




## Year 3

<b>Concepts</b>		 <b>Beliefs</b> Learning about religions	 <b>Reflection</b> Spiritual, moral and personal development	 <b>Community</b> Social and cultural development
<b>Term</b>	<b>Big Question</b>	<b>Unit Overview</b>		
<b>Autumn 1</b>	<b>How and why do Hindus celebrate Holi</b>	This unit helps pupils investigate the stories surrounding the Hindu festival of Holi, a battle around good and evil and the importance of faithfulness and colour in our lives. There is an opportunity in week 4's lesson to invite a Hindu visitor into the classroom and talk about what they do to celebrate Holi. Also, this unit could be taught in a very cross curricular way – there are very strong links to art and literacy. For example: Children in art to look at primary and secondary colour mixing, (special needs children can do colour mixing in RE); Children in literacy can produce poems based around colours - they can create simile poems .... Red as roses, hot as the sun .....		
<b>Autumn 2</b>	<b>How do Jews celebrate their beliefs at home and in the synagogue?</b>	In this unit, children develop their understanding of Jewish festivals and special days through exploring a variety of Jewish objects and stories. The work undertaken during the lessons enables pupils to explore deeper meaning of Jewish artefacts. Children develop their RE knowledge creatively and thoughtfully through art, design and writing. The unit challenges them to make links between what they know about Jewish celebrations and their own lives. There is an opportunity to go and visit a Synagogue in lesson 6		
<b>Spring 1</b>	<b>Signs, symbols and sayings</b>	In this unit children will consider how art is used to express important beliefs in two religions – Christianity and Islam. In the Muslim religion traditionally God is never pictured, nor anyone mentioned in the Qur'an, but Islamic artists have found ways of producing amazing art within these boundaries. There is no problem asking Muslim children to draw or produce artwork in RE, but no not ask them to draw God. There is an opportunity to invite in Christians in lesson 5 to talk about the cross and its importance to their lives.		
<b>Spring 2</b>	<b>How did Jesus &amp; Buddha make people stop and think?</b>	In this unit, pupils will explore the power of stories and sayings to challenge people to think about the way they lead their lives. In this context, a number of stories and sayings which Jesus and the Buddha told will be explored to see how they challenged people at the time and can still do today. There is an opportunity to invite in Christian and Buddhist guests to come in and talk about stories that have made them stop and think		
<b>Summer 1</b>	<b>What is the significance of light in religion?</b>	In this unit, children explore the symbolic meaning of light through learning about different religious festivals, artefacts and stories. Pupils develop their RE knowledge creatively and thoughtfully through drama, art and writing. They are challenged to reflect on a deeper meaning of light and link it to their own experiences. There are opportunities to invite in religious visitors to show how they use light in their religion.		
<b>Summer 2</b>	<b>What do Sikh symbols and sayings tells us about Sikh beliefs?</b>	In this unit pupils will find out about 6 main Sikh symbols and their meaning to Sikh people. They will also find out about the Sikh holy book – the Guru Granth Sahib, and how sayings from this impact the lives of Sikh people today. There is an opportunity in lesson 3 to invite a Sikh visitor into your classroom and allow the pupils to ask questions and find out more about the Sikh religion.		