

Year 3 – What difference does it make to be a Christian?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p>Year 3 Unit Number 3.1 Theme Beliefs and questions:</p> <p>Enquiry Questions What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?</p> <p>Religion: Christianity</p> <p>Key concepts and words Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values.</p>	<p>Knowledge: Pupils will learn</p> <ul style="list-style-type: none"> about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest. about contemporary practices in relation to these four festivities. about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit. about the 'fruit of the Spirit' (Galatians 5:22) <p>Skills Pupils will explore, discuss and apply concepts in their learning: Christian beliefs about creation, God, community and commitment to God and humanity. Pupils will learn about values, including love, generosity, patience, faithfulness and self-control.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> learn about Christian commitment by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter, Pentecost and Harvest, connecting the stories to Biblical stories and concepts. reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all, considering the values that lie behind the stories and celebrations (A1); express and communicate their understanding of the challenges of commitment for a Christian person and a Christian community. They consider: what difference does believing in Jesus make to Christians? They can study this through examining the life and work of a local church: list ten things the Church does to put ten teachings of Jesus into action (a good opportunity to welcome a Christian visitor to school) (B2); describe and understand links between Bible stories of creation and Christian beliefs about God as the creator (A2); discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? Is Genesis 1 a story about human nature or about how the world was made? develop ideas about different ways science and religions handle questions of origins, where we come from, and why humans are significant in the universe, thinking about two or more different answers to the questions (C1). 	<p>Most pupils will:</p> <ul style="list-style-type: none"> Describe what Christians do at two different festivals Connect the celebrations to Bible texts and to beliefs about God Ask and answer questions about how and why Christians celebrate God's creation, Jesus born in Bethlehem, Easter and Harvest Express their own ideas about the deeper meanings of these festivals Consider ideas such as generosity, community and love-in-action List similarities between the four different Christian festivals Explain their own ideas about the Creation stories of Genesis 1 and 2.

Year 3 – How do religious families and communities practice their faith?

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<p>Year 3 Unit Number 3.2 Theme Religion, family and community: Prayer</p> <p>Enquiry Question How do religious families and communities practice their faith? The example of prayer.</p> <p>Religions: Christians and Muslims</p>	<p>Knowledge: Pupils will learn:</p> <ul style="list-style-type: none"> about the practice, meaning and importance of the 5 daily Islamic prayers about the meaning and use of the Lord's Prayer in Christianity, about prayer at a mosque or a church, about beliefs about Allah / God and prayer in the different religions. <p>Skills: Pupils will practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other.</p> <p>Key concepts and words Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> pursue an enquiry into Christian and Islamic prayer, finding out about and exploring beliefs and practices about praying 5 times each day in Islam and about the use and meaning of the Lord's Prayer in Christianity. Get them to think about worship, God and human life for Christian and Muslim people (A3); find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using liturgy, ritual and symbol, praying alone and in groups (A3); find out about similarities and differences in Christian and Muslim prayer and understand how the practices of prayer for Christian and Muslim people can bring the community together at church or mosque, remembering leaders including Jesus and Prophet Muhammad (B2); investigate the meaning of prayer in these communities and consider questions about the values expressed in prayers for themselves, exploring their own ideas creatively and connecting ideas from different religions. How, where, when and why do people pray? (B2). consider the question: why do some people pray every day, but other people not at all? Consider why some people think prayer is a waste of time and others make it an important part of their lives. 	<p>Most pupils will:</p> <ul style="list-style-type: none"> Describe how a Muslim prays Describe how a Christian prays Connect ideas and beliefs to what people in these two religions do. Ask and answer questions about prayer in Islam and Christianity Respond thoughtfully to beliefs and ideas about prayer Discuss questions about prayer that come up in the study. List similarities between the two ways of prayer in Christianity and Islam

Year 3 – Where, how and why do people worship?

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<p>Year 3 Unit Number 3.3 Theme Worship and sacred places:</p> <p>Enquiry Question Where, how and why do people worship?</p> <p>Investigating places of worship in Nottingham City and Nottinghamshire.</p> <p>Religions: Muslims, Hindus, Christians</p> <p>Key concepts and words Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values.</p>	<p>Knowledge: Pupils will learn:</p> <ul style="list-style-type: none"> about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship. 4 key terms in relation to each building. to identify similarities between the places of worship to connect features of the buildings to religious beliefs, teachings, practices and ways of living. <p>Skills: Pupils learn to observe, notice, name, describe and remember aspects of worship in different religious buildings.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> pursue an enquiry into local places of worship and beliefs about worship, relating the meanings of symbols and actions used in worship to events and teachings from the religions they study (A3); gather information and new key words from video, visits, visitors, images and written sources to widen their knowledge of religious buildings and worship, seeing similarities and differences between churches, mosques and mandirs. Find out about Trinity, Allah and the gods and goddesses of Hindu worship. consider: what happens in holy buildings? Linking to History and Design Technology pupils consider how the architecture, furniture and uses of churches, mandirs, mosques or synagogues, express the community's way of life, values and beliefs (B1); discuss and present thoughtfully their own and others' views on challenging questions about different kinds of religious belonging in Nottingham City and Nottinghamshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modelling, photo album descriptions and recounts, Q&A, poetry or art (C1). write a thoughtful proposal for a new religious building for their local area, including their ideas for design, activities, key concepts of worship and the use of such a building. 	<p>Most pupils will:</p> <ul style="list-style-type: none"> Describe 4 key features of each of three religious buildings, a mosque, mandir and church Connect the key features of the buildings with beliefs about God in each religion Ask and answer questions about at least three different ways the religious buildings are used by the different communities Respond thoughtfully to the task of designing a new religious building for their locality Consider ideas such as 'a friendly building', 'a house of God', 'a spiritual space' and say what they think makes these buildings special. Discuss questions such as: why do we need religious buildings? What emotions do we feel in holy spaces? Is the whole earth really a holy space? Can people get close to God in holy buildings?

Year 3 – What can we learn from inspiring people in sacred texts and in the history of religions?

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<p>Year 3 Unit Number 3.4 Theme Inspirational people from the past</p> <p>Enquiry Question</p> <p>What can we learn from inspiring people in sacred texts and in the history of religions?</p> <p>Religious leaders: Moses, Jesus and Muhammad.</p> <p>Religions: Christians, Muslims and Jewish people</p> <p>Non-religious worldviews such as Humanism can also be considered and so can Sikh Gurus.</p> <p>Key concepts and words Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur'an, New Testament, Gospel, inspiration, role-model, commitment, values.</p>	<p>Knowledge Pupils will learn about:</p> <ul style="list-style-type: none"> at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam). examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus. examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history. <p>Skills: Pupils will practice the skills of inferring beliefs and ideas about values from stories and will practice writing biographically about inspirational figures.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> explore the lives of key religious people in Jewish, Christian and Muslim stories, describing the challenges they faced, and values and commitments by which they lived (A2). respond thoughtfully to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected (A2); respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning from his life, teaching and example, connecting parables, miracles and stories about Jesus to Christian beliefs (A2) respond thoughtfully to stories from the life of the Prophet Muhammad, connecting Muslim belief and wisdom to the stories from the Qur'an and Hadith to Muslim values and ideas (A2) consider how the meanings of stories of great leaders are expressed in varied contemporary ways: sacred writing, poetry, video, stained glass and drama, weighing up the effectiveness of the different media in sharing these stories (NB: Muslims do not depict Allah, Prophets or their companions in drama or imagery) (A3) respond thoughtfully to these 'great lives', and to the idea of inspiration, or of a role-model, learning from their challenges and commitments, linking to History (B2) use their thinking about stories of Moses (Law-giver), Jesus (Messiah) and Muhammad (Prophet) to explore how Jews, Christians and Muslims today remember key events from their history (e.g. in Passover, Lent or Ramadan) (B3) discuss and present thoughtfully their own and others' views on challenging questions about being inspired by others, and about the ways human courage and spirituality can make a person an example to others (C1) express and communicate their own ideas about questions on inspiration, fairness, forgiveness, friendship, commitment, and courage. (C3) 	<p>Most pupils will:</p> <ul style="list-style-type: none"> Describe at least one story about each of these key figures: Moses, Jesus and Muhammad. Connect the idea of inspirational leaders to the stories they learn Ask and answer questions about leadership and inspiration, using details from the stories they learned Express their own views about who is inspiring and why Consider ideas such as 'patriarch' 'prophet' or 'messiah' From the different religions: what do these words mean? Are they similar? List similarities between the key leaders studied. <p>Note that a study of a Sikh Guru where Sikh pupils are present in the school is an appropriate addition to this unit of work. Supplementary support materials about Guru Nanak and Guru Gobind Singh are provided on the website.</p>