Northfield Road Primary School

RE/SMSC

Year: 3

Autumn Term

Religion:

Hinduism/Christianity

Divali

Christmas

Lower Key Stage 2 (Yrs 3 & 4)

Discovery RE Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 3						
Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Hinduism			✓	✓	✓
OR Does joining the Khalsa make a person a better Sikh?	Sikhism		✓	✓	✓	✓
Has Christmas lost its true meaning?	Christianity				✓	✓
Could Jesus heal people? Were these miracles or is there some other explanation?	Christianity				✓	✓
What is 'good' about Good Friday?	Christianity				✓	✓
How can Brahman be everywhere and in everything?	Hinduism				✓	✓
OR Do Sikhs think it is important to share?	Sikhism		✓ (Guru Granth Sahib – share with those in need)		✓	✓
Would visiting the River Ganges feel special to a non-Hindu?	Hinduism				✓	✓
OR What is the best way for a Sikh to show commitment to God?	Sikhism		✓ (Guru Granth Sahib)		✓	✓

Key Concepts:

Hindu teaching: Good over evil

Meaningfulness

SMSC

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

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This unit is structured around sequential enquiries: **Enquiry 1**: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? **Enquiry 2**: Has Christmas lost its true meaning?			AT1 Learning about religion AT2 Learning from religion **Through core knowledge and skills:** Stories Worship Festivals Leaders of religion Holy books People of faith Beliefs	
	Learning Objective:	Key content and suggested lesson ideas	Suggested resources	Focus question
Enquiry: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?				
Lesson 1	LO: Know and understand what belonging is	Step 1: Engagement Introduce Huey Owl as the wise owl who will challenge us with questions and who we can ask any questions we like. Show children the envelope cards for their questions (print from the Discovery RE website) Use Huey Owl through the lesson to ask children questions. In small groups, set children a group challenge to set themselves up as a special group which has an identity of its own because of what it believes in e.g. Group 1 might believe that all dogs should have good homes, and must set themselves up with a group		Where do you feel a sense of belonging?

		name/identity/badge or logo and decide the three most important things for their new group to do in order to help dogs. **Key knowledge:** Do children gain a sense of belonging because they are united in a mission? Can they agree on what is right and wrong? How do they celebrate when a dog is helped? How does it feel to bring good to the world? How would you celebrate together? Would you have a sense of belonging?		
Lesson 2	LO: Know and understand key themes in the Hindu story, Rama and Sita	Step 2 Investigation **Key knowledge:** Read story of Rama and Sita, drawing out the theme of Good vs Evil. Explain that this triumph of good over evil is celebrated in Hinduism because Hindus believe that they should try to bring as much good to the world as possible. Introduce Diwali and watch a clip that shows Diwali being celebrated. The goddess Lakshmi is worshipped to bring prosperity.	https://www.nationalgeographic.com/history/article/diwali-history-customs-indian-festival-of-lights https://www.youtube.com/watch?v=VtMwjW6Gzqs	How does Rama and Sita depict good over evil?
Lesson 3	LO: Know what Diwali is and how it is celebrated	Qu: How do Hindus celebrate Diwali? Use children's lists from previous lessons about celebrations and how we like to celebrate to compare. Do those celebrations help us feel a sense of belonging? **Key knowledge:**	https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-diwali-festival-of-light/z668qp3	How do Hindu's celebrate Diwali?

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Lesson 4 Lesson 5	LO: Know what happens in the home/temple during Diwali LO: Know that preparations and celebrations bring a sense of belonging	Teach significance of the different practices during Diwali and children to experience these in possible activities: Rangoli patterns, diva lamps, making sweets, music, puja tray, etc **Key knowledge:** Qu: What happens at home/temple during Diwali? A Hindu visitor to give the religious significance of the activities – parent/local community Hindu Qu: Who makes rangoli/food/lamps during Diwali? Who do they make them with? Why? How do they feel when they are involved in these preparations/ celebrations? Discuss how during this time there is a strong sense of belonging both to their families and the Hindu community. What gives the sense of belonging? Shared activities? Shared beliefs? Step 3 Evaluation **Key knowledge:** Qu: Why do Hindus celebrate Diwali? Did you enjoy taking part in the activities? How did you feel? How might it feel different for a Hindu child?	https://www.natgeokids.com/uk/discover/geography/general-geography/facts-about-diwali/	What happens in a home/temple during Diwali? Why do Hindu's come together for Diwali?
Lesson 6	Assessment essay	**Enquiry question 1: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?**	Working towards:	Greater Depth:

		Activity: Children to have a picture of Hindu children/families during Divali. Complete two page spread on Divali 1) preparations 2) celebrations and answer inquiry question. Provide selection of images to add to book.		

Lesson 7

Step 4: Expression

Use Huey Owl as the 'talking object' in Circle Time. Circle Time for the whole class to discuss their sense of belonging and identity, sharing what they have in common, their goals for the year. What brings a sense of belonging in class? Team, values, class charter etc.

What about a sense of belonging with: house teams, sports teams, clubs, out of school clubs, own religion, family, friendship groups? Explore

Record in books: I belong to….include who, where, when, what it looks like, feelings.