




Year 3 RE Curriculum

	Autumn 1	Autumn 2
Curriculum focus	Hinduism	Christianity
Substantive Concepts and Questions	How do Hindus worship?	How do Hindus worship? How and why is Advent important to Christians?
Key Vocabulary	Worship; Deity; Mandir; Puja; Pilgrimage; Shrine; Advent	
RE Enquiry and Content	<p><u>How do Hindus worship? Children learn:</u></p> <p>The Hindu special place of worship is called a Mandir. Hindus visit to be peaceful, pray and sing religious songs. Each Mandir is dedicated to a god and inside will be a shrine to that god (deity).</p> <p>During Puja, Hindus pray and give offerings to a murti (image) of a deity. Puja is a daily routine for Hindus, either at the Mandir or at home.</p> <p>Music, drama, artefacts, mantras, food, stories and customs are very important in Hindu celebrations and worship. During the Aarti 'ceremony of lights' ritual, lit lamps are offered and songs sung before an image of a deity to honour them.</p> <p>The Sacred Thread ceremony (Upanayana or Janoi) is a ceremony when boys reach an age to take on religious responsibility. The Janoi is made up of three strands, representing purity of thought, words and actions.</p> <p>The city of Varanasi is important because it is dedicated to the deity Shiva. It is built on the banks of the River Ganges and pilgrims travel to immerse themselves in the sacred river.</p>	<p><u>How do Hindus worship? Children learn:</u></p> <p>Most Hindu homes have a shrine for Puja. Having a shrine at home means that families can worship together. Each shrine contains a puja tray and fruit, incense, water and flowers are offered. Blessed food, (prashad) is eaten once the worship has finished.</p> <p>Diwali: An important Hindu festival, symbolising the spiritual victory of light over darkness, good over evil and knowledge over ignorance.</p> <p>Holi A popular Hindu festival, also known as the festival of spring and festival of colours, signifies the victory of good over evil.</p> <p><u>How and why is Advent important to Christians? Children learn:</u></p> <p>The word 'Advent' means 'coming'. It is a time of preparation for the celebration of the birth of Jesus. Advent wreaths have five candles, one for each of the four Sundays leading up to Christmas Day and one for Christmas Day itself.</p>

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	Spring 1	Spring 2
Curriculum focus	Christianity	Christianity
Substantive Concepts and Questions	What can we learn about Christian worship and belief by visiting churches?	What do Christians remember on Palm Sunday?
Key Vocabulary	Worship; Church; Holy Communion; Palm Sunday; Serve; Lead	
RE Enquiry and Content	<p><u>What can we learn about Christian worship and belief by visiting churches? Children Learn:</u></p> <p>Many Christians worship regularly as a group. For most Christians, this happens at least once a week, on a Sunday. Christians go to church to praise God, build friendships with other Christians (called fellowship) and learn from the Bible together.</p> <p>During a Sunday service, the congregation will usually sing hymns and songs together as a way of worshipping God, and listen to Bible teaching and readings. These services are led by a priest or minister.</p> <p>Christians also receive ‘Holy communion’ at church. This is where Christians drink wine and eat bread to remember the events of the last supper.</p> <p>Church buildings, symbols and actions are important in Christian worship. The cross, candles, windows, banners, statues, the rosary, liturgical colours, altar and pulpit cloths, kneeling, raising hands and praying hands are all expressions of belief and feelings. Commitment, belonging and religious identity are expressed in Christian churches through rituals and ceremonies such as First Communion, Confirmation and the Membership Ceremony.</p>	<p><u>What do Christians remember on Palm Sunday? Children Learn:</u></p> <p>Palm Sunday marks the start of the week leading up to Easter and the beginning of Jesus' last week on Earth.</p> <p>Christians remember Jesus entering the Jewish capital city of Jerusalem to preach the Gospel. The Jews wanted to overthrow their Roman rulers. They were longing for a new leader.</p> <p>Jesus entered the city on a donkey (not a camel or horse) to show that he wanted to serve, not lead. However, the crowds grew excited and people lay cloaks and palm tree branches on the ground before him, waved palm leaves and shouted ‘Hosanna’.</p> <p>The leaders in Jerusalem saw how many people were following Jesus and they were angry and jealous.</p> <p>Jesus understood that this was part of God’s plan and it would be his last trip into Jerusalem.</p>

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	Summer 1	Summer 2
Curriculum focus	Hinduism	Hinduism
Substantive Concepts and Questions	What do Hindus believe?	What do Hindus believe?
Key Vocabulary	Brahman; Trimurti; Murti; Atman; Karma; Ahimsa; Reincarnation; Aum; Bhagavad Gita; Ramayana; Rama; Sita	
RE Enquiry and Content	<p><u>What do Hindus believe? Children learn:</u></p> <p>Hindus believe in one supreme God, Brahman, who is represented and worshipped in many forms. The nature of Brahman is expressed through images (murti), where Brahman has thousands of qualities and attributes.</p> <p>The Trimurti are the three aspects of the universal supreme God: Brahma; Vishnu; Shiva.</p> <p>The Tridevi are goddesses who are equally important: Saraswati; Lakshmi; Shakti</p> <p>There are important animal deities, including: Ganesh and Hanuman</p> <p>The following sacred Hindu texts are researched: Bhagavad Gita: The moral is that knowledge, work and devotion are all paths to salvation and the central value in life is that of loyalty to God. Ramayana: Tells the story of Rama and Sita and the victory of good over evil.</p>	<p><u>What do Hindus believe? Children learn:</u></p> <p>Atman: This means 'eternal self'. As the self is a spiritual rather than material being, it can be reincarnated.</p> <p>Karma: Human beings can create good or bad consequences for their actions and might reap the rewards of action in this life or a future one.</p> <p>Ahimsa: This means avoiding harming any living thing and also avoiding the desire to harm any living thing.</p> <p>Reincarnation: If a person has good karma in a previous life, then their atman will be reborn or reincarnated into something better than they were previously.</p> <p>Hindus also use the Aum symbol to represent Brahman. This represents the sound Hindus believe was present when the world was created.</p>

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<p>Benchmark Expectations: Knowledge and Understanding</p>	<p>By Age 9, pupils will:</p> <p>Be able to describe some of the beliefs, teachings and expressions of beliefs within the religions studied and how these have an impact for individuals and communities</p> <p>Begin to form a framework of connections between these concepts by making some links between them identify some patterns between or within religions (a range of religious and non- religious worldviews) by comparing similarities and differences.</p>
<p>Benchmark Expectations: Critical Thinking (impersonal evaluation)</p>	<p>By Age 9, pupils will:</p> <p>In response to the material they learn about, pupils can raise questions, express their opinions and support these with plausible reasons.</p> <p>They recognise that others may think differently and have different opinions. Plausible = reasonable or probable without necessarily being so, persuasive</p>
<p>Personal Reflection (personal evaluation)</p>	<p>Personal Reflection develops pupils' ability to reflect on religious and non-religious worldviews in relation to their own beliefs, values and experiences and the influence of these on their daily life, attitudes and actions. Personal Reflection in RE makes a significant contribution to pupils' spiritual, moral, social and cultural development and pupils can make personal progress through reflection, empathy, developing respect and appreciation of others, but this cannot be assessed. Personal Reflection is essentially private and subjective. Pupils may choose to share these thoughts and ideas within the RE classroom, but these reflections are not used to show progression in RE.</p>