

Ashtree Primary School and Nursery Medium Term Plan for RE

Year 3 - Spring Term – Christianity and Islam

Prior Knowledge – Y2

Prayer, Worship and Reflection

Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection.

Prior Skills – Y2

Identifying and belonging

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

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

Key Vocabulary

Christianity, church, Bible vicar, priest, altar, The Lord's Prayer, Easter, Eucharist (also known as Holy Communion and the Lord's Supper, is a Christian rite that is considered a sacrament in most churches, and as an ordinance in others), Jesus, vicar, God, heaven, Holy Trinity, Islam, Allah, Mosque, Qur'an/Kor'an, imam, Muhammad, Muslim, prayer mat, prayers, surah, Five Pillars: the five pillars – **the declaration of faith (shahada), prayer (salah), alms-giving (zakat), fasting (sawm) and pilgrimage (hajj)**, leader, faith community, creation

Key Knowledge

Prayer, Worship and Reflection

To ask and answer questions about places of prayer and worship and the impact they might make on faith communities. **Spr**

Key Skills –

Identifying and belonging Explore how individuals show that they belong to a faith community. Recognise how some religious people are guided by their religious leaders. **Spr**

Ultimate questions

Through creative media, express an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer. **Spr**

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

P,W&R Spr

Step 1 – Investigate the role and space for worship in a mosque and a church, exploring meaning and significance for followers.

Step 2 – Examine how architecture and design may contribute to a worshippers' experience and ask, who hears our prayers?

Step 3 – Learn about key prayers (e.g. the first Surah in the Qu'ran and The Lord's Prayer) and how they might inspire a believer's commitment.

Step 4 – Revisit the Easter story and learn about the Eucharist through visiting a local church or listening to a practising Christian.

Step 5 – Why and how are saints remembered?

I&B Spr

Step 6 – Explore how the Five Pillars of Islam guide Muslims in their daily lives and question why some Muslims pray five times a day whilst others do not.

Step 7 – To be able to link the roles and duties of historical and religious leadership (e.g. Jesus, Muhammad, Imam, Vicar) on followers and in their own lives. To explain what it means to belong to a faith community.

UQ Spr

Step 8 – Discuss challenging questions about meaning, purpose and truth. Why are there some questions about life to which we don't have the answer i.e. death.

Step 9 – Consider the different ideas about God. What does the word mean to people of faith?

Step 10 – To describe the attributes of God (e.g. 99 names of Allah and the Trinity).

Step 11 – Explore different stories about how the world began (Christianity and Islam). To express creatively theirs and others ideas on creation, God and heaven through creative media.

Future Knowledge

In year 4 the children will be learning –

P,W&R Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections

I&B Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.

UQ Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections

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.