

RE Year 3/4 Cycle A—Community Hinduism: Living

Key Questions which children should be able to answer at end of unit.

How is Hindu belief expressed collectively?

How does Hindu worship and celebration build a sense of community?

How do the ways in which celebration and worship engage /affect the natural world?

How does Hindu worship/celebration relate to beliefs about creation and the natural world?

Teaching Sequence:

1. Introduce Hindu key beliefs : circle of birth, life, death and resurrection)
2. Worship at the Mandir
3. Worship at home
4. Festival of Diwali
5. Festival of Raksha Bandhan

Key Vocabulary/Concepts

Specific:

Arti: An offering of light to the deity by moving lighted oil lamps in a circular motion on a plate in front of the murti and then offered to devotees.

Atman: the soul

Aum: the sound that began the creation of the universe, used by Hindus in worship.

Brahman: the one supreme being.

Dharma: duty

Karma: actions (can be good or bad) which help or hinder performing duty.

Mandir: Hindu temple/place of worship

Moksha: the ultimate goal—break free from lifecycle.

Murti: image of a god or goddess

Puja: The Hindu word for worship

Samsara: lifecycle

Trimurti: The three main Hindu deities or aspects of God: Brahma (creator), Vishnu (sustainer) and Shiva. (destroyer)

Key skills:

- Acquire Knowledge and Understanding
- Reflection
- Comparison

Sources of support:

- https://www.youtube.com/watch?v=Uq6_HUMtQtI&list=PLcVcEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&index=39&t=1s
- <https://www.truetube.co.uk/resource/holy-cribs-the-mandir/>
- https://www.youtube.com/watch?v=o-s0mN5P8jo&list=PLcVcEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&index=32
- <https://www.truetube.co.uk/resource/a-day-in-the-life-of-a-hindu-priest/>
- <https://www.truetube.co.uk/resource/charlie-and-blue-hear-all-about-hindu-worship/>
- <https://iskconeducationalservices.org/HoH/practice/worship/worship-in-the-home/>
- https://www.youtube.com/watch?v=uRpNNF4fB4g&list=PLcVcEcrsF_9zliwCZSRPXjf75R1n978G5v&index=10
- <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-hindu-story-of-rama-and-sita/zdtmnr>
- <https://www.bbc.co.uk/teach/class-clips-video/diwali-the-hindu-festival-of-light/z668qp3>
- https://www.youtube.com/watch?v=Niy1XySpVfg&list=PLcVcEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&index=43
- <https://www.truetube.co.uk/resource/diwali-in-detail-part-1/>
- <https://www.truetube.co.uk/resource/diwali-in-detail-part-2/>
- <http://kids.baps.org/thingstoknow/festival/11.htm>
- https://www.youtube.com/watch?v=weku8zt6es&list=PLcVcEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&index=33

RE Year 3/4 Cycle A—Community Islam: Living (Autumn 2)

Key Questions which children should be able to answer at end of unit.

How is Muslim belief expressed collectively?

How does Muslim worship and celebration build a sense of community?

How does Muslim worship and celebration engage with/affect the natural world?

How does this relate to their beliefs about creation and natural world?

Teaching Sequence:

1. Introduce the concept of living in harmony (muslim)—what does this mean to a Muslim? How does God help humans to stay on the straight path?
2. What is a community? How do you know you belong to a community? Introduce term ummah.
3. Recap the Five Pillars but **focus on first 4 in detail** so children gain an understanding of how each of these connect with Muslim beliefs about Allah, harmony and the shariah.

Key Vocabulary/Concepts

Specific:

Abd: someone who is subordinate to another e.g. a slave. In the Islamic faith humans are abd to Allah.

Adhaan: call to prayer

Community:

Eid ul-Adha: festival of sacrifice.

Eid ul-Fitr: marks the end of the month of Ramadan.

Haji: pilgrimage to Mecca/Makkah.

Harmony: joined together (muslim)

Khalifah: successor, ruler or leader.

Madrassah: education provided in mosque

Masjid: mosque

Salat: prayer

Sawm: fasting during the month of Ramadan

Shahadah: (statement of belief) 'There is no God but Allah, and Muhammad is his prophet.'

Shariah: straight path

Tawhid: everything created in harmony

Ummah: global community of Muslims and the way this relates to the idea of harmony and the straight path.

Key skills:

- Acquire Knowledge and Understanding
- Reflection
- Comparison

Sources of support:

- <https://www.bbc.co.uk/religion/religions/islam/practices/shahadah.shtml>
- [Shahada \(Faith\) - The First Pillar of Islam | Islamic Relief UK \(islamic-relief.org.uk\)](#)
- [Religious Studies KS2: Ramadan and Eid ul Fitr - BBC Teach](#)
- <https://www.truetube.co.uk/resource/muslim-prayer/>
- [Religious Studies KS2: Prayer in Islam - BBC Teach](#)
- <https://quran.com/51/56> (shows text and English translation, you can highlight over text, remember to read right to left, to show translation as well).
- https://www.youtube.com/watch?v=_n5PFtW9jDc
- [Religious Studies KS2: The Mosque - BBC Teach](#)
- [Islam - KS2 Religious Education - BBC Bitesize](#)
- <https://quran.com/2/110-120> (Zakat)
- <https://www.bbc.co.uk/religion/religions/islam/practices/sawm.shtml>
- https://www.bbc.co.uk/religion/religions/islam/practices/ramadan_1.shtml
- https://www.bbc.co.uk/religion/religions/islam/practices/ramadan_1.shtml
- https://www.bbc.co.uk/religion/religions/islam/practices/ramadan_1.shtml

RE Year 3/4 Cycle A: Spring term—Christianity.

This unit takes the whole of the Spring term. Please refer to the guidance in the Lincolnshire syllabus which is in the folder for this unit.

Key Questions :

Describe some key Christian beliefs.

How does Christian worship and celebration build a sense of community?

Discuss ways in which Christian celebration/worship engages with or affects the natural world. How does this relate to beliefs about creation and the natural world.

Teaching Sequence;

1. Christian beliefs: Explore what the Trinity is and how this links with the Christian celebration of baptism. There is a twinkl power point in the folder which may be of help.
2. Christian beliefs: 10 commandments and how this links to community.
3. Christian beliefs: What is incarnation and why is it important to Christians? (twinkl power point to help in folder).
4. Christian beliefs: Jesus and salvation. (resources to help in folder).
5. Begin to link Christian beliefs and practices to show community. Explore the last supper before Jesus' death and Holy Communion and the Eucharist.
6. Learning about denominations of Christians: Catholic. Use the Lincolnshire syllabus to help you.
7. Denominations: Orthodox
8. Denominations: Anglican
9. Denominations: Methodist
10. Denominations: Quaker
11. Denominations: Evangelical
12. Reflection: How do Christians express their beliefs collectively? How does Christian worship build a sense of community? Children should make reference to a range of Christian denominations,

Key Vocabulary/Concepts

Specific:

Apostle: one who was sent out by Jesus to preach the gospel or 'good news'.

Catholic: a group of Christians who accept the Pope in Rome as their leader.

Denomination: A group within a religion, Christian denominations include: Roman Catholic and Anglican denominations, for example.

Eucharist: A service celebrating the sacrificial death and resurrection of Jesus Christ, using bread and wine.

Holy Communion: A service observed by most churches, recalling the last meal of Jesus.

Incarnation: The belief that God took human form in Jesus Christ.

Trinity: Three persons in one God: Father, Son and Holy Spirit.

Key skills:

- Acquire Knowledge and Understanding
- Reflection
- Comparison

Sources of support:

[Resources - RE:request \(request.org.uk\)](#) The ten commandments

[Resources - RE:request \(request.org.uk\)](#) The Last supper

[Resources - RE:request \(request.org.uk\)](#) Holy Communion

[Resources - RE:request \(request.org.uk\)](#) Holy Communion

[Resources - RE:request \(request.org.uk\)](#) Communion

Lincolnshire locally agreed syllabus—copy of section needed to refer to is in the folder for this unit.