Discovery RE®

Year 3 Overview

	Enquiry Question	Religion	Theme	Areas of Enquiry		Areas of Focus	Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
				AT1	AT2				
Autumn 1 **OR**	**Would celebrating Divali 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?	*Hinduism	Divali	AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 D Identity, diversity and belonging		Belonging	We are learning to investigate what happens during the festival of Divali 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/learningzone/clips/4794.html: Divali and New Beginnings Rangoli patterns, Diva lamps and Puja tray: internet - one per group Pictures of Hindu children during Diwali: internet 'Being Me in My World': Jigsaw
Autumn 1	**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?	Sikhism	The Amrit Ceremony and the Khalsa	AT1 B Practices and ways of life AT2 D Identity, diversity and belonging		Believing Belonging	We are learning to understand the reasons why a Sikh may choose to join the Khalsa.	Moral Cultural	www.bbc.co.uk/learningzone/clips/playing-in-an-accordion-marching-band-in-northern-ireland/7956.html: Commitment to a group such as playing in a marching accordion band 'Pathways of Belief - Islam, Hinduism and Sikhism': DVD/Video www.bbc.co.uk/learningzone/clips/3780.html: Birth of the Khalsa Jarah Prashtad 5Ks
Autumn 2	**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?	Christianity	Christmas	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		Believing Behaving	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

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Year 3 Overview

	Enquiry Question	Religion	Theme	Areas of Enquiry		Areas of Focus	Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
				AT1	AT2				
Spring 1	**Could Jesus really 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?	Christianity	Jesus' miracles	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		Believing Behaving	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	**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?	Christianity	Easter - forgiveness	AT1 C Forms of expressing meaning AT2 E Meaning, purpose and truth		Believing	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. 'Jesus Through Art' by Margaret Cooling Large sequencing cards for the Easter story: Palm Sunday, Maundy Thursday, Good Friday, etc. www.bbc.co.uk/learningzone/clips/678.html: Why do we call it 'Good Friday'?
Summer 1 **OR**	**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?	*Hinduism	Hindu Beliefs	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		Believing	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 www.bbc.co.uk/learningzone/clips/4796.html: Explanation of Hindu gods 'Pathways of Belief, Islam, Hinduism and Sikhism DVD/Video Glass of water and salt

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Year 3 Overview

	Enquiry Question	Religion	Theme	Areas of Enquiry		Areas of Focus	Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
				AT1	AT2				
Summer 1	**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?	Sikhism	Sharing and Community	AT1 B Practices and ways of life AT2 E Meaning, purpose and truth		Believing Behaving	We are learning to explore how Sikh beliefs affect their way of life and the importance they place on sharing.	Social Cultural	www.sikhnet.com/stories: Sikh stories Pot of natural yoghurt Sikh flag www.bbc.co.uk/learningzone/clips/673.html: Baisakhi - Sikh New Year Ceremony www.allaboutsikhs.com/sikh-festivals/the-sikh-festivals-Diwali-bani-chhorh-divas: Other Sikh Festivals Pictures of Sikhs sharing (4 or 5)
Summer 2 **OR**	**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?	Hinduism	Pilgrimage to the River Ganges	AT1 C Forms of expressing meaning AT2 F Values and commitments		Believing Behaving	We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu.	Spiritual Cultural	Glass of water www.bbc.co.uk/learningzone/clips/6220.html: Pilgrims washing in the River Ganges 'Discovery RE' CD Holiday brochures for India
Summer 2	**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?	Sikhism	Prayer and Worship	AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 F Values and commitments		Believing Belonging	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 'Pathways of Belief, Islam, Hinduism and Sikhism' www.bbc.co.uk/learningzone/clips/4836.html: Inside the Gurdwara Part 1 www.bbc.co.uk/learningzone/clips /4837.html: Inside the Gurdwara Part 2 www.bbc.co.uk/learningzone/clips/4825.html: The Sikh Holy Book - Guru Granth Sahib www.bbc.co.uk/schools/gcsebitesize/re/god/sikhismrev2.html: The Mool Mantar www.hinduwebsite.com/sikhism/glossary.asp: Definitions of Sikh terms and names www.sikhnet.com: Using stories to illustrate Sikh rules for living

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Year 3 My Learning Progress

(Please highlight both AT1 (blue) and AT2 (red) for each enquiry)

Name: **Class:**

Year 1 Autumn 1		Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Comments
Level 1	AT1	I can tell you some of the things Hindus do during Divali.	
	AT2	I can tell you what I might enjoy about Divali if I were a Hindu.	
Level 2	AT1	I can describe some of the things Hindus do at home or at the temple during Divali.	
	AT2	I can start to empathise with what Hindus feel about Divali.	
Level 3	AT1	I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.	
	AT2	I can start to say why Divali might bring a sense of belonging to Hindus.	
Level 4	AT1	I can describe some of the ways Hindus celebrate Divali and start to understand which of these may bring the greatest sense of belonging.	
	AT2	I can start to explain how I might feel if I celebrated Divali.	
Level 5	AT1	I can explain how Divali can bring a sense of belonging to Hindus.	
	AT2	I can give my own views on whether I would feel a sense of belonging if I celebrated Divali.	

Year 1 Autumn 1		Does joining the Khalsa make a person a better Sikh?	Comments
Level 1	AT1	I can tell you about some of the things that happen in an Amrit ceremony.	
	AT2	I can tell you about my experiences of belonging. (Assessed in Lesson 1).	
Level 2	AT1	I can explain that some Sikhs choose to go through the Amrit Ceremony and what they do during this.	
	AT2	I can start to express how a Sikh might feel when s/he goes through the Amrit ceremony.	
Level 3	AT1	I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this.	
	AT2	I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.	
Level 4	AT1	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 (eg 5Ks)	
	AT2	I can talk about what I think makes someone a good person and about how joining the kalsa might make someone feel like a 'better' Sikh.	
Level 5	AT1	I can show an understanding of the thinking and motivation behind the different choices Sikhs make: some choose to join the Khalsa and others don't.	
	AT2	I can express the understanding that joining the Khalsa is not all it takes to make someone a better Sikh.	

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Year 3 My Learning Progress

(Please highlight both AT1 (blue) and AT2 (red) for each enquiry)

Name: **Class:**

Year 1 Autumn 2		Has Christmas lost its true meaning?	Comments
Level 1	AT1	I can remember the Christian nativity story.	
	AT2	I can talk about what I most enjoy about Christmas if I celebrate it.	
Level 2	AT1	I can tell you what the nativity story tells Christians about Jesus (given to the world by God).	
	AT2	I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians.	
Level 3	AT1	I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.	
	AT2	I can start to tell you what Christmas means to Christians and what it means to me.	
Level 4	AT1	I can make the links between Christian beliefs about Christmas and the way they celebrate it.	
	AT2	I can recognise that Christmas means different things to different people.	
Level 5	AT1	I can explain the true meaning of Christmas for Christians.	
	AT2	I can explain my beliefs about the true meaning of Christmas and compare them to Christian beliefs about the meaning of Christmas.	

Year 1 Spring 1		Could Jesus really heal people?	Comments
Level 1	AT1	I can remember a story about Jesus healing someone and talk about it.	
	AT2	I can talk about something that puzzles or interests me regarding one of Jesus' healing miracles. (May be assessed in Investigation lessons.)	
Level 2	AT1	I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus.	
	AT2	I can identify some of the questions people ask about Jesus' healing miracles. (May be assessed in Investigation lessons.)	
Level 3	AT1	I can explain one Christian viewpoint about one of Jesus' healing miracles.	
	AT2	I can start to say whether I believe Jesus actually healed people or not.	
Level 4	AT1	I can explain two different ways Christians might interpret one of Jesus' healing miracles.	
	AT2	I can say whether either of these interpretations make sense to me and give my reasons.	
Level 5	AT1	I can show I understand that stories like Jesus' healing miracles can have meaning whether they actually happened or not.	
	AT2	I can begin to talk about how faith might be involved in believing Jesus could perform miracles.	

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Year 3 My Learning Progress

(Please highlight both AT1 (blue) and AT2 (red) for each enquiry)

Name: **Class:**

Year 1 Spring 2		What is 'good' about Good Friday?	Comments
Level 1	AT1	I can recognise symbols relating to the Last Supper and Jesus' death and talk about them.	
	AT2	I can talk about what I find puzzling or interesting about The Last Supper or Jesus' death. (Assessed during Investigation lessons.)	
Level 2	AT1	I can say what some of these symbols represent e.g. cross: cross/bread/wine.	
	AT2	I can ask questions about The Last Supper and Jesus' death. (Assessed during Investigation lessons)	
Level 3	AT1	I can start to tell you why Christians believe Jesus' death is important.	
	AT2	I can start to reflect on whether I agree with Christian beliefs about Jesus' death.	
Level 4	AT1	I can start to explain why some people see Jesus' death as 'good'.	
	AT2	I can reflect on whether I agree with Christian beliefs about why Jesus died and suggest my own explanation/s.	
Level 5	AT1	I can explain the symbolism of the cross for Christians.	
	AT2	I can give my own opinion on whether I agree with Christian beliefs about Jesus' death.	

Year 1 Summer 1		How can Brahman be everywhere and in everything?	Comments
Level 1	AT1	I can remember a Hindu god and use its correct name.	
	AT2	I can ask questions about what I find puzzling about this god. (Assessed in Investigation lesson.)	
Level 2	AT1	I can tell you about some Hindu gods and start to explain their significance to Hindus.	
	AT2	I can ask questions about what Hindus believe. (Assessed in Investigation lesson.)	
Level 3	AT1	I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.	
	AT2	I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.	
Level 4	AT1	I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.	
	AT2	I can reflect on Hindu beliefs and express thoughts on these.	
Level 5	AT1	I can start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives.	
	AT2	I can give my own and others' views on questions about God and can start to explain why religion is important to many people. (May need further questioning using cube as starting point to show level 5.)	

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Year 3 My Learning Progress

(Please highlight both AT1 (blue) and AT2 (red) for each enquiry)

Name: **Class:**

Year 1 Summer 1		How important is sharing to Sikhs?	Comments
Level 1	AT1	I can use the right names for things that are special to Sikhs (Divali, Karah Parshad, Gurdwara).	
	AT2	I can tell you a time when I share and how I feel when I do this. (Assessed in Lesson 1).	
Level 2	AT1	I can talk about some of the ways Sikhs share.	
	AT2	I can begin to understand how it might feel to be a Sikh taking part in an event, e.g. the Langar.	
Level 3	AT1	I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs.	
	AT2	I can begin to tell you if I think sharing is important or not to Sikhs.	
Level 4	AT1	I can use the right religious words to describe some of the practices and experiences Sikhs have which enable them to follow God's rule of sharing and explain why this is important to them.	
	AT2	I can identify what a Sikh's behaviour.	
Level 5	AT1	I can explain how taking part in community and family activities gives Sikhs the opportunity to share and express how this might make them feel.	
	AT2	I can say how Sikh beliefs influence their everyday lives (e.g. how important sharing is to them) and why.	

Year 1 Summer 2		Would visiting the River Ganges feel special to a non-Hindu?	Comments
Level 1	AT1	I can tell you some facts about the River Ganges and some of the things that Hindus do there.	
	AT2	I can tell you why water is important to me in my daily life. (Assessed in Lesson 1).	
Level 2	AT1	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.	
	AT2	I can tell you how I think it might feel for a Hindu to visit the River Ganges.	
Level 3	AT1	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.	
	AT2	I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.	
Level 4	AT1	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.	
	AT2	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).	
Level 5	AT1	I can explain some of the ways the River Ganges is significant to Hindus and how they might feel when they are there and compare this to how non-Hindus might feel when they visit the river.	
	AT2	I can ask questions relating to how and why the River Ganges and rituals performed there by Hindus are meaningful in their lives.	

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Year 3 My Learning Progress

(Please highlight both AT1 (blue) and AT2 (red) for each enquiry)

Name: **Class:**

Year 1 Summer 1		What is the best way for a Sikh to show commitment to God?	Comments
Level 1	AT1	I can show a simple understanding of one way a Sikh might show his religion is important to him.	
	AT2	I can tell you about things I am committed to. (Assessed in Lesson 1).	
Level 2	AT1	I can talk about some ways Sikhs show commitment to God.	
	AT2	I can show an understanding that Sikhs choose different levels/types of commitment and that's OK.	
Level 3	AT1	I can describe some of the ways Sikhs show commitment to God.	
	AT2	I can start to evaluate which ways may show more or less commitment to God for Sikhs.	
Level 4	AT1	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.	
	AT2	I can start to express my own opinion about which ways may express more commitment than others for Sikhs.	
Level 5	AT1	I can understand that Sikhs choose how much they commit themselves to their religion and to God, and that there are many ways for them to do this.	
	AT2	I can suggest why I think certain ways of showing commitment might be better than others and give reasons.	

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Discovery RE Tracking Sheet

Teacher: **Class:** **Academic Year:**

Children's names	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Enquiry:		Enquiry:		Enquiry:		Enquiry:		Enquiry:		Enquiry:	
	AT1	AT2	AT1	AT2	AT1	AT2	AT1	AT2	AT1	AT2	AT1	AT2
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

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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?		
Areas of enquiry selected		**Areas of focus**
AT1 Strand A **B** **C**	AT2 Strand **D** E F	Belonging

Teaching and Learning Activities

Step 1 Engagement
(1 lesson)
AT2 (p)
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?

BRIDGE: BELONGING

Step 2 Investigation
(3 lessons)
AT1
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 DVD extract that shows Divali being celebrated. The goddess Lakshmi is worshipped to bring prosperity.

BBC Pathways of Belief DVD Islam/Hinduism/Sikhism .

Or http://www.bbc.co.uk/learningzone/clips/diwali-and-new-beginnings/4794.html .

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?

Step 3 Evaluation
(1 lesson) AT2 (imp)
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, e.g. I enjoy Divali because... I don't really enjoy Divali because... Divali makes me feel like I belong to... because... Divali doesn't give me a sense of belonging because...

Step 4 Expression
(1 lesson)
AT2 (p)
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?

Link this work to 'Being Me In My World' Puzzle www.jigsawpshe.com

Evidence in Discovery RE Journals: Assessment task sheet.

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SMSC	Spiritual	Moral	**Social**	**Cultural**

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

Levelled learning outcomes, differentiated for this group from the 'I can' statements

AT1 (B/C) Practices and ways of life/Forms of expressing meaning and AT2 (D) Identity, diversity and belonging	
Level 1	I can tell you some of the things Hindus do during Divali. I can tell you what I might enjoy about Divali if I were a Hindu.
Level 2	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.
Level 3	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.
Level 4	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 give my own views on whether I would feel a sense of belonging if I celebrated Divali.
Level 5	I can explain how Divali can bring a sense of belonging to Hindus. I can give my own views o n whether a Hindu would feel a sense of belonging if she celebrated Divali away from her home community.

Resources needed for this Enquiry:

'Pathway of Belief - Islam, Hinduism and Sikhism DVD/Video

www.bbc.co.uk/learningzone/clips/4794.html: Divali and New Beginnings

Rangoli patterns, Diva lamps and Puja tray: internet - one per group

Pictures of Hindu children during Diwali: internet

'Being Me in My World': Jigsaw

Teacher reflection on this unit

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

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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 .....

I enjoy Divali because .....

During Divali I feel .....

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

Why would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?

.....

.....

.....

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

.....

.....

.....

If I celebrated Divali I would feel

.....

.....

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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 level. The content could be different.

Level 1

AT1 - At Divali Hindus light a lamp and have new clothes.

AT2 - I would like to eat the special sweets and see the fireworks.

Level 2

AT1 - At Divali Hindus light Diva lamps to remember the story of Rama and Sita finding their way home and they take special gifts to the temple for the goddess Lakshmi.

AT2 - It must be quite exciting to look forward to Divali because it would be fun.

Level 3

AT1 - Hindus celebrate Divali by making a Puja tray as a family. This helps the 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.

AT2 - 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, 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.

Level 4

AT1 - 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.

AT2 - 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.

Level 5

AT1 - 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.

AT2 - I do not think a Hindu would feel such a great sense of belonging if she was away from her home community because it would be more special to celebrate with her family and Hindu friends because this is what she is used to. On the other hand, if she was away from home, like in India where there was a lot of Hindus celebrating, she might feel like she belonged there as well.

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Note to teacher: The pupil self-assessment sheet can be used with each enquiry at the teacher's discretion. The sheet on the following page can be photocopied

Pupil Self-Assessment

Enquiry:		
Name:	Class:	Term:
I learnt...		
I enjoyed...		

I wonder...

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Pupil Self-Assessment

Enquiry:		
Name:	Class:	Term:
I learnt...		
I enjoyed...		

I wonder...

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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.		
Areas of enquiry selected		**Areas of focus**
AT1 Strand A **B** C	AT2 Strand **D** E F	Believing/Belonging

Teaching and Learning Activities

Step 1 Engagement (1 lesson) AT2 (p)
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 you belong to the group e.g. uniforms, badges, certificate? etc. Did you have to join this group and if so how did this happen? How are people expected to behave when wearing these uniforms?
Either using a child/clip from internet or own experience, e.g. www.bbc.co.uk/learningzone/clips/playing-in-an-accordian-marching-band-in-northern-ireland/7956.html . where a little boy Jason describes his experiences of belonging to an accordion band and wearing a uniform. 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. which may involve a joining/initiation ceremony.
Activity: 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.

BRIDGE: BELONGING

Step 2 Investigation (3 lessons) AT1
Explain that we have been thinking about groups we belong to or have joined. Today we are going to watch some people choosing to take part in a joining ceremony as part of their religion.
Watch extract of Sikhs taking part in an Amrit Ceremony, without sound.
Pathways of Belief DVD - Islam/Hinduism/Sikhism or
www.bbc.co.uk/learningzone/clips/birth-of-the-khalsa/3780.html
Give children question prompts and ask the children what they would like to know, e.g. what, where, when, who, why, how?
Explain what happens in the ceremony? what is in the bowl? what is the big book? etc. drawing out what is happening in the actual ceremony.
Children to watch the ceremony again and listen to the promises that are being made. What promises are they making, to whom and why? How do they live out these promises in everyday life?
Wearing the 5 Ks, praying every day, being kind to people and animals. A Sikh visitor who has either been through or been present at an Amrit Ceremony would be beneficial.
Activities: Children to make the sugar water and re-enact this part of the ceremony - thinking about the symbolism.
Children to make and taste Karah Prashad and discuss the sharing of the sweet (sacred) pudding. Recipe to be found at: sikhism.about.com/od/gurdwaras/r/prashad.html .
Sikhs are all enjoying sharing this food at the same time which gives them a strong sense of community, feeling a part of it, a sense of belonging
Lesson exploring the 5 Ks (as outward sign they belong to the Khalsa). Children to look at the 5 Ks and investigate them and ask their own questions. Teacher to explain what they are and the significance.
Pathways of Belief DVD - Islam/Hinduism/Sikhism or
www.bbc.co.uk/learningzone/clips/the-five-ks-of-sikhism/4805.html
Role-play dressing-up and wearing the Five Ks. Child to then put on Indian dress and show that some of the 5 Ks are now covered up. Why do Sikhs choose to cover up these signs that are so important to them?
Qu: Does wearing the 5 Ks make someone a better Sikh? Discuss how they serve as a reminder to themselves to keep the promises they have made. Recap the promises again and how, through making these promises, it shows Sikhs have made a commitment to God. Reiterate the 5Ks are an outward symbol of an inner commitment. The story of the donkey and tiger on the previous clip reiterates that a person's dress should be matched by their standard of behaviour.
Qu: Do you think that making these promises make a person a better Sikh? Qu: 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. Refer back to Lesson 1.

Step 3 Evaluation (1 lesson) AT2 (imp)
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 the children a picture of two Sikhs, one wearing 5 Ks and one not. Which of these is the better Sikh? Why?
Children to complete the task sheet.
Focus on the fact that the Armit Ceremony is a choice to make a commitment and can help some Sikhs keep their promises to God because they spoke their promises in public so other people will expect them to keep them. Wearing the 5 Ks acts as a physical reminder of the promises they have made and helps them keep them.

Step 4 Expression (1 lesson) AT2 (p)
Activity 1:
Qu: If we were going to have a ceremony to join our class what would the joining ceremony look like?
What would the promises be? What symbol could we chose to wear as a reminder of those promises.
(Link to Class Charter)
Activity 2: Qu: What would you like people to know about you?
Children to design a bracelet reminding themselves of something personally important to them.

Evidence in Discovery RE Journals: Stick task sheet into journals.

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SMSC	Spiritual	**Moral**	Social	**Cultural**

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

Levelled learning outcomes, differentiated for this group from the 'I can' statements

	AT1 (B) Practices and ways of life and AT2 (D) Identity, diversity and belonging
Level 1	I can tell you about some of the things that happen in an Amrit ceremony. I can tell you about my experiences of belonging. (Assessed in Lesson 1).
Level 2	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.
Level 3	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.
Level 4	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. the 5Ks) I can talk about what I think makes someone a good person and about how joining the kalsa might make someone feel like a 'better' Sikh.
Level 5	I can show an understanding of the thinking and motivation behind the different choices Sikhs make: some choose to join the Khalsa and others don't. I can express the understanding that joining the Khalsa is not all it takes to make someone a better Sikh.

Resources needed for this Enquiry:

www.bbc.co.uk/learningzone/clips/playing-in-an-accordian-marching-band-in-northern-ireland/7956.html: Commitment to a group such as playing in a marching accordion band

'Pathways of Belief - Islam, Hinduism and Sikhism': DVD/Video

www.bbc.co.uk/learningzone/clips/3780.html: Birth of the Khalsa

Jarah Prashtad

5Ks

Teacher reflection on this unit

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

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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 have chosen not to join the Khalsa because

I wear the 5Ks because

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

Does joining the Khalsa make a person a better Sikh?

I think

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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 level. The content could be different.

Level 1
AT1 - In the Amrit ceremony there is a big book and a person sits on the special platform and reads it. There is special music and a big bowl of something that they stir up with long knives like swords.
AT2 - At my school we wear a uniform and that helps me feel like I belong. That feeling is strong when we are all in our Golden assembly on Fridays. (Assessed in Lesson 1).

Level 2
AT1 - 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.
AT2 - 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.

Level 3
AT1 - 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.
AT2 - 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.

Level 4
AT1 - 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.
AT2 - 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.

Level 5
AT1 - Some Sikhs don't choose to join the Khalsa because they think they can do their best to be good Sikhs by living good lives, being kind, honest and generous. Maybe they don't feel the need for a ceremony or maybe this is too scary.
AT2 - I can understand this as I think if there is a God, He would probably want people to do their best to be kind to people and animals and look after the environment. I think He would see this as just as important as special ceremonies.

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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.		
Areas of enquiry selected		**Areas of focus**
AT1 Strand **A** B C	AT2 Strand D **E** F	Believing/Behaving

Teaching and Learning Activities

Step 1 Engagement
(1 lesson)
AT2 (p)
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.
Children freeze-frame their Christmas experiences.
Class display: What does Christmas MEAN to us? Why is Christmas MEANINGFUL to me or not?

BRIDGE: MEANING

Step 2 Investigation
(3 lessons)
AT1
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. 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.

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?

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.

What does having 'meaning' mean?

Step 3 Evaluation
(1 lesson) AT2 (imp)
Activity: 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 display 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 task sheet.

Then: Do I think Christmas has lost its true meaning?

Step 4 Expression
(1 lesson)
AT2 (p)
If I 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.

This could form basis of a class assembly or display in school foyer.

Evidence in Discovery RE Journals: Assessment Task Sheet.

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SMSC	**Spiritual**	Moral	Social	**Cultural**

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**

Levelled learning outcomes, differentiated for this group from the 'I can' statements

AT1 (A) Beliefs, teachings and sources and AT2 (E) Meaning, purpose and truth	
Level 1	I can remember the Christian nativity story. I can talk about what I most enjoy about Christmas if I celebrate it.
Level 2	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.
Level 3	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.
Level 4	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.
Level 5	I can explain the true meaning of Christmas for Christians. I can explain my beliefs about the true meaning of Christmas and compare them to Christian beliefs about the meaning of Christmas.

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)

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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?

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Year 3: Autumn 2 - Christianity

Enquiry: Has Christmas lost its true meaning?

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

Level 1
AT1 - Jesus was born in a stable and had visits from shepherds and wise men. They brought Him special presents. His Mum was Mary and His Dad was Joseph or God.
AT2 - I enjoy opening my presents at Christmas and the great big dinner we have all sitting at the table.

Level 2
AT1 - The nativity story tells Christians that Jesus was a gift to the world from God.
AT2 - 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.

Level 3
AT1 - 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.
AT2 - 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.)

Level 4
AT1 - 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.
AT2 - 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.

Level 5
AT1 - For Christians, Christmas is when they celebrate the birth of Jesus. They believe God gave Jesus to the world to teach people how to live good lives, be nice to each other and look after the world.
AT2 - For me Christmas is really important because my whole family gets together, even my Nan and Grandad stay over at our house and we all have presents and a big roast dinner with Christmas pudding as well. So the meaning for me is the family together (and my presents!). OR For me Christmas is not meaningful because although Jesus is an important prophet in my religion, we do not celebrate Christmas in the ways we have been learning about. It is nice to have time off school though. I think Christmas is more meaningful to Christians because as well as all the presents, dinners, tree, etc. they also celebrate Jesus' birthday.

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Key Stage 2
Medium Term Planning

Year: 3		Term: Spring 1
Theme: Jesus' miracles		**Religion:** Christianity
Key question for this enquiry: Could Jesus really 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.		
Areas of enquiry selected		**Areas of focus**
AT1 Strand **A** B C	AT2 Strand D **E** F	Believing/Behaving

Teaching and Learning Activities

Step 1 Engagement
(1 lesson)
AT2 (p)
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.

BRIDGE: MIRACLE

Step 2 Investigation
(3 lessons)
AT1
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?

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 Paralysed 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 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?

Step 3 Evaluation
(1 lesson) AT2 (imp)
Using art representations of the two Bible stories ask the children to discuss their findings. Ask key qu: Could Jesus really heal people? Were these miracles, or is there some other explanation? What other explanations could there be? Use assessment Task 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? What else might Christians believe happened? 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.

Step 4 Expression
(1 lesson)
AT2 (p)
Do you believe in miracles? Why?

Is the birth of a baby a miracle? or the way the plants grow again in the spring after a long winter under the ground?

What miracles would you ask Jesus to perform in the world today if you believed he could ?

Evidence in Discovery RE Journals: Assessment Task Sheet

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SMSC	**Spiritual**	Moral	Social	Cultural

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**

Levelled learning outcomes, differentiated for this group from the 'I can' statements

AT1 (A) Beliefs, teachings and sources and AT2 (E) Meaning, purpose and truth	
Level 1	I can remember a story about Jesus healing someone and talk about it. I can talk about something that puzzles or interests me regarding one of Jesus' healing miracles. (May be assessed in Investigation lessons)
Level 2	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. (May be assessed in Investigation lessons)
Level 3	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.
Level 4	I can explain two different ways Christians might interpret one of Jesus' healing miracles. I can say whether either of these interpretations make sense to me and give my reasons.
Level 5	I can show I understand that stories like Jesus' healing miracles can have meaning whether they actually happened or not. I can begin to talk about how faith might be involved in believing Jesus could perform miracles.

Resources needed for this Enquiry:

'Bear Feels Sick' by Karma Wilson

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

Teacher reflection on this unit

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

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Year 3: Spring 1 - Christianity
Enquiry: Could Jesus really heal people?

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? .....

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Year 3: Spring 1 - Christianity

Enquiry: Could Jesus really heal people?

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

Level 1	
AT1 -	I can remember the story about Jesus making the paralysed man walk. His friends let him down through the roof because it was really crowded and Jesus healed him so he rolled up his mat and was OK.
AT2 -	It does make me wonder what sort of powers Jesus had if He could heal people. I wonder if it has to be true because it is in the Bible.

Level 2	
AT1 -	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.
AT2 -	Even though lots of Christian 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.

Level 3	
AT1 -	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.
AT2 -	I believe Jesus healed people too because He was a special man and why wouldn't He have powers if He was sent by God 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 bigged up to them by the crowds and everybody.

Level 4	
AT1 -	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.
AT2 -	The second one makes sense to me because sometimes if I am nervous about doing something, like doing a Karate exam, and I don't believe I can do it, my Dad gives me the confidence to have a go and believe in myself. It works (usually) because I trust my Dad.

Level 5	
AT1 -	Even if Jesus didn't have the power to heal the man and he could walk again because Jesus gave him the confidence to try, I still think the story is important because it teaches you to try and also to have trust in people.
AT2 -	I think faith is like having lots of trust and confidence in someone, like my Dad. I believe he is right about my Karate ability even if he hasn't seen me fight for months. I think it might be a bit like that when people have faith in Jesus. They have confidence in Him even though they can't see Him.

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Key Stage 2
Medium Term Planning

Year: 3		Term: Spring 2
Theme: Easter - Forgiveness		**Religion:** Christianity
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.		
Areas of enquiry selected		**Areas of focus**
AT1 Strand A B **C**	AT2 Strand D **E** F	Believing

Teaching and Learning Activities

Step 1 Engagement
(1 lesson)
AT2 (p)
Using puppets, tell the children a story about something going wrong in one puppet's life. Ask the children what the other puppet could do to save the day. How can one puppet redeem the situation for the other?
Children make up and act out stories where somebody saves the day/redeems a situation, e.g. Billy has forgotten his PE kit and will get into trouble, but his mate Josh lends him his at playtime.

BRIDGE: SAVING THE DAY (REDEMPTION)

Step 2 Investigation
(3 lessons)
AT1
Start 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 e.g. Margaret Cooling 'Jesus through Art'. 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? Maybe watch 'Jesus of Nazareth' DVD (extract of crucifixion.) 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?

http://www.bbc.co.uk/learningzone/clips/good-friday-and-easter-eggs/678.html .

Possibly visit a Church to find out about communion and the link to the Last Supper. Ask Vicar the key question.

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.

Step 3 Evaluation
(1 lesson) AT2 (imp)
Revisit key question -What was good about Good Friday? Christians believe that Jesus willingly died to save them/ redeem 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 redeeming 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?

Assessment Task Sheet.

Step 4 Expression
(1 lesson)
AT2 (p)
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.

Evidence in Discovery RE Journals: Assessment Task Sheet.

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SMSC	**Spiritual**	**Moral**	Social	Cultural

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

Levelled learning outcomes, differentiated for this group from the 'I can' statements

AT1 (C) Forms of expressing meaning and AT2 (E) Meaning, purpose and truth.	
Level 1	I can recognise symbols relating to the Last Supper and Jesus' death and talk about them. I can talk about what I find puzzling or interesting about The Last Supper or Jesus' death. (Assessed during Investigation lessons)
Level 2	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. (Assessed during Investigation lessons)
Level 3	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.
Level 4	I can start to explain why some people see Jesus' death as "good". I can reflect on whether I agree with Christian beliefs about why Jesus died and suggest my own explanation/s.
Level 5	I can explain the symbolism of the cross for Christians. I can give my own opinion on whether I agree with Christian beliefs about Jesus' death.

Resources needed for this Enquiry:

Easter story

Art representations of 'The Last Supper' and 'The Crucifixion': e.g. 'Jesus Through Art' by Margaret Cooling

Large sequencing cards for the Easter story: Palm Sunday, Maundy Thursday, Good Friday, etc.

www.bbc.co.uk/learningzone/clips/678.html: Why do we call it 'Good Friday'?

Teacher reflection on this unit

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

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

Name: **Class:**

Who was Good Friday good for?

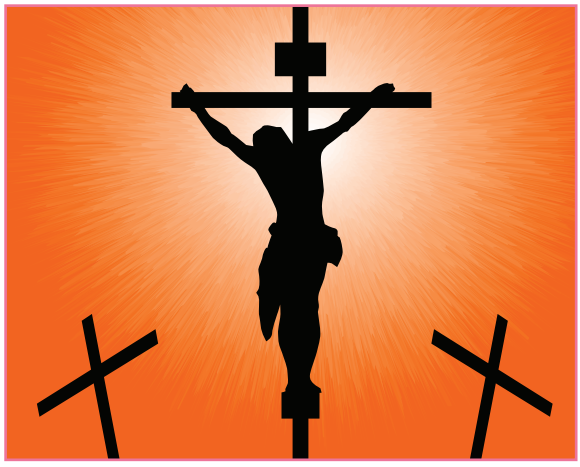
These are .....

.....

They are symbols of .....

.....

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? .....

.....

.....

.....

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Year 3: Spring 1 - Christianity

Enquiry: What is good about Good Friday?

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

Level 1
AT1 - At the Last Supper the wine was about Jesus' blood. I don't think Good Friday was good for Jesus because He died that day.
AT2 - I don't understand why Jesus didn't run away and hide if He knew they were trying to kill Him. Why did His friend Judas betray Him?

Level 2
AT1 - 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.
AT2 - I wonder how the guards felt when Jesus came back to life. Can someone really come back to life again?

Level 3
AT1 - 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.
AT2 - 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.

Level 4
AT1 - I think Christians think Jesus died and came back to life again. This means they will also have the chance to go to Heaven. So I suppose for Christians that could mean Jesus' death was good.
AT2 - 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.

Level 5
AT1 - Good Friday was good for Christians because they believe Jesus died to help save the world. The cross symbolises the death of Christians' old lives and His resurrection symbolises how after God forgives them they can start afresh and lead better lives then go to heaven when they die.
AT2 - I'm not sure about how a special person dying can 'save the day'. I think it would have been better if Jesus stayed alive and kept healing people.

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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.		
Areas of enquiry selected		**Areas of focus**
AT1 Strand **A** B C	AT2 Strand D **E** F	Believing

Teaching and Learning Activities

Step 1 Engagement
(1 lesson)
AT2 (p)
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 graffiti 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?

BRIDGE: ASPECTS OF ME

Step 2 Investigation
(3 lessons)
AT1
Show children a box labelled 'God' and explain that inside this box we can find out what Hindus believe about God. Inside the box, have many different deities and, as each deity is revealed, explain to the children that this is what God looks like. Qu: How can this be? How can God 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: He is called Brahman. Use the Assessment Task cube net to record their learning about gods/godesses. Show children the tri-murti and explain how these are the main deities and explain what they represent.

Brahma - creator

Vishnu - preserver

Shiva - destroyer

When children learn about a different god or goddess they illustrate one side of the cube net.

Use DVD to show how Hindus use these deities at home, in the temple and in Puja.

http://www.bbc.co.uk/learningzone/clips/explanation-of-the-hindu-gods/4796.html or

BBC 'Pathways of Beliefs Islam/Hinduism/Sikhism' DVD.

Make a class mobile of their cubes and their Hindu god cubes.

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?

Step 3 Evaluation
(1 lesson) AT2 (imp)
Children complete all faces of the cube (photocopy the net onto large paper to give children room to draw and write).

Step 4 Expression
(1 lesson)
AT2 (p)
Reinforce how Christians believe God created the world and Hindus believe that Brahman is in everything in the world.

Activity: Children to be given a choice of words, e.g. kindness, wealth, friendship, etc. and design their own god/murti who represents one of these attributes.

Evidence in Discovery RE Journals: Photograph of their completed cube net before making it into a cube and hanging on a mobile.

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SMSC	**Spiritual**	Moral	Social	Cultural

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**

Levelled learning outcomes, differentiated for this group from the 'I can' statements

	AT1 (A) Beliefs, teachings and sources and AT2 (E) Meaning, purpose and truth
Level 1	I can remember a Hindu god and use its correct name. I can ask questions about what I find puzzling about this god. (Assessed in Investigation lesson).
Level 2	I can tell you about some Hindu gods and start to explain their significance to Hindus. I can ask questions about what Hindus believe. (Assessed in Investigation lesson).
Level 3	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.
Level 4	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.
Level 5	I can start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives. I can give my own and others' views on questions about God and can start to explain why religion is important to many people. (May need further questioning using cube as starting point to show level 5.)

Resources needed for this Enquiry:

Cube nets (enlarged and copied)

A box containingpictures/models of different Hindu deities

Cards explaining the role of each of the deities

www.bbc.co.uk/learningzone/clips/4796.html: 'Explanation of Hindu gods'

'Pathways of Belief - Islam, Hinduism and Sikhism': DVD/Video

Glass of water and salt. (Spoons for tasting).

Teacher reflection on this unit

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

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Year 3: Summer 1 - Hinduism
Enquiry: How can Brahman be everywhere and in everything?

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?

.....

.....

.....

.....

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Year 3: Summer 1 - Hinduism

Enquiry: How can Brahman be everywhere and in everything?

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

Level 1
AT1 - My picture (on side 1 of my cube) is of Ganesha.
AT2 - I think the story is a bit gruesome and I wonder if Ganesha's father, Shiva, ever regretted using an elephant head for his son. I wonder what animal he might have preferred.

Level 2
AT1 - 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 of prosperity, worshipped at Divali, to bring wealth and prosperity.
AT2 - I wonder if the stories about the gods are true or just stories. Who is Brahman? Do all Hindus believe in gods?

Level 3
AT1 - 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).
AT2 - 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.

Level 4
AT1 - 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.
AT2 - I don't think there is such a thing as Brahman but I still think it is right to be kind to animals.

Level 5
AT1 - Because Brahman is in all the gods and goddesses, Hindus respect the gods and show this by worshipping and taking gifts to their gods at home and in the temple. They look after their god statues because these represent the gods and Brahman.
AT2 - I understand why going to the temple is important to many Hindus because this is a way they can show respect and feel closer to their gods, which are all different sides of Brahman.

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Key Stage 2
Medium Term Planning

Year: 3		Term: Summer 1
Theme: Sharing and Community		**Religion:** Sikhism
Key question for this enquiry: How important is sharing to Sikhs?		
Learning Objectives: We are learning to explore how Sikh beliefs affect their ways of life and the importance they place on sharing.		
Areas of enquiry selected		**Areas of focus**
AT1 Strand **A** B C	AT2 Strand D **E** F	Believing/Behaving

Teaching and Learning Activities

Step 1 Engagement (1 lesson) AT2 (p)
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 puppets or possibly using the story 'Stone Soup' by John J. Muth. 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 is the opposite of sharing? Why might you not want to share? Qu: When does it feel good to share and what feelings does this give me? 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) AT1
N.B. Select from this content.
Introduce the children to a Sikh family thorough visuals - explain that they have a favourite Sikh story they like to share
Read the children the Sikh story of sharing - website:
www.sikhnet.com/stories
What is the story about? What does this tell us about what Sikhs believe? 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?
Introduce the Baisakhi Festival by showing the children a pot of natural yoghurt and a Sikh flag and asking them to explore how Sikhs share these things, researching the festival using non-fiction texts and internet. What have we found out?
Show DVD clip of Sikhs celebrating Baisakhi at the Gurdwara: taking down the flag pole, cleaning it with natural yoghurt, wrapping it with new cloth and re-erecting the flag pole.
BBC 'Pathways of Belief - Islam/Hinduism/Sikhism' DVD or
www.bbc.co.uk/learningzone/clips/baisakhi-in-the-gurdwara/673.html
Qu: How would this Sikh family feel being part of the Baisakhi celebrations? Would it feel good to be sharing in those community activities? Would they feel a sense of belonging? How would the children feel?
Qu: Is this the only time Sikhs share celebrations?
Explore Sikh festival of Divali - share story of Guru Hargobind being released from prison along with 52 prisoners and sharing his freedom. (story details www.allaboutsikhs.com/sikh-festivals/the-sikh-festivals-divali-bandi-chhorh-divas).
Teach significance of the different practices during Divali and children to experience these in possible rotation of activities. e.g. diva lamps, making sweets etc.
Qu: What happens at home/Gurdwara during Divali?
www.bbc.co.uk/religion/religions/sikhism/holydays/diwali.shtml
Reinforce the sense of sharing through giving gifts and the sharing of the celebrations.
Qu: Where does this sense of sharing come from and why is it important?
The Sikh Holy book, The Guru Granth Sahib, gives three rules to live by. One of these is share with the needy whatever you can spare. These rules are important, as God gave them the rules and they will be pleasing/respecting God to do these things.
atschool.eduweb.co.uk .
Introduce the Langar (the shared meal that is offered free to anyone, Sikh or non-Sikh, after each service of worship at the Gurdwara).
Watch DVD clip of the Langar and taste some of the food. Possibly invite a Sikh visitor to explore the key questions and their experiences of the Langar.
BBC 'Pathways of Belief - Islam/Hinduism/Sikhism' DVD or
www.bbc.co.uk/learningzone/clips/sikh-food/490.html
Discuss how everyone is seen as equal through the sharing of Karah Parshad and the Langar.

Step 3 Evaluation (1 lesson) AT2 (imp)
Revisit key question: Do Sikhs think it is important to share? Give children four or five pictures of Sikhs sharing from the investigation lesson. Ask them to rank in order: at the top is the picture showing the type of sharing most important to Sikhs; at the bottom 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) AT2 (p)
Circle Time for group sharing - How can I share in my life?
Children to draw a picture of themselves in a sharing situation with a speech bubble, Sharing is important to me because... (on assessment sheet)
OR
Children, in groups, make different food, e.g. bread, and bring to the circle to share with the class. They practice their social skills by taking the plate of food they have made around the circle and inviting people to share it. Lots of "thank yous" in response and positive feedback about the food. How does sharing feel in this situation?

Evidence in Discovery RE Journals: Assessment Task Sheet

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SMSC	Spiritual	Moral	**Social**	**Cultural**

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**

Levelled learning outcomes, differentiated for this group from the 'I can' statements

AT1 (B) Practices and ways of life and AT2 (E) Meaning, purpose and truth	
Level 1	I can use the right names for things that are special to Sikhs (Divali, Karah Parshad, Gurdwara). I can tell you a time when I share and how I feel when I do this, (assessed in Lesson 1).
Level 2	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.
Level 3	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.
Level 4	I can use the right religious words to describe some of the practices and experiences Sikhs have which enable them to follow God's rule of sharing and explain why this is important to them. I can identify what a Sikh's behaviour is?
Level 5	I can explain how taking part in community and family activities gives Sikhs the opportunity to share and express how this might make them feel. I can say how Sikh beliefs influence their everyday lives (e.g. how important sharing is to them) and why.

Resources needed for this Enquiry:

www.sikhnet.com/stories: Sikh stories

Pot of natural yoghurt

Sikh flag

www.bbc.co.uk/learningzone/clips/673.html: Baisakhi - Sikh New Year Ceremony

www.allaboutsikhs.com/sikh-festivals/the-sikh-festivals-Diwali-bani-chhorh-divas: Other Sikh Festivals

Pictures of Sikhs sharing (4 or 5)

Teacher reflection on this unit

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

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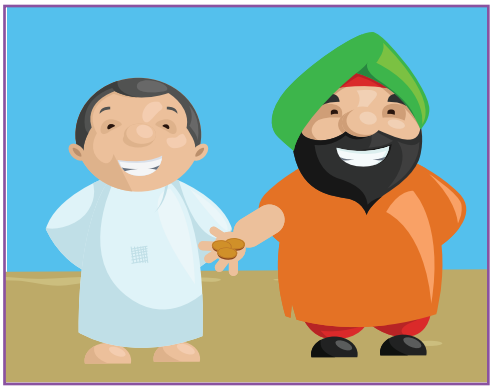
Year 3: Summer 1 - Sikhism
Enquiry: Do Sikhs think it is important to share?
Each child needs a set of cards

Sikhs sharing the Langar meal



A Sikh being kind to someone

A Sikh being kind to animals

Sikhs sharing the Karah Parshad in the service at the Gurdwara

Sikhs cleaning the flagpole at the Gurdwara at Baisakhi

Sikh children playing together

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Year 3: Summer 1 - Sikhism
Enquiry: Do Sikhs think it is important to share?

Name: **Class:**

In this picture Sikhs are sharing by .....

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

Sharing is important to me because .....

In this picture Sikhs are sharing by .....

I think this is not such an important way for Sikhs to share because .....

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Year 3: Summer 1 - Sikhism

Enquiry: Do Sikhs think it is important to share?

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

Level 1
AT1 - Sikhs have a meal called the Langar. They like to share food.
AT2 - I share my toys with my brother and mostly I feel good about this.

Level 2
AT1 - 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.
AT2 - 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.

Level 3
AT1 - Sikhs share because their Holy Book tells them to share with people in need. They believe this is what God wants them to do.
AT2 - 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.

Level 4
AT1 - 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.
AT2 - 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.

Level 5
AT1 - I think going to Gurdwara at Baisakhi with your family must be a good feeling, as you would feel like you were a member of the community with other Sikhs. You would share the fun of the festival, help clean the flag pole and have a special service. It would be exciting and make you feel grown up and accepted.
AT2 - Sharing is important to Sikhs because they want to please God and show Him respect, and sharing is part of this, because it means you are trying to be a good person and think about other people.

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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.		
Areas of enquiry selected		**Areas of focus**
AT1 Strand A B **C**	AT2 Strand D E **F**	Believing/Behaving

Teaching and Learning Activities

Step 1 Engagement
(1 lesson)
AT2 (p)
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.

BRIDGE: IMPORTANCE OF WATER

Step 2 Investigation
(3 lessons)
AT1
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 I have done then I will be pure (cleansed).

http://www.bbc.co.uk/learningzone/clips/pilgrims-washing-in-the-ganges-river/6220.html .

Explain the concept that Brahman is in the water (a life source) helping me to get clean so I can be a good person. Show children a visual clip of the River Ganges at dawn.

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.

Step 3 Evaluation
(1 lesson) AT2 (imp)
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 one postcard as if they are a Hindu visiting the Ganges for the first time, and the other 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?

Step 4 Expression
(1 lesson)
AT2 (p)
Children and teacher all enjoy drinking a glass of water each and express their feelings about how that feels eg refreshing/cleansing.

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.

Evidence in Discovery RE Journals: Child's 2 postcards from the River Ganges. May need to explain why the postcards say similar or different things about the experiences.

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SMSC	**Spiritual**	Moral	Social	**Cultural**

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**

Levelled learning outcomes, differentiated for this group from the 'I can' statements

	AT1 (C) Forms of expressing meaning and AT2 (F) Values and commitments
Level 1	I can tell you some facts about the River Ganges and some of the things that Hindus do there. I can tell you why water is important to me in my daily life. (Assessed in Lesson 1).
Level 2	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.
Level 3	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.
Level 4	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).
Level 5	I can explain some of the ways the River Ganges is significant to Hindus and how they might feel when they are there and compare this to how non-Hindus might feel when they visit the river. I can ask questions relating to how and why the River Ganges and rituals performed there by Hindus are meaningful in their lives.

Resources needed for this Enquiry:

Glass of water

'Discovery RE' CD

www.bbc.co.uk/learningzone/clips/6220.html: 'Pilgrims washing in the River Ganges'

Holiday brochures for India

2 postcards

Teacher reflection on this unit

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

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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

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

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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

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

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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 level. The content could be different.

Level 1
AT1 - Hindus go to wash in the River Ganges and take bottles of the water home for family and friends.
AT2 - Water is so important to me because it helps me to stay healthy and clean. I like to swim in the sea.

Level 2
AT1 - 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.
AT2 - I think it would feel very special and exciting to visit this special river if I were a Hindu.

Level 3
AT1 - 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.
AT2 - 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.

Level 4
AT1/2 - 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. I found it a bit scary to think there might be funerals going on further down the river, but can understand there is a special atmosphere at this special place and it is good to experience that.

Level 5
AT1 - I think visiting the River Ganges is interesting if you are not a Hindu because it feels special to be part of other people's special place and to see all the rituals. It must feel different and much more special if you are a Hindu and have always wanted to visit this holy place, especially if you believe Brahman is in the water.
AT2 - I wonder why having your funeral there is so important to many Hindus because not all their friends and family would be able to attend.

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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 different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment.		
Areas of enquiry selected		**Areas of focus**
AT1 Strand A **B C**	AT2 Strand D E **F**	Believing/Belonging

Teaching and Learning Activities

Step 1 Engagement (1 lesson) AT2 (p)
Teacher to show children different symbols and artefacts that show commitment. Children to explore what these items are and what they might mean, e.g. ring, football shirt, medal, certificate, badge, several items of 5 Ks e.g. Kangha, Kara (bracelet) Kirpan (sword). Teacher to ask what these things have in common, e.g. they all show commitment.
Alternatively you could give each table a basket of these items and ask them to think of what they all have in common.
Could show pictures on whiteboard of different people (including celebrities, footballers, police officers, soldiers, teachers, etc.) and ask: What are these people committed to? Children could make a Playdoh model of something they are committed to.
Children to explore what commitment is and what they are committed to, both in and out of school.
Qu: What is important to me? What am I committed to? How do I show my commitment? Are there times when showing commitment is difficult? Is it important to me to show commitment?

BRIDGE: COMMITMENT

Step 2 Investigation (3 lessons) AT1
Teacher to show the children the items of the 5 Ks that were introduced during engagement lesson. Watch DVD clip of Amrit Ceremony and recap briefly who, what and why?
'Pathways of Belief DVD - Islam/Hinduism/Sikhism' or
www.bbc.co.uk/learningzone/clips/birth-of-the-khalsa/3780.html .
Teacher to explain that these are adult Sikhs choosing to show their commitment to God by going through the Amrit Ceremony and wearing the 5 Ks. Discuss how they serve as a reminder to themselves to keep the promises they have made. Recap the promises again and how, through making these promises, shows Sikhs have made a commitment to God.
Qu: How do they keep showing their commitment to God once they have made these promises?
'Worship in the Gurdwara' - watch DVD clip of service of worship and in groups ask questions. Each group to take a question and explore it (using books, fact sheets, internet, etc). What have we found out?
www.bbc.co.uk/learningzone/clips/the-gurdwara-pt-1-2/4836.html .
www.bbc.co.uk/learningzone/clips/the-gurdwara-pt-2-2/4837.html .
Qu: Which aspects of this worship show a commitment to God, e.g. listening to readings from the Holy Book (the Guru Granth Sahib), head coverings, singing?
Introduce Guru Granth Sahib (the final Guru); as the Holy Book we saw in the worship DVD. Why do you think the Holy Book was treated with such respect (i.e. wrapped in cloth, processed through Gurdwara, put to bed in its own special room?). What does it contain? Mool Mantar (the basic teaching found at the beginning of every section of the Guru Granth Sahib, repeated each day at early morning prayer at home and in the Gurdwara).
www.bbc.co.uk/learningzone/clips/the-sikh-holy-book-the-guru-granth-sahib/4825.html .
The first words of the Mool Mantar are 'there is one God' (Ik Onkar) Show children the symbol. www.bbc.co.uk/schools/gcsebitesize/rs/god/sikhismrev2.shtml .
It also contains is the three golden rules of Sikhism:
1) Meditation and prayer
2) Earn an honest wage
3) Share with others in need and treat everyone equally.
How do they put these into practice?
Focus on three golden rules.
www.hinduwebsite.com/sikhism/glossary.asp .
Use Sikh stories www.sikhnet.com to illustrate the rules and to think about how Sikhs might apply the rules every day.
A Sikh visitor or a visit to a Gurdwara would be beneficial.

Step 3 Evaluation (1 lesson) AT2 (imp)
Make a class brainstorm of the ways that Sikhs show commitment to God. Which one do you think is the hardest one to do?
Does that mean that it shows the greatest level of commitment?
Children to have 3 concentric circles, with the word God in the inner circle. Children to have a set of cards of the different ways that Sikhs show commitment, either pictoral or with words, e.g. Amrit symbol, wearing 5 Ks, praying every day at home, worshipping in the Gurdwara, reading the Holy Book, being kind to animals, being vegetarian, being honest, working hard, giving money to charity, giving time to help people.
Children to cut and stick the cards 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 show their commitment to God is ... because..."

Step 4 Expression (1 lesson) AT2 (p)
Listen to Kirtans (songs) from the Gurdwara, and in circle discuss question: Can I show more commitment to my learning? How?
Children to have blank circles as in the evaluation, put their target in the middle and ways they could work towards it and show greater commitment.
You could let the children choose whatever they like in the centre not necessarily a learning goal.

Evidence in Discovery RE Journals: Children to cut and stick the pictures/words of the different ways that Sikhs show commitment 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 show their commitment to God is... because... ".

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SMSC	**Spiritual**	**Moral**	Social	**Cultural**

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

Levelled learning outcomes, differentiated for this group from the 'I can' statements

	AT1 (B) Practices and ways of life, (C) Forms of expressing meaning and AT2 (F) Values and commitments
Level 1	I can show a simple understanding of one way a Sikh might show his religion is important to him. I can tell you about things I am committed to. (Assessed in Lesson 1).
Level 2	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.
Level 3	I can describe some of the ways Sikhs show commitment to God. I can start to evaluate which ways may show more or less commitment to God for Sikhs.
Level 4	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.
Level 5	I can understand that Sikhs choose how much they commit themselves to their religion and to God, and that there are many ways for them to do this. I can suggest why I think certain ways of showing commitment might be better than others and give reasons.

Resources needed for this Enquiry:

Range of symbols and artefacts that show commitment

5 Ks

'Pathways of Belief, Islam, Hinduism and Sikhism' - DVD

www.bbc.co.uk/learningzone/clips/4836.html: Inside the Gurdwara Part 1.

www.bbc.co.uk/learningzone/clips/4837.html: Inside the Gurdwara Part 2.

www.bbc.co.uk/learningzone/clips/4825.html: 'The Sikh Holy Book - Guru Granth Sahib'.

www.bbc.co.uk/schools/gcsebitesize/re/god/sikhismrev2.html: 'The Mool Mantar'.

www.hinduwebsite.com/sikhism/glossary.asp: Definitions of Sikh terms and names.

www.sikhnet.com: Using stories to illustrate Sikh rules for living.

Teacher reflection on this unit

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

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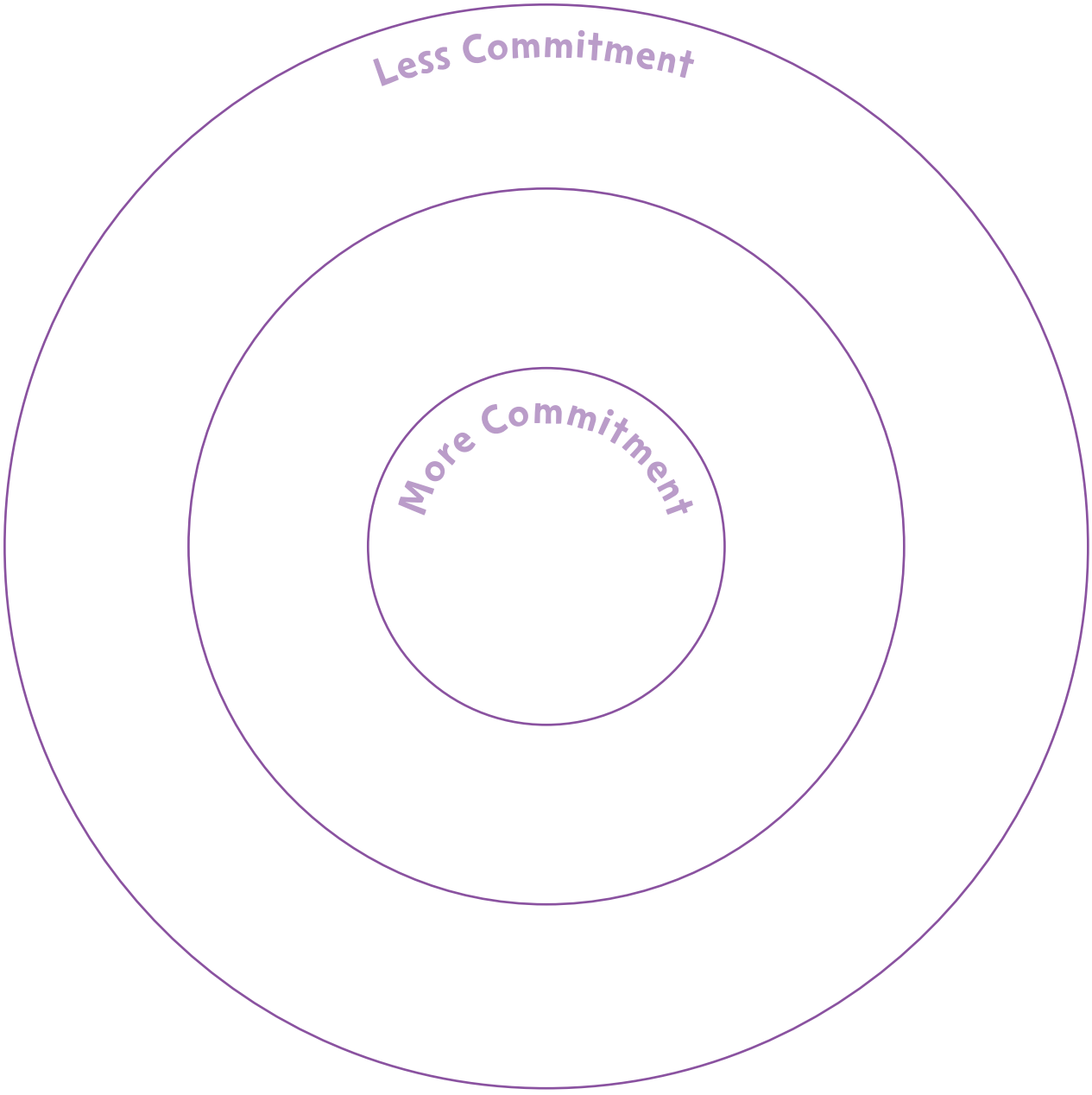
Year 3: Summer 2 - Sikhism
Enquiry: What is the best way for a Sikh to show commitment to God?

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

.....

.....

because .....

.....

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Year 3: Summer 2 - Sikhism
Enquiry: What is the best way for a Sikh to show commitment to God?

Working hard	Giving to charity	Helping others	Amrit ceremony
Wearing the 5 Ks	Praying every day at home	Reading the Guru Granth Sahib	Being kind to animals
Being vegetarian	Sharing the Langar	Worshipping at the Gurdwara	Being honest

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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 level. The content could be different.

Level 1
AT1 - Wearing the 5 Ks shows that a Sikh takes his religion seriously.
AT2 - I am committed to my team. I play every week. I am committed to being a good friend to Tom.

Level 2
AT1 - 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.
AT2 - 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.

Level 3
AT1 - 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.
AT2 - 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.

Level 4
AT1 - 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.
AT2 - 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.

Level 5
AT1 - I can see that some Sikhs choose to commit themselves to God in an intense way, trying to show their commitment in lots of ways, for example by going to the Gurdwara, sharing the Langar or joining the Khalsa. Other Sikhs might be just as committed but choose to show this quietly in the kindness they show to others. Some Sikhs are not that committed to their religion . They are just born into Sikh families.
AT2 - I think it would be best for Sikhs to choose a mixture of ways to show commitment to God. They show Him respect by going to the Gurdwara regularly but also try to do what He wants them to in their lives, e.g. by being good people, sharing and looking after their friends and families, because then they will be pleasing God in lots of ways.

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