

BOSTON WEST ACADEMY

Y3 RE KNOWLEDGE OVERVIEW



Year 3 - Follow the compulsory units and use the ideas, questions and resource links to plan a term's sequence of learning.

- Throughout each unit pupils are given opportunities to:
- make links between beliefs and religious stories or sacred texts.
 - name some symbols and know what they mean.
 - ask questions and suggest answers about how the religions influence people, and what influences me.
 - interpret religious language and analyse text to explain beliefs.

<p>Term 1 and 2</p> <p>God – Christianity</p> <p>TRIP TO A CHURCH (different to church visited in FS and Y1)</p> <div data-bbox="114 580 506 719" data-label="Image"> </div> <div data-bbox="114 724 506 754" data-label="Section-Header"> <p>Symbol</p> </div> <div data-bbox="114 759 506 842" data-label="Text"> <p>How do symbols in the Bible help a Christian to relate to God? Lesson 1/2</p> </div> <div data-bbox="114 847 506 930" data-label="List-Group"> <ul style="list-style-type: none"> • The Trinity: Father (Creator), Son (God Incarnate) and Holy Spirit (Sustainer) </div> <div data-bbox="114 959 506 1074" data-label="Text"> <p>What do the symbols in the story of the baptism of Jesus reveal about the nature of God? Lesson 3</p> </div> <div data-bbox="114 1078 506 1193" data-label="List-Group"> <ul style="list-style-type: none"> • Symbolism of the dove – Holy Spirit • Symbolism of water – cleansing, purity </div> <div data-bbox="114 1222 506 1305" data-label="Text"> <p>What visual symbols and symbolic acts can be seen in a Christian church? Lesson 4/5</p> </div> <div data-bbox="114 1310 506 1477" data-label="List-Group"> <ul style="list-style-type: none"> • Holy Communion (symbolism in the Last Supper) - patterns of prayer, giving and acts of service • Artefacts and visual symbols, stained glass windows, altar, </div> <div data-bbox="539 580 972 647" data-label="Text"> <p>communion table, pulpit, cross, etc.</p> </div> <div data-bbox="539 652 972 735" data-label="List-Group"> <ul style="list-style-type: none"> • Symbols in worship – sign of the cross, Holy Communion, expressions of worship </div> <div data-bbox="539 775 972 874" data-label="Text"> <p>How might language within worship express Christian belief?</p> </div> <div data-bbox="539 879 972 962" data-label="List-Group"> <ul style="list-style-type: none"> • Psalms, liturgy, the Lord's Prayer, worship songs/hymns, creeds </div>	<p>Key questions</p> <p>What do people believe about God? How do symbols in the Bible help a Christian to relate to God?</p> <p>What do symbols in the story of the baptism of Jesus reveal about the nature of God?</p> <p>What visual symbols and symbolic acts can be seen in a Christian church?</p> <p>How might language within worship express Christian belief?</p> <p>Key vocabulary</p> <p>Trinity Baptism Dove Eucharist/Holy Communion Last Supper Stained glass windows Altar/communion table Pulpit Cross/Crucifix The Lord's Prayer Symbol Church Worship</p>	<p>Prior Learning:</p> <p>Community, Worship and Celebration – Christianity unit (Y1)</p> <p>Y1 trip to Boston Stump</p> <p>God -Christianity(Y1)</p> <p>Places of Worship unit (Y2)</p>	<p>Next Steps:</p>
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The ideas we might explore

- Belief in one God, the Father, Son and Holy Spirit (the **Trinity**) – ideas of things that can be three-in-one (e.g. I am a teacher, a mummy and a daughter, but there's only one of me...)
- Examples of symbols of the **Trinity** in the Bible (e.g. Jesus' baptism in **Matthew 3:13-17**, the Grace in **2 Corinthians 13:14**) and in art/church architecture
- What the **Trinity** tell Christians about what God is like – relationship at the heart of God as a model for how humans should relate to each other
- **Holy Communion** – a shared meal modelled on the last meal Jesus shared with his friends (the Last Supper); key features – blessing and sharing of bread and wine, remembering Jesus' words to his friends, etc.; key artefacts, e.g. paten and chalice; references to God as **Trinity** as part of a **Holy Communion** service, e.g. Eucharistic prayers, the Nicene Creed, which is recited by participants before they take part in the Holy Communion
- Examples of Trinitarian language in Christian worship, e.g. the texts used on Trinity Sunday, e.g. **Matthew 28:19**, language of blessings ("in the name of the Father, the Son and the Holy Spirit..."), language of hymns (e.g. *Shine, Jesus, Shine*), etc.

Suggested sequence of Learning

Lesson 1 - What is the Trinity? (See ideas on Oak Academy <https://classroom.thenational.academy/lessons/what-is-the-holy-trinity-cthk6c>)

Lesson 2 - Trinity 2 lesson from Lincolnshire Agreed Syllabus Unit God (Christianity)

Believing and Living: Ask pupils to create a spinner – a card circle with three words, ‘Father’, ‘Son’ and ‘Holy Spirit’, which merge when it is spun. Remind pupils of the Christian understanding of God as Father, Son and Holy Spirit. If possible, visit a local Christian place of worship and try to identify as many examples of the Trinity as possible. Explore the story of St Patrick and the shamrock as a symbol of the Trinity (e.g. <http://www.dltk-holidays.com/patrick/about.htm>) and the triquetra or Trinity knot often found in Celtic Christianity (e.g. <http://explore.blarney.com/trinity-knot-history-meaning/>). Pupils could explore the Book of Kells to find examples of the Trinity knot (e.g. <https://churchpop.com/2015/03/18/21-breathtaking-images-from-the-mysterious-book-of-kells/>) or produce their own (e.g. <http://www.marcel-kid-crafts.com/celtic-knot-patterns.html>).

Thinking: Philosophers’ Café – ask pupils to discuss the reasons why it might be helpful for Christians to use symbols to help them understand the idea of God as Trinity (e.g. the difficulty of using language to explain God, the way in which symbols can help people communicate across different cultures and languages, etc.)

Lesson 3 - Symbolism (dove and water)

Lesson 4 - Symbolism in a church

Lesson 5 - The story of the Last Supper and symbolism of Holy Communion

Lesson 6 - The Lord’s prayer and language of hymns

TRIP TO A CHURCH (different to church visited in FS and Y1)

Term 3

God – Hinduism



Story and symbol

How are deities and key figures described in Hindu sacred texts and stories?

- Key scriptures - Vedas, Bhagavad Gita, Ramayana, Mahabharata
- Key themes in the Mahabharata – doing the right thing, making ethical choices [Lesson 1](#)
- Creation stories and stories about deities and key figures [Lesson 2](#)
- Concept of Trimurti – Brahma, Vishnu, Shiva. Other deities, e.g. Ganesh, Lakshmi, Pavati [Lesson 1](#)

What is the purpose of visual symbols in the mandir?

- Key symbols: Om/Aum, swastika, lingam, Nandi, Ganesh, lotus flower, murtis
- Puja tray: symbolic items include water, a bell, food and incense [Lesson 3](#)

What might Hindus understand about the Divine through these stories?

- Sanatana Dharma (Eternal Way) – to find one's path to Brahman, being a right human being
- One God (Brahman), Ultimate Reality, symbolised in diverse forms/formless, male and female, with different images and names, e.g. Rama and Sita, Krishna, Shiva, Ganesha

Key questions

How are deities and key figures described in Hindu sacred texts and stories?

What might Hindus understand about the Divine through these stories?

What is the purpose of visual symbols in the mandir?

Key vocabulary

Scriptures: Vedas,

Trimurti, Aum/Om, Ganesh, Lotus Flower, Sanatana Dharma, Brahman, Rama and Sita, Krishna, Shiva, Swastika, Lingam, Nandi, Murtis, Puja tray

Prior Learning:

Next Steps:

The ideas we might explore

- Hinduism as an umbrella term for a collection of religious expressions
- Some Hindus describe it as **Sanatana Dharma** (the 'eternal duty')
- Hinduism is a **monotheistic** religion (belief in one ultimate reality)
- **Brahman**, the ultimate reality, the life force in all things
- **Trimurti** – **Brahma** (creator – the beginning of life), **Vishnu** (preserver – the sustaining of life), **Shiva** (destroyer – the end of life) – representing the cycle of life (helping Hindus worship **Brahman**, the ultimate reality)
- The symbol of the lotus flower and its association with **Brahma**, **Vishnu** and the story of creation
- Other deities as a means of understanding more about **Brahman**, the ultimate reality, e.g. **Lakshmi**, **Hanuman**, **Ganesh**
- **Atman** (the soul) – the bit of the ultimate reality in all living things
- The **atman** travels continuously through the cycle of life: **samsara** (birth, life, death, reincarnation)
- The goal is for the **atman** to break free from this cycle of life (**moksha**)
- Human beings can achieve **moksha** through fulfilling their **dharma** (duty) - the actions (**karma**) they carry out help them do this; good action (**karma**) help humans fulfil their **dharma** (duty) and achieve **moksha**, bad action (**karma**) prevent humans from fulfilling their **dharma** (duty) and achieving **moksha**
- Stories from the **Ramayana**, **Bhagavad Gita**, **Mahabharata**, e.g. the story of Rama and Sita in the **Ramayana** – a story about doing – or not doing – your duty (**dharma**), the story of Arjuna and Krishna in the **Mahabharata** – a story about doing your duty (**dharma**), even when it is challenging to do so; the ways in which this links with the idea of **Brahman**, the ultimate reality, and the cycle of life

The **aum** symbol: a symbol of Brahman and the **atman**; some Hindus believe it to be the first sound of creation (the beginning of the life cycle); the use of the **aum** sound during meditation and in Hindu holy texts, e.g. the Upanishads

Suggested sequence of Learning

Lesson 1 - Key Hindu beliefs

Look at Oak Academy for information and ideas from 9 minutes <https://classroom.thenational.academy/lessons/how-did-hinduism-begin-and-develop-as-a-religion-71k38t?activity=video&step=1>

Believing What is God like? Mind map or artwork – emphasis the extent to which pupils relate human qualities to God

Brahman (salt and water – life force in all things, not personal God like in other religions, but impersonal, doesn't have human qualities)

Samsara (the cycle of life – example of an apple – tree cutting, fresh fruit, rotten apple) – connect with the Trimurti Brahma, Vishnu and Shiva (the Trimurti) – a way of trying to better understand Brahman and worship him – plot a life cycle showing the Trimurti in exercise books

Believing and Living Atman, samsara and moksha (atman = the soul – the bit of Brahman in all living things; samsara is the life cycle it is on; moksha is the ultimate goal – to break free of the life cycle, samsara) Example of a sportsperson who had a 9 to 5 job until they were able to take up their sport full-time – the idea of being stuck in one thing and breaking free to do something totally different. Dharma (duty, every person has their own duty to fulfil; if they fulfil it, they move close to moksha) Karma (actions – good actions, good karma, help you fulfil your dharma and get closer to moksha; bad actions, bad karma, prevent you from fulfilling your dharma and move you further away from moksha) Thinking: What are your duties? What actions help you carry them out? What happens if you don't do them? Etc.

Lesson 2/3 Creation stories about deities and key figures. Symbols in Hinduism

What is a symbol? Symbol or logo for the school – what does it tell us about our school, who we are; symbol of other religions, e.g. Christianity; possibly mention ways in which symbols can be both positive and negative (e.g. Hindu swastika)

Believing Aum and lotus flower – Hindu creation story, connections with concepts of Brahman, the Trimurti, samsara, etc. Compare with creation stories from at least one other religion – what are the key features/messages of the stories studied? What is the place of humans in the story – are they set apart from other creatures or not? What does this tell us about human beings in this religion? Create an artistic representation of the Hindu story of creation and explain how your image relates to the concepts of Brahman, the Trimurti and samsara; make sure you include the aum and lotus flower as part of your image

Believing Concept of dharma and how it relates to the cycle of life (samsara), the concept of moksha and the concept of karma (action) Case study: the story of Krishna and Arjuna in the Mahabharata (<http://kids.asiasociety.org/stories/mahabharata>) Access story through text and video – retell the story through writing/roleplay/iMovie/hot seat, etc. Discussion: how does the story relate to the concept of dharma?

Lesson 4 - Case study: the story of Rama and Sita in the Ramayana (<http://www.umsl.edu/~naumannj/Geography%20PowerPoint%20Slides/major%20religions/The%20story%20of%20Rama%20and%20Sita.ppt>) Access story through text and video – retell the story through writing/roleplay/iMovie/hot seat, etc.

Term 4

God – Islam



Symbol

What do the main concepts in Islam reveal about the nature of Allah?

- Tawhid (Oneness of Allah), Iman (faith), Ibadah (worship/belief in action, includes Five Pillars), akhlaq (behaviour, morality)
- Shahadah – statement of faith
- Allah's attributes in the Qur'an, signs of Allah's creation through nature, human beings as the best of Allah's creation, Allah's guidance through messengers and books

What is the purpose of visual symbols in a mosque?

- Masjid, 'place of prostration'
- Symbolism in Islamic art as expression of faith, Islamic calligraphy
- Features of a mosque, e.g. dome, minaret, mimbar, prayer mats, qiblah, mihrab

Key questions

What do the main concepts in Islam reveal about the nature of Allah?

What is the purpose of visual symbols in a mosque?

How does the Qur'an describe the attributes and nature of Allah?

Key Vocabulary

Tawhid, Iman, Ibadah, Shahadah, Masjid/mosque, Calligraphy, Dome, Minaret, Mimbar, Prayer mats, Qiblah, Mihrab, Allah

Prior Learning:

Community, Worship and Celebration –Islam unit (Y1)

What do pupils remember about the Qur'an and what it teaches Muslims about Allah?

Next Steps:

The ideas we might explore

- The oneness of God (*tawhid*) and its reflection in the *shahadah* (statement of faith)
- God as creator who has created the universe to be in harmony (*muslim* – literally, ‘in submission’ to the will of God); has created human beings to be ‘*abd* (servant) and *khalifa* (regent) to help him keep things in harmony; has set out a straight path (*shariah*) to help maintain this harmony and offered guidance (the natural world, the Qur’an and the prophets) to help humans follow this path
- The connection between *iman* (faith/beliefs) and *ibadah* (worship/practice) – the ways in which key practices express Muslim beliefs:

Five Pillars:

1. **Shahadah** (statement of belief): “There is no God but God, and Muhammad is his prophet”; expresses beliefs about God and the prophets
2. **Salat** (prayer five times a day): incorporates the *Shahadah*, involves all Muslims praying together in harmony
3. **Zakat** (charitable giving): 2.5% of disposable income annually; purpose is to bring about harmony in a world in which some people have more than they need and some people don’t have enough
4. **Sawm** (fasting during the month of Ramadan): during this month, Muslims do not eat or drink during the hours of sunlight; the fast as a way to remind Muslims of their commitment to the one God and as a way of helping them experience what it is like go without, which is what life is like every day for some people in the world – this should prompt them to try to address this disharmony and bring about more harmony in the world
5. **Haji** (pilgrimage to Makkah): Muslims are expected to carry out this pilgrimage at least once during their lifetime; Muslims all travel to Makkah at the same time, perform the same prayers, speaking the same words, at the same time,

carry out the same actions at the same time – the pilgrimage as a symbol of the harmony of the global Muslim community (the *ummah*) and their belief in one God

- The *masjid* (mosque) as a ‘place of prostration’ – the role of the mosque in Muslim belief and practice; key features (e.g. *qibla*, *minaret*, *minbar*, prayer mats, facilities for *wudu*); ways in which mosques engage with the local community, e.g. #VisitMyMosque day, foodbanks, etc.

Suggested sequence of Learning

Lesson 1 - Recap prior Islam learning. Islam key beliefs

See Oak Academy for ideas <https://classroom.thenational.academy/lessons/what-do-muslims-believe-cnk3je?activity=video&step=1>

Thinking: Ask pupils to think of different ways in which they are expected to help out in school (e.g. picking up rubbish, being polite to visitors, following the teacher's expectations in the classroom, etc.) and different ways in which they have power in school (e.g. belonging to the school council/parliament, taking part in pupil interviews with governors, etc.) Are the two ideas of helping out and having power connected? (Try to introduce the idea of special rights and special responsibilities.)

Believing: Muslims believe that God has given human beings special rights and responsibilities. They are: 'abd – servants of God who have a responsibility to help keep things in harmony Khalifa – regents, who have the right to rule on behalf of God Set up a race between two teams in the playground, one has obstacles, one doesn't. Obstacle course – which is easier, the course with no obstacles, or the course with obstacles? This race is like the special responsibility to keep things in harmony (keep things muslim) – it is easier when there are no obstacles. Muslims believe that God has set out a straight path (shariah) for humans to follow to help them keep things in harmony (muslim). Repeat the race, removing the obstacles, but blindfolding the participants. In one team, the pupils racing have to race without help. In the other team, the pupils racing can receive guidance from their teammates. Which team finds it easier? Muslims also believe that God has given humans guidance to help them follow the straight path (shariah) – the natural world to study, the Qur'an (the holy book) and the Prophets.

Lesson 2 - Features of a mosque recap, cover, dome, minaret, mimbar, prayer mats, qiblah, mihrab

Lesson 3 - Symbolism in Islamic art as an expression of faith, pattern and calligraphy

Lesson 4 - Recap 5 pillars of Islam and focus on Shahadah - statement of faith

Living: The Five Pillars of Islam: show the following clip to 2.05: https://www.youtube.com/watch?v=c5c9-1zx-PeA&index=16&list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&t=0s

1. Shahadah (statement of faith) What is the school's vision/mission statement? What does it tell us about the school and the people in it? What does it tell us about what is important to the members of the school community? Give pupils an English translation of the Shahadah: 'There is no God but God, and Muhammad is his prophet/messenger'. What does this text tell us about Islam and Muslims