

# Pudsey Bolton Royd Primary School RE Long-Term Plan

## Year 3

<u>Unit 3.1</u>	<u>Unit 3.2</u>
<b>Enquiry Questions</b>	
How do Jews remember God's covenant with Abraham and Moses?	How do people express spirituality?
<b>Outcomes</b>	
Give the children 2 pictures, one from Judaism in the past and one from the present (this might be an image from the synagogue or a festival, or from the Shabbat service). The children should write a few lines to explain why these images are important to the Jewish tradition from the past and the way Jewish people practise their religion today.	Plan and create a piece of art reflecting personal beliefs and values. This might be in the form of pictorial art, symbols, words, a poem, lyrics for a song, or a dance. It may include beliefs about God or secular values and ideas. Prepare a paragraph explaining the piece of work.
<b>Linked Texts</b>	
N/A	N/A
<b>Linked Experiences</b>	
Visit to a synagogue if possible or visitor from the synagogue into school.  Ask a Rabbi: <a href="http://scheinerman.net/judaism/">http://scheinerman.net/judaism/</a>  Virtual Synagogue visit: <a href="http://atschool.eduweb.co.uk/sirrobhitch.suffolk/synagogue/index.htm">http://atschool.eduweb.co.uk/sirrobhitch.suffolk/synagogue/index.htm</a>	A celebration in class where the children have time to show their creation (see outcomes).
<b>Overview</b>	
This unit focuses on what it is like to be Jewish and the covenant with God, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about Moses as a key leader in the Jewish tradition; about the Torah as sacred text; about the great festivals of Pesach, and the weekly celebration of Shabbat, illustrating how Jewish people try to live. This unit gives the children opportunities to explore how religious artefacts and texts can be a source for learning and for beliefs. The lessons offer experiences of looking at and examining artefacts and texts from within the Jewish tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions.	The pupils will learn to understand the meaning of spirituality. They will express some ideas that are important to them, represent these in a visual form, presenting and explain these to others. They will learn to understand the meaning and significance of some symbols. They will then be looking at how the arts (pictures, calligraphy, poetry, music, dance) can be used to represent beliefs in Christianity, Islam and Sikhism.
<b>Knowledge and/or Skills Covered</b>	
Understanding Religion and Faith - Compare and contrast beliefs and faiths (eg how Muslims and Christians differ in daily prayer routines). Insight vs Knowledge - Demonstrate a respect for other people's knowledge. Questioning - Start to frame questions and answers in ways that are relevant to RE.	Respect and Empathy - Consistently show respect for others through their manners and actions. Verbalise someone else's opinion, including when it differs from their own. Insight vs Knowledge - Demonstrate a respect for other people's knowledge.
<b>Important Vocabulary</b>	
<b>Specific to Judaism:</b> Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath / Shabbat, Passover / Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah	Spirituality, Music, art, dance, poetry, Mool Mantar, Mudras, Sufi, Calligraphy, Psalms and hymns, Arts, beliefs, symbols.

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<b>Religion in General:</b> Prayer, belief, worship	
<b>Religious &amp; Human Experience:</b> Questions, mysteries, symbols, divine	

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<u>Unit 3.3</u>	<u>Unit 3.4</u>
<b>Enquiry Questions</b>	
What do Christians believe about a good life?	What do creation stories tell us about our world?
<b>Outcomes</b>	
Write down five things that should be really important for living a good life. For example, always being honest. Design a diagram or picture showing and explaining these.	Ask the question 'Are the creation stories still worth reading today?' Pupils to answer as if they were Jewish, Muslim, Christian, Sikh or Humanist, explaining their ideas.
<b>Linked Texts</b>	
Bob Hartman & Krisztina Kallai Nagy, The Lion Storyteller Bible – in school RE cupboard. Resource pack – meanings of different parables e.g. The Sower and the Seed, The Story of the Good Samaritan, The Lost Sheep, The Lost Coin, The Lost Son, The Prodigal Son, The Rich Fool, The Pearl of Great Price, Miracles, The Story of the Feeding of the Five Thousand.	Resource pack 3.4 – creation stories - Jewish, Muslim, Christian, Sikh and Humanist.
<b>Linked Experiences</b>	
Laminate rainbows/handprints with ideas to show caring/promises and hang on the trees.	Outdoor learning: Begin the unit with a trip outdoors. Use all the senses; lie down and look up; listen to the sounds – where did it all come from? Create using natural materials/mud/clay e.g 'mud babies', natural art.
<b>Overview</b>	
Pupils begin this unit by learning about the importance of the Bible for Christians – what it is and how it helps Christians to live their lives. Pupils will explore Jesus' teachings about rules and behaviour in relation to a variety of Bible stories and parables. Throughout the unit pupils should be encouraged to reflect on the influence of Bible stories on individuals and communities. Pupils should also be encouraged to think about how they, themselves may be able to relate to each story presented. Pupils reflect on, analyse and evaluate their own beliefs and what it means to lead a good life. This unit will end with an assessment task to see how well pupils can demonstrate their understanding of how Christians use the Bible to lead a good life.	This unit will explore the creation stories from Christianity, Judaism, Islam and Sikhism. It will consider how these stories have impacted upon the faiths in the past, and how relevant they are today. It will allow pupils to compare and contrast the different creation stories. This unit builds on from work in Y2 on how we can look after our planet.
<b>Knowledge and/or Skills Covered</b>	
Questioning - Start to frame questions and answers in ways that are relevant to RE. Understanding Religion and Faith - Compare and contrast beliefs and faiths (e.g. how Muslims and Christians differ in daily prayer routines). Finding Morals (in stories) - Explain the moral (purpose) of a story and start to put it into a religious context.	Questioning - Start to frame questions and answers in ways that are relevant to RE. Understanding Religion and Faith - Compare and contrast beliefs and faiths (e.g. how Muslims and Christians differ in daily prayer routines). Finding Morals (in stories) - Explain the moral (purpose) of a story and start to put it into a religious context.

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<p>Insight vs Knowledge – Demonstrate a respect for other people’s knowledge. Using Texts - Select and discuss literature that is explicitly and implicitly religious. Explain the difference between primary and secondary sources. Start to show awareness that there are different ways to represent religious information. Explain a personal response to books and religious texts. Right and Wrong – Explain some other people’s and other faiths’ views on right and wrong.</p>	<p>Insight vs Knowledge – Demonstrate a respect for other people’s knowledge. Using Texts - Select and discuss literature that is explicitly and implicitly religious. Explain the difference between primary and secondary sources. Start to show awareness that there are different ways to represent religious information. Explain a personal response to books and religious texts.</p>
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### Important Vocabulary

<p>Christianity The Bible Old Testament New Testament Stories e.g. parable, symbol, meaning Feelings e.g. forgiveness, reconciliation, jealousy, repentance, humility, caring, loving Love, neighbour Moral choices e.g. right and wrong</p>	<p>Creation Creator Responsibility Interpretation</p>
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