

Ashtree Primary School and Nursery Medium Term Plan for RE

Year 3 - Summer Term – Christianity and Islam

Prior Knowledge – Y2

Sources of wisdom Spr

Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come.

Prior Skills – Y2

Human responsibility and values Sum

Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this.

Justice and fairness Sum

Explain the influence of rules. Explore moral stories and consider what is right and wrong just and fair.

Key Vocabulary

The Good Samaritan, The Story of Muhammad, The Qur'an, The Bible, sacred text, Pentecost, authority figure, impact, moral values, charter, responsibility, citizen, community, justice, fairness, charity, tax

Key Knowledge

Sources of wisdom Sacred texts and stories, their guidance and impact Sum

Raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings or sources of wisdom. Identify the faith traditions from which these come and their impact on followers.

Key Skills

Human responsibility and values. Taking responsibility for living together, values and respect Sum

Recognise the importance of showing care and responsibility for the world, identifying the shared values in two communities.

Justice and fairness Right and wrong, just and fair Sum

Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair.

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

SoW Sacred texts and stories, their guidance and impact **Sum**

Step 1 – To know about sacred texts and beliefs about their origin and how they should be treated i.e. The Qur'an (Koran), The Bible, The Torah.

Step 2 – To examine the power of faith stories and sacred writing from the Islamic and Christian traditions e.g. 'The story of Muhammed', the story of 'The Good Samaritan'.

(link to Step 5)

Step 3 – To explore the impact of authority (e.g. Jesus) on these individual followers.

Step 4 – To explore the impact of Pentecost on Christians

HR&V Taking responsibility for living together, values and respect **Sum**

Step 5 – To explain the meaning of wisdom. Explore the power of faith stories and sacred writing from the Christian and Islamic traditions e.g. 'The Good Samaritan', 'The story of Muhammed' and examine the impact of these on religious followers. (link to Step 2)

Step 6 – To consider their responsibility for the world and for each other and some religious and worldview responses (e.g. What kind of world did Jesus want?).

Step 7 – To consider what rules different communities follow about caring for the world/each other.

Step 8 – To think about what is important and what is valued and compile a moral values charter.

J&F Right and wrong, just and fair **Sum**

Step 9 – To learn about justice and fairness through the work of development charities (e.g. Christian Aid, Islamic Relief, Oxfam or their local religious charity group) and apply their own ideas on matters that are important.

Step 10 – To explore faith stories that illustrate justice and fairness and how to treat each other (e.g. Zaccheus the Tax Collector and Widow's Mite).

Step 11 – To reflect on who decides what is 'right' and what is 'wrong'.

Future Knowledge

In year 4 the children will be learning

SoW **Sum**

Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.

HR&V **Sum**

Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility

J&F **Sum**

Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.

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.