

# Brough Primary School – Curriculum Intention Plan 2023



<b>Subject:</b> R.E. <b>Year Group:</b> Year 3/4		<b>Area of learning:</b> Unit 3.2 Founders of faith Focus on Christianity, Sikhi and Agnostic
Unit 3.2 to be taught over a full term with Easter unit of work	<p><b>Please refer to</b>  <a href="https://www.hereforschools.co.uk/Page/19378">https://www.hereforschools.co.uk/Page/19378</a>          2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 3/4 units of learning where you will find ideas for each lesson, the programme of study and other relevant information to support planning.</p> <p>Key Question: Who, what and when?          About this unit          Investigate the lives of two key figures who may be described as founders of their faiths, such as Jesus, St Paul, Mohammad (pbuh), Guru Nanak, Baha'u'llah, the Buddha and Abraham. Through a Theological lens, consider some key beliefs and how faith members follow the teachings of those founders. By the end of this unit, pupils know the key events in the lives of at least two key religious figures; they should be able to talk about some key teachings. Also see the KS2 Easter 1 unit.</p> <p>Prior knowledge          Recall times of celebration to remember key events</p> <p><b>Easter Unit</b>          About this unit          This is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across lower Key Stage 2. It gives opportunity to explore and develop the concepts of Salvation and Gospel. The focus for Year 3 is on how Christians remember the events of Holy Week, and in Year 4 the different ways in which the cross conveys the importance and message of Easter. It may be useful to consider Spring festivals from other faiths alongside Easter.</p>	
<b>Term</b>	<b>Year 3/4</b>	<b>Key Skills to be taught</b>
<b>Spring 2023</b>	<p><b>Skills and processes in RE to be included in all year groups</b></p> <p>The following skills are central to religious education and should be reflected in learning opportunities at all key stages.</p> <p>a) Investigation – this includes:</p> <ul style="list-style-type: none"> <li>• asking relevant questions</li> <li>• knowing how to use different types of religious texts as a way of gathering information and how to approach those texts in a critical manner</li> <li>• knowing what may constitute evidence for understanding religion(s)</li> <li>• observing and listening</li> </ul> <p>b) Interpretation – this includes:</p> <ul style="list-style-type: none"> <li>• the ability to draw meaning from artefacts, works of art, poetry and symbolism</li> <li>• the ability to interpret religious language</li> <li>• the ability to suggest meanings of religious texts</li> </ul> <p>c) Reflection – this includes:</p> <ul style="list-style-type: none"> <li>• the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices</li> </ul> <p>d) Empathy – this includes:</p> <ul style="list-style-type: none"> <li>• the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others</li> </ul>	

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	<ul style="list-style-type: none"> <li>developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow</li> <li>the ability to see the world through the eyes of others and to see issues from their point of view</li> </ul> <p>e) Evaluation – this includes:</p> <ul style="list-style-type: none"> <li>the ability to debate issues of religious significance with reference to evidence and argument</li> <li>weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience</li> </ul> <p>f) Analysis – this includes:</p> <ul style="list-style-type: none"> <li>distinguishing between opinion, belief and fact;</li> <li>distinguishing between the features of different religions</li> </ul> <p>g) Synthesis – this includes:</p> <ul style="list-style-type: none"> <li>linking significant features of religion together in a coherent pattern</li> <li>connecting different aspects of life into a meaningful whole.</li> </ul> <p>h) Application – this includes:</p> <ul style="list-style-type: none"> <li>making the association between religions and individual, community, national and international life;</li> <li>identifying key religious values and their interplay with secular ones</li> </ul> <p>i) Expression – this includes:</p> <ul style="list-style-type: none"> <li>the ability to explain concepts, rituals and practices</li> <li>the ability to identify and articulate matters of deep conviction and concern and to respond to religious issues through a variety of media</li> </ul> <p>j) Collaboration – this includes:</p> <ul style="list-style-type: none"> <li>the ability to work together and learn from each other</li> </ul>
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## Vocabulary and concepts specific to Unit 3.2 (Please also use the vocabulary given below from the Agreed Syllabus)

### Concepts

gospel, authority, faith

### Vocabulary

founder, leader, teaching, values

### Easter Unit

#### Concepts

salvation, gospel

#### Vocabulary

Holy Week, Last supper, Holy Communion, Maundy Thursday, Good Friday, Crucifixion

## Vocabulary from the Agreed Syllabus

### Vocabulary

#### Christianity

Trinity (Father, Son, Holy Spirit), Kingdom of God, People of God, The Fall, sin, covenant miracle, Holy Communion, confirmation, marriage, death, New and Old Testament, prophets and prophecies, Abraham, Joseph, David, Ruth, Sarah, Psalms, names of Jesus, Jesus - baptism, parables, miracle, temptation, last week, crucifixion, Lord's Prayer, Mary, Mary Magdalene, John the Baptist, St Paul, Saints, Acts, Epiphany, Ascension, Pentecost

#### Sikhism

Supreme Truth, Ultimate Reality, Creator, Khalsa, sangat, samsara (reincarnation) stewardship, Five Ks: Kesh, Kangha, Kara, Kachera, Kirpan, granthi, Akhand Path (unbroken reading), takht (throne), romalas (cloths), chauri, Guru Arjan Ji (first martyr)

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Guru Gobind Singh Ji (the Khalsa), Ardas, Amrit, gurburbs (holy days), pilgrimage - Golden Temple at Amritsar  
Agnostic

Sequence of learning	Objectives and suggested details provided by the subject leader.
1	<p><b>Unit 3.2 Founders of faith</b>  <b><u>Each week, please refer to</u></b>  <a href="https://www.hereforschools.co.uk/Page/19378">https://www.hereforschools.co.uk/Page/19378</a>            2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 3/4 units of learning</p> <p><b>To identify key events in the lives of faith founders and their impact on those around them</b>  <b>To explain the significance of the key teachings of faith founders for faith members</b></p> <p><b>Identify learning questions: Who, what and when?</b>            What makes a good leader?            Who are the key religious figures for Christianity and other faiths?            What did they teach their followers to believe and to do? Where do we find these teachings? What did those figures do in their lives?            How did people respond to their deeds and words? How does a person's faith influence the way they live?            How do the teachings of a faith founder impact on wider society?</p>
2 and 3	<p><b>Unit 3.2 Founders of faith</b>  <b><u>Each week, please refer to</u></b>  <a href="https://www.hereforschools.co.uk/Page/19378">https://www.hereforschools.co.uk/Page/19378</a>            2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 3/4 units of learning</p> <p><b>To explain the relevance of different faith founders for their followers today</b></p> <p><b>Enquiry: consider</b></p> <ul style="list-style-type: none"> <li>• the characteristics of a good leader</li> <li>• what it means to be the 'founder' or leader of a group or a team</li> <li>• the founders of Christianity and other faiths and the ways they inspired people to follow them               <ul style="list-style-type: none"> <li>• the life of Jesus and his teaching</li> </ul> </li> <li>• making links between the teaching of Jesus and other leaders of faith</li> <li>• the impact of faith teachings on the world today</li> <li>• the ways in which art depicts founders of faith</li> </ul>
4 and 5	<p><b>Unit 3.2 Founders of faith</b>  <b><u>Each week, please refer to</u></b></p>

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	<p><a href="https://www.hereforschools.co.uk/Page/19378">https://www.hereforschools.co.uk/Page/19378</a> 2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 3/4 units of learning</p> <p><b>To describe the teachings of key religious figures, identifying some similarities and differences</b></p> <p><b>Dive deeper, question further</b> What is the relevance of Jesus for people today? Explore the meaning of a parable Jesus taught Which religions other than Christianity recognise Jesus as an important teacher? What aspects of living a faith might be the hardest and why?</p>
6	<p><b>Unit 3.2 Founders of faith</b> <b><u>Each week, please refer to</u></b> <a href="https://www.hereforschools.co.uk/Page/19378">https://www.hereforschools.co.uk/Page/19378</a> 2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 3/4 units of learning</p> <p><b>To reflect on the teachings of key religious faith figures and how these teachings impact on society</b> <b>To describe and make links between the teachings of different faith founders</b></p> <p><b>Assessment Lesson</b> <b>Reflect on learning</b> Share thoughts and feelings when hearing the teaching in a story from a holy book Express thoughts about whether the teachings of faith founders can change lives for the better and guide followers</p>
7	<p><b>Unit 3.2 Founders of faith</b> <b><u>Each week, please refer to</u></b> <a href="https://www.hereforschools.co.uk/Page/19378">https://www.hereforschools.co.uk/Page/19378</a> 2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 3/4 units of learning</p> <p><b>Demonstrate new understanding</b> Write a job spec for a faith founder Sort key beliefs and teachings by faith and by founder; talk about the similarities Create a depiction of a faith founder in the style of a famous artist (<i>N.B. no human representation of Muhammad, pbuh</i>) Create a picture, model or storyboard to reflect a teaching of a faith founder and explain its meaning for a believer Dramatise a parable in a modern context; explain its moral or message In the role of a faith founder, create a diary, blog or tweet, exploring some key events in his life Set up a dilemma for a faith follower ('Conscience Alley'); show how key teachings help them to decide</p>
8	<p><b><u>Each week, please refer to</u></b> <a href="https://www.hereforschools.co.uk/Page/19378">https://www.hereforschools.co.uk/Page/19378</a> 2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 3/4 units of learning</p>

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	<p>Easter</p> <p><b>To explain the meaning behind the celebration of festivals and rituals from different faiths</b></p> <p><b>Identify learning questions</b>          Who was at the Last Supper? Why were they there?          What is the symbolism of the bread and wine?          What did Jesus say to his disciples?          What happened in the Garden of Gethsemane?          What is meant by betrayal and denial?          What is the 'good news' of Easter for everyone?</p>
9	<p><b><u>Each week, please refer to</u></b>  <a href="https://www.hereforschools.co.uk/Page/19378">https://www.hereforschools.co.uk/Page/19378</a>          2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 3/4 units of learning          Easter</p> <p><b>To explain how artefacts and symbols express the beliefs of faith members</b></p> <p><b>Enquiry:</b> consider</p> <ul style="list-style-type: none"> <li>• looking afresh at the events of Palm Sunday at the beginning of Holy Week</li> <li>• artwork depicting the Last Supper and the events in the Garden of Gethsemane • the significance of bread and wine</li> <li>• the symbols and actions Christians use to remember the Last Supper</li> <li>• the feelings of the disciples at the Last Supper</li> <li>• the actions of Peter and Judas following the Last Supper</li> </ul> <p>Identify the learning questions</p>
10	<p><b><u>Each week, please refer to</u></b>  <a href="https://www.hereforschools.co.uk/Page/19378">https://www.hereforschools.co.uk/Page/19378</a>          2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 3/4 units of learning          Easter</p> <p><b>To identify the stories celebrated at festivals from different faiths</b></p> <p><b>Dive deeper, question further</b>          How does the crucifixion offer 'salvation' for Christians?          Why is the festival of Easter an important celebration for Christians?          How do you think Mary, the mother of Jesus, felt when he was crucified?          How do Christians see Jesus as a saviour to the world?</p>
11	<p><b><u>Each week, please refer to</u></b>  <a href="https://www.hereforschools.co.uk/Page/19378">https://www.hereforschools.co.uk/Page/19378</a></p>

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	<p>2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 3/4 units of learning Easter</p> <p><b>To explain the meaning behind the celebrations of festivals and rituals from different faiths</b></p> <p><b>Reflect on learning</b>          Reflect on the symbolism of Jesus washing the disciples' feet          Why is Friday called 'Good' Friday?          Contrast the sadness of Good Friday with the joy of Palm Sunday          How does Christian music communicate feelings at Eastertime?</p>
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<b>Learning Outcome/product</b>
<p>This unit (3.2 ) will contribute to the following end of year end of key stage statements:          Express understanding of the key concepts underpinning different faiths,          linking sources of authority to belief</p>

<b>Assessment records</b>	<b>List only those children who have not achieved the expected outcomes</b>
	<b>Children working above</b>

<b>End of unit assessment question</b>
<ol style="list-style-type: none"> <li>1. Recognise key events in the lives of some faith founders and the impact they made</li> <li>2. Describe and make links between the teachings of different faith founders</li> <li>3. Easter</li> </ol> <p>Explain the meaning of the cross for Christians and how it conveys Easter</p>