



The Big Picture

This unit enables pupils to explore Christian teachings and examples of people who have followed the word of God. They will investigate the prophets of the Old Testament and consider why these people chose to listen to God and how they put their beliefs into action. Pupils will also explore ways in which Christians today might follow God’s word and live a life of service – serving God and the community. They might look at inspiring Christians such as Dr Barnardo, Archbishop Desmond Tutu, William Booth and the work of the Salvation Army.

Children should have opportunities to discuss role models in their own lives and how/why some people have inspired them. They may also consider the idea that all people are inspired by others in some way – that the people they look up to will in turn look up to and follow someone who inspires and guides them.

They should be encouraged to make links with prior learning about the Christian concept of a God who has a special relationship with humanity; that God is described as creator and sustainer. One way that God is believed to sustain the world is through revealing his messages to the Prophets.

What do we already know? Knowledge retrieval:

The genesis story of creation.

That Christians thank God for creation at harvest.

The ways that humans use (and abuse) the natural world.

Castle View Religious Education objectives

Year 3 R.E. How and why have some people served God? (Christianity - God)

- Know that Abrahamic faiths believe in Prophets
- Identify Christian beliefs and values contained within the stories of Prophets (Noah, Abraham, Moses, Jonah)
- Suggest why these prophets chose to listen to and follow God
- Identify Christians who might be described as people who listened to and followed God
- Describe how and why some Christians might devote their lives to serving God
- Talk about what is meant by a sense of vocation
- Identify inspirational people/role models for the world today
- Describe the qualities that inspirational people have
- Discuss who makes a good role model and why
- Raise and discuss questions about following others – including both positive and negative responses

Key vocabulary and understanding

Noah, Abraham, Moses, Jonah, prophets

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning



The Big Picture

This unit enables pupils to explore what it means to be a follower of Jesus – both at the time of Jesus and today. References should be made to previous learning about Jesus – ie. That Jesus is special to Christians and is described as a ‘light to the world’, someone who brought hope to the world. This may be a good opportunity to introduce the work Messiah when talking about why some people at the time decided to devote their lives to following Jesus. This should then lead into an exploration of how Christians today might try to follow the example and teachings of Jesus – What does it mean to be a true follower?

Within this unit, pupils will reflect on the qualities that good leaders have and the idea that some people have a ‘charisma’ that attracts followers.

What do we already know? Knowledge retrieval:

That Christians refer to Jesus as the ‘Light of the World’.

That Jesus has more than one name or title.

That christians use light as part of their Christmas celebrations.

Castle View Religious Education objectives

Children will:

- Know what is meant by discipleship
- Know about the people who became disciples of Jesus and suggest why they decided to follow Jesus
- Identify beliefs and values within religious teachings
- Describe how and why Christians might try to follow the example of Jesus through mission and charity work
- Describe the work of one Christian organisation that aims to help people and how this work is an expression of their Christian beliefs.
- Talk about what it means to have charisma
- Describe what makes a good leader and why people might want to follow him/her
- Discuss what motivates people to want to make a difference
- Reflect on their own leadership abilities
- Discuss their own desires to make a difference in the world/in their communities

Year 3 R.E. What does it mean to be a disciple of Jesus? (Christianity - Jesus)

Key vocabulary and understanding

Discipleship, charisma, disciples,

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning



The Big Picture

In this unit pupils will explore the Church as a community of people inspired by the Holy Spirit. This should build on their prior learning about the beliefs, values and symbols that unite the worldwide Christian community and the importance of worship. Pupils will learn about what Christians mean by the Holy Spirit and how this might inspire Christians to express their beliefs and values in different ways. There are also opportunities to explore how and why creative abilities such as music and art might be used to express ideas and talents.

Pupils should also reflect on their own unique skills/talents/qualities and how they use these. They should recognise that these 'gifts' are often inspired by someone or something.

What do we already know? Knowledge retrieval:

That Christians feel its important to come together to worship God.

The features of a church.

The Christian symbols used during worship.

Castle View Religious Education objectives

Children will:

- Know what Christians mean by the Holy Spirit
- Suggest how belief in the holy spirit as God's presence in the world might have an impact on individuals and communities
- Identify Christian values exemplified in the gifts/fruits of the Spirit
- Identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations
- Describe how and why Pentecost is celebrated
- Describe why some Christians might take part in a procession of witness
- Describe aspects of being human that we should be proud of
- Discuss what it means to be a successful human and the different measures of success that might be applied
- Discuss their own sense of value and what is good/ unique about being them
- Reflect on the people that they value in their lives and how they show their appreciation

Year 3 R.E. What do Christians mean by the 'Holy Spirit'?
(Christianity – The Church)

Key vocabulary and understanding

Holy Spirit, Pentecost, processions,

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning



The Big Picture

This unit examines why family is such an important part of Hindu life. Children will explore the concept of duty within Hinduism – religious duties, duty to society and duty to the family. They will consider family members in the story of Rama and Sita and what this might teach Hindus about roles and duties in the family.

Children will learn about the festival of Raksha Bandhan and how festival traditions are a reminder of family ties and responsibilities. They should also investigate how worshipping in the home might bring the family together and be a reminder of the duty to lead a moral life.

What do we already know? Knowledge retrieval:

- Hindus believe in one God Brahman.
- Hindus worship at a Mandir.
- The importance of worshipping in the home for Hindus.

Year 3 R.E. Why is family an important part of Hindu life? (Hinduism)

Castle View Religious Education objectives

Children will:

- Develop an understanding of the importance of duty and commitment to many religions
- Know that following dharma (religious duty) is an important part of Hindu life.
- Suggest the impact of belief in dharma, particularly the belief that there are three 'debts'.
- Describe how and why Hindus might celebrate Raksha Bandhan
- Identify aspects of the celebration which remind Hindus of their dharma
- Identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma
- Identify sources of authority and inspiration
- Consider what our duties as human beings are
- Reflect on their own duties – to themselves, to their families, to their communities
- Discuss who or what they follow and why

Key vocabulary and understanding

Duty, dharma, Raksha Bandhan, Rama, Sita,

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning



The Big Picture

This unit enables pupils to explore and examine the origins of Islam. The focus is on founders and leaders, using stories and teachings to identify how the values contained within them can inspire and influence a believer today. Pupils should develop an understanding of why Muhammad is seen as a role model to Muslims and should have a basic understanding of the how his example influences a Muslim life. The experiences of the life of the prophet are directly linked with the treatment of other people, in this unit this should be explored through acts of charity. Students should be able to explain the third pillar of Islam (Zakat) and why it is an obligatory act (one of the Five Pillars).

Pupils should have opportunities to discuss any charitable acts or events they have been involved in and why they believe it is important to help others. Pupils should discuss their own values and link these with role models in their own lives, explaining how/why some people have inspired them.

Year 3 R.E Why is the prophet Muhammad an example for Muslims? (Islam)

What do we already know? Knowledge retrieval:

Muslims want to show their gratitude to God.

Muslims believe its important to respect God.

To know how Muslims pray.

Castle View Religious Education objectives

Children will:

- Develop and understanding of the importance of founders and leaders for religious communities
- Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad
- Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad
- Describe and give reasons for the Islamic practice of Zakat
- Suggest why charity might be important to a Muslim and the different ways a Muslim might be charitable
- Identify characteristics of a good role model
- Discuss how good role models can have a positive impact on individuals, communities and societies.
- Reflect on their own aspirations for themselves and others
- Ask questions and suggest answers about how they can try to make the world a better place.

Key vocabulary and understanding

Muhammad, Zakat, Five Pillars of Islam, wisdom,

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning



The Big Picture

This unit gives pupils the opportunity to explore the Sikh tradition and its origins with the teachings and example of Guru Nanak and Guru Gobind Singh. Pupils should consider the importance of commitment within Sikhism and how this might be expressed (they will explore these expressions in greater depth in Year 4).

Pupils should understand what is meant by the term 'guru' and why the gurus are important role models for Sikhs. They should learn about the Guru Granth Sahib and how/why it is treated with great respect by Sikhs and within the Gurdwara.

There should be a range of opportunities for pupils to reflect on and develop their own understanding of the value of commitment. They should consider how being committed can be both a challenge and a source of meaning and purpose.

What do we already know? Knowledge retrieval:

That all faiths and religions have leaders.

That faiths and religions worship.

That faith and religions expect a level of commitment to the faith.

Year 3 R.E Why are Gurus important to Sikhs? (Sikhism)

Castle View Religious Education objectives

Children will:

- Develop an understanding of the importance of founders and leaders for religious communities
- Identify Sikh beliefs and values contained within the stories of the lives of Gurus
- Describe how and why the Guru Granth Sahib is treated with great respect
- Suggest how and why Sikhs might show commitment to their faith
- Identify people and ideas that inspire commitment
- Discuss the different ways that people might show that they are committed
- Reflect on their own commitments and the impact these have on their lives
- Ask questions about the values of having commitments

Key vocabulary and understanding

Sikh, Sikhism, Gurus, Guru Nanak, Guru Granth Sahib

Lesson outlines:

- Shared human experiences
- Beliefs and values
- Living religious traditions
- Search for personal meaning