

Brough Primary School – Curriculum Intention Plan 2022 - 2023



Subject: R.E. Year Group: Years 3 and 4		Area of learning: Unit 3.3 Sacred Places Focus on Christianity, Sikhism and Agnostic
Unit 3.3 to be taught over a full term.	<p><u>Please refer to</u> https://www.hereforschools.co.uk/Page/19378 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: What is sacred?</p> <p>About this unit Build on work in Unit 1.2 Worship and provide opportunities to observe worship in more than one faith, focusing on its significance for faith members. Make links with a local place of worship and contrast with a place of worship from a different faith. Consider the ways people celebrate milestones of life such as marriage in a sacred place. Find out how tradition and ceremony is part of the life of a religious community. By the end of this unit, pupils will understand what makes a place sacred and to whom; how the place is used to mark the milestones of life.</p> <p>Prior knowledge Recollection of previous visits to sacred places and ways of showing respect; recall the ritual of baptism in Unit 1.1 Belonging as a first milestone</p>	
Term	Years 3 and 4	Key Skills to be taught
Summer 2023	<p><u>Programme of Study</u></p> <p>Skills and processes in RE to be included in both year groups over the year. 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"> • asking relevant questions • 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 • knowing what may constitute evidence for understanding religion(s) • observing and listening <p>b) Interpretation – this includes:</p> <ul style="list-style-type: none"> • the ability to draw meaning from artefacts, works of art, poetry and symbolism • the ability to interpret religious language • the ability to suggest meanings of religious texts <p>c) Reflection – this includes:</p> <ul style="list-style-type: none"> • the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices <p>d) Empathy – this includes:</p> <ul style="list-style-type: none"> • the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others 	

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

Specific to unit Unit 3.3

Concepts

creation, worldview

Vocabulary

stewardship, khalifah, environment, ecology, habitat, Climate Action, Eco Warriors, Friends of the Earth, Extinction Rebellion, Greenpeace, Eco Schools, Eco Churches

Vocabulary from the Agreed Syllabus for each religion/world view

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

Agnostic

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Sequence of learning	Objectives and suggested details provided by the subject leader.
1 and 2	<p>To show understanding of what is sacred for believers in religious places To describe the uses of sacred places, symbols and artefacts by believers and the community</p> <p>Unit 3.3 Sacred places <u>Each week, please refer to</u> https://www.hereforschools.co.uk/Page/19378 2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 3/4 units of learning</p> <p>Identify learning questions: What is sacred? What does the word 'sacred' mean? What makes a place sacred? How is it used? How can a place be a form of religious or spiritual expression? Why are some places special enough to merit a long journey? Why are some buildings considered sacred? What happens there? How do faith members show respect when they are in a sacred place? What rituals are part of worship? What symbols or artefacts can be found in a sacred building or space and what meaning do they have? How do symbols and artefacts in rites of passage represent belief? Why do people choose to mark milestones in their life in a sacred place?</p>
3 and 4	<p>To describe the uses of sacred places, symbols and artefacts by believers and the community To show understanding of what is sacred for believers in religious places Recap in detail Gurdwara - parts and what they are used for (which parts or artefacts are sacred? Why?) Make a detailed leaflet (Y4) or poster /leaflet (Y3) for a display board in the corridor.</p>
5 and 6	<p>To suggest how the milestones of life give a sense of identity and belonging for faith members</p> <p>To show understanding of what is sacred for believers in religious places</p> <p>Enquiry: consider</p> <ul style="list-style-type: none"> • sacred places and why people go there • visiting a local sacred place or place of worship; find out what happens there • visiting a contrasting worship space for a different faith or access a virtual tour online • photos / video clips of people involved in routines and rituals, secular and non-secular (such as New Zealand's All-Blacks rugby team performing the Haka) • the symbols of rites of passage for two different faiths; explore similarities and differences

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	<ul style="list-style-type: none"> • talking to religious leaders to find out about their role in rituals and the symbols they wear or use • observing and identifying ritual within a ceremony • how shared religious rituals mark life's milestones and give a sense of identity and belonging
7	<p>To explain how activities at local places of worship create a sense of community</p> <p>Dive deeper, question further Discuss why religions may build places of worship when they believe God is everywhere Explore how activities in a place of worship build a sense of community Compare religious rituals and rites of passage from different faiths; consider how they express the beliefs of faith members</p>
8	<p>To show understanding of stewardship and suggest actions everyone can take</p> <p>Reflect on learning Reflect on feelings of faith members when in a sacred space Record personal responses when visiting special places Express thoughts about the importance of rituals for faith members Think about the difference it makes to celebrate milestones of life in a sacred place</p>
9	<p>Reflect on Learning (Assessment Lesson)</p> <p>See questions</p>
10 and 11	<p>To explain how symbols and artefacts express the beliefs of faith members To recognise different forms of religious and spiritual expression</p> <p>Demonstrate new understanding Identify why a space is sacred and explain its significance Create a brochure/information leaflet/video presentation for a sacred space</p> <p>they create a sense of identity and belonging Design a poster to represent milestones in a religious life Present thoughts and feelings about a religious ritual in a creative way Be creative in demonstrating religious beliefs, using symbols and artefacts found in sacred places</p>

Learning Outcome/product
<p>This unit (3.3 Sacred Places) will contribute to the following end of Key Stage statements: Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals</p>

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Assessment records	List only those children who have not achieved the expected outcomes
	Children working above.

End of unit assessment question

1. Name some milestones in life Christianity and Sikhism and suggest ways in which they offer a sense of identity and belonging
2. What makes a place sacred?
3. Why might a place be sacred?