



Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 3		Term: Autumn 1
Theme: The Amrit Ceremony and the Khalsa		Religion: Sikhism
Key question for this enquiry: Does joining the Khalsa make a person a better Sikh?		
Learning Objectives: We are learning to understand the reasons why a Sikh may choose to join the Khalsa.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Activity 1: Qu: If we were going to have a ceremony to join our class what would the joining ceremony look like? What would the promises be? What symbol could we choose to wear as a reminder of those promises. (Link to Jigsaw Class Charter if you use Jigsaw PSHE at your school www.jigsawpshe.com) Activity 2: Qu: What would you like people to know about you? Children to design a bracelet reminding themselves of something personally important to them. Step 1 Engagement (1 lesson) Use Huey Owl as the 'talking object'. Huey has a badge on to show he is a member of a club. Circle Time on belonging. What does it mean to belong? What do you belong to? How does it feel to belong? How do you know you belong? How do other people know you belong to the group e.g. uniforms, badges, certificate? etc. Did you have to join this group and if so how did this happen? How are people expected to behave when wearing these uniforms? Either using a child/clip from Internet or own experience. Discuss belonging to a particular group and how we initially joined the group. e.g. some things we naturally belong to with no joining ceremony, e.g. family, school and other things we choose to belong to, e.g. clubs, groups, etc. which may involve a joining/initiation ceremony. Activity: Children to work in groups and using a template of a person, draw and write all the clubs/groups they belong to. Use for whole class display with key words expressing the feelings associated with belonging. Draw out their choice in belonging to these groups.		
Step 3 Evaluation (1 lesson) Introduce key question: Does joining the Khalsa make a person a better Sikh? Why would a Sikh choose to take part in the Amrit Ceremony? Why would it matter to a Sikh to be part of the Khalsa? Show the children a picture of two Sikhs, one wearing 5 Ks and one not. Which of these is the better Sikh? Why? Children to complete the Activity Sheet. Focus on the fact that the Amrit Ceremony is a choice to make a commitment and can help some Sikhs keep their promises to God because they spoke their promises in public so other people will expect them to keep them. Wearing the 5 Ks acts as a physical reminder of the promises they have made and helps them keep them. BRIDGE: BELONGING		
Step 2 Investigation (3 lessons) Explain that we have been thinking about groups we belong to or have joined. Today we are going to watch some people choosing to take part in a joining ceremony as part of their religion. Watch extract of Sikhs taking part in an Amrit Ceremony, without sound. Pathways of Belief DVD - Islam/Hinduism/Sikhism or www.bbc.co.uk/education/clips/zghyr82 Give children question prompts and ask the children what they would like to know, e.g. what, where, when, who, why, how? Explain what happens in the ceremony? what is in the bowl? what is the big book? etc. drawing out what is happening in the actual ceremony. Children to watch the ceremony again and listen to the promises that are being made. What promises are they making, to whom and why? How do they live out these promises in everyday life? Tell the story of the forming of the first Khalsa. Can they explain this to Huey Owl? Wearing the 5 Ks, praying every day, being kind to people and animals. A Sikh visitor who has either been through or been present at an Amrit Ceremony would be beneficial. Activities: Children to make the sugar water and re-enact this part of the ceremony - thinking about the symbolism. Children to make and taste Karah Prashad and discuss the sharing of the sweet (sacred) pudding. Recipe to be found at: sikhism.about.com/od/gurdwaras/rprashad.html. Does Huey Owl like it? Sikhs are all enjoying sharing this food at the same time which gives them a strong sense of community, feeling a part of it, a sense of belonging. Lesson exploring the 5 Ks (as outward sign they belong to the Khalsa). Children to look at the 5 Ks and investigate them and ask their own questions. Teacher to explain what they are and the significance. Pathways of Belief DVD - Islam/Hinduism/Sikhism or the 5 Ks of Sikhism www.bbc.co.uk/education/clips/zvn34wx Role-play dressing-up and wearing the Five Ks. Child to then put on Indian dress and show that some of the 5 Ks are now covered up. Why do Sikhs choose to cover up these signs that are so important to them? Qu: Does wearing the 5 Ks make someone a better Sikh? Discuss how they serve as a reminder to themselves to keep the promises they have made. Recap the promises again and how, through making these promises, it shows Sikhs have made a commitment to God. Reiterate the 5 Ks are an outward symbol of an inner commitment. The story of the donkey and tiger on the previous clip reiterates that a person's dress should be matched by their standard of behaviour. Qu: Do you think that making these promises make a person a better Sikh? Qu: Why don't all Sikhs choose to join the Khalsa? What might their reasons be? Are they just as good Sikhs? What makes someone a good Sikh? Discuss how this is a personal choice and a big commitment. Refer back to Lesson 1.		
Evidence in Discovery RE Journals: Activity Sheet.		



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Key Stage 2

Medium Term Planning

Year: 3		Term: Autumn 2
Theme: Christmas		Religion: Christianity
Key question for this enquiry: Has Christmas lost its true meaning?		
Learning Objectives: We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) If you could give the world one gift at Christmas to make it a better place, what would it be? Children to make their gift to the world from modroc or playdough and display, maybe along with a Halku poem to express their wishes for the world. They can tell Huey Owl what they have made and read him their poems. This could form basis of a class assembly or display in school foyer.		Step 1 Engagement (1 lesson) Wrap Huey Owl in the centre of the parcel for 'pass the parcel' game as a surprise when the last layer of paper is taken off. (Teacher is mindful of who celebrates Christmas or not) Play 'Pass the parcel' (the parcel wrapped in Christmas paper); and every time the music stops the child with parcel says something about their experience of Christmas or of the Christmas holidays. When Huey Owl is revealed he tells children about his Christmas. Children freeze-frame their Christmas experiences or their experiences during the Christmas holidays if they do not celebrate Christmas. Class display: What does Christmas MEAN to us? Why is Christmas MEANINGFUL to me or not?
Step 3 Evaluation (1 lesson) Qu: What is the true meaning of Christmas to Christians? Children to sort religious and non-religious words, pictures and objects. e.g. Santa, birth of Jesus. Could do this using Christmas cards or advent calendars. Some cards may be in both piles, e.g. Christmas presents. Children to revisit their class displays activity from the engagement lesson and see which of their ideas are related to Christianity and to do with the first nativity. Task: Children complete the Activity Sheet. Then: Do I think Christmas has lost its true meaning?		BRIDGE: MEANING Step 2 Investigation (3 lessons) From the 'Big Christmas Gift Box', choose a child to pull out a mystery item. Each group takes its mystery item back to their table and explores: What is it? How is it used at Christmas, and what it might mean to Christians? Back in the circle they feed back to tell Huey Owl their answers. Explore what Christmas means to Christians from the starting points of the items. (Items could include: Advent candle, Christmas pudding, Advent calendar with Nativity scene, Christmas carol sheet, Christmas card, Christmas tree fairy, etc.) Conclude: to Christians, Christmas is very important because they are celebrating God's son, Jesus, coming to earth to help people. (The Incarnation) Read Christmas story. Reinforce the significance of shepherds, wise men, star, gifts, etc. Visit the local church to see the nativity scenes or act out the story. What is the true meaning of Christmas for Christians? Do children have any questions for Huey Owl? Make a class Christmas tree with decorations to show all the non-Christian aspects of Christmas (that might be meaningful to the children) e.g. gifts, cards, meals, family etc. Make a second Christmas tree with decorations to show ways in which Christmas is meaningful to Christians. (Include birthday card for Jesus, thank yous to Jesus for saving/helping the world, star, gold, frankincense etc. anything to illustrate Christian meaning which is that Jesus is the Incarnation of God on earth i.e. God sent Jesus to the earth to save/rescue people from their 'sin' and show them how to gain salvation.) What does having 'meaning' mean?
Evidence in Discovery RE Journals: Activity Sheet.		

Teacher note: Incarnation

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. For Christians, Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. From 'Understanding Christianity' Church of England



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Resource Pledge
We regularly update the website, booklist and BBC Learning
Owl's suggested in the planning, to ensure availability.
Please visit www.discoveryre.co.uk for the latest
resources and let us know if you find a link has been removed
and we will source an alternative for you as soon as possible.

Key Stage 2

Medium Term Planning

Year: 3		Term: Spring 1
Theme: Jesus' miracles		Religion: Christianity
Key question for this enquiry: Could Jesus heal people? Were these miracles or is there some other explanation?		
Learning Objectives: We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) 🦉 If you could perform one miracle for the world, what would it be? Draw or paint the difference this would make. What would the world look like afterwards?		Step 1 Engagement (1 lesson) Start the lesson with Huey Owl 🦉 telling the children he feels poorly and asking them for their advice on how he can get better. Read the story: 'Bear Feels Sick' by Karma Wilson (or similar), and discuss what happened to Bear and how he felt better. Was it a miracle? How do our bodies get better when we are poorly? Assess children's perception of 'miracle'. Explore what happens and how it feels when we get poorly/sick. If you are poorly what do you do? Who looks after you? How do you get better? Do you go to the doctor/need medicine? Sometimes we can help ourselves - how? Does frame of mind help? Activity: Children to record how they can try to make themselves better if they are ill.
Step 3 Evaluation (1 lesson) Using art representations of the two Bible stories ask the children to discuss their findings. 🦉 Ask key qu: Could Jesus heal people? Were these miracles, or is there some other explanation? What other explanations could there be? Use Activity Sheet: Children to have a set of three boxes in their book. In the first box, have a picture of the beginning of the story. The middle box to be blank with the headings 'What do Christians believe happened next? Why do Christians believe it was possible for Jesus to perform miracles? What do you think happened next? Children to draw/write their own interpretation of the middle of the story, drawing/writing what they think actually happened. The last box gives the opportunity to answer the enquiry question directly.		BRIDGE: MIRACLE Step 2 Investigation (3 lessons) Tell children the beginning of the Bible story about the Blind Man (John 9: 1-12), then ask children their thoughts on how the blind man could be healed/made better? Tell the children the rest of the story. How could this have happened? Was Jesus a doctor? Did he have any medicine/equipment with him? 🦉 Did it really happen then? Class to vote on it. Unpick the children's reasoning and ask, if it didn't happen, why is it in the Bible? What does this say about Jesus? If it did happen what does this say about Jesus? Christians believe Jesus is God in a human body so has the power of God and can do anything including healing people. Jesus is the Incarnation of God, Christians believe. Introduce the idea of a miracle and explain what this means...something that happens outside the usual rules of nature/expectations. (Jesus had special ability to heal people...does anyone today have this ability?) Use the story of the Paralyse Man (Mark 2: 1-12) to continue exploring this concept. "Use a story about someone from the past who did something amazing. Was that a miracle?" 🦉 Do the children have any questions for Huey Owl? They can use the envelope cards (print from Discovery RE CDrom/USB) Do stories have to be true (i.e. actually happened) to be meaningful? Were Jesus' miracles just stories to make people think Jesus was special/God on earth, or that we should help people who are sick? Was it possible that Jesus did make people better even though He wasn't a doctor? "Reinforce Christians' believe Jesus was the Incarnation of God."
Evidence in Discovery RE Journals: Activity Sheet.		

Teacher note: Incarnation

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. For Christians, Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. From 'Understanding Christianity' Church of England



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Key Stage 2 Medium Term Planning

Year: 3		Term: Spring 2
Theme: Easter - Forgiveness		Religion: Christianity Concept: Salvation/Gospel
Key question for this enquiry: What is 'good' about Good Friday?		
Learning Objectives: We are learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Children draw a heart outline and write in it some of the things they can do to show their love and gratitude to people who are special to them. Huey Owl 🦉 could share one he made earlier.	Step 1 Engagement (1 lesson) Use Huey Owl 🦉 (and if you are a Jigsaw School, use Jigsaw Jino www.jigsawpshe.com), tell the children a story about something going wrong in Huey Owl's life. Ask the children what they could do to save the day. How can we rescue the situation for Huey Owl? Children make up and act out stories where somebody saves the day/rescues a situation, e.g. Billy has forgotten his PE kit and will get into trouble, but his friend Josh lends him his at playtime.	
BRIDGE: SAVING THE DAY (RESCUING)		
Step 3 Evaluation (1 lesson) 🦉 Revisit key question - What was good about Good Friday? Christians believe that Jesus willingly died to save them/rescue them and came back to life again to prove they will also have life in Heaven when they die. So from something sad and painful came something amazing. Think back to Engagement lesson. Christians believe Jesus 'saved the day' by rescuing the situation and helping people turn over a new leaf and get better at loving each other. 🦉 Who was Good Friday good for? Who was it not good for? Do Christians today think it was good for them? Activity Sheet.	Step 2 Investigation (3 lessons) 🦉 Huey Owl invites children to start the lesson by children eating a little square of bread and sipping blackcurrant squash but give no explanation yet. May use art representations of The Last Supper and Crucifixion to illustrate e.g. Margaret Cooling 'Jesus through Art'. Tell children the Easter story up to and including The Last Supper. Discuss the significance of the bread and wine and why Jesus used the bread to symbolise his body and the wine his blood. Talk about how these words are a sign that Jesus knew what was coming, i.e. that he was going to die soon. 🦉 Qu: If He knew what was going to happen why didn't He leave that night? Why did He not run away? Tell next part of the story up to and including Jesus' crucifixion. (Use a Children's Bible) With children, label large sequencing cards which depict the story so far. Label each day, e.g. Palm Sunday, Maundy Thursday. Does anyone know what we call the day that Jesus died? Show the label 'Good Friday' and ask the children for their thoughts. What was good about Good Friday? Who was it NOT good for? Maybe watch 'Jesus of Nazareth' DVD (extract of crucifixion.) Show artefacts: crucifix. What are the children's reactions? Why do they think Jesus died like this? What do the bread and wine symbolise? Introduce key question: What is good about Good Friday? Good Friday and Easter eggs www.bbc.co.uk/education/clips/zjgkq5f. Possibly visit a Church to find out about communion and the link to the Last Supper. Ask Vicar the key question. Visiting Christian speaker to share what Jesus' death means to them. Use 'Crossing the Bridges' materials from www.discoveryschemeofwork.com Explore further, from a Christian perspective, how Jesus' death was part of God's plan to show people they can be forgiven and start afresh. Just before Jesus died he said "Father forgive them". What did people need forgiving for? Explain that Christians believe God made a beautiful world, but when people started forgetting how to be good to each other and how to look after the planet, He sent Jesus to make things better, to save the day, to redeem the situation. This meant forgiving people for what they had done wrong.	
Evidence in Discovery RE Journals: Activity Sheet.		

Teacher note: Salvation/Gospel

Jesus' death and resurrection effect the rescue (or salvation) of humans. Christians say he opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored.

From 'Understanding Christianity' Church of England

Christians believe Jesus' incarnation is 'good news' for all people. (Gospel means 'good news'.) His life, teaching and ministry embody what it is like to be on of the people of God, what it means to live in a relationship with God. Jesus' example and teaching emphasise loving one's neighbour - particularly the weak and vulnerable - as part of loving God. From 'Understanding Christianity' Church of England



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Key Stage 2

Medium Term Planning

Year: 3		Term: Summer 1
Theme: Hindu Beliefs		Religion: Hinduism
Key question for this enquiry: How can Brahman be everywhere and in everything?		
Learning Objectives: We are learning to understand the Hindu belief that there is one God with many different aspects.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Using Activity Sheet 2, read the poem from the Upanishads. Discuss. Children write own poem in same format (on sheet), or could write a Haiku. Maybe illustrate the poem with movement/dance/music. Read poems to Huey Owl.		Step 1 Engagement (1 lesson) Huey Owl tells children about his family and the roles he has in it. Who are you and what do you mean to different people? E.g. daughter, sister, friend, Brownie, pupil, grand-daughter, etc. Children to have a photo of themselves replicated on the net of a cube and write on each photo, to show each role they have. Children to then put the net together to show the different sides of them. Qu: What is it that stays the same? Reinforce that there is only one of them and whilst they are different things to different people, they are still themselves. All the sides are parts of the same YOU. What is it about you that is inside the box that makes you you?
Step 3 Evaluation (1 lesson) Children complete all faces of the cube (photocopy the net onto large paper to give children room to draw and write). One side of the cube asks children to design a god or goddess to represent e.g. kindness, wealth, friendship etc. (something important to them).		BRIDGE: ASPECTS OF ME Step 2 Investigation (3 lessons) Show children a box labelled 'Brahman' and explain that inside this box we can find out what Hindus believe about Brahman. Inside the box, have many different deities and, as each deity is revealed, explain to the children that this is what Brahman looks like. Qu: How can this be? How can Brahman look like so many different things? Make link with lesson before. Direct Teaching - match the deity to its role using word and picture cards. Tell the children a story about one of the gods, e.g. Ganesha/Lakshmi. Teach children that there is one God who Hindus see in many different forms: This God is called Brahman. Use the Activity Sheet cube net to record their learning about gods/goddesses. Use DVD to show how Hindus use these deities at home, in the temple and in Puja. Expressing faith through dance and the different Hindu gods www.bbc.co.uk/education/clips/z6q6sbk or BBC 'Pathways of Beliefs Islam/Hinduism/Sikhism' DVD. Make a class mobile of their cubes and their Hindu god cubes. Show children the tri-murti and explain how these are the main deities and explain what they represent. Brahma - creator Vishnu - preserver Shiva - destroyer Do the children have any questions for Huey Owl? Use the envelope cards for their questions. When children learn about a different god or goddess they illustrate one side of the cube net. Experiment - Take a glass of water. Add some salt - it will dissolve into the water and you won't be able to see it or remove it. Now taste the water and you will taste the salt in every drop of the water. In this analogy the water represents the world and the salt represents Brahman, though invisible Brahman is omnipresent (everywhere.) Ask key qu: How can Brahman be everywhere and in everything? How would this affect your life if you were a Hindu?
Evidence in Discovery RE Journals: Photograph of their completed cube net before making it into a cube and hanging on a mobile. Activity Sheet 2.		



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Key Stage 2 Medium Term Planning

Year: 3		Term: Summer 1
Theme: Sharing and Community		Religion: Sikhism
Key question for this enquiry: Do Sikhs think it is important to share?		
Learning Objectives: We are learning to explore how Sikh beliefs affect their ways of life and the importance they place on sharing.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Circle Time for group sharing - How can I share in my life? Use Huey Owl as the 'talking object'. Children to draw a picture of themselves in a sharing situation with a speech bubble, Sharing is important to me because... (on Activity Sheet) OR Children, in groups, make different food, e.g. bread, and bring to the circle to share with the class. They practice their social skills by taking the plate of food they have made around the circle and inviting people to share it. Lots of "thank yous" in response and positive feedback about the food. How does sharing feel in this situation?		Step 1 Engagement (1 lesson) Activity: Children playing a game in small groups, taking turns and sharing. (Maybe teacher and teaching assistant role-playing, playing a game and not sharing very well...what do the children notice?) Story about sharing/circle time using Huey Owl (or Jigsaw Jino if you are a Jigsaw School www.jigsawpshe.com), or possibly using the story 'Stone Soup' by John J. Muth. Why is it important to share? Is it because you are told to or because it's the right thing to do? When do we share? Is it sometimes difficult to share? What is the opposite of sharing? Why might you not want to share? Qu: When does it feel good to share and what feelings does this give you? How important is sharing to you? Can you think of a time when someone shared with you? Share a game, e.g. parachute game, to allow the sharing experience.
Step 3 Evaluation (1 lesson) Revisit key question: How Important is sharing to Sikhs? Give children four or five pictures of Sikhs sharing from the investigation lesson. Ask them to rank in order, at the top is the picture showing the type of sharing most important to Sikhs; at the bottom the type of sharing least important to Sikhs. Write next to the top and bottom picture what is happening in the picture and why you have placed them at the top and bottom.		BRIDGE: SHARING Step 2 Investigation (3 lessons) N.B. Select from this content. Introduce the children to a Sikh family through visuals - explain that they have a favourite Sikh story they like to share Read the children the Sikh story of sharing - website: www.sikhnet.com/stories What is the story about? What does this tell us about what Sikhs believe? E.g. sharing is an important part of the faith. Do we agree with this belief about sharing? Sikhs do think it is important to share, but how important is it, and can we find examples of this in their everyday lives? Huey Owl has a pot of natural yoghurt. Introduce the Vaisakhi Festival by showing the children a pot of natural yoghurt and a Sikh flag and asking them to explore how Sikhs share these things, researching the festival using non-fiction texts and Internet. What have we found out? Show DVD clip of Sikhs celebrating Vaisakhi at the Gurdwara: taking down the flag pole, cleaning it with natural yoghurt, wrapping it with new cloth and re-erecting the flag pole. BBC 'Pathways of Belief - Islam/Hinduism/Sikhism' DVD or the festival of Vaisakhi www.bbc.co.uk/education/clips/zf86nbk Qu: How would this Sikh family feel being part of the Vaisakhi celebrations? Would it feel good to be sharing in those community activities? Would they feel a sense of belonging? How would the children feel? Qu: Is this the only time Sikhs share celebrations? Explore Sikh festival of Diwali - share story of Guru Hargobind being released from prison along with 52 prisoners and sharing his freedom. (story details www.allaboutsikhs.com/sikh-festivals/the-sikh-festivals-diwali-bandi-chhorm-divas). Teach significance of the different practices during Diwali and children to experience these in possible rotation of activities, e.g. diya lamps, making sweets etc. Qu: What happens at home/Gurdwara during Diwali? www.bbc.co.uk/religion/religions/sikhism/holydays/diwal.shtml Reinforce the sense of sharing through giving gifts and the sharing of the celebrations. Qu: Where does this sense of sharing come from and why is it important? The Sikh Holy book, The Guru Granth Sahib, gives three rules to live by. One of these is share with the needy whatever you can spare. These rules are important, as God gave them the rules and they will be pleasing/respecting God to do these things. Introduce the Langar (the shared meal that is offered free to anyone, Sikh or non-Sikh, after each service of worship at the Gurdwara). Watch DVD clip of the Langar and taste some of the food. Possibly invite a Sikh visitor to explore the key questions and their experiences of the Langar. BBC 'Pathways of Belief - Islam/Hinduism/Sikhism' DVD or www.bbc.co.uk/education/clips/zmkq6sg Discuss how everyone is seen as equal through the sharing of Karah Parshad and the Langar.
Evidence in Discovery RE Journals: Activity Sheet		