



Medium Term Planning

Year 3

SPRING

3:2 Founders of Faith

Key Concepts Overview

Three Lenses of RE (Key Concepts)



Social Sciences



Philosophy



Theology

Second Order Concepts



Empathy



Similarities and Difference



Significance



Written and Oral Expression



Understand Right and Wrong



Cause and Consequence



Rules



Authority



Belonging



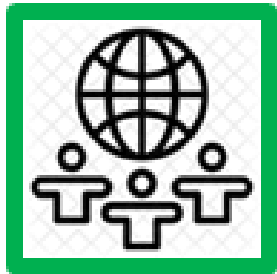
Peace



Special, different, rare and unique





Love



Social Sciences

Lenses of RE	Year Group	Unit	Outcomes
	1	1.1 Belonging	<p>Recall some of the symbols, artefacts and rules associated with belonging to a faith group.</p> <p>Recognise some similarities between faith groups.</p> <p>Talk about what it means to belong and understand the importance of a promise.</p>
		1.2 Worship	<p>Recall the important features of a place of worship and say how they are used.</p> <p>Say why a local place of worship is important for many people.</p>
	2	2.1 Lead us not into Temptation	<p>Recognise differences and similarities between school rules and religious rules.</p>
		Easter	<p>Talk about how Christians celebrate the festival of Easter.</p>
		Christmas	<p>Talk about how Christians celebrate the festival of Christmas.</p>
	3	3.1 Remembering	<p>Compare the ways in which religious festivals are celebrated in the community and across the world.</p>
		3.3 Sacred Places	<p>Discover the milestones in life for different religions and respond to the ways in which they offer a sense of identity and belonging.</p>
	4	4.1 Communities	<p>Explain what makes a community.</p> <p>Describe the contribution of a religious group to their community.</p>
		4.2 People who inspire us	<p>Explain what prompts people to commit an ethical cause.</p> <p>Explain and give reasons why a person of faith devoted themselves to a cause.</p> <p>Give examples of altruistic actions in the community.</p>
		Easter	<p>Explain the meaning of the cross for Christians and how it conveys the Easter message .</p>
		Christmas	<p>Explain how and why Christians believe Jesus to be the 'Light of the World.'</p>
	5	5.1 Expressions	<p>Identify the importance of symbolism in the expression of beliefs.</p> <p>Describe different forms of worship and spiritual expression and explain where they might take place.</p>
		5.3 Pilgrimage	<p>Identify and explain why people may participate in a pilgrimage.</p>
	6	6.2 Living a Faith	<p>Explain and give reasons about how personal milestones engender a sense of identity.</p> <p>Discuss and give examples of how participating in rites of passage have an impact on religious communities.</p>
		Easter	<p>Explain the message of Easter for Christians and for the world today.</p>
		Christmas	<p>Compare the celebration of Christmas in religious and secular homes across the world.</p>

Lenses of RE	Year Group	Unit	Outcomes
 <p data-bbox="188 842 353 884">Theology</p>	1	1.2 Worship	Recognise which holy books are special to different religions.
		Easter	Recognise and recall the Easter story and know why it's important to Christians .
		Christmas	Recognise and recall the Nativity story and know why it's important to Christians.
	2	2.1 Lead us not into Temptation	Respond respectfully to people of different faiths and cultures.
		2.2 Believing	Recall and name key beliefs from different religions. Recognise similarities and differences between the key beliefs for different faiths. Suggest two examples of religious beliefs that lead into action.
		2.3 Questions, questions	Describe what different religions believe about God.
	3	3.1 Remembering	Explain the link between the rituals associated with celebrations and the stories behind them.
		3.2 Founders of Faith	Recognise key events in the lives of some faith founders and the impact they made. Describe and make links between the teachings of different faith founders.
		3.3 Sacred places	Recognise what makes a place sacred and recognise reasons why.
		Easter	Describe the events of Holy Week and how Christians remember them today.
		Christmas	Talk about the nativity story from Mary's point of view and from the perspective of one of the wise men.
	4	4.3 Our World	Describe what different religions say about the attributes of God.
	5	5.2 Faith in Action	Identify the origins and make connections between different faith teachings. Give a considered response to the challenges of following a faith.
		5.3 Pilgrimage	Describe and show understanding of actions carried out by a pilgrim.
	6	6.1 Justice and Freedom	Discuss barriers to reconciliation and harmony and the power of forgiveness.
6.3 Hopes and Visions		Explain and give examples of how people of different faiths respond to the question 'Who is God?'	

Lenses of RE	Year Group	Unit	Outcomes
 <p><i>Philosophy</i></p>	1	1.3 What a wonderful world	Recall Christian/Jewish beliefs about God and creation stories, adding some details. Retell a creation story using relevant vocabulary and say where the story comes from. Ask their own 'wondering' questions about the world. Talk about ways of caring for the world.
	2	2.1 Lead us not into temptation	Respond sensitively to decisions about what's right and what's wrong.
		2.3 Questions, questions	Suggest answers to Big Questions from different religious perspectives.
	4	4.3 Our World	Reflect and present ideas about the origin of the universe. Offer reasons why it is important to look after the earth.
	6	6.1 Justice and Freedom	Explain their hopes and dreams for a just community and a just world.
6.3 Hopes and Visions		Debate differing faith views about the purpose of life; compare different possible answers and contrast with a secular view.	

Spring Term

Year 3





Unit 3.2: Founders of Faith



<i>Prior Learning</i>	Recollection of some facts about key figures from different faiths. What are the followers of Islam called? What is the Holy Book of Islam? What is the holy place of worship for followers of Islam? Can you remember any stories from the Islamic faith? What are the followers of Christianity called? What is the Holy Book of Christianity called? What is the holy place of worship for the followers of Christianity? Can you remember any stories from the Christian faith?
<i>End Points</i>	The children will know the key events in the lives of at least two key religious figures. The children will be able to talk about some key teachings. <i>This contributes to the following End of Key Stage statements:</i> Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief
<i>Vocabulary</i>	founder, leader, teaching, values
<i>Focus Religions/ World Views</i>	Religion 1: Christianity Religion 2: Islam Religion 3: Sikhism World View: Humanism (make links where appropriate) Links can also be made to other Religions and World Views where appropriate (dependent on class beliefs, celebrations/time of year, unit content etc.)



Spring Term





Year 3




Unit 3.2: Founders of Faith




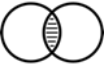
Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p style="text-align: center;"><i>Theology</i></p>	 <p style="text-align: center;"><i>Rules</i></p>  <p style="text-align: center;"><i>Authority</i></p>	<p style="text-align: center;">1</p> <p><i>What makes a good leader?</i></p>	<p>Overall Objective: To recognise key events in the lives of some faith founders and the impact they made.</p> <p>Learning Outcomes: I can say what makes a good leader.</p>	 <p>Recap and revisit: Drawing on children's prior knowledge, recollect some facts about key figures from different faiths. Share information about:</p> <p>Christianity- Jesus Buddhism- Buddha Abraham Sikhism- Guru Nanak Islam- Mohammed (pbuh)</p> <p>What does it mean to be the 'founder' or leader of a group or team? Link to groups we know or attend for example, Brownies, Scouts, football...</p> <p>Introduce new unit: Founders of Faith Sort characteristics of a good or bad leader.</p> <p>Discussion: Mind map the characteristics of a good leader.</p> <p>Activity: Write a job advert for a good leader.</p> <p><i>Dive deeper, question further</i> <i>How would it feel to be the leader/ founder of a faith?</i> <i>How does the word 'responsibility' link to being a faith founder?</i> <i>Which one word would you choose to describe a faith founder? Why?</i></p>	<p>KS2 – Religious Education: https://www.bbc.co.uk/bitesize/subjects/z7hs34j</p>




Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Rules</p>	<p>2</p> <p><i>Who are the key religious figures for Christianity?</i></p>	<p>Overall Objective: To recognise key events in the lives of some faith founders and the impact they made.</p> <p>Learning Outcome: I can recognise key events in Jesus and St Paul's lives.</p>	<p>Focus Religions: Christianity</p> <p><u>Explore/research:</u></p> <p>Explore the life of key religious figures for Christianity, such as Jesus and St Paul. Look at images- discuss who they are and what we know about them. Read information about Jesus and St Paul. Learn about Jesus's incarnation and resurrection.</p> <p>Write a job specification for a faith founder. In the role of a faith founder, create a diary, blog, or tweet, exploring some key events in their lives.</p> <p>Art opportunity:</p> <p>Explore the way in which art depicts founders of faith. Create a depiction of a faith founder in the style of a famous artist.</p> <p>Dive deeper, question further</p> <p>Why are Jesus and St Paul the key figures of Christianity? Does every faith need a key figure? Why? How are Jesus and St Paul similar and different?</p>	<p>Life of Jesus: https://www.tes.com/teaching-resource/life-of-jesus-6122490</p> <p>Paul: https://www.bbc.co.uk/religion/religions/christianity/history/paul_1.shtml</p>




Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p data-bbox="221 555 338 587"><i>Theology</i></p>	 <p data-bbox="517 440 586 467"><i>Rules</i></p>	<p data-bbox="723 261 741 280">3</p> <p data-bbox="651 309 813 432"><i>Who are the key religious figures for other faiths?</i></p>	<p data-bbox="831 261 1037 408">Overall Objective: To recognise key events in the lives of some faith founders and the impact they made.</p> <p data-bbox="831 448 1037 560">Learning Outcome: I know key events in Mohammad (pbuh) and Guru Nanak's lives.</p>	<p data-bbox="1059 261 1379 288">Focus Religions: Islam, Sikhism</p> <p data-bbox="1059 296 1256 320">Focus World View:</p> <p data-bbox="1059 360 1167 384">Research:</p> <p data-bbox="1059 392 1704 480">Select and explore the life of key religious figures for other faiths, such as Mohammad (pbuh), Guru Nanak, Baha'u'llah, the Buddha, Abraham ...</p> <p data-bbox="1059 488 1720 576">In groups, read information about different faith founders mentioned above. Share information with the class to provide all children with knowledge of each faith founder.</p> <p data-bbox="1059 584 1447 611">Guru Nanak and Mohammad (pbuh).</p> <p data-bbox="1059 651 1144 675">Activity:</p> <p data-bbox="1059 683 1576 710">Match key events with the correct faith founder.</p> <p data-bbox="1059 750 1720 805">Create a mind map listing the key faith founders and events in their lives.</p> <p data-bbox="1059 845 1525 873">Write a job specification for a faith founder.</p> <p data-bbox="1059 912 1682 968">In the role of a faith founder, create a diary, blog or tweet, exploring some key events in their lives.</p> <p data-bbox="1059 1008 1704 1106">Explore the way in which art depicts founders of faith. Create a depiction of a faith founder in the style of a famous artist. (N.B. No human representation of Muhammad, pbuh.)</p> <p data-bbox="1059 1145 1373 1169">Dive deeper, question further</p> <p data-bbox="1059 1177 1686 1233">Which of the faith founders we have learnt about today do you most relate to and why?</p> <p data-bbox="1059 1241 1682 1297">What do you think is the most important quality for a faith founder and why?</p>	





Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Rules</p>  <p>Belonging</p>	<p>4</p> <p><i>What do the key religious figures for Christianity believe and do?</i></p>	<p>Overall Objective: To describe and make links between the teachings of different faith founders.</p> <p>Learning Outcome: I can recall the story of The Good Samaritan and understand the impact Jesus and his beliefs have in the story.</p>	<p>Focus Religions: Christianity</p> <p>Recap and revisit:</p>  <p>Select and explore the teachings of key religious figures for Christianity, such as Jesus and St Paul.</p> <p>What did they believe?</p> <p>What did they do in their lives?</p> <p>Link to Unit 2:1 Lead Us Not Into Temptation—The Good Samaritan</p> <p>Stimulus: Watch video clip</p> <p>Use the story of The Good Samaritan as the focus for the lesson.</p> <p>Read the story, order story events and discuss the feelings of characters at different points in the story.</p> <p>What impact did Jesus and his beliefs have in this story?</p> <p>Conscience alley for the characters in the story.</p> <p>Activity:</p> <p>Create a picture, model or storyboard to reflect a teaching of a faith founder and explain its meaning for a believer.</p> <p>Dramatise a parable in a modern context; explain its moral and message.</p> <p>Dive deeper, question further</p> <p>Explore the meaning of a parable Jesus taught.</p> <p>Why could it be challenging to ‘love our neighbour as ourselves’?</p>	<p>The Good Samaritan: https://www.bbc.co.uk/teach/school-radio/audio-stories-the-good-samaritan/zf8w92p</p> <p>The Good Samaritan Storyboard: https://www.tes.com/teaching-resource/the-good-samaritan-storyboard-6077731</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Belonging</p>  <p>Rules</p>	<p>5</p> <p><i>What did the key religious figures for other faiths believe and do?</i></p>	<p>Overall Objective: To describe and make links between the teachings of different faith founders.</p> <p>Learning Outcome: I can recall the story of Guru Nanak and the Boulder and understand the impact Guru Nanak and his beliefs have in the story.</p>	<p>Focus Religions: Islam and Sikhism Focus World Views:</p> <p>Recap and revisit: Select and explore the teachings of key religious figures for other faiths; such as Mohammad (pbuh) and Guru Nanak. What did they believe? What did they do in their lives? What did Guru Nanak believe and do? Explain about how he taught people about the importance of humanity, equality and said we are all equal.</p> <p>Stimulus: Read Guru Nanak and the boulder story.</p> <p>Activities: Create a picture, model or storyboard to reflect a teaching of a faith founder and explain its meaning for a believer.</p> <p>Questions to check understanding of the key events of the story.</p> <p>Dive deeper, question further What can we learn from the story of Guru Nanak and the boulder? Is this similar to any other faith stories you know?</p>	<p>Stories by Category – Guru Nanak: https://www.sikhnet.com/stories/12311</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Belonging</p>  <p>Rules</p>  <p>Similarities and difference</p>	<p>6</p> <p><i>How did people respond to their deeds and words?</i></p>	<p>Overall Objective: To describe and make links between the teachings of different faith founders.</p> <p>Learning Outcome: I can say what other religions believe about Jesus.</p>	<p>Focus Religions: Christianity, Islam, Sikhism Focus World View:</p> <p>Dive deeper, question further Which religions other than Christianity recognise Jesus as an important teacher?</p> <p>Look at the links between Jesus and other religions, ask What do Jewish, Hindu, Sikh, Muslim etc people believe about Jesus?</p> <p>Research: Children read information PowerPoint and share their findings with the class. when each group has shared, we will have a deeper understanding how what other religions believe about Jesus.</p> <p>Discussion: Make links between the teaching of Jesus and other leaders of faith.</p> <p>Similarities: Sort key beliefs and teachings by faith and by founder; talk about similarities.</p> <p>Activity: Create a mind map to show what other religions believe about Jesus.</p> <p>Questioning: Answer key questions about each religion's view of Jesus.</p>	<p>What other world religions think about Jesus: https://www.relevantmagazine.com/faith/what-other-world-religions-think-about-jesus/</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Belonging</p>  <p>Rules</p>	<p>7</p> <p><i>Where do we find these teachings?</i></p>	<p>Overall Objective: To describe and make links between the teachings of different faith founders.</p> <p>Learning Outcome: I know the holy books where Islamic, Christian and Sikh teachings are found.</p>	<p>Focus Religion: Christianity, Islam and Sikhism</p> <p>Recap and revisit: Links to Unit 1:2 Worship What holy books can you remember?</p> <p>Stimulus: Watch video clips to see real life examples of children/ families using holy books in their everyday lives. How do they use them? Why do they use them? What can we learn from the videos?</p> <p>Possible Activities: Children write information around images of the holy books, for example the religion, name of the book, what we can learn from it, stories in it.</p> <p>Match key words and images to each of the holy books (group activity).</p> <p>Choose one holy book and write down key facts about it.</p> <p>Choose one holy book and write questions you may have about it. Share your questions with a partner- can they answer them?</p> <p>Dive deeper, question further If you are not religious, what books could you read to help you find your way in life? What is similar or different about the way people from different religions use their holy book?</p>	<p>The Holy Bible: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-holy-bible/zhnyrj6</p> <p>My life, My Religion: https://www.bbc.co.uk/programmes/b05pc1c9/clips</p> <p>My Life, My Religion – The Qur’an: https://www.bbc.co.uk/programmes/p02mwjsw</p> <p>My Life, My Religion – The Torah: https://www.bbc.co.uk/programmes/p02mxbli</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Belonging</p>  <p>Rules</p>	<p>8</p> <p><i>How does a person's faith influence the way they live?</i></p>	<p>Overall Objective: To describe and make links between the teachings of different faith founders.</p> <p>Learning Outcome: I can say how a person's faith influences the way they live.</p>	<p>Focus Religion: Christianity</p> <p>Stimulus:</p> <p>Watch videos to understand a day in the life of a Christian/ or other religion. How does being a Christian influence the way Nathan in the video clip lives? What impact does being a Christian have on his life? Would his life be the same if he was not a Christian?</p> <p>Activity:</p> <p>Set up a dilemma for a faith follower (i.e., Conscience Alley) and show how key teachings help them to decide.</p> <p>Read a selection of scenarios/ problems for example, somebody tells you they are unhappy at school. How would you deal with this as a faith member?</p> <p>Dive deeper, question further</p> <p>What is the relevance of Jesus for people today? What aspects of living a faith might be the hardest and why?</p>	<p>My Life, My Religion – Nathan: https://www.bbc.co.uk/programmes/p02mwwvjy</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Rules</p>  <p>Authority</p>  <p>Belonging</p>	<p>9</p> <p><i>How do the teachings of a faith founder impact on wider society?</i></p>	<p>Overall Objective: To describe and make links between the teachings of different faith founders.</p> <p>Learning Outcomes: I can say how the teachings of Jesus/Guru Nanak/ Mohammad (pbuh) impact on wider society.</p>	<p>Focus Religion: Islam and Christianity</p> <p>Express thoughts about whether the teachings of faith founders can change lives for the better and guide followers.</p> <p>Stimulus:</p> <p>Watch clips to see how Christians/people of other religions live their lives. Talk to somebody who is a Christian or another religion about how their religion impacts the community they live in.</p> <p>Look at key images which may help Christian's remember the teachings of Jesus, for example church, bible, cross, candle... Discuss their significance.</p> <p>If you are not a member of a faith, how could faith founder impact on your life? Discuss.</p> <p>Research:</p> <p>Find out the ten commandments and discuss Jesus's greatest commandment.</p> <p>Questioning:</p> <p>Answer key questions about the teachings of faith founders and the impact they can have on people's lives, for example How does what Jesus taught Christian's help them in their lives? Do you think Christian's think about Jesus every day? Explain why.</p> <p>If you are not a Christian, how could Jesus have an impact on your life?</p> <p>How could Jesus guide a Christian in their daily life?</p> <p>How are the ten commandments useful in our lives?</p> <p>Write the greatest commandment which could be relevant to all religions we have learnt about.</p> <p>Dive deeper, question further</p> <p>How can society benefit from people following their faith leaders' beliefs?</p>	<p>The Ten commandments: https://www.bbc.co.uk/bitesize/clips/z687tfr</p>

Session 3.2



End of Unit Assessment

End points:

The children will know the key events in the lives of at least two key religious figures. The children will be able to talk about some key teachings.

This contributes to the following End of Key Stage statements:

Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief

Three lenses of RE	Objectives	End of Key Stage statements:	Assessment Opportunities:
	<p>Recognise key events in the lives of some faith founders and the impact they made.</p>	<p>Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.</p>	<p>Key questions:</p> <p>Name a key event in the life of Jesus and explain the impact this made.</p> <p>How could the greatest commandment help people of all religions live their lives?</p> <p>Explain who Guru Nanak was and what he taught people of all religions.</p>
	<p>Describe and make links between the teachings of different faith founders.</p>		