



# Discovery RE<sup>®</sup>



The **enquiry** approach to  
Religious Education

Ages 8-11



[www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com)

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## **The Scheme of Learning for Religious Education in the Primary School**

### **Foreword**

Writing a progressive, easy to use Scheme of Learning for Religious Education is never an easy task, even for RE specialists. How will I find the time to do all this planning? Which religions shall we teach when? What is the weighting to be given to Christianity and other religions? How far can we go with the enquiry-based approach? Have we got the resources necessary to teach the new syllabus? I don't have a budget! What about children's spiritual development? What about SMSC (Spiritual, Moral, Social, Cultural) development? What about the British Values agenda? What is 'religious literacy'?

Very aware of the drive to make RE a meaningful and relevant subject, and also the huge amount of time and effort needed to write a Scheme of Learning for the whole school, my colleagues and I have written Discovery RE to help short-cut the planning process whilst still enabling teachers to take ownership of how they deliver each lesson/enquiry.

Discovery RE is a set of detailed medium-term plans for RE from Years F1/2 to Year 6. It adopts an enquiry-based approach to teaching and learning.

Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered. Humanist perspectives are added when appropriate in some enquiries.

The overview grid shows the long-term plan, with choices needing to be made as to which religion to teach alongside Christianity in some year groups.

Each enquiry demands the equivalent of 6 lessons, but teaching time could be blocked over perhaps 3 half days to enhance learning. Each enquiry has a learning objective which shows the learning over the enquiry and SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout as is each enquiry's contribution to the British Values agenda.

### **SMSC (Spiritual, Moral, Social and Cultural) development**

With the Ofsted inspection framework emphasising the opportunities children are offered for SMSC development, RE can be a key contributor. Therefore, SMSC opportunities are identified in each enquiry, and are mapped on the overview grid for each year group. Further support for SMSC can be found on [www.janlevereducationconsultancy.com](http://www.janlevereducationconsultancy.com)

### **British Values**

Religious Education is a key player in engendering knowledge and understanding which can lead to tolerance and respect for others and their beliefs. It does not, however, teach children to passively accept, but rather encourages evaluation and critical thinking, equipping them to consider belief positions they encounter. Discovery RE contributes significantly to the British Values agenda and the mapping documents in the Overview section of the folder and at the beginning of each year group show how.

### **Mindfulness**

Mindfulness means cultivating a sense of awareness on purpose, in a non-judgemental way in the present moment. It is hoped that teachers will use mindfulness practices to build children's self-awareness and skills of reflection, thus supporting their RE learning as well as their personal spiritual development.

## Introducing the Discovery RE Owl Crew

To help children engage with the process of enquiry, we are delighted to introduce the Discovery RE Owls.



**Bertie**

**F1/2 (Nursery/  
Reception)**



**Abbey**

**Year 1**



**Sofia**

**Year 2**



**Huey**

**Year 3**



**Egbert**

**Year 4**



**Auberon**

**Year 5**



**Gudrun**

**Year 6**

You will notice the number of feathers on their chests denotes the year group. Each whole school set of Discovery RE (3rd Edition) includes one of each of the OWL CREW. (Extra OWLS are available from the Discovery RE online shop [www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com)) You may well find each class needs its own.

The OWL CREW names mean wisdom/intelligence in a range of languages, thus pointing to the way they are used in Discovery RE.

In the planning you will see the OWL in the text every time we suggest you use him/her. The idea is that the OWLS are sources of wisdom so that:

- a) Children can ask them questions during the enquiry.

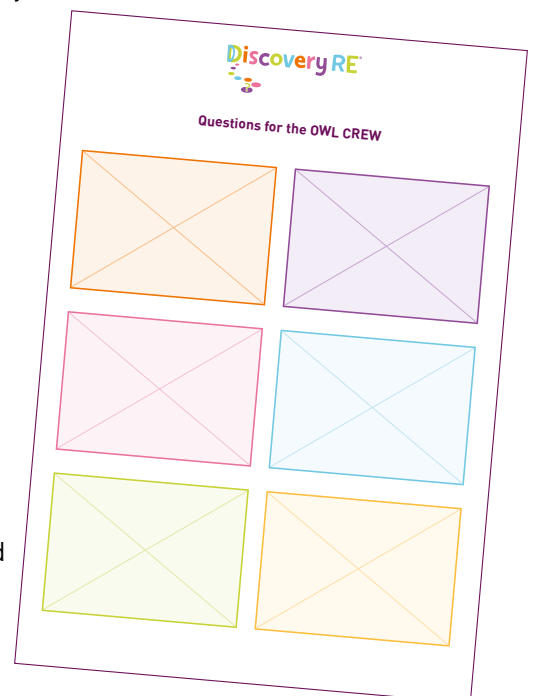
The file 'Questions for OWL CREW' on the USB stick has printable envelope templates for children to write their questions on.

They write their questions on the envelope template and give them to the owl. (You may like to provide a special post box or receptacle for your class' questions).

This gives you, the teacher, time to think through an appropriate answer and build this into the next lesson, the answer obviously coming from the owl.

This will help you with ongoing assessment, giving insight into the children's thinking.

- b) The OWLS can ask the children questions i.e. the big enquiry question, and any other questions that may support their learning through the enquiry.
- c) The OWLS can give the children information e.g. Gudrun Owl would like you to watch this video clip/to explore these artefacts.
- d) The OWLS can act as the 'talking object' when you are using Circle Time to discuss opinions and thoughts on issues being studied.



We hope the Discovery RE OWL CREW will add an extra dimension to your RE work. We will be developing how we use them so do keep an eye on the Community Area of the Discovery RE website, and by all means, let us know if you have any ideas for the CREW.



## Assessment in Discovery RE

Mindful that the majority of agreed syllabi for RE around the country used to align themselves to the 2 attainment target and 8-level scale system of assessing children's RE learning, the original edition of Discovery RE followed this pattern in order to be of service to teachers.

Some people are still obliged to follow agreed syllabi containing this system, so Discovery RE continues to reference the 2 attainment targets (albeit teasing out the different aspects of AT2).

However, mindful of the educational landscape 'beyond levels', we also offer an alternative colour-coded system:

- **End of key stage age-related expectations** for KS1, lower KS2 and upper KS2. This is similar to the RE Council non-statutory framework for RE (2013) which also suggests end of Key Stage expectations, summarised as:

(Abridged NCFRE showing the 3 strands A, B and C. (For Curriculum Framework for RE, just Google).

Attainment related to end of KS statements	Reference to 'old' level descriptors	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
End of KS1 (Year 2 Age 7)	2	Retell, recognise and find meanings	Explore and respond sensitively	Begin to express ideas and opinions
End of Lower KS2 (Year 4 Age 9)	3	Describe, discover more and respond thoughtfully	Observe and suggest reasons	Suggest reasons and respond thoughtfully
End of KS2 (Year 6 Age 11)	4	Reflect and make connections between different ideas	Consider, compare and contrast	Offer ideas and clear responses

- **3 age-related expectation descriptors for each enquiry in each year group.** These expectations (working AT, TOWARDS and BEYOND) give guidance for assessing each of the 3 aspects of learning involved and made explicit in Discovery RE. Schools can, of course, use the language of their choice to describe these expectations (e.g. developing, secure, exceeding) in order to ensure RE is in line with the school's system.

The 3 aspects of learning are colour-coded:

**Green: personal resonance with or reflection on... (formerly AT2 personal)**

**Blue: knowledge and understanding of... (formerly AT1)**

**Red: evaluation/critical thinking in relation to the enquiry question (formerly AT2 impersonal).**

AfL (assessment for learning) opportunities are offered throughout each step of each enquiry.

This colour coding starts with steps 1-4 on the planning, each box being framed in the colour that denotes the focus of learning in that step.

The colours continue in the Activity Sheets so the teacher can see which activity is focused on which aspect of learning, and follow this through in the expectation descriptors (Working TOWARDS, Working AT and Working BEYOND) and in the exemplification. This will make it easier to link teaching with learning outcomes, as RE is a complex subject to assess.



## End of Key Stage Colour-coded descriptors in Discovery RE

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



### Discovery RE and Church of England Schools

Christianity is taught in every year group in Discovery RE and the enquiry approach adds challenge, requiring children to retain knowledge and apply it to the big question using their critical thinking skills.

Each enquiry addresses an aspect of Christian theology, sometimes explicitly using the theological language and sometimes laying foundations of experience and understanding which will later facilitate learning the explicit theology. To ensure church schools using Discovery RE are confident they are teaching enough Christianity to satisfy their SIAMS requirements, the 3rd edition of Discovery RE has 3 additional (optional) Christianity enquiries, one in each of years 4, 5 and 6.

### Discovery RE and 'Understanding Christianity'

Mindful of the 'Understanding Christianity' materials, launched in 2016, which emphasise theological literacy, gaining knowledge and interpreting source texts in order to enhance children's holistic understanding of Christianity, each Christianity enquiry in Discovery RE has the underpinning Christian concept/core belief made explicit. These are aligned with the 'Understanding Christianity' materials.

Discovery RE is pleased to work co-operatively with the 'Understanding Christianity' Project. The Church of England recommends its schools use the UC materials to deliver Christianity work in RE, and has shown how this might be done in schools already using Discovery RE. [www.churchofengland.org](http://www.churchofengland.org)

This is also in the 'Other' section of Discovery RE.

If church schools choose to substitute some of the Discovery RE enquiries on Christianity with UC units, these can sit comfortably in the holistic programme of Discovery RE, which gives a whole-school structure for RE including coverage of the 5 principal religions other than Christianity, and using a consistent, developmental approach.

SIAMS inspections seek additionality from church schools. Discovery RE supports schools to improve their SIAMS inspection outcomes. See the article on [www.discoveryschemeofwork](http://www.discoveryschemeofwork)

Our research shows that 94.5% of the Church of England schools using Discovery RE have gained 'good' or 'outstanding' grades in their SIAMS Reports since implementing this resource. See the research report on the Discovery RE website.

### Discovery RE and Catholic Schools

Discovery RE, by its very nature as a progressive and comprehensive set of RE planning, is in no way, denominational. Because of this, and due to the fact that it is a medium term planning tool, no part of it contradicts the aims and objectives of the religious education curriculum in Catholic schools.

In such schools, specific elements need to be included in the RE programme in line with Canon Law, advice, guidance and the support of the Diocesan Bishop and Catholic Education Service. Teachers can therefore use Discovery RE and tailor it to fulfil the expectation that, 'in religious education in particular, the Church aims to transmit (to children) the Catholic faith'.

The Bishops' Statement also states that through Religious Education and the general life of the school, "young people are prepared to serve as witnesses to moral and spiritual values in the wider world".

The philosophy of Discovery RE is clearly in line with this,

"children's ...knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced."

As stated by the Catholic Bishops' Conference:

"The outcome for religious education is religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capacity- to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life".  
(Religious Education Curriculum Directory for Catholic schools page 10).

"Excellence in Religious Education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom Religious Education will be a challenging educational engagement between the pupil, the teacher and the authentic subject material."  
(Statement on Religious Education in Catholic Schools, issued by the Catholic Bishops' Conference of England and Wales (7), 5th May 2000).



### Discovery RE and the English National Curriculum

RE is statutory and sits alongside the national curriculum. However, it serves not only the SMSC and British values agendas but also contributes significantly to literacy skills as well as linking easily to many areas of the national curriculum.

The article, 'Discovery RE and the national curriculum' shows the possible links. See [www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com) or contact us to receive this article.

### Support for Discovery RE schools [www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com)

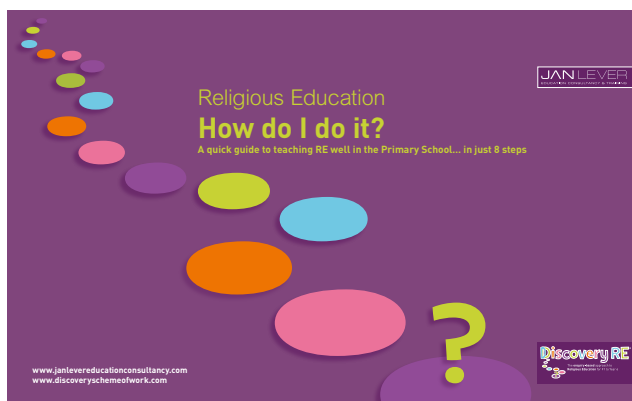
We offer the website to you as an ongoing hub of support. You are welcome to contribute; just contact us through the website. Termly newsletters, fresh articles and additional resources are added regularly. We will alert you by email.

We do our best to offer ongoing support to schools using Discovery RE by:

- Offering each school a mentor, always on hand to answer any questions and offer support and advice
- Giving passworded access to the Discovery RE Community Area on the website (we will email you the login details)
- Termly newsletters to keep you up to date and give more teaching/learning ideas

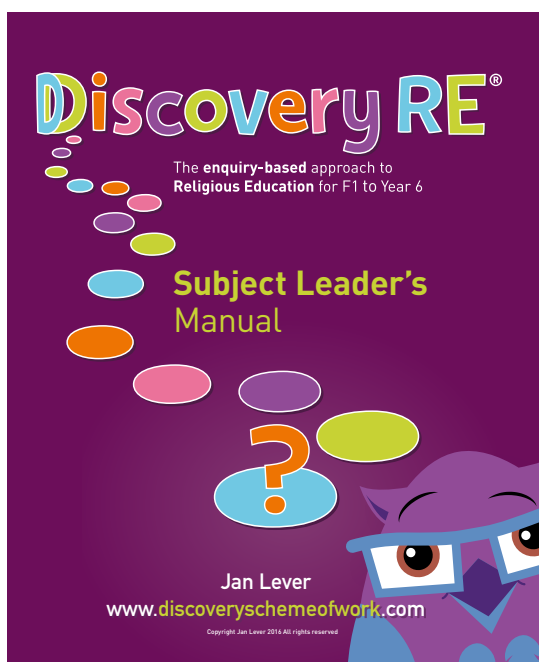
We also listen and respond to teachers' requests and concerns and as a result have recently produced:

- RE: How do I do it?



This booklet is designed to take teachers inexperienced in RE, and those in initial teacher training, through an 8 step process showing how to plan RE across a school. It includes sample materials from Discovery RE and may be a useful resource to use for in-house training. This is available through the Discovery RE website online shop.

- Subject Leader's Manual



The subject leader's manual is designed to be a source of guidance and support for teachers leading this subject across the school.

Chapters on: Organisation  
Action planning  
Budget and resources  
Monitoring  
Staff training  
Visits and visitors  
and more, suggest what needs to be done, how to evidence your work as leader as well as the teaching and learning in RE.

A usb stick has editable documents to help further e.g. policy documents, action planning templates etc.

The folder can become your actual subject leader's folder as you add evidence to each chapter.

Each manual also comes with a copy of RE: How do I do it?

The subject leader's manual can be ordered through the website online shop or just contact the office  
+44 (0)1202 377193





### Free update policy

**Books, websites and learning clips.** Although Discovery RE is medium-term planning, we do our best to suggest teaching resources that may be helpful. However, because these may change, become unavailable etc. over time, we recommend you check the Community Area of the website where we will post updated resource lists at the end of each half-term. In the meantime, please let us know if you come across a clip that is inactive and we will source an alternative straight away for you. Contact [elaine@janlevergroup.com](mailto:elaine@janlevergroup.com). Check website [www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com), log in with your password to the Community Area and look in the Resources section for Updated Resource List.



We continue to operate a free update policy at Discovery RE regarding the Scheme of Learning, believing we are here to support schools and once you have invested in us and the resource, you join the Discovery RE Community. Therefore, this 3<sup>rd</sup> edition of Discovery RE is offered as a free download to schools currently using the older version/s.

### Our Philosophy

Our belief is that, using an enquiry-based model well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced.

This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

Discovery RE is a thoughtful and creative set of RE planning for the whole Primary school, F1/2 to Year 6.

We hope it makes teachers' lives easier and short-cuts the planning process, freeing them to design exciting and challenging teaching/learning activities for each lesson/enquiry.

Thanks go to teachers: Hayley Lynam, Dawn Murray, Karen Hunnisett and Sian Pell whose enthusiasm for RE and children's learning, willingness to spend many hours on this project and share their current classroom experience, have helped me to make Discovery RE a relevant and creative teaching resource.

Thanks also go to Discovery RE Consultants, David Rees, Hannah Rees and Alison Harris who, with me, bring a collective 90+ years of RE experience to Discovery RE.

We hope our work supports you to keep improving children's learning in and deepening their thinking through Religious Education.

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The Jan Lever Group comprises 3 enterprises supporting schools:

Discovery RE [www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com)

Jigsaw PSHE [www.jigsawpshe.com](http://www.jigsawpshe.com)

Jan Lever Education Consultancy and Training [www.jlect.com](http://www.jlect.com)







## Introduction

The context... ENGLAND

### What do you have to teach in RE?

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

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

(The Education Act 2002, section 80)

Academies must provide RE in accordance with their funding agreements.

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

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

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

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

### Academies and Free schools

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

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

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

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

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

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

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

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

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

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



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

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

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

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

#### **1. 2004 non-statutory national framework for RE**

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

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

Attainment Target 1: Learning ABOUT religion

Attainment Target 2: Learning FROM religion

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

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

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

#### **2. 2013 national curriculum framework for RE (NCfRE)**

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

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

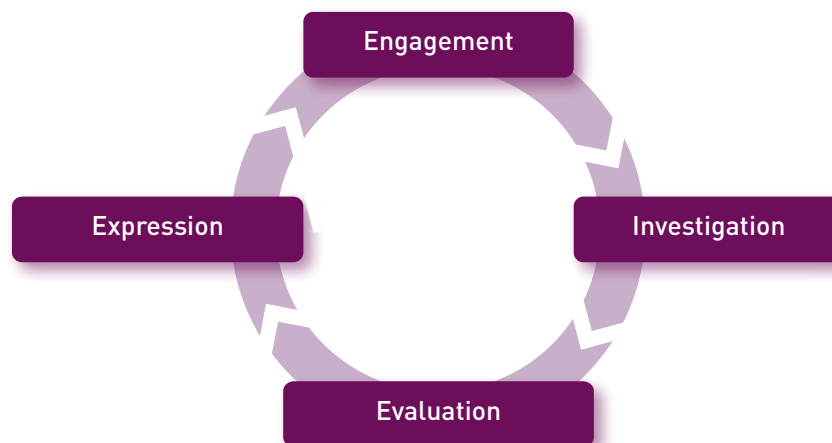
B. express ideas and insights about the nature, significance and impact of religions and world views

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

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

How is the planning set out in Discovery RE?

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



### The 4-step enquiry process

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

### Step 1 (usually 1 lesson)

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

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

### Step 2 (usually the equivalent of 3 lessons)

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

### Step 3 (usually 1 lesson)

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

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

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

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



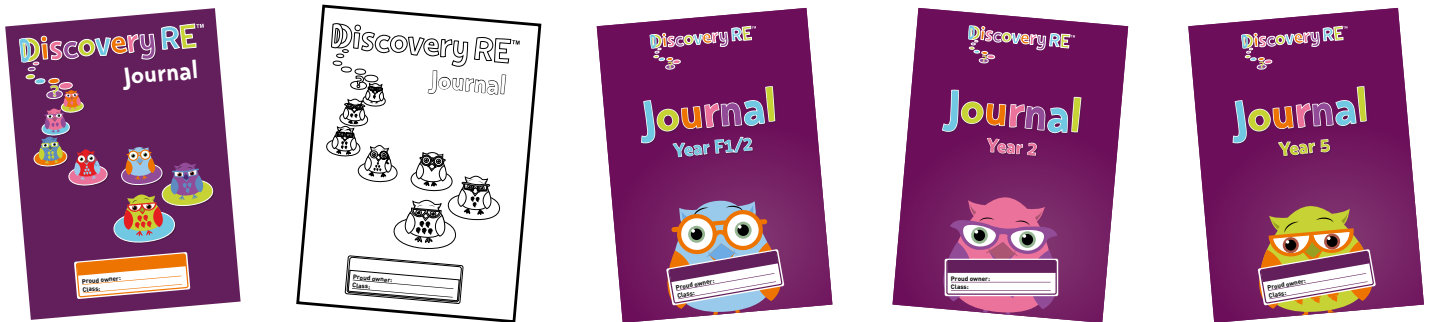
We believe that RE insights are not bound by literacy skills.

#### Step 4 (usually 1 lesson)

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

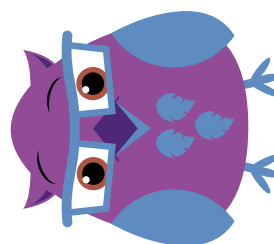
Children's progress is best recorded in individual journals or portfolios, but the whole learning experience of the class may be gathered into a class Discovery RE Portfolio.

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



## Overview Year 3

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



## Discovery RE supports the teaching of British Values

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

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

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

### Lower Key Stage 2 (Yrs 3 & 4)

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





The overview mapping grid that follows...

#### Year 3 Overview

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

From left to right..explaining the columns

#### Column 1

The academic term and focus religion

#### Column 2

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

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

#### Column 3

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

#### Column 4

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

#### Areas of enquiry

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

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

#### Column 5

The overall learning objective for the whole enquiry.

#### Column 6

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

#### Column 7

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

The Discovery RE website has 'shopping lists' of suggested 'essential' and 'desirable' resources useful for each enquiry.

[www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com)

## Year 3 Overview

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
<b>Autumn 1</b> Hinduism	<b>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</b> Does participating in worship help people to feel closer to God or their faith community? (Belonging)	Diwali	<b>AT1 B</b> Practices and ways of life <b>AT1 C</b> Forms of expressing meaning <b>AT2 D</b> Identity, diversity and belonging		We are learning to investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus.	Social Cultural	'Pathway of Belief - Islam, Hinduism and Sikhism': DVD/Video <a href="http://www.bbc.co.uk/education/clips/zwmv4">www.bbc.co.uk/education/clips/zwmv4</a> : Diwali and New Beginnings Rangoli patterns, Diya lamps and Puja tray: internet - one per group Pictures of Hindu children during Diwali: internet 'Being Me in My World': Jigsaw
OR							
<b>Autumn 1</b> Sikhism	<b>Does joining the Khalsa make a person a better Sikh?</b> Do religious people lead better lives? Is religion the most important influence and inspiration in people's life? Do all religions beliefs influence people to behave well towards others? (Believing/Belonging)	The Amrit Ceremony and the Khalsa	<b>AT1 B</b> Practices and ways of life <b>AT2 D</b> Identity, diversity and belonging		We are learning to understand the reasons why a Sikh may choose to join the Khalsa.	Moral Cultural	'Pathways of Belief - Islam, Hinduism and Sikhism': DVD/Video <a href="http://www.bbc.co.uk/education/clips/zghy82">www.bbc.co.uk/education/clips/zghy82</a> : Origins of the Khalsa Jarah Prashtad 5Ks
<b>Autumn 2</b> Christianity	<b>Has Christmas lost its true meaning?</b> Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Christmas Concept: Incarnation	<b>AT1 A</b> Beliefs, teachings and sources <b>AT2 E</b> Meaning, purpose and truth		We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.	Spiritual Cultural	Pass the Parcel Nativity scenes/images Children's Bible: Christmas story

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

## Year 3 Overview cont.

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
<b>Spring 1</b> Christianity	<b>Could Jesus heal people?</b> Were these miracles or is there some other explanation? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Jesus' miracles Concept: Incarnation	<b>AT1 A</b> Beliefs, teachings and sources <b>AT2 E</b> Meaning, purpose and truth		We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.	Spiritual	'Bear Feels Sick' by Karma Wilson Bible Stories: Blind Man (John 9), Paralysed Man (Mark 2)
<b>Spring 2</b> Christianity	<b>What is 'good' about Good Friday?</b> Should religious people be sad when someone dies? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing)	Easter - forgiveness Concepts: Salvation, New Covenant	<b>AT1 C</b> Forms of expressing meaning <b>AT2 E</b> Meaning, purpose and truth		We are learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.	Spiritual Moral	Easter story Art representations of 'The Last Supper' and 'The Crucifixion': e.g. 'Jesus Through Art' by Margaret Cooling Large sequencing cards for the Easter story: Palm Sunday, Maundy Thursday, Good Friday, etc. <a href="http://www.bbc.co.uk/education/clips/zjgkq6f">www.bbc.co.uk/education/clips/zjgkq6f</a> : Good Friday and Easter eggs
<b>Summer 1</b> Hinduism	<b>How can Brahman be everywhere and in everything?</b> Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing)	Hindu Beliefs	<b>AT1 A</b> Beliefs, teachings and sources <b>AT2 E</b> Meaning, purpose and truth		We are learning to understand the Hindu belief that there is one God with many different aspects.	Spiritual	Cube nets A small box containing pictures/models of different Hindu deities Cards explaining the role of each of the Deities <a href="http://www.bbc.co.uk/education/clips/z6q6sbk">www.bbc.co.uk/education/clips/z6q6sbk</a> : Explanation of Hindu gods 'Pathways of Belief, Islam, Hinduism and Sikhism DVD/Video Glass of water and salt

OR

## Year 1 Overview cont.

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
<b>Summer 1</b> Sikhism	<b>Do Sikhs think it is important to share?</b> Do religious people lead better lives? Is religion the most important influence and inspiration in people's life? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)	Sharing and Community	<b>AT1 B</b> Practices and ways of life <b>AT2 E</b> Meaning, purpose and truth		We are learning to explore how Sikh beliefs affect their way of life and the importance they place on sharing.	Social Cultural	<a href="http://www.sikhnet.com/stories">www.sikhnet.com/stories</a> : Sikh stories Pot of natural yoghurt Sikh flag <a href="http://www.bbc.co.uk/education/clips/z186nbk">www.bbc.co.uk/education/clips/z186nbk</a> : Vaisakhi - Sikh New Year Ceremony <a href="http://www.allaboutsikhs.com/sikh-festivals/the-sikh-festivals">www.allaboutsikhs.com/sikh-festivals/the-sikh-festivals</a> : Other Sikh Festivals Pictures of Sikhs sharing (4 or 5)
<b>Summer 2</b> Hinduism	<b>Would visiting the River Ganges feel special to a non Hindu?</b> Do religious people live better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)	Pilgrimage to the River Ganges	<b>AT1 C</b> Forms of expressing meaning <b>AT2 F</b> Values and commitments		We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu.	Spiritual Cultural	Glass of water <a href="http://www.bbc.co.uk/education/clips/z9bd7hv">www.bbc.co.uk/education/clips/z9bd7hv</a> : Pilgrimage in Hinduism 'Discovery RE' CD Holiday brochures for India
OR							
<b>Summer 2</b> Sikhism	<b>What is the best way for a Sikh to show commitment to God?</b> Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community? (Believing/Belonging)	Prayer and Worship	<b>AT1 B</b> Practices and ways of life <b>AT1 C</b> Forms of expressing meaning <b>AT2 F</b> Values and commitments		We are learning to understand different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment.	Spiritual Moral Cultural	Range of symbols and artefacts that show commitment. The 5 Ks 'Pathways of Belief, Islam, Hinduism and Sikhism' <a href="http://www.bbc.co.uk/education/clips/zkr87ty">www.bbc.co.uk/education/clips/zkr87ty</a> : The Gurdwara Pt1/2 <a href="http://www.bbc.co.uk/education/clips/z8cd2hv">www.bbc.co.uk/education/clips/z8cd2hv</a> : The Gurdwara Pt2/2 <a href="http://www.bbc.co.uk/education/clips/z9gkq6f">www.bbc.co.uk/education/clips/z9gkq6f</a> : The Sikh Holy book, The Guru Granth Sahib <a href="http://www.bbc.co.uk/education/guides/zqzxvow/revision/4">www.bbc.co.uk/education/guides/zqzxvow/revision/4</a> : Expressing beliefs about god <a href="http://www.hinduwebsite.com/sikhism/glossary.asp">www.hinduwebsite.com/sikhism/glossary.asp</a> : Definitions of Sikh terms and names <a href="http://www.sikhnet.com">www.sikhnet.com</a> : Using stories to illustrate Sikh rules for living

Humanism Links - You may like to make reference to Humanism when appropriate. Suggestion below

Humanism Link Autumn 2	Has Christmas lost its true meaning?	Christmas	<b>AT1 B</b> Practices and ways of life <b>AT2 E</b> Meaning, purpose and truth	We are learning to find out what Christmas might mean to people who do not believe in God.	Spiritual Cultural	
Humanism Link Spring 1	Could Jesus heal people? Were these miracles or is there some other explanation?	Miracles	<b>AT1 A</b> Beliefs, teachings and sources <b>AT2 E</b> Meaning, purpose and truth	We are learning about explanations for miracles that may not include God.	Spiritual Cultural	<a href="http://understandinghumanism.org.uk/themes/">http://understandinghumanism.org.uk/themes/</a> a resource for staff



## Overview of Learning Outcomes for Year 3

### Year 3 My Learning Progress

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

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

Name:

Class:

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

OR

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

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

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

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



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

OR

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

Year 3 Summer 2	Would visiting the River Ganges feel special to a non-Hindu?	Comments
<b>WORKING TOWARDS</b>  (Level 2)	<p>I can explain the effects of water on me.</p> <p>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.</p> <p>I can tell you how I think it might feel for a Hindu to visit the River Ganges.</p>	
<b>Year 3 expectation</b> <b>WORKING AT</b>  (Level 3)	<p>I can explain why water is important.</p> <p>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.</p> <p>I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p>	
<b>WORKING BEYOND</b>  (Level 4)	<p>I can describe some ways that people use water in groups and start to explain how that gives a sense of community.</p> <p>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.</p> <p>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).</p>	

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



## Pupil Self-Assessment

Enquiry:

Name:

Class:

Term:

I learnt...

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I enjoyed...

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I wonder...

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# Discovery RE Tracking Sheet

Teacher: Class: Year Group:

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

Table

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

## Colour-coded descriptors in Discovery RE

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

## Discovery RE Resource List

February 2017 - Year 3

Enquiry	Book, Film Clip, other resource	Author/s	Detail
Autumn 1 Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? <b>OR</b>	Pathways of Belief; Islam, Hinduism and Sikhism	DVD/Video (BBC)	Available from many outlets including <a href="http://www.trumedia-shop.co.uk/bbc-islam-hinduism-and-sikhism-dvd-plus-pack">www.trumedia-shop.co.uk/bbc-islam-hinduism-and-sikhism-dvd-plus-pack</a>
	Divali and New Beginnings	BBC website	<a href="http://www.bbc.co.uk/education/clips/zmwmpv4">www.bbc.co.uk/education/clips/zmwmpv4</a>
Does joining the Khalsa make a person a better Sikh?	Pathways of Belief; Islam, Hinduism and Sikhism	DVD/Video (BBC)	Available from many outlets including <a href="http://www.trumedia-shop.co.uk/bbc-islam-hinduism-and-sikhism-dvd-plus-pack">www.trumedia-shop.co.uk/bbc-islam-hinduism-and-sikhism-dvd-plus-pack</a>
	Origins of the Khalsa	BBC website	<a href="http://www.bbc.co.uk/education/clips/zghyr82">www.bbc.co.uk/education/clips/zghyr82</a>
Autumn 2 Has Christmas lost its true meaning?	Children's Bible		Widely available
Spring 1 Could Jesus heal people? Were these miracles or is there some other explanation?	'Bear Feels Sick'	Karma Wilson	ISBN-10: 1442440937 ISBN-13: 978-1442440937
	Humanist explanations of miracles	Understanding Humanism website	<a href="http://understandinghumanism.org.uk/themes/">http://understandinghumanism.org.uk/themes/</a>
Spring 2 What is 'good' about Good Friday?	'Jesus Through Art'	Margaret Cooling	ISBN-10: 185175119X ISBN-13: 978-1851751198
	Good Friday and Easter eggs	BBC website	<a href="http://www.bbc.co.uk/education/clips/zjgkq6f">www.bbc.co.uk/education/clips/zjgkq6f</a>
Summer 1 How can Brahman be everywhere and in everything? <b>OR</b>	Expressing faith through dance and the different Hindu gods	BBC website	<a href="http://www.bbc.co.uk/education/clips/z6q6sbk">www.bbc.co.uk/education/clips/z6q6sbk</a>
	Pathways of Belief; Islam, Hinduism and Sikhism	DVD/Video (BBC)	Available from many outlets including <a href="http://www.trumedia-shop.co.uk/bbc-islam-hinduism-and-sikhism-dvd-plus-pack">www.trumedia-shop.co.uk/bbc-islam-hinduism-and-sikhism-dvd-plus-pack</a>
Do Sikhs think it is important to share?	Sikh stories	Sikhnet website	<a href="http://www.sikhnet.com/stories">www.sikhnet.com/stories</a>
	The festival of Vaisakhi	BBC website	<a href="http://www.bbc.co.uk/education/clips/zt86nbk">www.bbc.co.uk/education/clips/zt86nbk</a>
	Other Sikh Festivals	'All about Sikhs' website	<a href="http://www.allaboutsikhs.com/sikh-festivals/the-sikh-festivals">www.allaboutsikhs.com/sikh-festivals/the-sikh-festivals</a>
Summer 2 Would visiting the River Ganges feel special to a non-Hindu? <b>OR</b>	Pilgrimage in Hinduism	BBC website	<a href="http://www.bbc.co.uk/education/clips/z9bd7hv">www.bbc.co.uk/education/clips/z9bd7hv</a>
What is the best way for a Sikh to show commitment to God?	Pathways of Belief; Islam, Hinduism and Sikhism	DVD/Video (BBC)	Available from many outlets including <a href="http://www.trumedia-shop.co.uk/bbc-islam-hinduism-and-sikhism-dvd-plus-pack">www.trumedia-shop.co.uk/bbc-islam-hinduism-and-sikhism-dvd-plus-pack</a>
	The Gurdwara Pt1/2	BBC website	<a href="http://www.bbc.co.uk/education/clips/zkr87ty">www.bbc.co.uk/education/clips/zkr87ty</a>
	The Gurdwara Pt2/2	BBC website	<a href="http://www.bbc.co.uk/education/clips/z8cd2hv">www.bbc.co.uk/education/clips/z8cd2hv</a>
	The Sikh Holy book, The Guru Granth Sahib	BBC website	<a href="http://www.bbc.co.uk/education/clips/z9gkq6f">www.bbc.co.uk/education/clips/z9gkq6f</a>
	Expressing beliefs about god	BBC website	<a href="http://www.bbc.co.uk/education/guides/zqpxvcw/revision/4">www.bbc.co.uk/education/guides/zqpxvcw/revision/4</a>
	Definitions of Sikh terms	Hindu website	<a href="http://www.hinduwebsite.com/sikhism/sikhindex.asp">www.hinduwebsite.com/sikhism/sikhindex.asp</a>
	Using stories to illustrate Sikh rules for living	Sikhnet website	<a href="http://www.sikhnet.com">www.sikhnet.com</a>





**Year 3**

**Autumn 1**

**Theme:**  
Divali

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

**Religion:**  
Hinduism







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



## Key Stage 2

### Medium Term Planning

Year: 3		Term: Autumn 1
Theme: Divali		Religion: Hinduism
<b>Key question for this enquiry:</b> Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?		
<b>Learning Objectives:</b> We are learning to investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus?		
Teaching and Learning Activities		
<p><b>Step 4 Expression (1 lesson)</b></p> <p>Use Huey Owl 🦉 as the 'talking object' in Circle Time. Circle Time for the whole class to discuss their sense of belonging and identity, sharing what they have in common, their goals for the year, etc. Can they have a class logo/ badge/song/mission? Can they have a class playtime when they share favourite games and all join in if they choose to? Would they like an owl on their class logo?</p> <p>If you are using Jigsaw PSHE in your school, link this work to 'Being Me In My World' Puzzle <a href="http://www.jigsawpshe.com">www.jigsawpshe.com</a></p>		<p><b>Step 1 Engagement (1 lesson)</b></p> <p>Introduce Huey Owl 🦉 as the wise owl who will challenge us with questions and who we can ask any questions we like. Show children the envelope cards for their questions (print from the Discovery RE cdrom/USB) Use Huey Owl through the lesson to ask children questions. In small groups, set children a group challenge to set themselves up as a special group which has an identity of its own because of what it believes in e.g. Group 1 might believe that all dogs should have good homes, and must set themselves up with a group name/identity/badge or logo and decide the three most important things for their new group to do in order to help dogs. Do children gain a sense of belonging because they are united in a mission? Can they agree on what is right and wrong? How do they celebrate when a dog is helped? How does it feel to bring good to the world? How would you celebrate together? Would you feel a sense of belonging?</p>
<p><b>Step 3 Evaluation (1 lesson)</b></p> <p>🦉 Qu: Why do Hindus celebrate Divali?</p> <p>Did you enjoy taking part in the activities? How did you feel?</p> <p>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?</p> <p>Activity: Children to have a picture of some Hindu children during Divali and complete thoughts/feelings bubbles about their thoughts and feelings during Divali. Activity Sheet.</p>		<p><b>BRIDGE: BELONGING</b></p> <p><b>Step 2 Investigation (3 lessons)</b></p> <p>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.</p> <p>BBC Pathways of Belief DVD Islam/Hinduism/Sikhism . Or <a href="http://www.bbc.co.uk/education/clips/zmwmpv4">www.bbc.co.uk/education/clips/zmwmpv4</a> .</p> <p>🦉 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.</p> <p>🦉 Qu: What happens at home/temple during Divali? A Hindu visitor would be beneficial here to give the religious significance of the activities.</p> <p>🦉 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?</p> <p>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?</p>
<b>Evidence in Discovery RE Journals:</b> Activity Sheet.		

**Class:**





## Year 3 My Learning Progress

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

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

Name:

Class:

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

I am proud that I .....

### My TINT Box

**To improve next time I will** .....

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.....

.....

## Exemplification

**Year 3: Autumn 1 - Hinduism**

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

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

### WORKING TOWARDS

I made the logo with the dog's paw shape on it and made badges of it to give to my friends.  
At Divali Hindus light a lamp and have new clothes.  
I would like to eat the special sweets and see the fireworks.

### Year 3 expectation

### WORKING AT

I belong to my class and so I keep our Class Charter. I try to earn house points and I keep my table tidy. I like our school badge because the bridge is a symbol of the village bridge.  
Hindus celebrate Divali by making a Puja tray as a family. This helps them feel that they are important in the family as they all do this together, and important in their religion because they all share the same beliefs. This feels really strong when the family goes to the temple together.  
If I were a Hindu, Divali would be important to me because it is a special time for families to be together and celebrate and remember the story of Rama and Sita. I think I would enjoy sharing presents, having new clothes and the special food as this would add to the atmosphere of celebration and make me feel like I belong to my family and my religion.

### WORKING BEYOND

I belong to my family and try to treat everybody with respect. We have books at bedtime and a special dinner on a Sunday. This feels special because when we are all together we all feel safe and know we will look after each other. That's what belonging means to me.  
Hindus celebrate Divali in their homes by lighting Diva lamps and worshipping the goddess Lakshmi. I think they probably feel the greatest sense of belonging when they give each other presents or maybe when they go to the temple because then they would feel like they belong to the community, not just their family.  
If I celebrated Divali with a Hindu family I think it would be great fun and really interesting. I would love trying out new food and making Rangoli patterns. I doubt if it would be as meaningful to me as it would be to the Hindu family though because I am not a Hindu so don't really get how it feels to be part of that religion.

### Year 3: Autumn 1 - Hinduism

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

SMSC				
Spiritual	Moral	Social	Cultural	
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓	✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
<b>Skills</b> Interpretation <b>Empathy</b>	<b>Skills</b> <b>Investigation</b> Application	<b>Skills</b> <b>Discernment</b> Analysis <b>Evaluation</b>	<b>Skills</b> <b>Expression</b> <b>Reflection</b> Synthesis	
<b>Attitudes</b> <b>Curiosity</b> <b>Appreciation</b> Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> <b>Open-mindedness</b>	<b>Attitudes</b> Self-awareness	
Attainment descriptors				
<b>WORKING TOWARDS</b>  (Level 1)	I can think of an action I could take to help a special group I belong to. I can design a symbol to show what my special group stands for. I can describe some of the things Hindus do at home or at the temple during Divali. I can start to empathise with what Hindus feel about Divali.			
<b>WORKING AT</b> <b>Year 3 expectation</b>  (Level 2)	I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus.			
<b>WORKING BEYOND</b>  (Level 3)	I can describe ways in which I could demonstrate that I belong to special group, and explain how doing these things brings me a sense of belonging. I can describe some of the ways Hindus celebrate Divali and start to understand which of these may bring the greatest sense of belonging. I can start to explain how I might feel if I celebrated Divali with a Hindu family.			
Resources needed for this Enquiry				
'Pathway of Belief - Islam, Hinduism and Sikhism DVD/Video www.bbc.co.uk/education/clips/zmwmpv4: Divali and New Beginnings Rangoli patterns, Diva lamps and Puja tray: internet - one per group Pictures of Hindu children during Divali: internet 'Being Me in My World': Jigsaw				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		





**Year 3**

**Autumn 1**

**Theme:**

The Amrit Ceremony and the Khalsa

**Key Question:**

Does joining the Khalsa make a person a better Sikh?

**Religion:**

Sikhism







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

## Key Stage 2

### Medium Term Planning

Year: 3

Term: Autumn 1

**Theme:** The Amrit Ceremony and the Khalsa

**Religion:** Sikhism

**Key question for this enquiry:** Does joining the Khalsa make a person a better Sikh?

**Learning Objectives:** We are learning to understand the reasons why a Sikh may choose to join the Khalsa.

#### Teaching and Learning Activities

##### Step 4 Expression (1 lesson)

Activity 1:

Qu: If we were going to have a ceremony to join our class what would the joining ceremony look like?

What would the promises be? What symbol could we choose to wear as a reminder of those promises.

(Link to Jigsaw Class Charter if you use Jigsaw PSHE at your school [www.jigsawpshe.com](http://www.jigsawpshe.com))

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.

##### Step 3 Evaluation (1 lesson)

Introduce key question: Does joining the Khalsa make a person a better Sikh?

Why would a Sikh choose to take part in the Amrit Ceremony?

Why would it matter to a Sikh to be part of the Khalsa?

Show 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 Activity Sheet.

Focus on the fact that the Amrit Ceremony is a choice to make a commitment and can help some Sikhs keep their promises to God because they spoke their promises in 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 1 Engagement (1 lesson)

Use Huey Owl as the 'talking object'. Huey has a badge on to show he is a member of a club.

Circle Time on belonging. What does it mean to belong? What do you belong to? How does it feel to belong? How do you know you belong? How do other people know 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. 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. Draw out their choice in belonging to these groups.

#### BRIDGE: BELONGING

##### Step 2 Investigation (3 lessons)

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/education/clips/zghyr82](http://www.bbc.co.uk/education/clips/zghyr82)

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? Tell the story of the forming of the first Khalsa. Can they explain this to Huey Owl? Wearing the 5Ks, 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](http://sikhism.about.com/od/gurdwaras/r/prashad.html). Does Huey Owl like it?

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 5Ks (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 the 5 ks of Sikhism [www.bbc.co.uk/education/clips/zvn34wx](http://www.bbc.co.uk/education/clips/zvn34wx)

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.

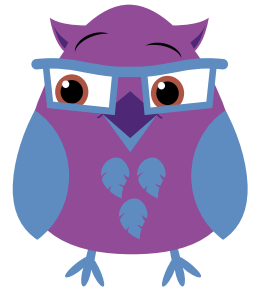
**Evidence in Discovery RE Journals:** Activity Sheet.

### Teacher notes on Sikhism:

- **God** - is an energy source, not a physical entity
- **Clothes** - there are no particular clothes to wear. The important point is modesty and the appropriateness of clothes in a particular situation
- **Sikhs in Britain** - it would be good to build in an understanding of how Sikhs came to the UK, settled in the port areas and took part in fighting for justice in Britain (e.g. were very involved in the Suffragette movement). FAITH IN ACTION is very important
- **Guru Granth Sahib** - Gurmurkhi - a poetic script - lightens the heart to hear it. Guru Granth Sahib includes teachings of six of the Gurus and teachings from other faiths too.
- **The Body is a Temple** (in Guru Granth Sahib) - be clean, exercise, do not pollute etc.
- **Kirpan and Khanda symbol** - weapons are not aggressive, only used for the benefit of others. Show compassion and mercy (this is why Sikhs fought in the wars - out of compassion for those persecuted). Khanda symbol - 2 swords to show the balance of the spiritual and temporal

The 5 Ks - have scientific side to their symbolism

- **Comb** - why wood? - wood generates static and creates positive energy
- **Uncut hair** - hair is not just given by God, it is living. To cut it is to harm it - the body is a temple and it is a direct connection to God. But they cut fingernails - this is practical
- **Bangle** - steel - worn on your favoured hand. A reminder if you reach to do something wrong it comes into view as a reminder of God. Also, steel reduces swelling in infected areas so it acts as a medical benefit too.
- **Sword** - reminder of the need to protect the poor and weak. It galvanises your mindset



**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**

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**I have chosen not to join  
the Khalsa yet because**

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**I wear the 5Ks because**

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.....

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

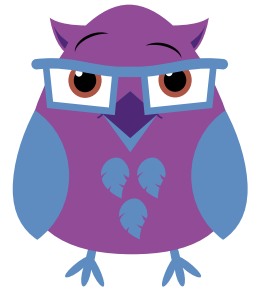
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.....

**Does joining the Khalsa make a person a better Sikh?**

**I think** .....

.....



## Year 3 My Learning Progress

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

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

Name:

Class:

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

I am proud that I .....

### My TINT Box

**To improve next time I will** .....

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.....

.....

## Exemplification

Year 3: Autumn 1 - Sikhism

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

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

### WORKING TOWARDS

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

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

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

### Year 3 expectation

### WORKING AT

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

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

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

### WORKING BEYOND

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

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

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

### Year 3: Autumn 1 - Sikhism

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

SMSC				
Spiritual	Moral	Social	Cultural	
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓	✓	✓	✓ ✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
<b>Skills</b> Interpretation Empathy	<b>Skills</b> Investigation Application	<b>Skills</b> Discernment Analysis Evaluation	<b>Skills</b> Expression Reflection Synthesis	
<b>Attitudes</b> Curiosity Appreciation Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> Open-mindedness	<b>Attitudes</b> Self-awareness	
Attainment descriptors				
<b>WORKING TOWARDS</b>  (Level 2)	I can start to express how it felt to join a group and the things I had to do in order to join. I can explain that some Sikhs choose to go through the Amrit Ceremony and what they do during this. I can start to express how a Sikh might feel when s/he goes through the Amrit ceremony.			
<b>WORKING AT</b> <b>Year 3 expectation</b>  (Level 3)	I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging. I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.			
<b>WORKING BEYOND</b>  (Level 4)	I can talk about my experiences of belonging to groups and can think about a symbol I might wear to show that I belong. I can explain that some Sikhs choose to join the Khalsa to reinforce their personal commitment to God and tell you about the outward symbols associated with this (e.g. 5Ks) I can talk about what I think makes someone a good person and about how joining the Khalsa might make someone feel like a 'better' Sikh.			
Resources needed for this Enquiry				
'Pathways of Belief - Islam, Hinduism and Sikhism': DVD/Video www.bbc.co.uk/education/clips/zghyr82: Birth of the Khalsa Karah Parshad 5Ks				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		



**Year 3**

**Autumn 2**

**Theme:**  
Christmas

**Key Question:**  
Has Christmas lost its true meaning?

**Religion:**  
Christianity  
(Concept: Incarnation)







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



## Key Stage 2

### Medium Term Planning

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

#### Teacher note: Incarnation

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

**Year 3: Autumn 2 - Christianity**

**Enquiry: Has Christmas lost its true meaning?**

**Name:**

**Class:**

**Some people do not celebrate Christmas because**

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**Christians believe Jesus is**

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**To me Christmas means**

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**Christmas is important to Christians because**

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**At Christmas I**

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**Christians celebrate Christmas by**

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

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**Has Christmas lost its true meaning?**

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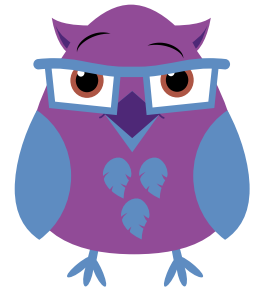
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## Year 3 My Learning Progress

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

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

Name:

Class:

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

I am proud that I .....

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### My TINT Box

To improve next time I will .....

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## Exemplification

Year 3: Autumn 2 - Christianity

Enquiry: Has Christmas lost its true meaning?

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

### WORKING TOWARDS

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

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

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

### Year 3 expectation

### WORKING AT

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

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

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

### WORKING BEYOND

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

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

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

### Year 3: Autumn 2 - Christianity

#### Enquiry: Has Christmas lost its true meaning?

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





**Year 3**

**Spring 1**

**Theme:**

Jesus' miracles

**Key Question:**

Could Jesus heal people?

Were these miracles or is there some other explanation?

**Religion:**

Christianity

Concept: Incarnation







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

## Key Stage 2

### Medium Term Planning

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

#### Teacher note: Incarnation

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

**Year 3: Spring 1 - Christianity**

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

**Name:**

**Class:**



**MIDDLE**

**What do Christians believe happened next?**

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**What else might Christians believe happened?**

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**What do YOU think happened?**

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

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## Year 3 My Learning Progress

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

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

Name:

Class:

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

I am proud that I .....

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## Exemplification

Year 3: Spring 1 - Christianity

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

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

### WORKING TOWARDS

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

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

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

### Year 3 expectation

### WORKING AT

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

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

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

OR

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

### WORKING BEYOND

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

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

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

### Year 3: Spring 1 - Christianity

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

SMSC			
Spiritual	Moral	Social	Cultural

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

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

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

Resources needed for this Enquiry
'Bear Feels Sick' by Karma Wilson Bible Stories: Blind Man (John 9), Paralyse Man (Mark 2)

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





**Year 3**

**Spring 2**

**Theme:**

Easter - Forgiveness

**Key Question:**

What is 'good' about Good Friday?

**Religion:**

Christianity

(Concepts: Salvation/Gospel)







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



## Key Stage 2

### Medium Term Planning

Year: 3		Term: Spring 2
<b>Theme:</b> Easter - Forgiveness		<b>Religion:</b> Christianity Concept: Salvation/Gospel
<b>Key question for this enquiry:</b> What is 'good' about Good Friday?		
<b>Learning Objectives:</b> We are learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.		
Teaching and Learning Activities		
<b>Step 4 Expression (1 lesson)</b> Children draw a heart outline and write in it some of the things they can do to show their love and gratitude to people who are special to them. Huey Owl 🦉 could share one he made earlier.		<b>Step 1 Engagement (1 lesson)</b> Use Huey Owl 🦉 (and if you are a Jigsaw School, use Jigsaw Jino <a href="http://www.jigsawpshe.com">www.jigsawpshe.com</a> ), tell the children a story about something going wrong in Huey Owl's life. Ask the children what they could do to save the day. How can we rescue the situation for Huey Owl? Children make up and act out stories where somebody saves the day/rescues a situation, e.g. Billy has forgotten his PE kit and will get into trouble, but his friend Josh lends him his at playtime.
<b>Step 3 Evaluation (1 lesson)</b> 🦉 Revisit key question - What was good about Good Friday? Christians believe that Jesus willingly died to save them/rescue them and came back to life again to prove they will also have life in Heaven when they die. So from something sad and painful came something amazing. Think back to Engagement lesson. Christians believe Jesus 'saved the day' by rescuing the situation and helping people turn over a new leaf and get better at loving each other. 🦉 Who was Good Friday good for? Who was it not good for? Do Christians today think it was good for them? Activity Sheet.		<b>BRIDGE: SAVING THE DAY (RESCUING)</b> <b>Step 2 Investigation (3 lessons)</b> 🦉 Huey Owl invites children to start the lesson by children eating a little square of bread and sipping blackcurrant squash but give no explanation yet. May use art representations of The Last Supper and Crucifixion to illustrate 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? Good Friday and Easter eggs <a href="http://www.bbc.co.uk/education/clips/zjgkq6f">www.bbc.co.uk/education/clips/zjgkq6f</a> . Possibly visit a Church to find out about communion and the link to the Last Supper. Ask Vicar the key question. Visiting Christian speaker to share what Jesus' death means to them. Use 'Crossing the Bridges' materials from <a href="http://www.discoveryschemeofwork.com">www.discoveryschemeofwork.com</a> 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.
<b>Evidence in Discovery RE Journals:</b> Activity Sheet.		

#### Teacher note: Salvation/Gospel

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

*From 'Understanding Christianity' Church of England*

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

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

Name:

Class:

Who was Good Friday good for?



Bread	
Wine	
Cross	

### JESUS



Was Good Friday good for Jesus?

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### CHRISTIANS TODAY



Why is Jesus' death important to Christians?

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### JESUS' DISCIPLES



Was Good Friday good for the disciples?

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What is good about Good Friday?

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What do you think about Jesus' death?

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## Year 3 My Learning Progress

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

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

Name:

Class:

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

I am proud that I .....

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### My TINT Box

**To improve next time I will** .....

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## Exemplification

Year 3: Spring 2 - Christianity

Enquiry: What is good about Good Friday?

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

### WORKING TOWARDS

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

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

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

### Year 3 expectation

### WORKING AT

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

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

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

### WORKING BEYOND

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

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

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

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

SMSC				
Spiritual	Moral	Social	Cultural	
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
			✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
<b>Skills</b> Interpretation Empathy	<b>Skills</b> Investigation Application	<b>Skills</b> Discernment Analysis Evaluation	<b>Skills</b> Expression Reflection Synthesis	
<b>Attitudes</b> Curiosity Appreciation Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> Open-mindedness	<b>Attitudes</b> Self-awareness	
Attainment descriptors				
<b>WORKING TOWARDS</b> (Level 2)	I can explain that rescuing means helping a bad situation get better. I can say what some of these symbols represent e.g. cross: cross/bread/wine. I can ask questions about The Last Supper and Jesus' death.			
<b>WORKING AT</b> <b>Year 3 expectation</b> (Level 3)	I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.			
<b>WORKING BEYOND</b> (Level 4)	I can talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others. I can start to explain why Christians see Jesus' death as 'good'. I can reflect on whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.			
Resources needed for this Enquiry				
Easter story Art representations of 'The Last Supper' and 'The Crucifixion': 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/education/clips/zjgkq6f: Good Friday and Easter eggs				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		





**Year 3**

**Summer 1**

**Theme:**  
Hindu Beliefs

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

**Religion:**  
Hinduism







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



## Key Stage 2

### Medium Term Planning

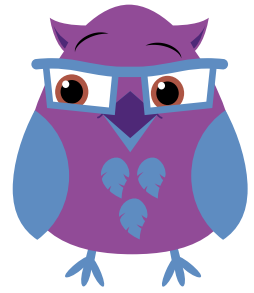
Year: 3		Term: Summer 1
<b>Theme:</b> Hindu Beliefs		<b>Religion:</b> Hinduism
<b>Key question for this enquiry:</b> How can Brahman be everywhere and in everything?		
<b>Learning Objectives:</b> We are learning to understand the Hindu belief that there is one God with many different aspects.		
Teaching and Learning Activities		
<p><b>Step 4 Expression (1 lesson)</b></p> <p>Using Activity Sheet 2, read the poem from the Upanishads. Discuss. Children write own poem in same format (on sheet), or could write a Haiku. Maybe illustrate the poem with movement/dance/music. Read poems to Huey Owl 🦉.</p>		<p><b>Step 1 Engagement (1 lesson)</b></p> <p>Huey Owl 🦉 tells children about his family and the roles he has in it. Who are you and what do you mean to different people? E.g. daughter, sister, friend, Brownie, pupil, grand-daughter, etc. Children to have a photo of themselves replicated on the net of a cube and write on each photo, to show each role they have. Children to then put the net together to show the different sides of them. Qu: What is it that stays the same? Reinforce that there is only one of them and whilst they are different things to different people, they are still themselves. All the sides are parts of the same YOU. What is it about you that is inside the box that makes you you?</p>
<p><b>Step 3 Evaluation (1 lesson)</b></p> <p>Children complete all faces of the cube (photocopy the net onto large paper to give children room to draw and write). One side of the cube asks children to design a god or goddess to represent e.g. kindness, wealth, friendship etc. (something important to them).</p>		<p><b>BRIDGE: ASPECTS OF ME</b></p> <p><b>Step 2 Investigation (3 lessons)</b></p> <p>Show children a box labelled 'Brahman' and explain that inside this box we can find out what Hindus believe about Brahman. Inside the box, have many different deities and, as each deity is revealed, explain to the children that this is what Brahman looks like. 🦉 Qu: How can this be? How can Brahman look like so many different things? Make link with lesson before.</p> <p>Direct Teaching - match the deity to its role using word and picture cards. Tell the children a story about one of the gods, e.g. Ganesha/Lakshmi. Teach children that there is one God who Hindus see in many different forms: This God is called Brahman. Use the Activity Sheet cube net to record their learning about gods/goddesses.</p> <p>Use DVD to show how Hindus use these deities at home, in the temple and in Puja.</p> <p>Expressing faith through dance and the different Hindu gods <a href="http://www.bbc.co.uk/education/clips/z6q6sbk">www.bbc.co.uk/education/clips/z6q6sbk</a> or BBC 'Pathways of Beliefs Islam/Hinduism/Sikhism' DVD.</p> <p>Make a class mobile of their cubes and their Hindu god cubes.</p> <p>Show children the tri-murti and explain how these are the main deities and explain what they represent.</p> <p>Brahma - creator Vishnu - preserver Shiva - destroyer</p> <p>Do the children have any questions for Huey Owl? 🦉 Use the envelope cards for their questions.</p> <p>When children learn about a different god or goddess they illustrate one side of the cube net.</p> <p>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?</p>
<b>Evidence in Discovery RE Journals:</b> Photograph of their completed cube net before making it into a cube and hanging on a mobile. Activity Sheet 2.		

Name:

Class:

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





Year 3: Summer 1 - Hinduism

Enquiry: How can Brahman be everywhere and in everything?

Name:

Class:

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

Here is an ancient poem from the Upanishads about Brahman.

**You are a woman. You are a man.**

**You are the dark blue bee**

**And the green parrot with red eyes.**

**The lightening is your child.**

**You are the seasons of the year**

**And the sea.**

**You are a part of everything.**

**You are everywhere.**

**Everywhere that is, is born of you.**

Svetsvatara Upanishad Ch4

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

**You are ..... You are .....**

**You are .....**

**And the .....**

**The .....**

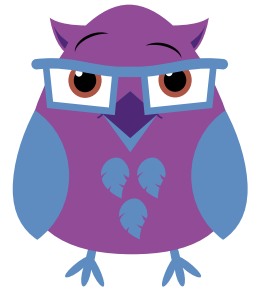
**You are .....**

**And the .....**

**You are a part of everything.**

**You are everywhere.**

**Everywhere that is, is born of you.**



## Year 3 My Learning Progress

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

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

Name:

Class:

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

I am proud that I .....

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### My TINT Box

To improve next time I will .....

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.....

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## Exemplification

Year 3: Summer 1 - Hinduism

Enquiry: How can Brahman be everywhere and in everything?

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

### WORKING TOWARDS

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

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

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

### Year 3 expectation

### WORKING AT

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

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

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

### WORKING BEYOND

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

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

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

### Year 3: Summer 1 - Hinduism

#### Enquiry: How can Brahman be everywhere and in everything?

SMSC				
Spiritual	Moral	Social	Cultural	
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓		✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
<b>Skills</b> Interpretation Empathy	<b>Skills</b> Investigation Application	<b>Skills</b> Discernment Analysis Evaluation	<b>Skills</b> Expression Reflection Synthesis	
<b>Attitudes</b> Curiosity Appreciation Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> Open-mindedness	<b>Attitudes</b> Self-awareness	
Attainment descriptors				
<b>WORKING TOWARDS</b> (Level 2)	I can explain how I may be special in different ways to different people. I can tell you about some Hindu gods and start to explain their significance to Hindus. I can ask questions about what Hindus believe.			
<b>WORKING AT</b> <b>Year 3 expectation</b> (Level 3)	I can explain some of the different roles I play whilst still being me. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.			
<b>WORKING BEYOND</b> (Level 4)	I can describe some of the characteristics that make me me even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives. I can reflect on Hindu beliefs and express thoughts on these.			
Resources needed for this Enquiry				
Cube nets (enlarged and copied) A box containing pictures/models of different Hindu deities Cards explaining the role of each of the deities www.bbc.co.uk/education/clips/z6q6sbk: Expressing faith through dance and the different 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)		



**Year 3**

**Summer 1**

**Theme:**  
Sharing and Community

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

**Religion:**  
Sikhism







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



## Key Stage 2

### Medium Term Planning

Year: 3		Term: Summer 1
<b>Theme:</b> Sharing and Community		<b>Religion:</b> Sikhism
<b>Key question for this enquiry:</b> Do Sikhs think it is important to share?		
<b>Learning Objectives:</b> We are learning to explore how Sikh beliefs affect their ways of life and the importance they place on sharing.		
Teaching and Learning Activities		
<p><b>Step 4 Expression (1 lesson)</b></p> <p>Circle Time for group sharing - How can I share in my life? Use Huey Owl 🦉 as the 'talking object'.</p> <p>Children to draw a picture of themselves in a sharing situation with a speech bubble, Sharing is important to me because... (on Activity Sheet)</p> <p>OR</p> <p>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?</p>		<p><b>Step 1 Engagement (1 lesson)</b></p> <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?)</p> <p>Story about sharing/circle time using Huey Owl 🦉 (or Jigsaw Jino if you are a Jigsaw School <a href="http://www.jigsawpshe.com">www.jigsawpshe.com</a>), 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?</p> <p>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 you? How important is sharing to you? Can you think of a time when someone shared with you? Share a game, e.g. parachute game, to allow the sharing experience.</p>
<b>BRIDGE: SHARING</b> ↓		
<p><b>Step 3 Evaluation (1 lesson)</b></p> <p>🦉 Revisit key question: How important is sharing to Sikhs? 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.</p>	<p><b>Step 2 Investigation (3 lessons)</b></p> <p><b>N.B. Select from this content.</b></p> <p>Introduce the children to a Sikh family through visuals - explain that they have a favourite Sikh story they like to share</p> <p>Read the children the Sikh story of sharing - website: <a href="http://www.sikhnet.com/stories">www.sikhnet.com/stories</a></p> <p>🦉 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? Huey Owl 🦉 has a pot of natural yoghurt.</p> <p>Introduce the Vaisakhi 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?</p> <p>Show DVD clip of Sikhs celebrating Vaisakhi at the Gurdwara: taking down the flag pole, cleaning it with natural yoghurt, wrapping it with new cloth and re-erecting the flag pole.</p> <p>BBC 'Pathways of Belief - Islam/Hinduism/Sikhism' DVD or the festival of Vaisakhi <a href="http://www.bbc.co.uk/education/clips/zt86nbk">www.bbc.co.uk/education/clips/zt86nbk</a></p> <p>🦉 Qu: How would this Sikh family feel being part of the Vaisakhi celebrations? Would it feel good to be sharing in those community activities? Would they feel a sense of belonging? How would the children feel?</p> <p>Qu: Is this the only time Sikhs share celebrations?</p> <p>Explore Sikh festival of Divali - share story of Guru Hargobind being released from prison along with 52 prisoners and sharing his freedom. (story details <a href="http://www.allaboutsikhs.com/sikh-festivals/the-sikh-festivals-divali-bandhi-chhorh-divas">www.allaboutsikhs.com/sikh-festivals/the-sikh-festivals-divali-bandhi-chhorh-divas</a>).</p> <p>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.</p> <p>Qu: What happens at home/Gurdwara during Divali?</p> <p><a href="http://www.bbc.co.uk/religion/religions/sikhism/holydays/divali.shtml">www.bbc.co.uk/religion/religions/sikhism/holydays/divali.shtml</a></p> <p>Reinforce the sense of sharing through giving gifts and the sharing of the celebrations.</p> <p>🦉 Qu: Where does this sense of sharing come from and why is it important?</p> <p>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.</p> <p>Introduce the Langar (the shared meal that is offered free to anyone, Sikh or non-Sikh, after each service of worship at the Gurdwara).</p> <p>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.</p> <p>BBC 'Pathways of Belief - Islam/Hinduism/Sikhism' DVD or <a href="http://www.bbc.co.uk/education/clips/zmkq6sg">www.bbc.co.uk/education/clips/zmkq6sg</a></p> <p>Discuss how everyone is seen as equal through the sharing of Karah Parshad and the Langar.</p>	

**Evidence in Discovery RE Journals:** Activity Sheet

Year 3: Summer 1 - Sikhism

Enquiry: Do Sikhs think it is important to share?

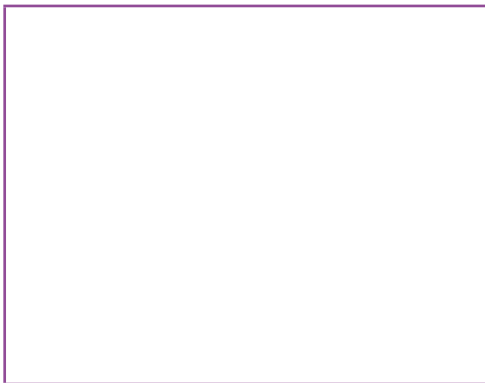
Name:

Class:



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

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

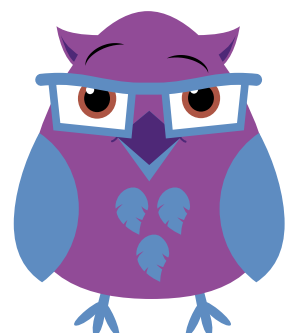


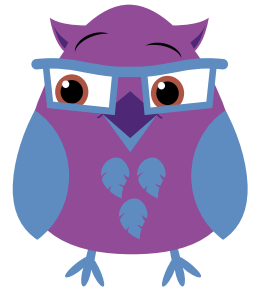
Sharing is important to me because .....



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

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





**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**



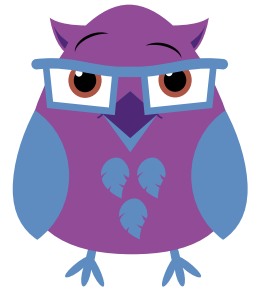
**Sikhs sharing the Karah Parshad in the service at the Gurdwara**



**Sikhs cleaning the flagpole at the Gurdwara at Vaisakhi**



**Sikh children playing together**



## Year 3 My Learning Progress

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

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

Name:

Class:

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

I am proud that I .....

.....

.....

.....

.....

### My TINT Box

**To improve next time I will** .....

.....

.....

.....

## Exemplification

Year 3: Summer 1 - Sikhism

Enquiry: Do Sikhs think it is important to share?

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

	WORKING TOWARDS
<p>I like playing with people in our year but I don't like playing with the big children because they trade for keeps and then you don't get yours back. I don't like sharing with anybody who wants to play with them as well in case I lose my toy.</p> <p>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.</p> <p>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.</p>	

Year 3 expectation	WORKING AT
<p>I know that I should share what I have, especially if somebody doesn't have as much. I try to do this with my pocket money when we collect for things at school even if I am trying to save up for something I really want.</p> <p>Sikhs share because their Holy Book tells them to share with people in need. They believe this is what God wants them to do. They share the Langar and festivals like Vaisakhi.</p> <p>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.</p>	

	WORKING BEYOND
<p>When you share something with people who believe the same as you it makes you feel like you belong to their group. When we had the class meal it made me feel good because people thanked me for sharing out the food. I made brown bread.</p> <p>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.</p> <p>I think sharing is important to Sikhs not just because they are taught to do this at home and at school, but also because they believe God wants them to do this. They share their time and money to help people. They share in celebrations, worship and the Langar.</p>	

### Year 3: Summer 1 - Sikhism

#### Enquiry: Do Sikhs think it is important to share?

SMSC			
Spiritual	Moral	Social	Cultural

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

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

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

Resources needed for this Enquiry
<a href="http://www.sikhnet.com/stories">www.sikhnet.com/stories</a> : Sikh stories Pot of natural yoghurt Sikh flag <a href="http://www.bbc.co.uk/education/clips/zt86nbk">www.bbc.co.uk/education/clips/zt86nbk</a> : The festival of Vaisakhi <a href="http://www.allaboutsikhs.com/sikh-festivals/the-sikh-festivals-Diwali-bani-chhorh-divas">www.allaboutsikhs.com/sikh-festivals/the-sikh-festivals-Diwali-bani-chhorh-divas</a> : Other Sikh Festivals Pictures of Sikhs sharing (4 or 5)

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



**Year 3**

**Summer 2**

**Theme:**

Pilgrimage to the River Ganges

**Key Question:**

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

**Religion:**

Hinduism







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



## Key Stage 2

### Medium Term Planning

Year: 3		Term: Summer 2
<b>Theme:</b> Pilgrimage to the River Ganges		<b>Religion:</b> Hinduism
<b>Key question for this enquiry:</b> Would visiting the River Ganges feel special to a non-Hindu?		
<b>Learning Objectives:</b> We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu.		
Teaching and Learning Activities		
<p><b>Step 4 Expression (1 lesson)</b></p> <p>Children and teacher all enjoy drinking a glass of water each and express their feelings about how that feels eg refreshing/cleansing. Tell Huey Owl 🦉.</p> <p>OR</p> <p>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.</p> <p>Make a class collage to express everyone's feelings.</p>		<p><b>Step 1 Engagement (1 lesson)</b></p> <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 or river poems/make water collage as a class. Could include Water Aid.</p>
<p><b>Step 3 Evaluation (1 lesson)</b></p> <p>Key Qu: Would a non-Hindu find it special to visit the River Ganges? Why/why not?</p> <p>Activity: Children to make x2 postcards to send from the River Ganges (could draw or could use holiday brochures/ internet images).</p> <p>They write postcard 1 as if they are a Hindu visiting the Ganges for the first time, and postcard 2 as a non-Hindu (which may be themselves) visiting the Ganges. Would the 2 postcards say the same things about the 2 people's experiences? Why/why not?</p>		<p><b>BRIDGE: IMPORTANCE OF WATER</b></p> <p><b>Step 2 Investigation (3 lessons)</b></p> <p>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.</p> <p>🦉 What do Hindus do when they visit the river? E.g. collect water, offerings, cycle of life and death, with people having their funeral service on the banks of the River Ganges, bathing. Discuss why people bathe in the river - wash away the wrong things they have done then will be pure (cleansed).</p> <p><a href="http://www.bbc.co.uk/education/clips/z9bd7hv">www.bbc.co.uk/education/clips/z9bd7hv</a> - Pilgrimage in Hinduism.</p> <p>Explain the concept that Hindus believe Brahman is in the water (a life source) helping them to get clean so they can be good people. Show children a visual clip of the River Ganges at dawn. (Refer back to Hinduism enquiry 'How can Brahman be everywhere and in everything?').</p> <p>Establish Ganges is important and special to Hindus.</p> <p>A Hindu or non-Hindu who has visited the Ganges could visit to share their experiences would be very beneficial.</p> <p>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.</p>
<b>Evidence in Discovery RE Journals:</b> Postcards 1&2.		



Year 3: Summer 2 - Hinduism

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

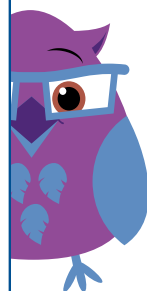
Name:

Class:

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

Front

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



Back

Hindu

**When I got to the River Ganges I saw**

---

---

---

**This is important to Hindus because**

---

---

---

**Being here makes me feel**

---

---

---

**Best wishes from**

---

Place  
stamp  
here

---

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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

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

Back

Hindu

When I got to the River Ganges I saw

---

---

---

This is important to Hindus because

---

---

---

Being here makes me feel

---

---

---

Best wishes from

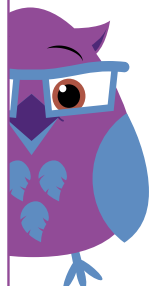
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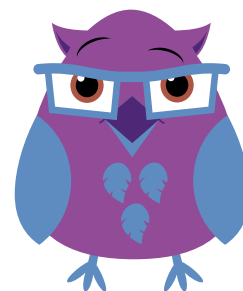
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stamp  
here

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## Year 3 My Learning Progress

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

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

Name:

Class:

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

I am proud that I .....

.....

.....

### My TINT Box

**To improve next time I will** .....

.....

.....

.....

## Exemplification

Year 3: Summer 2 - Hinduism

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

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

### WORKING TOWARDS

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

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

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

### Year 3 expectation

### WORKING AT

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

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

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

### WORKING BEYOND

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

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

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

### Year 3: Summer 2 - Hinduism

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

SMSC			
Spiritual	Moral	Social	Cultural

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

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

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

Resources needed for this Enquiry
Glass of water 'Discovery RE' CD <a href="http://www.bbc.co.uk/education/clips/z9bd7hv">www.bbc.co.uk/education/clips/z9bd7hv</a> : Pilgrimage in Hinduism Holiday brochures for India 2 postcards

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



**Year 3**

**Summer 2**

**Theme:**  
Prayer and Worship

**Key Question:**  
What is the best way for a Sikh to  
show commitment to God?

**Religion:**  
Sikhism







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

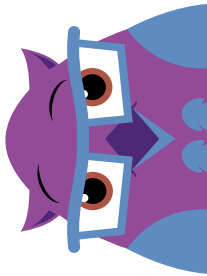


## Key Stage 2

### Medium Term Planning

Year: 3		Term: Summer 2
<b>Theme:</b> Prayer and Worship		<b>Religion:</b> Sikhism
<b>Key question for this enquiry:</b> What is the best way for a Sikh to show commitment to God?		
<b>Learning Objectives:</b> 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		
Teaching and Learning Activities		
<p><b>Step 4 Expression (1 lesson)</b></p> <p>Listen to Kirtans (songs) from the Gurdwara, and in circle discuss question: Can I show more commitment to my learning? How?</p> <p>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.</p> <p>You could let the children choose whatever they like in the centre not necessarily a learning goal.</p>		<p><b>Step 1 Engagement (1 lesson)</b></p> <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.</p> <p>Alternatively you could give each table a basket of these items and ask them to think of what they all have in common.</p> <p>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 and show these to Huey Owl 🦉</p> <p>Children to explore what commitment is and what they are committed to, both in and out of school. Do school Golden Rules show commitment? To what?</p> <p>Qu: What is important to me? What am I committed to? You could refer to the Jigsaw Charter if you are using Jigsaw PSHE <a href="http://www.jigsawpshe.com">www.jigsawpshe.com</a>. How do I show my commitment? Are there times when showing commitment is difficult? Is it important to me to show commitment? Do we show commitment in different ways?</p>
<p><b>Step 3 Evaluation (1 lesson)</b></p> <p>Make a class brainstorm of the ways that Sikhs show commitment to God. Which one do you think is the hardest one to do?</p> <p>🦉 Does that mean that it shows the greatest level of commitment?</p> <p>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 pictorial 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.</p> <p>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..."</p>		<p><b>BRIDGE: COMMITMENT</b></p> <p><b>Step 2 Investigation (3 lessons)</b></p> <p>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?</p> <p>'Pathways of Belief DVD - Islam/Hinduism/Sikhism' or <a href="http://www.bbc.co.uk/education/clips/zghyr82">www.bbc.co.uk/education/clips/zghyr82</a>.</p> <p>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.</p> <p>🦉 Qu: How do they keep showing their commitment to God once they have made these promises?</p> <p>'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?</p> <p><a href="http://www.bbc.co.uk/education/clips/zkr87ty">www.bbc.co.uk/education/clips/zkr87ty</a> . The Gurdwara Pt1/2</p> <p><a href="http://www.bbc.co.uk/education/clips/z8cd2hv">www.bbc.co.uk/education/clips/z8cd2hv</a> . The Gurdwara Pt2/2</p> <p>🦉 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?</p> <p>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).</p> <p><a href="http://www.bbc.co.uk/education/clips/z9gkq6f">www.bbc.co.uk/education/clips/z9gkq6f</a> . The Sikh Holy book, The Guru Granth Sahib</p> <p>The first words of the Mool Mantar are 'there is one God' (Ik Onkar) Show children the symbol. <a href="http://www.bbc.co.uk/education/guides/zqxxvvcw/revision/4">www.bbc.co.uk/education/guides/zqxxvvcw/revision/4</a> . Expressing beliefs about god</p> <p>It also contains the three golden rules of Sikhism:</p> <ol style="list-style-type: none"> <li>1) Meditation and prayer</li> <li>2) Earn an honest wage</li> <li>3) Share with others in need and treat everyone equally.</li> </ol> <p>How do they put these into practice?</p> <p>Focus on three golden rules.</p> <p><a href="http://www.hinduwebsite.com/sikhism/glossary.asp">www.hinduwebsite.com/sikhism/glossary.asp</a> .</p> <p>Use Sikh stories <a href="http://www.sikhnet.com">www.sikhnet.com</a> to illustrate the rules and to think about how Sikhs might apply the rules every day.</p> <p>A Sikh visitor or a visit to a Gurdwara would be beneficial.</p>

**Evidence in Discovery RE Journals:** Activity Sheet.

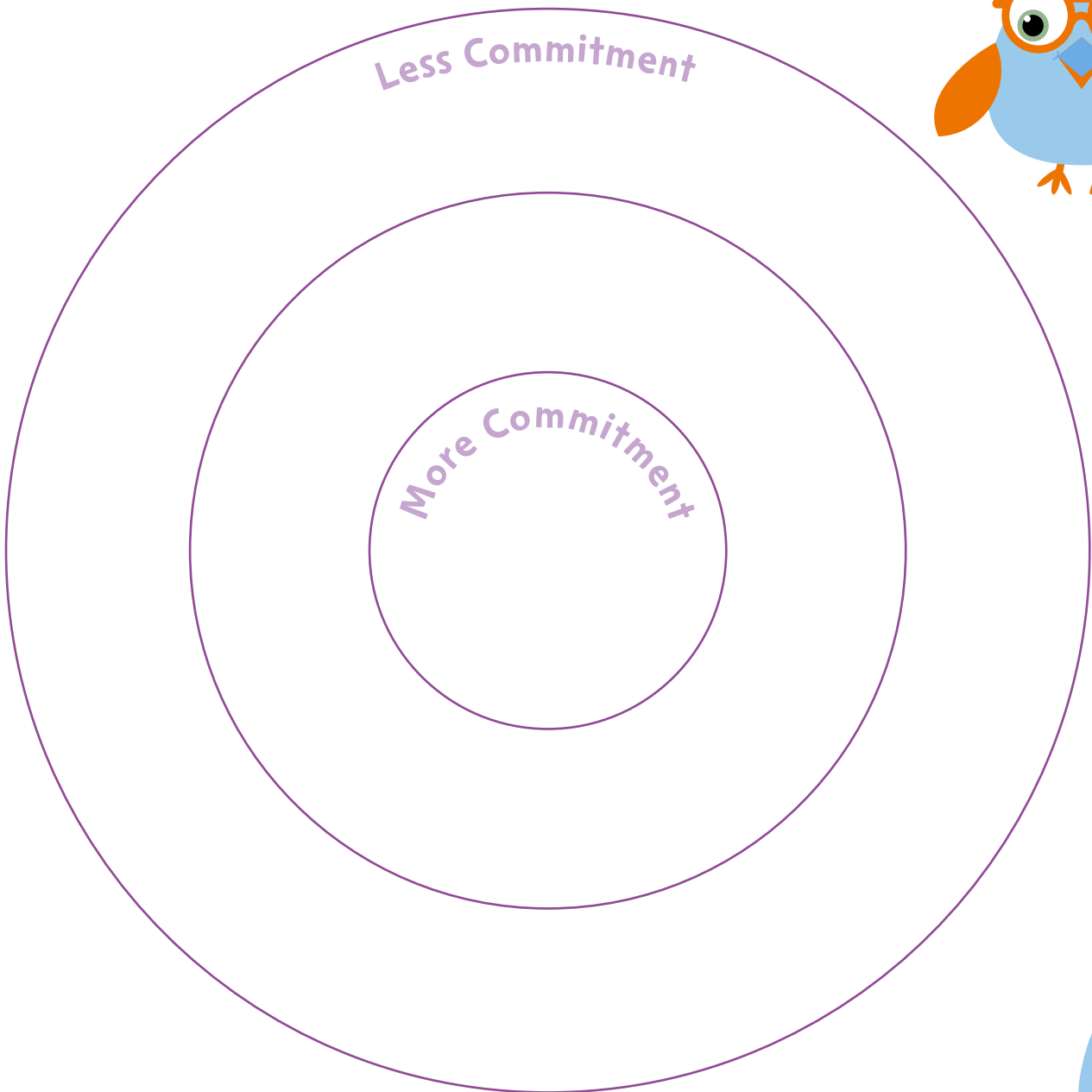
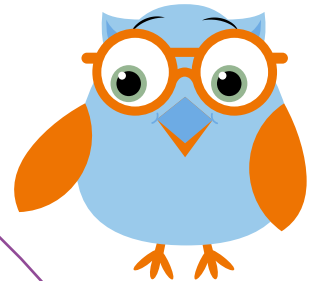


Year 3: Summer 2 - Sikhism

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

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 .....

.....

**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**



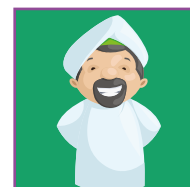
**Being  
vegetarian**



**Sharing the  
Langar**



**Worshipping  
at the  
Gurdwara**



**Being honest**



**Sharing  
Karah  
Parshad**

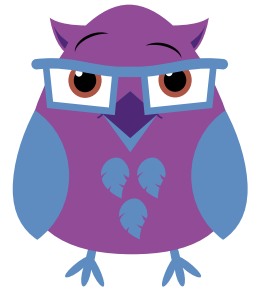


**Sikh children  
playing  
together**



**Flagpole at  
Vaisakhi**





## Year 3 My Learning Progress

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

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

Name:

Class:

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

I am proud that I .....

.....

.....

.....



## Exemplification

Year 3: Summer 2 - Sikhism

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

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

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

Year 3 expectation	WORKING AT
<p>Just going to Beavers shows commitment but for choir I have to learn my words and that is hard when I have other things to do, so I think it takes more commitment.</p> <p>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.</p> <p>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.</p>	

	WORKING BEYOND
<p>If I don't learn my words for choir I will be letting other people down when we sing in public and that is not fair so it is important that I do it. It doesn't matter so much if I am doing something on my own. At school I would like to be better at writing so I know I need to practice joining my letters then people will be able to see in my book that I have improved and have reached the goal I committed to.</p> <p>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.</p> <p>Sikhs choose to make a commitment to God in different ways and this makes a difference to what they do. They might choose to be kind to animals and be vegetarian. They might choose to wear the 5 Ks and never cut their hair. It's up to them, but I think leading a good life would be best as this would make the world a better place.</p>	

### Year 3: Summer 2 - Sikhism

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

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓		✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
<b>Skills</b> Interpretation <b>Empathy</b>	<b>Skills</b> <b>Investigation</b> Application	<b>Skills</b> Discernment Analysis <b>Evaluation</b>	<b>Skills</b> Expression Reflection Synthesis	
<b>Attitudes</b> <b>Curiosity</b> Appreciation Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> <b>Open-mindedness</b>	<b>Attitudes</b> Self-awareness	
Attainment descriptors				
<b>WORKING TOWARDS</b>  (Level 2)	<b>I can talk about different ways that I show commitment.</b> <b>I can talk about some ways Sikhs show commitment to God.</b> <b>I can show an understanding that Sikhs choose different levels/types of commitment and that's OK.</b>			
<b>WORKING AT</b> <b>Year 3 expectation</b>  (Level 3)	<b>I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me.</b> <b>I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary.</b> <b>I can start to evaluate which ways may show more or less commitment to God for Sikhs.</b>			
<b>WORKING BEYOND</b>  (Level 4)	<b>I can explain that there are many different ways I can show commitment to people or to my goals and can show an understanding that I may have different levels of commitment to different things.</b> <b>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.</b> <b>I can start to express my own opinion about which ways may express more commitment than others for Sikhs.</b>			
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/education/clips/zkr87ty: Inside the Gurdwara Part 1. www.bbc.co.uk/education/clips/z8cd2hv: Inside the Gurdwara Part 2. www.bbc.co.uk/education/clips/z9gkq6f: 'The Sikh Holy Book - Guru Granth Sahib'. www.bbc.co.uk/education/guides/zqxxvcw/revision/4: Expressing beliefs about god. 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)		