



## Subject- Religious Education



### Threshold Concepts and Milestones

Threshold Concept	Year 3	Content
<p><b>Understand beliefs and teachings</b> This concept involves understanding the key teachings of various religions.</p>	<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> </ul>	<p><b>IMPORTANT PEOPLE:</b> From the two stories, what are some of the beliefs that Buddhists practice</p>
<p><b>Understand practices and lifestyles</b> This concept involves understanding the day to day lives and practices of various religions.</p>	<ul style="list-style-type: none"> <li>• Investigate religious artefacts</li> <li>• Describe religious buildings.</li> <li>• Explain some of the religious practices of individuals.</li> </ul>	<p><b>SACRED PLACES:</b> Explore a synagogue, a Buddhist temple and a Gurdwara using pictures and virtual tours. Encourage children to talk about their experiences of these buildings. Talk about artefacts and why they are important. Talk about the different places within the buildings and what they are used for. Who works there?</p> <p><b>COMMUNITY:</b> How do religious communities work? Use hexagons to illustrate how communities work for all major religions. Children bring their own experiences.</p>
<p><b>Understand how beliefs are conveyed</b> This concept involves</p>	<ul style="list-style-type: none"> <li>• Identify religious symbols.</li> </ul>	<p><b>SACRED PLACES:</b> Talk about where symbols may be used in the places of worship. What do they mean?</p>

understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.		
<b>Reflect</b> This concept involves an appreciation of how religion plays an important role in the lives of some people.	<ul style="list-style-type: none"> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Ask questions that have no universally agreed answers.</li> </ul>	<b>SACRED PLACES:</b> Share experiences of religious buildings and say how they fit into their lives. How do they influence us?  <b>COMMUNITY:</b> How does the community play an important role in the lives of those who follow a religion?
<b>Understand values</b> This concept involves an appreciation of how many people place values as an important aspect of their lives.	<ul style="list-style-type: none"> <li>• Explain how beliefs about right and wrong affect people's behaviour.</li> <li>• Discuss and give opinions on stories involving moral dilemmas.</li> </ul>	<b>COMMUNITY:</b> The story of belonging from the Muslim community.  <b>IMPORTANT PEOPLE:</b> Discussion from the stories about the wrong and right way to act and how we make those decisions

### PRESENTATIONS:

**SACRED PLACES:** Create a guided tour of each religious building, using a labelled plan/map - present across the year group and display. Talk about similarities and differences as a class.

**COMMUNITY:** Talk about photographed tessellations for different religions.

IMPORTANT PEOPLE:

### ACTIVITIES:

**SACRED PLACES:**

**RESOURCES:** Online virtual tours

Explore the inside and outside of synagogue, a Buddhist temple and a Gurdwara using online tours/maps/pictures/pupil personal experience etc. Talk about the features, the artefacts and the role of people who work there. What are the different areas used for? Which places are the busiest/quietest/most holy etc?

In groups, create a plan of one of the buildings. Label the key parts and explain what they are used for and by whom. Give a guided tour of the building. Across the year group, share guided tours.

As a class, talk about similarities and differences.

## **COMMUNITY:**

### **1. What does being part of a community mean?**

For this activity you will need enlarged and cut out sets of all the hexagons provided. Choose one of the communities and place the hexagon in front of the pupils. What does belonging to this community mean? Ask pupils to choose a hexagon to tessellate and justify their reason for choosing it. This will then create a tessellation showing what belonging to that community means and some of the things that are important to the community.

Split the pupils into groups and give them each a community to create a tessellation for. These tessellations can then be photographed and recorded or used for display.

More able pupils will be able to annotate their photos. You might ask pupils to pull their hexagon map apart and write something between to show links, or give further examples on additional hexagons. This could contribute to a whole-class map or tessellation.

### **2. Being part of a religious community.**

Depending upon the pupils in your class, you may already have had lots of discussion about religious communities that are represented on the hexagons (Christian, Muslim and Jewish people). This activity enables learning to focus on these communities.

Arrange pupils into groups of three or four. Give each group a copy of the hexagons and one of the three characters: Mary (Christian), Ruth (Jewish) or Ahmed (Muslim). Ask pupils to make a tessellation with their character and the communities they might belong to around them. As their pattern grows they should add celebrations, events, values and impact of each of the communities.

Ask pupils to identify any hexagons that could fit with more than one community, and any hexagons that are specific to one community only.

### 3. A story of belonging from the Muslim community

Ask the pupils to think about a time when they got into trouble.

- What happened to them?
- What did their parents or teacher say?
- Were they punished?
- How did they know it was all ok again afterwards?

Explain that they are going to learn about a naughty boy and how the Prophet Muhammad helped him be better. Read **the story of the boy who threw stones at tress**.

Ask some 'wonder' questions about the story:

- I wonder what the little boy thought about the tree?
- I wonder what the farmer thought about the little boy?
- I wonder why Muhammad decided not to be angry?
- I wonder how Muhammad helped the farmer to forgive the boy?
- I wonder how the boy felt at the end of the story?

Discuss who actually forgave the boy. The farmer forgives the boy because Muhammad shows him how to think about the situation. Return to the pupils' memories of the times they were in trouble. How did they feel when it was over? Relieved, grateful, better? Talk about how belonging to people means sometimes doing silly things and having to say sorry. Sometimes it means having to forgive yourself.

Arrange pupils to work in pairs. Hand out the blank outline of the Ka'bah, one per group. Ask the pairs to write about what they think the story teaches the Muslim community and others in the outline. Older or more able pupil will be able to link to earlier learning and give some examples of what belonging to the Muslim community means.

**RESOURCES:** In folder

## IMPORTANT PEOPLE:

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-buddhist-story-of-siddhartha-and-the-swan-and-the-monkey-king/zfkcwty>

This film focuses on Buddhism and narrates two Buddhist stories - the story of Siddhartha rescuing the hurt swan, and of the Monkey King showing the greedy human King the importance of caring for his people.

Watch the film on Buddhism from the BBC website Religions of the World.

Discuss the stories that Buddha is involved in and talk about what messages they tell us about Buddhism. Do the children agree with messages that the stories were trying to tell us?

Ask the children why religions have beliefs and teachings? What other things help us decide how we should behave?

Activity - Make loo kitchen roll bird feeders. Cover rolls in lard and then roll in bird seeds. Allow them to dry and then hang them outside. How many different varieties of birds used the feeders?