

TERM: Autumn 2		YEAR GROUP: 3		SUBJECT: Religion and Worldviews	
WEEK 1 DATE: 04.11	WEEK 2 DATE: 11.11	WEEK 3 DATE: 18.11	WEEK 4 DATE: 25.11	WEEK 5 DATE: 02.12	WEEK 6 DATE: 09.12
<p><b>LO;</b> To explain what morals are.</p> <p><b>Success Criteria;</b> I can talk about deciding what is right and wrong. I can explain what some Humanists think about making moral decisions. I can discuss my own and others' ideas about morals.</p> <p><b>Main Event;</b> Match golden rules with the correct religion.</p> <p><b>Support;</b> Give statements to the children before the lesson.</p> <p><b>Challenge;</b> Complete discussion activity using key vocabulary.</p>	<p><b>LO;</b> To evaluate the importance of religious guidance to some Christian and Jewish people.</p> <p><b>Success Criteria;</b> I can explain what the Ten Commandments are and their importance to some Jewish and Christian people. I can talk about how the Ten Commandments can be relevant to modern life. I can discuss what some Jewish and Christian people might think about moral decisions.</p> <p><b>Main Event;</b> Complete a diamond 9 activity to show the importance of the ten commandments in modern day life.</p> <p><b>Support;</b> Choose the two most important and the two least important commandments.</p> <p><b>Challenge;</b> Should be able to discuss why someone different to them might put the commandments in a different order.</p>	<p><b>LO;</b> To explore how some people remember moral guidance.</p> <p><b>Success Criteria;</b> I can explain what some people do to help them remember religious guidance. I can talk about symbolism relating to guidance. I can discuss the ways people remember important rules.</p> <p><b>Main Event;</b> Discuss Jewish artefacts link to the Jewish golden rules and discuss their importance.</p> <p><b>Support;</b> Use the sentence stems and key vocabulary to support discussion.</p> <p><b>Challenge;</b> Answer the challenge activity.</p>	<p><b>LO;</b> To describe how some people apply religious guidance in daily life.</p> <p><b>Success Criteria;</b> I can make links between Christian, Hindu, Jewish and Muslim guidance. I can explain how Hindu and Muslim people might apply religious guidance in their lives. I can compare different rules and guidance and how they might be useful when considering moral decisions.</p> <p><b>Main Event;</b> Discuss and compare the five pillars of Islam.</p> <p><b>Support;</b> Use picture prompts to support discussions.</p> <p><b>Challenge;</b> Take the lead role in their discussions.</p>	<p><b>LO;</b> To analyse religious and non-religious guidance.</p> <p><b>Success Criteria;</b> I can explain the five precepts in Buddhism and the Eightfold Path. I can talk about how different forms of guidance can help people make moral decisions. I can make links and comparisons between different religious and non-religious guidance.</p> <p><b>Main Event;</b> Sort guidance cards into those that have similar meanings.</p> <p><b>Support;</b> Start with one set and then add additional sets one at a time.</p> <p><b>Challenge;</b> Use a Venn diagram to sort cards.</p>	<p><b>LO;</b> To express and justify opinions about moral guidance.</p> <p><b>Success Criteria;</b> I can explain why deciding between right and wrong is not always easy. I can assess the value of rules and guidance. I can present my own ideas about making moral decisions.</p> <p><b>Main Event;</b> Create an origami booklet to help the express their ideas about what is right and what is wrong.</p> <p><b>Support;</b> Use a pre-made book to discuss their ideas.</p> <p><b>Challenge;</b> Explain where their ideas have come from or think of their own headings for the pages of their mini book.</p>

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