and ask the children for their thoughts. What was good about Good Friday? Who was it NOT good for? Show artefacts: crucifix. What are the children's reactions? Why do they think Jesus died like this? What do the bread and wine symbolise? Introduce key question; What is good about Good Friday? Possibly visit a Church to find out about communion and the link to the Last Supper. Ask Vicar the key question. Visiting Christian speaker to share what Jesus' death means to them. Use 'Discovering the Bridges' materials from www.discoveryschemeofwork.com Explore further, from a Christian perspective, how Jesus' death was part of God's plan to show people they can be forgiven and start afresh. Just before Jesus died he said "Father forgive them". What did people need forgiving for? Explain that Christians believe God made a beautiful world, but when people started forgetting how to be good to each other and how to look after the planet, He sent Jesus to make things better, to save the day, to redeem the situation. This meant forgiving people for what they had done wrong.
Evidence in Discovery RE Journals: Activity Sheet.		

Teacher note: Salvation/Gospel

Jesus' death and resurrection effect the rescue (or salvation) of humans. Christians say he opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored.

From 'Understanding Christianity' Church of England

Christians believe Jesus' incarnation is 'good news' for all people. (Gospel means 'good news'.) His life, teaching and ministry embody what it is like to be on of the people of God, what it means to live in a relationship with God. Jesus' example and teaching emphasise loving one's neighbour - particularly the weak and vulnerable - as part of loving God. From 'Understanding Christianity' Church of England

Year 3: Spring 2 - Christianity
Enquiry: What is good about Good Friday?

Name:

Class:

Who was Good Friday good for?



Bread	
Wine	
Cross	

JESUS



Was Good Friday good for Jesus?

CHRISTIANS TODAY



Why is Jesus' death important to Christians?

JESUS' DISCIPLES



Was Good Friday good for the disciples?

What is good about Good Friday?

What do you think about Jesus' death?



Year 3 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 3 Spring 2	What is 'good' about Good Friday?	Comments
WORKING TOWARDS (Level 2)	I can explain that rescuing means helping a bad situation get better. I can say what some of these symbols represent e.g. cross: cross/bread/wine. I can ask questions about The Last Supper and Jesus' death.	
Year 3 expectation WORKING AT (Level 3)	I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.	
WORKING BEYOND (Level 4)	I can talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others. I can start to explain why Christians see Jesus' death as 'good'. I can reflect on whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.	

I am proud that I

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Exemplification

Year 3: Spring 2 - Christianity

Enquiry: What is good about Good Friday?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

If I lent Josh my PE kit for football training, I would be rescuing a bad situation for him. It means saving somebody from having a big problem.

It was good and bad for Jesus' disciples. It was bad because Jesus died on the cross but it was good because they were happy when he came back to life. The cross represents Jesus' death and the bread and wine represent his body and blood.

I wonder how the guards felt when Jesus came back to life. Did they get the sack? Can someone really come back to life again?

Year 3 expectation

WORKING AT

I was really worried about a new club that I was going to after school but my teacher found some other people who already went to it who would look after me and spoke to the teacher running the club so she knew I was nervous. This really saved the day because she made sure I was OK after that and I really enjoyed it.

Christians believe it's good that Jesus died because that showed he saved the day. He promised that people could go to Heaven after their bodies die so He helped the world and saved people by helping them and giving them Heaven. When they are sorry for what they have done wrong.

I don't know if I agree with Christians believing Jesus died to redeem the world. I think that would have been better if He had lived longer so He had longer to teach people how to lead good lives.

WORKING BEYOND

We can share or listen to each other when friends are worried because that helps and often people think of ways to solve issues when they have time to talk or think. My Granny always knows what to say or do so I thought of her when I was drawing my heart as I would love to help her as much as she has always helped me when I have a problem.

I think Christians think Jesus died and came back to life again. They think he did this to save them from their sins. This means they will also have the chance to go to Heaven. So I suppose for Christians that could mean Jesus' death was good.

I think that's a bit selfish though. It would be better for Christians to read the Bible to work out how to lead good lives and then they could get to Heaven that way because God would be pleased with them then Jesus could have lived longer. He didn't do anything wrong after all.

Year 3: Spring 2 - Christianity
Enquiry: What is good about Good Friday?

SMSC				
Spiritual	Moral	Social	Cultural	
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
			✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 2)	I can explain that rescuing means helping a bad situation get better. I can say what some of these symbols represent e.g. cross: cross/bread/wine. I can ask questions about The Last Supper and Jesus' death.			
WORKING AT Year 3 expectation (Level 3)	I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.			
WORKING BEYOND (Level 4)	I can talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others. I can start to explain why Christians see Jesus' death as 'good'. I can reflect on whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.			
Resources needed for this Enquiry				
Easter story Art representations of 'The Last Supper' and 'The Crucifixion' Large sequencing cards for the Easter story: Palm Sunday, Maundy Thursday, Good Friday, etc.				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		

Year 3

Summer 1

Theme:
Hindu Beliefs

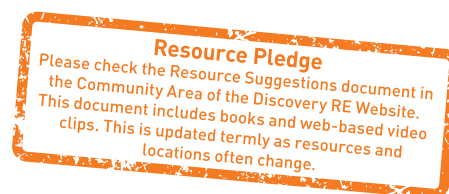
Key Question:
How can Brahman be everywhere
and in everything?

Religion:
Hinduism





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

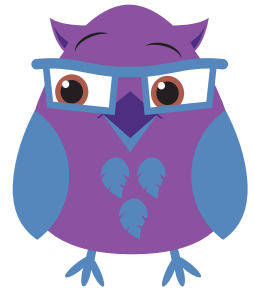
Year: 3		Term: Summer 1
Theme: Hindu Beliefs		Religion: Hinduism
Key question for this enquiry: How can Brahman be everywhere and in everything?		
Learning Objectives: We are learning to understand the Hindu belief that there is one God with many different aspects.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Using Activity Sheet 2, read the poem from the Upanishads. Discuss. Children write own poem in same format (on sheet), or could write a Haiku. Maybe illustrate the poem with movement/dance/music. Read poems to Huey Owl.		Step 1 Engagement (1 lesson) Huey Owl tells children about his family and the roles he has in it. Who are you and what do you mean to different people? E.g. daughter, sister, friend, Brownie, pupil, grand-daughter, etc. Children to have a photo of themselves replicated on the net of a cube and write on each photo, to show each role they have. Children to then put the net together to show the different sides of them. Qu: What is it that stays the same? Reinforce that there is only one of them and whilst they are different things to different people, they are still themselves. All the sides are parts of the same YOU. What is it about you that is inside the box that makes you you?
Step 3 Evaluation (1 lesson) Children complete all faces of the cube (photocopy the net onto large paper to give children room to draw and write). One side of the cube asks children to design a god or goddess to represent e.g. kindness, wealth, friendship etc. (something important to them).		BRIDGE: ASPECTS OF ME Step 2 Investigation (3 lessons) Show children a box labelled 'Brahman' and explain that inside this box we can find out what Hindus believe about Brahman. Inside the box, have many different deities and, as each deity is revealed, explain to the children that this is what Brahman looks like. Qu: How can this be? How can Brahman look like so many different things? Make link with lesson before. Direct Teaching - match the deity to its role using word and picture cards. Tell the children a story about one of the gods, e.g. Ganesha/Lakshmi. Teach children that there is one God who Hindus see in many different forms: This God is called Brahman. Use the Activity Sheet cube net to record their learning about gods/goddesses. Watch a clip showing how Hindus use these deities at home, in the temple and in Puja. Make a class mobile of their cubes and their Hindu god cubes. Show children the tri-murti and explain how these are the main deities and explain what they represent. Brahma - creator Vishnu - preserver Shiva - destroyer Do the children have any questions for Huey Owl? Use the envelope cards for their questions. When children learn about a different god or goddess they illustrate one side of the cube net. Experiment - Take a glass of water. Add some salt - it will dissolve into the water and you won't be able to see it or remove it. Now taste the water and you will taste the salt in every drop of the water. In this analogy the water represents the world and the salt represents Brahman, though invisible Brahman is omnipresent (everywhere.) Ask key qu: How can Brahman be everywhere and in everything? How would this affect your life if you were a Hindu?
Evidence in Discovery RE Journals: Photograph of their completed cube net before making it into a cube and hanging on a mobile. Activity Sheet 2.		

Name:

Class:

My picture of		
My picture of		
My design	The god/goddess I have designed is called It represents	What difference does it make to how Hindus live if they believe in gods?
How can Brahman be in everything?		





Year 3: Summer 1 - Hinduism

Enquiry: How can Brahman be everywhere and in everything?

Name:

Class:

Hindus believe that Brahman is present in everything, everywhere and always - the Spirit of the Whole World.

Here is an ancient poem from the Upanishads about Brahman.

You are a woman. You are a man.

You are the dark blue bee

And the green parrot with red eyes.

The lightning is your child.

You are the seasons of the year

And the sea.

You are a part of everything.

You are everywhere.

Everywhere that is, is born of you.

Svetsvatara Upanishad Ch4

What else might a Hindu write in the next verse of this poem to show what they believe about Brahman?

You are You are

You are

And the

The

You are

And the

You are a part of everything.

You are everywhere.

Everywhere that is, is born of you.



Year 3 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 3 Summer 1	How can Brahman be everywhere and in everything?	Comments
WORKING TOWARDS (Level 2)	I can explain how I may be special in different ways to different people. I can tell you about some Hindu gods and start to explain their significance to Hindus. I can ask questions about what Hindus believe.	
Year 3 expectation WORKING AT (Level 3)	I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.	
WORKING BEYOND (Level 4)	I can describe some of the characteristics that make me me even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives. I can reflect on Hindu beliefs and express thoughts on these.	

I am proud that I

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Exemplification

Year 3: Summer 1 - Hinduism

Enquiry: How can Brahman be everywhere and in everything?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

I think I am most special as a son to my Dad. He is proud of me.

The 2 gods/goddesses on my cube are Ganesha and Lakshmi. They are significant to Hindus because Ganesha is the god of education and wisdom and helps solve problems; Lakshmi is the goddess who brings wealth.

I wonder if the stories about the gods are true or just stories. Who is Brahman? Do all Hindus believe in gods?

Year 3 expectation

WORKING AT

I am a Year 3 School Council Rep. a brother and a cub. I am still me wherever I am.

Hindus believe that Brahman is everything. This means that they would look after living things, like animals. Brahman is like the salt in the salt water. You can't see it but you know it is there. I can tell you about Ganesha... (see above but expect knowledge of the story).

I think it is important to look after living things. I think we should treat them properly. If I were a Hindu I would think that I would have a better life next time if I look after living things. If Brahman is in everything, Hindus would need to treat everyone and everything with respect and kindness. That is a good thing, I think.

WORKING BEYOND

I try to be really kind no matter who I am with because I hate it when people are unkind to me. That is inside my first box and is something I want my murti to have.

If a Hindu believes Brahman is in everything, it would make a difference to everything he does because he would not want to harm anyone or anything. He wouldn't want to step on an ant or splat a spider. He would probably be a vegetarian too.

I don't think there is such a thing as Brahman but I still think it is right to be kind to animals. I find it hard to understand all the different gods, like Ganesha as they seem so unrealistic, but I suppose they can be if they are gods. It feels a bit confusing.

Year 3: Summer 1 - Hinduism

Enquiry: How can Brahman be everywhere and in everything?

SMSC				
Spiritual	Moral	Social	Cultural	
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓		✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 2)	I can explain how I may be special in different ways to different people. I can tell you about some Hindu gods and start to explain their significance to Hindus. I can ask questions about what Hindus believe.			
WORKING AT Year 3 expectation (Level 3)	I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.			
WORKING BEYOND (Level 4)	I can describe some of the characteristics that make me me even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives. I can reflect on Hindu beliefs and express thoughts on these.			
Resources needed for this Enquiry				
Cube nets (enlarged and copied) A box containing pictures/models of different Hindu deities Cards explaining the role of each of the deities Glass of water and salt. (Spoons for tasting).				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		

Year 3

Summer 1

Theme:
Sharing and Community

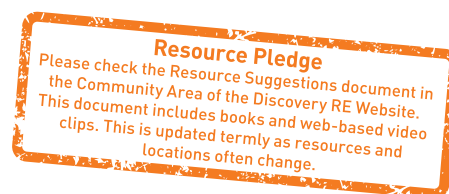
Key Question:
Do Sikhs think it is important
to share?

Religion:
Sikhism





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

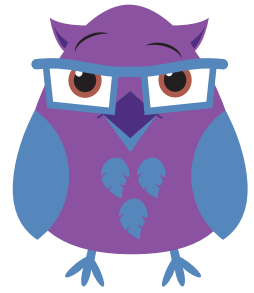
Medium Term Planning

Year: 3		Term: Summer 1
Theme: Sharing and Community		Religion: Sikhism
Key question for this enquiry: Do Sikhs think it is important to share?		
Learning Objectives: We are learning to explore how Sikh beliefs affect their ways of life and the importance they place on sharing.		
Teaching and Learning Activities		
Step 1 Engagement (1 lesson) Activity: Children playing a game in small groups, taking turns and sharing (maybe teacher and teaching assistant role-playing, playing a game and not sharing very well...what do the children notice?) Story about sharing/circle time using Huey Owl (or Jigsaw Jino if you are a Jigsaw School www.jigsawpshe.com). Why is it important to share? Is it because you are told to or because it's the right thing to do? When do we share? Is it sometimes difficult to share? What does generosity mean? Huey Owl asks: What is the opposite of sharing? Why/what might you not want to share? When does it feel good to share and what feelings does this give you? How important is sharing to you? Can you think of a time when someone shared with you? Share a game, e.g. parachute game, to allow the sharing experience.		
BRIDGE: SHARING		
Step 2 Investigation (3 lessons) Introduce the 11 Gurus watch Video 5. Explain that the Gurus lived in India a very long time ago and eventually the 10th Guru wrote the Guru Granth Sahib; the final and eternal guru of the Sikhs (the 11th guru). Huey Owl asks: Can anyone remember the second Guru's name? His name was 'Guru Angad Dev Ji'. Qu: He did something very special for Sikhs, what did he do? He made the Punjabi language better and easy for everyone to read and write by rewriting the Punjabi alphabet. Show children Slide 10. The Guru's wrote the Guru Granth Sahib all by themselves using special quills and inks. Show Slide 10 The first sentence is the traditional sikh greeting; 'waheguru ji ka khalsa waheguru ji ki fateh' and the second word says 'waheguru, which is god's name. This is an example of the calligraphy used in the holy scriptures. Have Audio 2 ready to play. Show Slide 11. This slide shows us the punjabi word for 'Sharing'. Revisit the three golden rules again; can the children remember what they were from the Autumn Term? Remind children that one of them was to share. Give children the opportunity to write Punjabi. Children can make their own quill by snipping a plastic straw at an angle. Provide children with a pot of ink. Alternatively, give children a handwriting pen and ask them to write in their neatest handwriting. Play Audio 2 whilst the children are writing. For an extra challenge, children can copy the script on Slide 10. - Qu: Before you start to write, let's look carefully at these words (on Slide 10), what do you notice about each letter? How do you think the letters are formed? Are the letters joined up? Ask children to write the words in the middle of the paper so that they can create a mind-map with it afterwards. Use a large piece of paper for this activity. Play Audio 2 (listen to the <i>Simran, repetition of God's name</i>) while children write the Punjabi words for 'Sharing' as they copy it from the interactive white board. Recap your first (engagement) lesson. Can the children remember the discussion that they had about sharing? Ask children to create a mind-map on their large piece of paper. Ask children to think of examples of how they can be generous and share; think, pair, share. Now, on your large piece of paper, you are going to write down examples of how you share and are generous by making a mind-map. Show children Slide 11, remind children of Guru Nanak Dev Ji, the first guru. Share the story with the children see Audio 4. This story is all about the importance of sharing and putting others before themselves. Huey Owl asks: What is the story about? What does this tell us about Sikhs beliefs? E.g. sharing is an important part of the faith. Do we agree with this belief about sharing? Sikhs do think it is important to share, but how important is it, and can we find examples of this in their everyday lives? Qu: Can you remember the word 'langar' from the story? What do you think it means? Introduce Langar (the shared meal that is offered free to anyone, Sikh or non-Sikh, after each service of worship at the Gurdwara). Watch Video 6. Children ate Karah Parshad (pronounced 'kaaraa prashaad') too. Qu: Can you remember why everyone was given Karah Parshad after the service? What do you think it tastes like? Why did everyone sit on the floor during Langar? What do you think this symbolises? Discuss how everyone is seen as equal through the sharing of Langar. Discuss how everyone is seen as equal through the sharing of Langar. Taste chappati bread in class. Invite a Sikh visitor to explore the key questions and their experiences of the langar. Visit the local gurdwara and have Langar.		

Key Stage 2 Cont.

Medium Term Planning

Year: 3		Term: Summer 1
Theme: Sharing and Community		Religion: Sikhism
Key question for this enquiry: Do Sikhs think it is important to share?		
Learning Objectives: We are learning to explore how Sikh beliefs affect their ways of life and the importance they place on sharing.		
Teaching and Learning Activities		
Step 3 Evaluation (1 lesson) Revisit key question: How important is sharing to Sikhs? Talk through the examples of how Sikhs might share from Activity Sheet 5. Ask children to cut out the cards and rank them in order: these will be used for Activity Sheet 6. At the top is the picture showing the type of sharing most important to Sikhs; at the bottom is the type of sharing least important to Sikhs. Write next to the top and bottom picture what is happening in the picture and why you have placed them at the top and bottom. ↓ Step 4 Expression (1 lesson) Circle Time for group sharing - How can I share in my life? Use 🦉 Huey Owl as the 'talking object'. In their Discovery RE Journals, invite children to draw a picture of themselves in a sharing situation with a speech bubble, Sharing is important to me because... OR Children, in groups make different food e.g. salad or fruit and bring to the circle to share with the class. They practise their social skills by taking the plate of food they have made around the circle and inviting people to share it. Lots of "thank you's" in response and positive feedback about the food. How does sharing feel in this situation?		
Humanist perspective: Sikhs believe that one of the best ways to show dedication to God is to provide service to others. Although Humanists do not believe God they do believe in positive achievements of humans - helping others and improving the lives of others is important to Humanists - we need to make the best of each day and think of ways to make the best of our talents. It is hard to flourish if you do not have the basics needed in life. So, Humanists would see it as important to share and would agree with Sikhs as they do not only share with Sikhs, in the Gurdwara, the Langar meal is available to anyone who visits. They recognise that humans are equal; Humanists share this view.		
Evidence in Discovery RE Journals: Activity Sheet.		



Year 3: Summer 1 - Sikhism

Enquiry: Do Sikhs think it is important to share?

Each child needs a set of cards



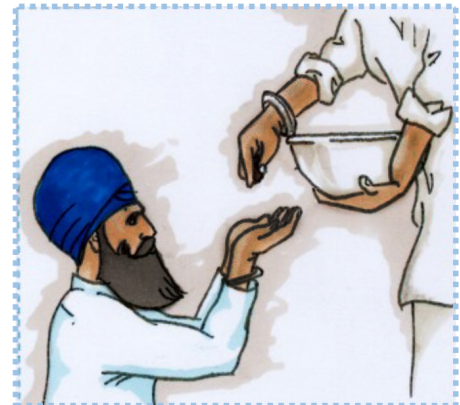
Sharing the Langar



Helping Others



Being kind to animals



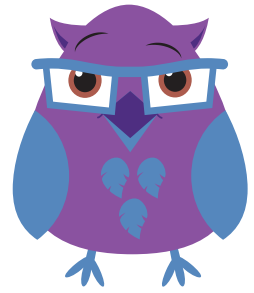
Sharing Karah Parshad



Sikhs cleaning the flagpole at
the Gurdwara at Vaisakhi



Sikh children playing together
and sharing toys



Year 3: Summer 1 - Sikhism

Enquiry: Do Sikhs think it is important to share?

Name:

Class:

In this picture Sikhs are sharing by

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.....

.....

I think this is the most important way for
Sikhs to share because

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.....

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Sharing is important to me because

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In this picture Sikhs are sharing by

.....

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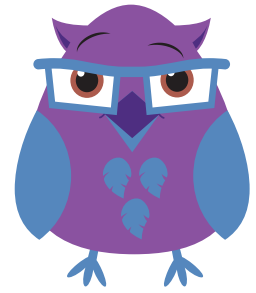
.....

I think this is the most important way for
Sikhs to share because

.....

.....

.....



Year 3 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 3 Summer 1	Do Sikhs think it is important to share?	Comments
WORKING TOWARDS (Level 2)	I can tell you when I find sharing easy or difficult. I can talk about some of the ways Sikhs share. I can begin to understand how it might feel to be a Sikh taking part in an event, e.g. the Langar.	
Year 3 expectation WORKING AT (Level 3)	I can discuss why it is important to share even though it is not always easy. I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs. I can begin to tell you if I think sharing is important or not to Sikhs.	
WORKING BEYOND (Level 4)	I can say how it feels to share and explain how this contributes to a sense of belonging. I can use the right religious words to describe some of the practices and experiences Sikhs have which enable them to follow the Guru's teaching of sharing and explain why this is important to them. I can identify ways that Sikhs show that sharing is important to them and think about which might be more important to them.	

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 3: Summer 1 - Sikhism

Enquiry: Do Sikhs think it is important to share?

These are examples of the style of answer for each expectation. The content could be different.

	WORKING TOWARDS
I like playing with people in our year but I don't like playing with the big children because they trade for keeps and then you don't get yours back. I don't like sharing with anybody who wants to play with them as well in case I lose my toy. Sikhs share a meal after each service. They take it in turns to make the meal. At the New Year Festival, Sikhs share the celebration and all clean the flag pole together. If I was a Sikh I would enjoy the Langar meal; I would feel part of a large family. If I was cleaning the flag pole I would feel excited and grown up, like I really belonged.	

Year 3 expectation	WORKING AT
I know that I should share what I have, especially if somebody doesn't have as much. I try to do this with my pocket money when we collect for things at school even if I am trying to save up for something I really want. Sikhs share because their Holy Book tells them to share with people in need. They believe this is what God wants them to do. They share the Langar and festivals like Vaisakhi. I think sharing is important to Sikhs because they want to make the world a nice place because God asks them to, and sharing makes people feel better.	

	WORKING BEYOND
When you share something with people who believe the same as you it makes you feel like you belong to their group. When we had the class meal it made me feel good because people thanked me for sharing out the food. I made brown bread. I think sharing the Karah Parshad at the Gurdwara is an important way of sharing, as Sikhs are sharing the same special food in a special place with lots of other Sikhs, not just their family and friends. This is during the service, so I think it would feel more special and holy and more like something God wants them to do. I think sharing is important to Sikhs not just because they are taught to do this at home and at school, but also because they believe God wants them to do this. They share their time and money to help people. They share in celebrations, worship and the Langar.	

Year 3: Summer 1 - Sikhism

Enquiry: Do Sikhs think it is important to share?

SMSC				
Spiritual	Moral	Social	Cultural	
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓		✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 2)	I can tell you when I find sharing easy or difficult. I can talk about some of the ways Sikhs share. I can begin to understand how it might feel to be a Sikh taking part in an event, e.g. the Langar.			
WORKING AT Year 3 expectation (Level 3)	I can discuss why it is important to share even though it is not always easy. I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs. I can begin to tell you if I think sharing is important or not to Sikhs.			
WORKING BEYOND (Level 4)	I can say how it feels to share and explain how this contributes to a sense of belonging. I can use the right religious words to describe some of the practices and experiences Sikhs have which enable them to follow the Guru's teaching of sharing and explain why this is important to them. I can identify ways that Sikhs show that sharing is important to them and think about which might be more important to them.			
Resources needed for this Enquiry (downloadable from Community Area on www.discoveryschemeofwork.com)				
PowerPoint Slides: 10, 11 Videos: 5, 6 Activity Sheets: 5, 6 Audio: 2,4 Discovery RE Journals Huey Owl				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		

Year 3

Summer 2

Theme:

Pilgrimage to the River Ganges

Key Question:

Would visiting the River Ganges feel special to a non-Hindu?

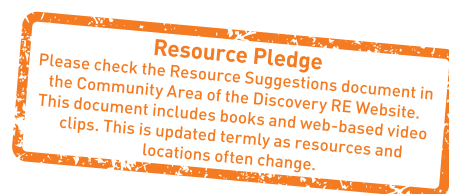
Religion:

Hinduism





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 3		Term: Summer 2
Theme: Pilgrimage to the River Ganges		Religion: Hinduism
Key question for this enquiry: Would visiting the River Ganges feel special to a non-Hindu?		
Learning Objectives: We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Children and teacher all enjoy drinking a glass of water each and express their feelings about how that feels eg refreshing/cleansing. Tell Huey Owl 🦉. OR Take part in 'cleaning' activities. The class could spring-clean their room to share the sense of community and appreciating using water to clean with. Make a class collage to express everyone's feelings.		Step 1 Engagement (1 lesson) Teacher starts the lesson by thoroughly enjoying drinking a glass of water in front of the children. How do the children think that felt for the teacher? Is water important? Why is water important? Children think of how they can mime different ways we use water. In talking partners, make a list of at least 10 ways we use water on a daily basis. Share with class to make massive class list. Is water important? What do I use water for on a daily basis? Do I appreciate it? Children to think what their life would be like without water? Where does water come from? Show pictures of variety of rivers. Do we appreciate rivers? Where do rivers start and end? Write water poems or river poems/make water collage as a class. Could include Water Aid.
Step 3 Evaluation (1 lesson) Key Qu: Would a non-Hindu find it special to visit the River Ganges? Why/why not? Activity: Children to make x2 postcards to send from the River Ganges (could draw or could use holiday brochures/ internet images). They write postcard 1 as if they are a Hindu visiting the Ganges for the first time, and postcard 2 as a non-Hindu (which may be themselves) visiting the Ganges. Would the 2 postcards say the same things about the 2 people's experiences? Why/why not?		BRIDGE: IMPORTANCE OF WATER Step 2 Investigation (3 lessons) Tell children story of the River Ganges as an important river to Hindus. Explain how it is a very significant river for both residents and pilgrims. Research where the river starts and ends and share facts. 🦉 What do Hindus do when they visit the river? E.g. collect water, offerings, cycle of life and death, with people having their funeral service on the banks of the River Ganges, bathing. Discuss why people bathe in the river - wash away the wrong things they have done then will be pure (cleansed). Explain the concept that Hindus believe Brahman is in the water (a life source) helping them to get clean so they can be good people. Show children a visual clip of the River Ganges at dawn. (Refer back to Hinduism enquiry 'How can Brahman be everywhere and in everything?'). Establish Ganges is important and special to Hindus. A Hindu or non-Hindu who has visited the Ganges could visit to share their experiences would be very beneficial. Children research holidays to India (brochures etc.) including trips to Varanasi. Ganges. Why would non-Hindu people want to go there? Would they want to go there? Use the images on their 2 postcards.
Evidence in Discovery RE Journals: Postcards 1&2.		



Year 3: Summer 2 - Hinduism

Enquiry: Would visiting the River Ganges feel special to a Hindu and a non-Hindu?

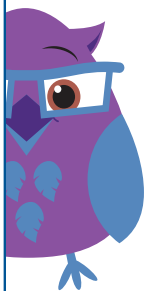
Name:

Class:

I am a Hindu visiting the River Ganges for the first time... This is my postcard home

Front

Greetings from Varanasi
(a scene that impressed me as a Hindu)



Back

Hindu

When I got to the River Ganges I saw

This is important to Hindus because

Being here makes me feel

Best wishes from

Place
stamp
here



Year 3: Summer 2 - Hinduism

Enquiry: Would visiting the River Ganges feel special to a Hindu and a non-Hindu?

Name:

Class:

I am NOT a Hindu but am visiting the River Ganges for the first time... This is my postcard home

Front

Greetings from Varanasi

(a scene that impressed me as a non-Hindu)

Back

Hindu

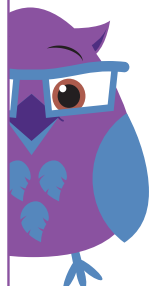
When I got to the River Ganges I saw

This is important to Hindus because

Being here makes me feel

Best wishes from

Place
stamp
here





Year 3 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 3 Summer 2	Would visiting the River Ganges feel special to a non-Hindu?	Comments
WORKING TOWARDS (Level 2)	I can explain the effects of water on me. I can tell you about some of the things Hindus do at/ in the River Ganges and start to explain why this river is important to them. I can tell you how I think it might feel for a Hindu to visit the River Ganges.	
Year 3 expectation WORKING AT (Level 3)	I can explain why water is important. I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.	
WORKING BEYOND (Level 4)	I can describe some ways that people use water in groups and start to explain how that gives a sense of community. I can show an understanding of why the River Ganges is important to Hindus and also start to suggest why non-Hindus might also want to visit this river. I can start to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there (this might be me if I am not Hindu).	

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 3: Summer 2 - Hinduism

Enquiry: Would visiting the River Ganges feel special to a Hindu and a non-Hindu?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

When I am thirsty, drinking a bottle of cold water is refreshing and makes me cooler.

In the River Ganges some Hindus collect the water, bathe in it and even drink it. It looks dirty but it is very special to Hindus as they think it is a holy river.

Hindus think the River Ganges is special so its water is important because it has Brahman in it.

Year 3 expectation

WORKING AT

I think water is really important because everybody needs it to drink it to stay alive. Dirty water brings diseases.

Hindus wash themselves in the River Ganges to wash away the bits of their lives and the things they have done that God would not be pleased with. I think this would make them feel closer to God and pleased that they were showing God respect. They think Brahman is in everything.

Even though I am not a Hindu, I still felt like it was good to be at the River Ganges, as I could see how important it was to them and that made it feel like I was sharing something special and holy.

WORKING BEYOND

When we have done something together, like PE, we all need a drink afterwards so we all stand by the water and take turns. If we are all using water to clean the classroom or I am part of the group that clears up after Art, it feels like we are working together to make the classroom clean and tidy.

Some Hindus take their dead relatives to the River Ganges to be cremated. They believe Brahman is in everything and is in this special river, so they are taking their relatives to be as close to Brahman as possible. They are returning them to the river like the circle of life carrying on while the river flows.

The Ganges is really important to Hindus as they believe Brahman is in the water and it has cleansing power. A non-Hindu might get caught up in the special atmosphere even if they don't have the same beliefs about Brahman, especially if they are from England because India is so different to anywhere in England.

Year 3: Summer 2 - Hinduism

Enquiry: Would visiting the River Ganges feel special to a Hindu and a non-Hindu?

SMSC				
Spiritual	Moral	Social	Cultural	
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓		✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 2)	I can explain the effects of water on me. I can tell you about some of the things Hindus do at/in the River Ganges and start to explain why this river is important to them. I can tell you how I think it might feel for a Hindu to visit the River Ganges.			
WORKING AT Year 3 expectation (Level 3)	I can explain why water is important. I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.			
WORKING BEYOND (Level 4)	I can describe some ways that people use water in groups and start to explain how that gives a sense of community. I can show an understanding of why the River Ganges is important to Hindus and also start to suggest why non-Hindus might also want to visit this river. I can start to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there (this might be me if I am not Hindu).			
Resources needed for this Enquiry				
Glass of water Discovery RE website Holiday brochures for India 2 postcards				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		

Year 3

Summer 2

Theme:

Prayer and Worship

Key Question:

What is the best way for a Sikh to show commitment to God?

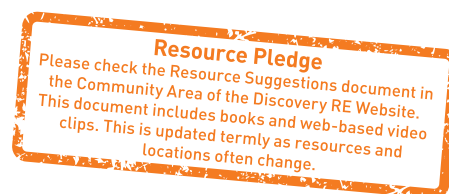
Religion:

Sikhism





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 3

Term: Summer 2

Theme: Prayer and Worship

Religion: Sikhism

Key question for this enquiry: What is the best way for a Sikh to show commitment to God?

Learning Objectives: We are learning to understand the different ways Sikhs show commitment to God and why they think this commitment is so important.

Teaching and Learning Activities

Step 1 Engagement (1 lesson)

Teacher to pose the question; 'What does the word commitment mean?' **Slide 1**

Elicit ideas from children. Key words: Making promises, making yourself better, not letting someone down, rules, following rules, trust, being part of something (taking up a club), being dedicated, agreeing to do something.

Huey Owl says: Commitment is being dedicated to something that is important to you. If you are committed to something this means that you will spend time, energy and effort on something that is very important to you. **Slide 2**

Could show pictures on interactive board of different people (including a gardener, nurse, footballers, police officers, soldiers, teachers, etc.) Show **Slide 3** and ask Huey Owl: What are these people committed to? Children could make a Playdoh model of something they are committed to OR draw a picture to illustrate what they are committed to and show these to Huey Owl.

Children to explore what commitment is and what they are committed to, both in and out of school. Do school Golden Rules show commitment? To what?

Think, Pair, Share: Think of one thing that they are committed to. It could be in or out of school, a club, instrument, animals, activities, clubs/groups.

Show children examples of what other children in a different school are committed to. **Slide 4**

BRIDGE: COMMITMENT

Step 2 Investigation (3 lessons)

Briefly recap what commitment means.

Qu: How do people around the world show commitment to God?

Discussion points: *Christians go to Church, they read the Bible. Muslims go to the mosque; they read the Quran, Hindus go to the temple, they celebrate Diwali etc.* **Slide 5**

Introduce Sikhism. Elicit children's knowledge of Sikhism. What do they know already? Share key facts about Sikhism. **Slide 6 and Watch video 3.** Hands on shoulders if you already know the fact. Touch your nose if the fact is new to you.

Complete **Activity Sheet 1** and refer to **slide 14** to consolidate their learning about the 5Ks.

Sikhs wear a uniform which shows their commitment to god. **Watch video 1.** What is Manni Singh committed to? Jujitsu, playing the piano, being sensible and following the school rules, looking after his pet dog, his religion.

Qu: *How do you know that he is a Sikh? What makes it obvious to you? Covered hair, he has long hair (Kes), wears a turban, wears a bangle (Kara), speaks a different language at home. Manni Singh has many commitments but we have noticed that he has another very big commitment which he shows everyone all of the time by what he wears.*

Watch video 2 Let's see how Kevneet Singh is committed to his religion; Sikhism.

Discuss what the children saw in the video.

Discussion points: Wearing the 5Ks, repeating God's name (Waheguru), reading the holy scriptures, singing God's praises, eating food with the congregation, taking part in helping everyone by cleaning (sewa) etc.

Qu: How might a Sikh show commitment to their faith? Discuss the scenarios on worksheets. Match activity (picture) to the phrase, **Activity Sheet 2.**

Introduce the Guru Granth Sahib (GGS, the final and eternal guru) **Watch video 4.** Qu: How do Sikhs show their commitment to GGS? *They bow down when they see GGS, they wrap GGS with beautiful cloth, they wave over the GGS to show respect, they listen to the teachings of GGS. After a day of worship they take the Guru to a special room which serves as a 'resting place'.*

Then say 'The biggest commitment a Sikh can show to the GGS is by following the teachings of the GGS i.e. be kind, speak nicely to others, be honest, care for others, stand up to bullying behaviour, help those who need it, love everyone'.

Complete **Activity Sheet 3.**

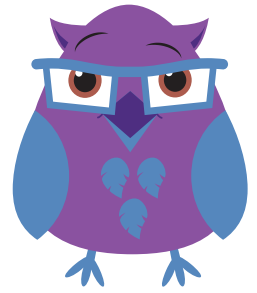
A Sikh follows the Three Golden Rules **Slides 7, 8, 9**, discuss these with children (think, pair share).

A Sikh visitor or a visit to a Gurdwara would be beneficial.

Key Stage Cont.

Medium Term Planning

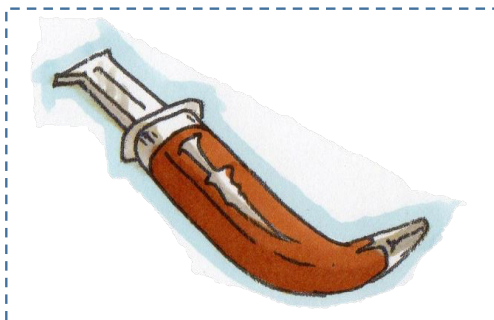
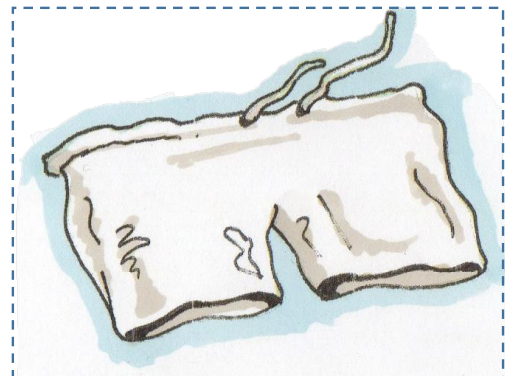
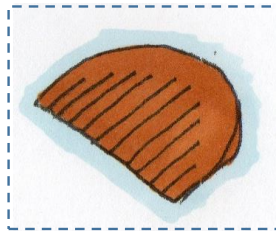
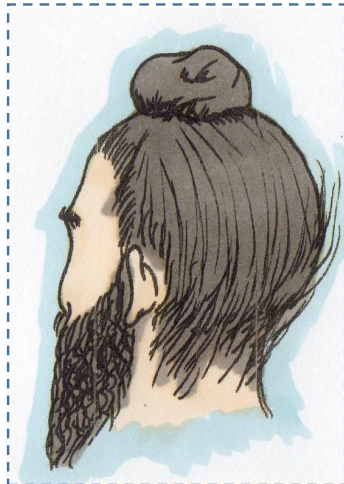
Year: 3		Term: Summer 2
Theme: Prayer and Worship		Religion: Sikhism
Key question for this enquiry: What is the best way for a Sikh to show commitment to God?		
Learning Objectives: We are learning to understand the different ways Sikhs show commitment to God and why they think this commitment is so important.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Listen to Kirtan (devotional songs) from the Gurdwara Audio 1, and in a circle, in their Discovery RE Journals, ask each child to establish one thing that they are deeply committed to (it could be their family, gymnastics, learning at school etc). Then ask the question: Can I show even more commitment to it? How? Children to have blank circles in the evaluation, put their target in the middle and ways they could work towards it and show greater commitment.		
↓ Step 3 Evaluation (1 lesson) Generate a class mind-map of the ways that Sikhs show commitment to God. Qu: Which one do you think is the hardest one to do? Discuss which act demonstrates the greatest level of commitment? Reflect on previous work (Activity sheet 2, matching activities to phrases, 'examples of commitment'). Use previous work to help inform the completion of Activity sheet 4; Children to have 3 concentric circles, with word God in the inner circle. Children to again familiarise with their previous work and discuss the various ways that Sikhs show commitment. Then use their previous work to write in the circles, according to whether it shows more or less commitment to God, i.e. the circle close to God shows the most commitment and the circle furthest away shows the least commitment. Children to give their personal reason to justify their choices; "I think the best way for Sikhs to commitment to God is...because..."		
Humanist perspective: Humanists do not have joining ceremonies at the moment but they do have ceremonies to mark and celebrate key moments in life like birth, naming, marriage and death. Many Humanists believe that every day we should be performing good deeds to benefit others whether they are known to us or not, local or otherwise. Showing a commitment to all humanity and celebrating human achievements will encourage others and inspire improvement on a personal level.		
Evidence in Discovery RE Journals: Activity Sheet.		



Year 3: Summer 2 - Sikhism

Enquiry: What is the best way for a Sikh to show commitment to God?

Baptised Sikhs wear the following 5 articles at all times. These are known as the 5 k's



Kara

Kes

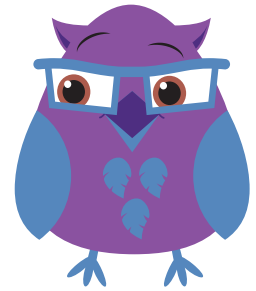
Kanga

Kirpan

Kashera

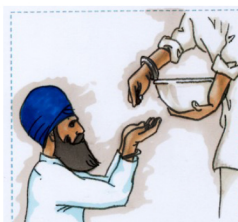
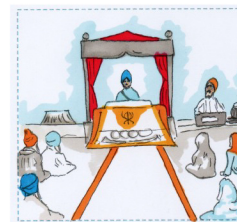
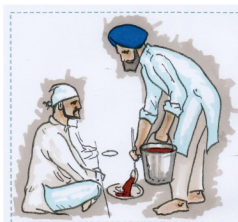
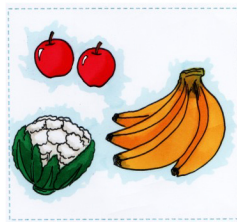
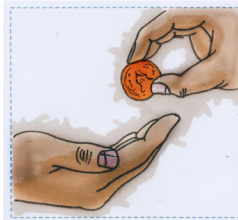
Match the name to the correct image

Activity Sheet 2



Year 3: Summer 2 - Sikhism

Enquiry: What is the best way for a Sikh to show commitment to God?



Sharing the
Langar

Repeating
God's name,
Waheguru

Worshipping
at the
Gurdwara

Stand up
and speak
out

Helping
Others

Sharing
Karah
Parshad

Being
Vegetarian

Being honest
and telling the
truth

Wearing the
5k's

Amrit
ceremony

Reading the
Guru Granth
Sahib

Being kind to
animals

Working Hard

Giving to
Charity



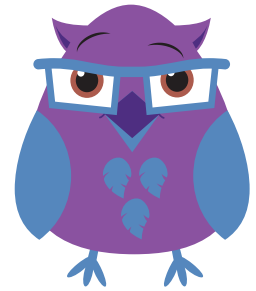
Year 3: Summer 2 - Sikhism

Enquiry: What is the best way for a Sikh to show commitment to God?

Name:

Class:

**Sikhs show
commitment
to God by...**

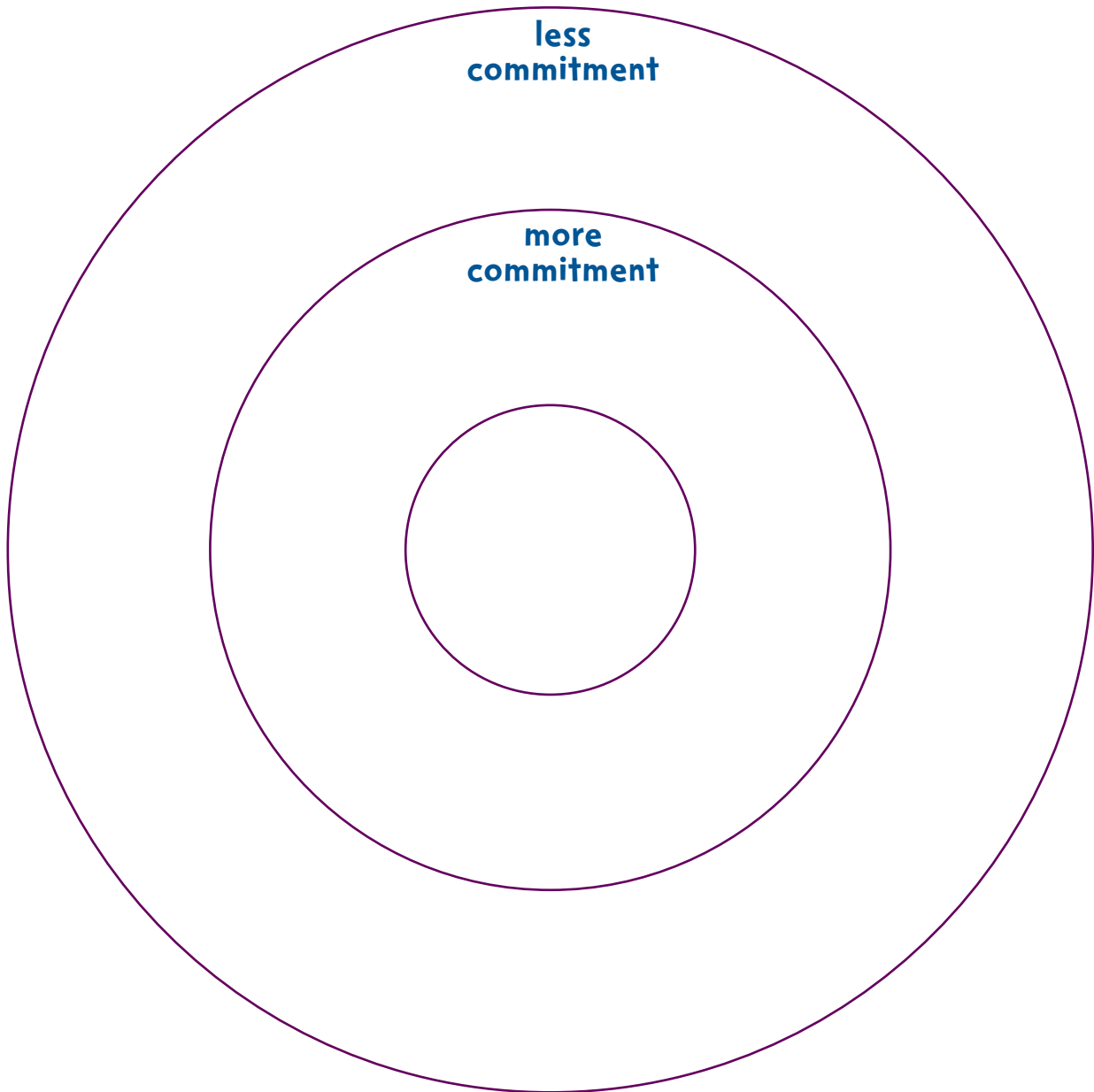


Year 3: Summer 2 - Sikhism

Enquiry: What is the best way for a Sikh to show commitment to God?

Name:

Class:



Which way shows the most commitment to God?

Put the cards in the correct place in the circles above (in your opinion)

I think the best way for Sikhs to show commitment to God is

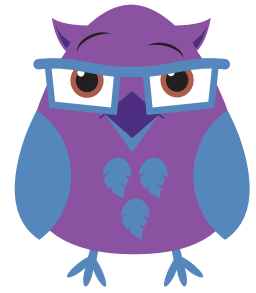
.....

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because

.....

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Year 3 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 3 Summer 2	What is the best way for a Sikh to show commitment to God?	Comments
WORKING TOWARDS (Level 2)	I can talk about different ways that I show commitment. I can talk about some ways Sikhs show commitment to God. I can show an understanding that Sikhs choose different levels/types of commitment and that's OK.	
Year 3 expectation WORKING AT (Level 3)	I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me. I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary. I can start to evaluate which ways may show more or less commitment to God for Sikhs.	
WORKING BEYOND (Level 4)	I can explain that there are many different ways I can show commitment to people or to my goals and can show an understanding that I may have different levels of commitment to different things. I can explain how Sikhs have a range of ways to show commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express my own opinion about which ways may express more commitment than others for Sikhs.	

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 3: Summer 2 - Sikhism

Enquiry: What is the best way for a Sikh to show commitment to God?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

I go to Beavers every week and just have to go there to show commitment but sometimes we have to do extra things like go to camp so I do that too. I go to choir rehearsals.

Reading the Holy Book shows the most commitment, because it takes a lot of time and effort and helps Sikhs know what God wants them to do.

I know that some Sikhs do ceremonies to show God they believe in him and some Sikhs never cut their hair to really show God they respect His wishes. This is OK.

Year 3 expectation

WORKING AT

Just going to Beavers shows commitment but for choir I have to learn my words and that is hard when I have other things to do, so I think it takes more commitment.

Sikhs show commitment to God in many ways, like wearing the 5Ks or sharing the Langar meal. All these ways are important. It is up to each person to decide.

I think the best way to show commitment is to worship in the Gurdwara. This is because Sikhs are together talking to God and can share the Langar meal afterwards. In my team I know that each person plays a part but we all work together. I think this might be the same for Sikhs. Believing in God makes Sikhs choose how to behave and which ceremonies to do or not.

WORKING BEYOND

If I don't learn my words for choir I will be letting other people down when we sing in public and that is not fair so it is important that I do it. It doesn't matter so much if I am doing something on my own. At school I would like to be better at writing so I know I need to practice joining my letters then people will be able to see in my book that I have improved and have reached the goal I committed to.

Some Sikhs choose to show their commitment to God by joining the Khalsa; this is a public ceremony and then they try to keep their promises to God and wear the 5 Ks. Other Sikhs think it is more important to show kindness to people and animals, to show they are doing what God wants them to do and doing the Amrit ceremony is not so important to them. It is up to them to choose.

Sikhs choose to make a commitment to God in different ways and this makes a difference to what they do. They might choose to be kind to animals and be vegetarian. They might choose to wear the 5 Ks and never cut their hair. It's up to them, but I think leading a good life would be best as this would make the world a better place.

Year 3: Summer 2 - Sikhism

Enquiry: What is the best way for a Sikh to show commitment to God?

SMSC				
Spiritual	Moral	Social	Cultural	
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓		✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
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WORKING BEYOND (Level 4)	I can explain that there are many different ways I can show commitment to people or to my goals and can show an understanding that I may have different levels of commitment to different things. I can explain how Sikhs have a range of ways to show commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express my own opinion about which ways may express more commitment than others for Sikhs.			
Resources needed for this Enquiry (downloadable from Community Area on www.discoveryschemeofwork.com)				
PowerPoint Slides: 1, 2, 3, 4, 5, 6, 14, 7, 8, 9 Videos: 3, 1, 2, 4 Activity Sheets: 1, 2, 3, 4 Audio: 1 Discovery RE Journals Huey Owl				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		