



All Saints CE Primary School and Nursery

Medium Term Planning



Class teacher: Faye Cooke Year group: 3 Term: Autumn 1 Subject: RE

Lesson	Learning Goal (L.G.)	Brief outline of lesson content (or where this can be found/unit found in, if for example it is a published scheme such as Science, Kapow French or Music, Purple Mash computing)	Key Vocabulary covered
1	<p>To reflect on my personal worldviews about nature and the seasons.</p>	<p>Use the new Warwickshire Agreed Syllabus documentation to support the delivery of this unit of work.</p> <p>Think about nature and the seasons (pass around some natural objects - fossils, shells, wood, leaves/ pictures of forests, seaside, mountains, countryside) - why might they be an important part of someone's world view? Collect ideas and share some reasons why they might be important:</p> <p>Awe & beauty; uplifting spirits; create a sense of peace; promoting balance and harmony; reduce stress and increase feeling of wellbeing; recognising the value of things; realise we are part of a bigger picture; curiosity and desire to explore; recognise the value of living things; nature teaches us things; interdependence and interconnectedness.</p> <p>Share a story - Wangari's Trees of Peace OR Greta and the Giants - does nature inspire them to take action? How/why?</p> <p>What are your worldviews about nature and the seasons?</p> <p>Use an adapted version of the resource sheet provided (make own version)</p> <p>Plenary - Show the SACRE resource with quotes from non-religious people religious people regarding nature and the seasons as part of their world view - what common themes can you pick up?</p>	<p>Worldview, interconnectedness, interdependence, awe, value, wellbeing, curiosity, nature, seasons, balance</p>
2	<p>To understand how nature and the seasons have been central to Christian worldviews.</p>	<p>Look at the Book of Common Prayer - examples of prayers focused on nature. Why were they said then? (back in 1559 when it was written)</p> <p>Would these prayers still be said today? What might the impact of climate change have - what new prayers might the church invent for those with Christian worldviews in the future to pray?</p> <p>Children to work in groups/pairs to work on a new nature prayer for the future. Share ideas</p>	<p>The Book of Common Prayer Impact</p>

3	To write simple syllogism to present my own thoughts about darkness	<p>Look at the book 'God's Holy Darkness' https://www.youtube.com/watch?v=iRCf6LLpZLg (reading from 6 minutes in) Book redeems darkness as an important part of nature which carries spiritual significance for many with Christian worldviews. What does darkness/night mean in your life? Link to other worldviews such as the lighting of the Hanukkah menorah in the dark months of winter bringing sense of excitement and celebration for many who identify as Jewish. Celebrating Bandi Chhor Divas with diva lamps and fireworks for many who identify as Sikh. People who use lights at Christmas to light up their homes bringing a sense of joy, celebration and excitement to those who identify with the Christian celebration of Christmas - when light was needed during the darkness of night at the Nativity. What simple similes and metaphors can they develop about the role darkness plays in their own lives. Use the Syllogism structure (See SACRE PLANNING MODEL Suggested approaches) as a model for children to alter to write about darkness/night from their own perspective</p>	Spiritual Similes, metaphor
4	Understand how nature and the seasons shape Jewish worldviews.	<p>Discuss the Jewish Festival of Passover. Always begins on the 15th day of the Hebrew months of Nisan. This is ALWAYS a full moon because the Hebrew months are directly linked to the lunar cycle. Watch how someone celebrates Passover (Pesach) in the BBC 'My Life, My Religion' clip where Solly explains how he celebrates. https://www.bbc.co.uk/programmes/p02n2kt9 Tell the story of Exodus (what Jewish people remember at Passover) https://www.freebibleimages.org/illustrations/sb-passover/ Why might Jewish people want to make remembering an important part of each year? Look at the Seder Plate - Seder means order and there are many different steps to do in order to correctly celebrate. Everything on the plate comes from nature and represents some part of the Exodus story https://www.youtube.com/watch?v=EnSC-PZ5_vM explains the Passover meal https://reformjudaism.org/jewish-holidays/passover/learn-about-passover-seder-plate explains each item on the Seder plate. https://jewishmuseum.org.uk/wp-content/uploads/2021/02/107-Celebrating-Passover-Digital-Takeaway.pdf possible activity</p>	Passover Seder Plate Hebrew Nisan
5	Understand how nature and the seasons shape Muslim worldviews.	<p>Discuss Ramadan how it is calculated by the moon and is challenging because it involves having no food or even water from sun-up to sun-down. Because of its challenges, many Muslims observe the fast to different degrees. Use the BLOG post from Zameer Hussain (a Shia Muslim) who explains this.</p>	Ramadan Fasting Iftar

		<p>Invite Parent Visitor in to discuss Ramadan/Eid</p> <p>Focus - Discuss how the family choose to keep the Ramadan fast and why it is of spiritual importance for them. Discuss iftar - the name of the meal eaten at sundown that breaks the day's fasting during Ramadan. Explore some foods associated with the fasting (Ramadan) and feasting (Eid-al-Fitr).</p> <p>Possibly show the children the VIDEO that shows an open iftar with Muslims and non-Muslims at Coventry Cathedral.</p> <p>Ensure children understand that there is not just one way to be Muslim in the community, and that there may be different approaches to Ramadan.</p>	
6	Understand why the passing of time is important in many world views	<p>Combine many worldviews and focus in on how time is understood in Hindu worldviews</p> <p>The Hindu concept of time is called 'kala'.</p> <p>Use the SACRE resource to explain the Hindu concept of time using LEGO. Use quotes from those with Hindu worldviews about 'kala' (SACRE Resource) to provide children with an insight into how a belief in time as cyclical can be helpful for living. What might you draw or build to represent the Satya Yura? Can the children offer explanations for their drawings or LEGO models?</p> <p>Consider how seeing time this way might impact the life of someone with Hindu Worldviews. What might they do differently? Kala is considered a divine force that affects every aspect of life - closely related to the belief in karma and reincarnation. Those with Hindu Worldviews usually believe that the actions and decisions made in the present life will have consequences in future lives. This understanding of time encourages individuals to be mindful of their actions and strive for positive karma.</p>	<p>Kala</p> <p>Cyclical</p> <p>Karma</p> <p>reincarnation</p>
7	Understand how nature and the seasons are central in Pagan worldviews	<p>Share the SACRE resource to introduce children to pagan worldviews and the focus these have on spirituality, ecology and symbolism.</p> <p>Explain most pagan worldviews include a moral code based on 'The Golden Rule' which is extended to nature and living things, not just humans. Often trees, rivers or special places will be treated with the same rights as humans. This is called 'Living in Circle' and pagan worldviews try to acknowledge that they are part of nature and must live in harmony with it rather than dominate it.</p> <p>Look at the 'Wheel of the Year' which shows how those with pagan worldviews structure their lives around the seasons and the many celebrations there are as they change. What would the children's Wheel of the Year look like?</p>	<p>Pagan</p> <p>Spiritual</p> <p>Ecology</p> <p>Symbolism</p>
8	Discuss views on whether some places in nature are more sacred than others	<p>Discuss how many people with Pagan worldviews see the natural world as 'supernatural: enchanted , magical and alive.' Other people believe that science can explain nature and natural disasters and so there is no need necessarily for religious, supernatural, and/or magical explanations. Pagans want to re-enchanted</p>	<p>Significance</p>

		<p>the world as a place where magic and spiritual things are common and do not need to be in conflict with science.</p> <p>Show the children the Rollright Stones which is a place of significance to those with pagan worldviews. It is an ancient Neolithic (link to History) site located on the Oxford/Warwickshire border - Explore the stones using the link on the planning doc. Children to create a fact file about the stones and their significance for some people today.</p>	
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