

Ashtree Primary School and Nursery Medium Term Plan for RE

Year 3 - Autumn Term – Christianity and Islam

Prior Knowledge – Y2

Beliefs and practices Aut Spr

To explore different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them.

Symbols and actions Aut

To explore symbols and actions explaining how and why they express religious meaning; notice some similarities between communities.

Prior Skills – Y2

Identifying and belonging Spr

Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.

Ultimate questions Sum

Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions.

Key Vocabulary

Eid-ul-Adha, Eid Al Fitr, Ramadan, Hajj, Mecca, Shahada, Baptism, Christening, Christmas, Easter, Light, Diwali, Hannukah, Christmas, wudu, genuflection, prayer, mat, worship

Key Knowledge

Beliefs and practices Sacred texts and stories, their guidance and impact Aut

Describe using specific religious vocabulary the impact of celebrations and key moments in life in some religious communities.

Symbols and actions Symbolic expression in prayer and worship Aut

Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe some similarities between two faith communities.

Key Skills

Identity and belonging Spr

To focus on during the Spring Term

Ultimate questions Spr

To focus on during the Spring Term

Curriculum Enhancements

- Visit a local church
- Visitors from faith communities



Possible Misconceptions

Some children may think:

- Every Muslim has to follow the five pillars of Islam. Explain that some Muslims follow all and some follow a few and this may depend on, for example; the time they are able to spend on their faith, their age, their health.
- Muslims fast for 30 days without eating or drinking. Explain that they eat and drink before sunrise and after sunset.

Suggested Activities

Beliefs and practices Sacred texts and stories, their guidance and impact Aut

Step 1 – To know the way Christianity and Islam traditions of celebrating festivals and important life events i.e. Christianity - Baptism/ Christening Muslim – Shahada.

Step 2 – To research different ways of celebrating the same events (i.e. Eid-ul-Fitr, Eid-ul-Adha, Christmas and Easter), ceremonies of belonging.

Symbols and actions Symbolic expression in prayer and worship Aut

Step 3 – Explore the symbolic power of light across religions (Christmas, Hannukah, Diwali).

Step 4 – To know the sequence of steps which Muslims go through to pray and can link it to their relationship with Allah (God).

Step 5 – The symbolic actions i.e. humility in prayer such as genuflection, wudu, foot washing, silence and submission to Allah etc.

Step 6 – Explore the importance of sharing food in Christian worship.

Future Knowledge

In year 4 the children will be learning

Beliefs and practices Aut

Describe, make connections and reflect on some religious and non-religious worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.

Symbols and actions Aut

Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities.

By the end of lower KS2 the religiously and theologically literate pupil should:

Reflect upon and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary. Examine the different views and shared ideas about religious experience in religions and worldviews. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging. Explore shared human responsibility through enquiry and experience and express personal reflections and curiosity about ultimate questions. Consider and discuss important issues and moral choices.