



YEAR 3

**RELIGIOUS EDUCATION
CURRICULUM TOOLKIT**



Year 3 RE Curriculum

KNOW IT!

BELIEVING

Why is the bible important to Christians?

What do different people believe about God?

What do religious people believe about their Gods?



Christian God

“God is the creator of the whole world and all in it.”



Muslim God

Allah is the supreme and unique God, who created and rules everything. Allah has always existed and will always exist. Allah knows everything that can be known.



Hindu Gods

Hindus believe in a universal soul or God called Brahman. Hindus believe that there is a part of Brahman in everyone and this is called the Atman. There are many different Gods and goddesses in Hinduism and every Hindu is free to choose which to worship.

Key Vocabulary

Old & New Testament

Texts that make up the Bible. The Old Testament explains the history of the creation of the world, the exodus of the Israelites and the ten commandments. The New Testament focuses on the life and teachings of Jesus of the Christian bible.

Incarnation

Christians believe that God came to the earth in the form of Jesus.

Salvation

Christians believe God can offer salvation (which is saving souls from sin).

What should I already know?

The symbols for Islam and Allah calligraphy.

Muslim practice of prayer to Allah.

The Prophet Muhammed is a leader for Muslims.

The Qur'an is the Muslim Holy Book.

Where do religious beliefs come from?

Bible - Christian

The Holy book is split into two books. The Old Testament and the New Testament. The bible tells Christians what God is like and gives guidance on how to live as a good Christian.



Vedas - Hinduism

The most ancient sacred texts of the Hindu religion are written in Sanskrit and called the Vedas. Hinduism does not just have one sacred book but several scriptures. The Vedas scriptures guide Hindus in their daily life.



Qur'an - Islam

The Qur'an is the holy book for Muslims. The Qur'an was revealed to the Prophet Muhammad by God in Arabic. Muslims believe the Qur'an contains the sacred word of God.



Muslims & Key Vocabulary

Mosque (Islam)



What is used in prayer?

Cleanliness

The space must be clean in order to pray.

Wudu

Muslims must be clean and wear good clothes before they present themselves before God.

Prayer mat

Muslims use a piece of fabric or carpet as a prayer mat during worship.

Facing Makkah

All Muslims face Kaaba in Makkah, as they believe this is the most holy place in the world.

Preparing the mind

Muslims must clear their mind in readiness to pray to Allah.

Body language

Muslims use particular movements to pray to Allah.

Words of prayer

The first chapter of the Qur'an is spoken, then Muslims can recite any other of the verses of Qur'an they wish.

Time

Muslim prayer takes place during 5 set times in the day.

Year 3 RE Curriculum

What should I already know?

Christians remember Easter and pray at this special time.

Crucify—Christians believe that Jesus was put on a cross and died.

Resurrection—Christians believe Jesus came back to life.

Muslims celebrate Eid-il-Fitr and pray at this special time.

The Qur'an is the Muslim Holy Book.

Christians & Key Vocabulary

Church (Christianity)



What is used in prayer?

Many different types of prayer in Christianity

Song, silence, lighting candles, confession.

The Lord's Prayer

Christians say the Lord's Prayer out loud when praying to God.

No set time

Christians can pray at any time.

No set body movement

Christians traditionally kneel during prayer, although they can also sit, stand and lie down.

Hymns

Christians will sing hymns as a form of praying to God.

EXPRESSING

Why do people pray?

KNOW IT!

Hindu & Key Vocabulary

Temple (Hinduism)



What is used in prayer?

Shrine

A shrine will contain pictures of the gods or goddesses which people will use in prayer, along with other objects that are important to them.

Mantra (Word of prayer)

A sacred sound or word that is repeated.

Gods and Goddesses

The god's or goddess' name is repeated during worship.

Offerings

Flowers, food and incense are offered to the gods and goddesses during worship/prayer.

Body movement

Hindus bow to the images on the shrine of their gods and goddesses as a mark of love and respect.

The Gayatri Mantra

A widely used morning prayer.

Key Vocabulary

Baptist	A Christian Church who immerse Christians into water during baptism.
Roman Catholic	Follow the Pope and his teachings of Jesus.
Christians against poverty	Provides help to those who need it which is ran by the Christian church.
Anglican	Started by Henry VIII which is known as the Church of England.

Year 3 RE Curriculum

KNOW IT!

LIVING

What does it mean to be a Christian in Britain today?

What should I already know?

The Golden Rule—**do unto others as you would have them do unto you.**

The Golden Rule is believed in all religions.

The creation story.

In the home

Saying grace before meals.



Family prayer.



Giving money to charity.



Bible reading.



Christian objects in the home



- Cross
- Image of Jesus.

Church community

Sunday school classes.



Worship on a Sunday.



Worship during Christian festivals. Christmas and Easter.



Receiving baptism.



Sing hymns together.



Local Communities



Helping food banks.



Run crèches or toddler groups.



Running Christians against Poverty.



Visit schools to discuss Christianity.



Visit the sick.

In the Worldwide Community



Mother Teresa



Pope Francis



Loretta Minghella
(Director of Christian Aid)



Archbishop Justin Welby

TEACH IT

New Learning

Prior Learning

BELIEVING

What do different people believe about God?

- Describe some of the ways Christians, Muslims and Hindus describe God.
- Ask questions and suggest some of their own responses to ideas about God.
- Suggest why having a faith or belief in something can be hard.
- Identify some similarities and differences between ideas about what God is like in different religions.
- Discuss and present my own ideas about God and express my own understanding of God through words, symbols and the arts.

Why is the Bible important for Christians today?

- Give examples of how and suggest reasons why people use the Bible, the Qur'an and the Shruti today.
- Discuss my own ideas about why humans do bad things and how people try to put things right.

- Muslims and Christians all worship their own God.
- Have my own ideas about God and the creation story.
- Religion has times when we should pray and worship.
- Muslims use prayer beads, prayer mat, Qur'an, Mosque and take their shoes off to worship.
- Christians pray in a Church with a bible.
- Muslims believe in one God and call him Allah.

EXPRESSING

Why do people pray?

- Describe the practice of prayer for Christians, Muslims and Hindus.
- Explain ways in which prayer can comfort and challenge believers.
- Describe similarities and differences between how Christians, Muslims and Hindus pray.

- Prayer is a way of communicating with God.
- Muslims take their shoes off to pray.
- Muslims pray on a prayer mat facing a particular direction, facing Makkah.
- Christians pray anywhere.

LIVING

What does it mean to be a Christian in Britain today?

- Describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings.
- Describe some way some ways in which Christians express their faith through music and hymns.
- Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs help others.
- Explain similarities and differences between different ways of worshipping in two different Christian churches. (E.g. Anglican, Baptist, Roman Catholic or Methodist)

- Christians sing hymns to show faith.
- Christians celebrate Easter and Christmas.
- Christians know the Easter story.
- Muslims celebrate Eid-ul-Fitr.
- Religions celebrate special times.
- The Golden Rule is acknowledged across all religions.
- The Good Samaritan story.

POSSIBLE TEACHING SEQUENCE

BELIEVING

Why is the Bible important for Christians today?

-  Talk about sources of guidance and wisdom in their own and others' lives: who or what helps them to decide how to live? Introduce the Bible as a guide for Christians.
-  Give pupils a brief introduction to the Christian Bible – Old and New Testaments, divided into books, chapters and verses; different types of writing (illustrate with two examples e.g. histories; laws; poems; prayers; biographies (Gospels); letters) (be clear that what Christians call the 'Old Testament' is Jewish scripture too).
-  Introduce pupils to the idea that for Christians, the Bible tells them about what God is like. It also tells a 'big story' of God's dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go their own way ('the Fall'); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation). This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God.
-  Creation: Read Genesis 1 (use a lively children's version). Ask pupils to create dance/movement actions for each day, or art work to reflect the narrative; focus on what the narrative shows God is like – powerful, creative, good etc.
-  Find out what good and bad things people sometimes do. Explore idea of temptation: what things are tempting? Why do we give in sometimes? Do we sometimes blame others? Tell the story of Adam and Eve giving in to temptation (Genesis 3 – often called 'the Fall'). Does the way the people behave sound familiar? What lessons do pupils think Christians might learn from this story? Think about why Christians say people need to ask God to forgive them.
-  Explore creatively the Lost Coin, Sheep and Son stories (Luke 15) and how Christians interpret them as showing how much God wants 'sinners' to turn back to him; ask some Christians what they mean when they say Jesus saves or rescues them.
-  Look at some examples of how Christians use the Bible – for everyday prayer and Bible reading (often using notes), in Bible study groups; read aloud in church, with people talking about the meaning. What are the good things and the difficult things people might find from trying to follow this book in day-to-day life?

What do different people believe about God?

-  Talk about ways in which we exercise trust and faith in our everyday lives.
-  Find some examples of how we know about something we have not seen or experienced for ourselves.
-  What do people believe about God? Explore some of the ways in which religions name and describe the attributes of God – with a particular focus on how Christians think of God as Trinity – Father, Son and Holy Spirit; the 99 Names of Allah; or Hindu beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer).
-  Study art (Christians), calligraphy (Muslims) and/or murtis (Hindus) used to represent ideas about God to find out what they say about God.
-  Explore how ideas about God are shown in stories/narratives: E.g. encounters which help believers to understand God's relationship with people e.g., Moses and the Burning Bush (Exodus 3.1–15), Jonah (book of Jonah in the Old Testament); Baptism of Jesus (Mark 1.9–11); Pentecost (Acts 2. 1–21) and Paul's conversion (Acts 9. 1–19); stories Jesus told which teach about God e.g. the parable of the Forgiving Father (Luke 15.11–32).
-  Hindu texts which describe the indescribable (e.g. extract some of the more concrete metaphors from Bhagavad Gita 7:8–9 and 10:21–41; [<http://www.asitis.com/7/>] or the poem 'Who?' by Sri Aurobindo).
-  Explore stories which help Muslims understand the nature of God e.g. the story of the Night of Power – the revelation of the Qur'an to Muhammad, and the story of Muhammad's night journey and ascension.
-  Examine similarities and differences between these views of God.
-  Explore the influence believing in God has on the lives of believers.
-  Explore the fact that many people do not believe in God.
-  Reflect on pupils' own questions and ideas about God in light of their learning.
-  Express their own ideas about God through art, music, poetry or drama.

POSSIBLE TEACHING SEQUENCE

EXPRESSING

Why do people pray?

-  Discover and think about the meanings of the words of key prayers in three religions – e.g. the Muslim First Surah of the Qur’an, the Christian Lord’s Prayer and the Hindu Gayatri Mantra.
-  Learn that Hindus, Muslims and Christians pray in many different ways, both using set forms of words and more spontaneously, and the three religions believe similar and different ideas about how God hears prayers.
-  Consider the idea that some people are spiritual but not religious and like to pray in their own way.
-  Consider the idea that some people are atheists who believe it is more use to be kind or to help someone than to pray for them.
-  Find out about some symbols used in prayers in different religions.
-  Explore connections between prayer in three different religions.
-  Explore the impact of prayer: Does it enable people to feel calm, hopeful, inspired, close to God or challenged? How?
-  Ask good questions about answered and unanswered prayer and find out some answers to these questions.
-  Discuss and consider the impact of praying in some stories from inside the religions, e.g. stories of answered prayer, or of the origin of a prayer in ancient India, in Jesus’ teaching or in the Holy Qur’an.
-  Make links between beliefs and practice of prayer in different religions.
-  Weigh up the value and impact of these key ideas for themselves.

LIVING

What does it mean to be a Christian in Britain today?

-  Find out about how Christians show their faith within their families. What objects might you find in a Christian’s home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge. What kinds of things would Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class?
-  Explore what Christians do to show their faith within their church communities. What do they do together and why? Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal), and some of the similarities and differences between what Christians do there. E.g. Sunday school classes, ‘Messy Church’, Girls Brigade, Boys’ Brigade, Sunday services, different types of worship music, home groups. Ask some teenagers from two churches about how they show their faith.
-  Find out what Christians do to show their faith in how they help their local community. Choose one or two local churches to illustrate local involvement, e.g. in food banks, running crèches and toddler groups, supporting those in need (e.g. St Vincent de Paul Society), running ‘Christians Against Poverty’ money management courses, Alpha Courses, cake sales, visiting the sick, etc. Obviously, Christians are not the only people who do these things, but find out why Christians and others do work hard to help people in their communities. What kinds of things do pupils at your school do to help others, and why?
-  Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g. Mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella (Director of Christian Aid). See if there are local Christians who are involved in fighting for justice etc.