

RE – What happens when we do wrong How is scripture central to religion ?



RE – Year 3

Essential Knowledge

By the end of this unit children will

Pupils who are **secure** will be able to:

- Explain which actions can be considered wrong and what consequences may derive from them.
- Consider the authority which gives the consequences of wrongdoing.
- Describe how some religious people seek forgiveness.
- Explore the similarities between some Jewish and Muslim practices of seeking God's forgiveness.
- Discuss how God's forgiveness can change a believer's life.
- Describe what might happen to the soul when a believer does something wrong.
- Explore why some religious people choose to live morally.
- Investigate some ways Christians 'cleansed' the soul through infant and adult baptism.
- Explain why Jesus was baptised and sacrificed.
- Define what karma means to some Hindus and how it can affect the soul.
- Know that many Hindus aim to live morally by collecting positive karma within their lifetimes to eventually reunite with God.
- Explain what some people mean by revelation.
- Evaluate the significance of scripture to some Jewish, Christian and Muslim people.
- Explain how some ways of using and treating the Qur'an, the Christian Bible and the Torah show its importance.
- Discuss the similarities and differences between scripture considered by some to be the word of God and human interpretations or commentary.
- Make links between scripture from the Abrahamic religions.
- Identify similarities within and between worldviews in the way scripture is viewed and used, including in places of worship.
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Vocabulary

baptism
cleansed
forgiveness
moral
sin
salvation
soul

faith
holy
inspired
New Testament
Tenak
Torah scroll

Intention

Asking questions about what others think and do and how they show their beliefs. Exploring scripture and stories to understand how different people might interpret them. Comparing and contrasting stories or teachings from different religions to identify common themes. Recognising underlying themes in stories, such as kindness or forgiveness.

- Asking questions about what others think and do and how they show their beliefs.
- Considering how different sources of information can help answer specific questions.
- Exploring scripture and stories to understand how different people might interpret them.

RE - Kapow
Is Scripture central to religion

Lesson 1 :

To examine some key beliefs about scripture from the Jewish worldview.

- I can identify key practices in how the Torah is treated.
- I can talk about the meaning of revelation.
- I can articulate why the Torah may be considered 'sacred' or 'holy.'

Watch the *Pupil video: Using the Torah* and ask the children to notice all of the ways the scripture shown is treated.

Record idea on flipchart as a class.

Discuss the PowerPoint as a class, go through the slides and have class discussion ask children to compare the information to other books they have learnt about. Talk about the 10 commandments, how are they important to them? What might not be significant to them or others?

Main activity:

Lesson 2: Focus: To compare the Torah to the Bible.

SC: I can identify similarities.

I can identify differences.

Recap the Torah and watch the video, look back at flipchart from last week, what can they remember?

Watch the video on The Bible, get children thinking, what is similar what is different?

In pairs children to write facts in their tables on each of the Holy texts. With a highlighter, highlight any similarities.

Then transfer this to a whole class flipchart.

Then use this data to transfer it onto a Venn diagram, (link to statistics in maths). Talk about what a Venn diagram is and how we can use it for this information.

Do a few as a class and then let children complete independently.

Come back together as a class and create class Venn diagram.

Link to curriculum: Maths statistics, reading data.

SEN/LAP - Highlight the similarities for the table. Venn diagram (choose one for each section).

Lesson 3: To make connections between beliefs about the Qur'an and the Hadith and how they are used.

SC: I can compare the Qur'an and the Torah.

I can identify similarities and differences.

Children to watch pupil video on KAPOW. Introducing Muslims.

Explain that Muhammad could not read or write so the message was passed on orally.

Share that after Muhammad's death, the revelations that had been written down were collected and made into a book, which was later checked by people who remembered the oral recitations. Now all copies of the Qur'an contain exactly the same writings in Arabic. Explain that some Muslims use the term 'Mus'haf' to refer to the

	<p>Questions: To answer questions.</p> <p>Write answers in their books in full sentences.</p> <p>HAP, MAP and LAP/SEN have separate sheets (differentiated).</p>		<p>physical, written copy of the Qur'an.</p> <p>How is the Qur'an similar to the Torah? (Answers may include: they are both considered to be revelations and contain the words of God; both of the scriptures have some of the same texts.)</p> <p>Activity: To create mindmaps for both scriptures.</p> <p>HAP/Challenge - To highlight similarities in once colour and differences in another.</p>
<p>Lesson 4</p> <p>To recognise the value of the Bible by exploring how and why some Christians use it.</p> <ul style="list-style-type: none"> I can identify different ways some Christians may use the Bible. I can discuss how the different ways of using scripture can demonstrate beliefs. 	<p>Lesson 5</p> <p><u>To evaluate what makes scriptures central to religion.</u></p> <p>I can explain the connection between religion and scripture.</p> <p>I can describe how the focus on scripture can be shown in places of worship.</p> <p>I can reflect on the words that are</p>	<p>Lesson 6.</p> <p>Focus: Understanding my own worldview and identifying what is important to me.</p> <p>Success Criteria:</p> <p>1. I can identify different scriptures and understand the values they represent.</p>	

- I can suggest reasons why some Christians use the Bible.

Show the children the *Presentation: Reflect on the verse*.

What do you think this quote means?

Where have you heard it before? (Answers may include: at a wedding, Christening or funeral.)

Can you still learn from it even if you are not Christian? (Answers may include: the teachings in the Christian Bible contain values that can be used by people from all backgrounds; these messages often promote kindness, empathy and moral principles that are relevant to everyone; these teachings can offer valuable insights and guidance to people of any faith or even those who

central to my own worldview.

Review and recap all the scriptures learnt over the last few weeks.

Refer back to flipcharts and mind maps.

Follow through the PowerPoint and rewatch the videos to remind the children. Ask questions to prompt their prior knowledge of the similarities and differences between the scriptures.

Whilst the videos are playing children should be writing (in note form) things that stand out for them. Explain they will be evaluating scriptures and choosing one they relate with. How might it relate to your own personal worldview.

Talk about personal worldviews

2. I can create my own scripture that highlights my personal values.

Lesson Objectives:

- To explore the concept of worldview and personal values.
- To examine different scriptures and their underlying messages.
- To reflect on personal values and create a scripture in poster form that embodies them.

Lesson Structure

1. Starter Activity (10 minutes)

Activity: Thought Reflection

- Display the following question on the board: "What do you value most in life, and why?"
- Students reflect individually and jot down their thoughts in a journal or on a piece of paper.
- Briefly discuss as a class,

are non-religious.)

Using the Christian Bible

Show the children the *Pupil Video: Using the Christian Bible*.

Investigating Christian practices

Divide the children into groups of four and give each group the *Resource: Investigating Christian practices* and a large piece of sugar paper.

Ask the children to divide the paper into six (a 2×3 grid), cut the headings from the bottom of the *Activity: Christian practices* and stick one heading in each section.

They should then look at each quote, image or piece of information and decide which heading each best fits under, sticking them in place. Ensure they understand some cards

and link back to the first few lessons where we explored this.

Activity: Children to write about their chosen scripture and highlight key parts from it that relate to their own worldviews and morals.

They are to create a poster surrounding this scripture with key facts, how you can worship and what religion it is from.

Allow time for children to share their views with the class.

encouraging open but respectful sharing.

Teacher's Prompt:

- "Think about the things that guide your decisions and the way you see the world. These are your values and part of your worldview."

2. Scriptures (15 minutes)

Activity: Exploring Scriptures

- Present examples of scriptures from various traditions (e.g., the Bible, Quran, Bhagavad Gita, Torah, etc.) and non-religious inspirational texts.
- Focus on the values they convey (e.g., love, kindness, justice, integrity).

Discussion Questions:

- "What messages or values do these scriptures communicate?"

<p>could be placed under more than one heading but they should choose the one they think is the best fit.</p> <p>Use the <i>Presentation: Investigating Christian practices</i> to discuss possible answers.</p>		<p>• “How do they reflect the worldview of the people who follow them?”</p> <p>Activity: o use all previous lessons and knowledge to create their own scripture.</p>	
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<p>RE - Kapow What happens when we do wrong?</p>	<p>Lesson 1 :</p> <p>Focus: To analyse the consequences of wrongdoing by exploring different perspectives. SC: I can discuss what might make an action wrong. I can describe the consequences of some</p>	<p>Lesson 2</p> <p>Focus: To examine some Christian beliefs about the process of forgiveness.</p> <ul style="list-style-type: none"> • SC: I can describe the process of forgiveness for 	<p>Lesson 3</p> <p>Focus: To investigate how some religious people seek God's forgiveness after wrongdoing.</p> <ul style="list-style-type: none"> • SC: I can describe some religious beliefs about seeking God's forgiveness. • I can compare some religious practices of
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wrong actions. I can explore some religious and non-religious ideas about who decides these.

Before starting this unit you might want to check children can recall:

What morals, rules and guidance are.

Some of the ways people decide what is right and wrong.

How Golden Rules might help people make moral decisions today.

How some people use physical items to remember important guidance

Starter: Split the classroom in half, one side represents moral and the other immoral. Children to place

some Catholics.

- I can apply what this might look like after wrongdoing.
- I can explain why this process might be important to some people.

Hand out scissors and the *Activity: Process of forgiveness* (one between two) and display the *Presentation: The process of forgiveness*. Ask the children to read the four words and use the definitions on the slide to check they understand the meaning of each one.

Ask the children to cut out the four cards and arrange them in the order in which they think they should go.

Ask the children to discuss the following questions in pairs:

- Which order do you think these steps should go in?
- Can you have forgiveness without confession? (Answers may

seeking God's forgiveness.

- I can discuss how seeking God's forgiveness might impact a religious person's life.

The story of Prophet Yunis Invite 12 children to come to the front of the classroom and give each child a strip from the *Activity: The story of Prophet Yunis* (one copy, pre-cut). Invite each child to read their strip to the rest of the class or read it for them.

Facilitate the children working as a whole class to order the events of the story of Prophet Yunis and the whale. They should be able to use their prior knowledge of the Christian version of the story. Once the children have ordered the statements, share the correct order below: The city of Nineveh had long forgotten the message of Allah and became a city that worshipped idols (such as statues). Allah

themselves on the scale after hearing the situations.

Discuss after how everyone has different morals and ideas of what is wrong and right.

Main activity: To plan and present a class debate. Half the class is allocated to agree with the statement other half is to disagree with the statement.

Children spend 15 mins to plan an argument as to why they are right, they then choose 3 nominated speakers to present.

After both sides have debated, allow questions from the children to challenge others.

include: yes, because sometimes people forgive even if the person who did wrong does not tell them about it; no, because confession is important for forgiveness so everyone understands what happened and can move on.)

- Can there be confession without repentance? (Answers may include: yes, because someone can say that they did something wrong but might not feel sorry about it; no, because confession should come with feeling sorry or else it does not mean much.)

Share the following scenario with the class:

Tully took her best friend Nadia's

decided to send Yunis Ibn Matta (also known as Jonah) as a Messenger to guide them to His path – the path of light. Prophet Yunis immediately set out to fulfil Allah's wishes. For many years, he invited his people to worship Allah and warned them of Allah's wrath if they continued idol worship. But his people rejected him and this message. After years of rejection, Prophet Yunis became disheartened and gave up on his people. Without the permission of Allah, Prophet Yunis left the city of Nineveh and boarded a small ship to travel as far away from his people as possible. Suddenly, a storm raged on the ship. The ship's crew feared for their lives and the Captain knew one man had to be sacrificed to lighten the load of the ship. Prophet Yunis knew that this was a consequence of leaving his people so he jumped off the ship

favourite pencil without asking. Nadia has been looking for her favourite pencil all day but has not found it.

Ask the children to focus only on the row labelled 'Tully' and to write down what they think might happen at each step according to the Tully scenario

Then watch the video (kapow) confessions. Discuss and then return back to the process worksheet.

voluntarily. As Allah commanded, the largest whale in the ocean swallowed Yunis just as he hit the waters. Deep in the stomach of the whale, Prophet Yunis realised his mistake and prayed to Allah for forgiveness. Allah forgave Yunis because of his sincere repentance. When Yunis returned to Nineveh, he was surprised that his people had embraced Islam and were waiting to welcome him.

Allow the children to correct the order of the statements if necessary.

Discuss the following questions as a class: How is the story of Prophet Yunis similar to the Christian version? (Answers may include: in both the Muslim and Christian versions, Yunis, known as Jonah in Christianity, is swallowed by a large fish or whale; he is in the

			<p>belly of the fish for three days and nights; both stories tell of Yunis/Jonah praying to God for help while inside the fish.)</p> <p>Main events:</p> <p>Complete the venn diagram comparing Ramadan and Yom Kippur.</p>
<p>Lesson 4:</p> <ul style="list-style-type: none"> • Focus: To investigate some beliefs about what happens to the soul after repentance. • I can recap where some people believe the soul comes from. • I can describe what might happen to the soul as a result of wrongdoing. • I can further reflect on why some Muslims and Christians choose to live morally. 	<p>Lesson 5</p> <p>To investigate some Christian beliefs about cleansing the soul.</p> <ul style="list-style-type: none"> • I can identify the differences between infant and adult baptism. • I can reflect on how beliefs about the Original sin relate to infant baptism. • I can discuss why Jesus' baptism and sacrifice are considered important to many Christians. • What is similar between the two baptisms? (Answers may include: In both infant and adult baptisms, water is used as a symbol of cleansing and new beginnings; both are ceremonies that mark the beginning of a person's journey in the Christian faith; they 	<p>Lesson 6 :</p> <p>To explore some Hindu beliefs on how actions can affect the soul.</p> <ul style="list-style-type: none"> • I can describe Hindu beliefs of the atman and karma. • I can explain some Hindu beliefs of how wrongdoing affects the atman. • I can explain why some Hindus choose to live morally. <p>Karma affecting the soul</p> <p>Have the children explore how positive and negative karma can affect the soul of</p>	

The creation of the soul

Explain that in the Qur'an, the creation story from the Muslim perspective is separated into different parts throughout the holy book. Read aloud the story of creation from the Muslim perspective in the *Resource: A Muslim creation story* (one copy). Ask the children to listen carefully when the creation of the soul is mentioned.

Ask the children the following questions:

- Where do some Muslims believe their soul comes from? (Answer: most Muslims believe that the soul comes from Allah – God).
- What other creation stories do you know that suggest that the soul comes from God? (Answers may include: in the Christian creation story, God breathed

both represent a welcome into the Christian community.)

- What is different between the two baptisms? (Answers may include: in infant baptism, the parents and godparents are involved; in adult baptism, the focus is the baby; the baby is not always fully immersed; in adult baptism, the adult person is fully immersed in water; the age and understanding of the person being baptised are the main differences.)
- Why might an adult want to be baptised? (Answers may include: an adult might choose to be baptised if they are converting to Christianity later in life; it could be a personal decision to commit to the Christian faith; some adults might not have been baptised as infants and decide to do it as a personal promise when they are adults; some adults may want to follow Jesus's instruction when he told people to be baptised.)
- Why do you think a baby might be baptised when they have not 'done' any wrongdoing yet? (Answers may include: some Christians might believe that baptising a baby removes original sin and starts the child on a path of faith; others see it as a way of welcoming the child into the Christian community; it can also be a

a Hindu person.

Hand out the *Activity: Positive and negative karma* (one between two). Ask the children to read the scenario cards and sort them into two categories: 'Positive karma' and 'Negative karma.'

Take feedback. Share the following answers:

Positive karma

- You see a friend struggling with their work. You offer to help them understand it better.
- You have two of your favourite snacks and decide to share one with a friend who forgot theirs.
- You notice a classmate feeling sad, so you say something nice to make them smile.
- You see some rubbish on the playground and pick it up to throw in the bin, even though it is not yours.

Negative karma

- While someone is speaking in

the soul into Adam and for many Jewish people, the soul is like a gift from God.)

- Why might some people believe the soul comes from God? (Answers may include: for some people, it might help them feel close to God; it might give some people a purpose to life; for some people, this may remind them that life is precious and being moral is an important responsibility.)

Take feedback. Where possible, encourage the children to explain their ideas.

Display the *Presentation: Where does the soul go?* Ask the children to read the scripture quotes and personal responses on slides 1–4 in pairs.

Presentation: Where does the soul go?

commitment by the parents to raise the child according to Christian beliefs.)

Allow the children some time to create a summary of why baptism might be an essential part of cleansing the soul from wrongdoing for some Christians. The children can write their ideas down on their whiteboards (one between two). Take feedback.

The Baptism of Jesus

Arrange the children in groups of four and hand out a copy of the *Activity: Jesus' baptism* to each group. Invite the children to act as detectives to investigate why Jesus, believed to be sinless, would choose to be baptised. Encourage them to find clues in the texts and images. Take the children's feedback, encouraging them to explain their ideas and the evidence they found using the discussion prompts.

Jesus' sacrifice and forgiveness

Read aloud the *Resource: Jesus' sacrifice*, explaining that this is a **summary** of the story about the relationship between humans, God and Jesus, based on the Christian worldview and the Christian Bible. A cross may be used as an artefact to support visualisation.

class, you talk over them without waiting for your turn.

- You finish a snack and throw the wrapper on the ground instead of using the bin.
- A friend asks you for help with their work but you ignore them as you want to finish your work first.
- You get angry and say something unkind to a classmate, which makes them upset.

Emphasise that realising a mistake and taking responsibility to make amends for it is a form of positive karma. Ask the children to further sort each category, ranking the scenarios from most to least positive karma, and most to least negative karma.

Take feedback, encouraging the children to give reasons for their ordering.

Creating the Karma Footprint Journey

- Have each student draw a long, winding path across their paper. Explain that this path represents their journey in life.
- Ask the students to draw several footprints along the path. Explain that

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Using what they have read, ask the children to discuss the following question in pairs:

Wrongdoing and the soul

Share with the children that many Muslims and Christians view acts of wrongdoing and sin without repentance as damaging to their soul and their faith.

Use a sheet of A4 plain paper for the following demonstration. Explain that the paper represents the soul inside a human being. Have the children share examples of wrongdoing. Each time a child shares an act of wrongdoing, scrunch up the paper. Keep scrunching the paper until it cannot be scrunched anymore. Then smooth out the paper, clearly displaying the wrinkles.

Discuss the following questions as a class:

Display the Presentation: Question cards and arrange the children in groups of four. Allow time for each group to discuss the questions related to Jesus' sacrifice. Encourage them to think about not only the physical act of sacrifice but the deeper meaning in terms of forgiveness, love and moral living.

Arrange children into groups and answer the questions as groups, feedback to the class.

each footprint is a symbol of a choice or action, which creates karma.

- In each footprint, encourage the students to either write or draw:
 - Good Karma: A kind action they have done or would like to do (e.g., sharing, helping a friend).
 - Bad Karma: An unkind action, along with a brief idea of its consequence (e.g., not sharing or ignoring someone).
 - If available, students can use **Stickers** or extra decorations to emphasize especially positive actions.
3. Sharing and Reflection (5 minutes):
- Invite a few students to share their Karma Footprint Journeys with the class.
 - Ask guiding questions:
 - "What do your footprints show about the choices you make?"
 - "How do you think good karma can help make your journey smoother?"
 - Conclude by reinforcing the idea: "Every footprint you draw is a reminder that your actions create karma, which shapes your journey and your inner self. Choose to create good karma!"

HAP extension: To write an answer to the question "why some Hindus choose to live morally"

- What do you think the wrinkles on the paper represent happening to our souls? (Answers may include: they might represent the times we have been unkind or made a wrong choice; the wrinkles are like reminders of things we should not do but might also show they we can learn from our mistakes.)

- After looking at the crumpled paper, do you think it can be completely smooth again? (Answers may include: it could get smoother but not completely flat; it is like when we say sorry for a mistake, we feel better but sometimes we still remember what happened; maybe not the same, it might still have some marks but it can be used again; maybe with a lot of care and time, it can be smooth again, like learning from our mistakes

and becoming a better person.)

Take feedback. Explain that while some people believe that our mistakes leave a lasting mark, many also believe that we can always mend our mistakes and learn from them, just like a crumpled paper can be smoothed out and used again.

Ask the children to discuss the following in pairs:

- What might the soul be like after doing wrong actions? (Answers may include: the soul might feel troubled after doing something wrong; it could be filled with feelings like guilt, regret or sadness; some people might believe that wrongdoing could make the soul feel disconnected to God.)
- How might that look like or

feel like on the outside?
(Answers may include: this might look like someone being quieter than usual or being unhappy; it could feel like being fidgety, anxious or worried; there might be constant thinking about the wrongdoing and how to make it right.)

- Can a soul be returned to God if it is not cleansed or purified? (Answers may include: some might say yes, believing that God's mercy and forgiveness are always available, no matter how 'clean' the soul is; others might believe that a soul needs to be cleansed through repentance and good deeds to return to God; there might also be a belief that it is God's decision and not for humans to say.)

Take feedback. Share that many people believe that if you are really sorry for something wrong you did, whatever consequences your actions had, you can always be forgiven and start fresh.

Hand out whiteboards and pens (one each). Arrange the children in pairs and label each child A or B. Ask child A to draw or write what they think a 'cleansed' soul might look like and ask child B to write down how a 'cleansed' soul that has been forgiven by God may feel like.

Have the children share their ideas in their pairs and then take feedback.

The children may suggest:

- A soul that has been 'cleansed' might be white, golden or any other lighter colour.
- A 'cleansed' soul might look happy with a smiley face.
- A 'cleansed' soul might feel

light and at peace.

- It could be when someone has no feelings of guilt or regret because they have made amends for their wrong actions.
- A person with a cleansed soul might be happy, kind and patient with others.
- They might also feel closer to God and more confident in their beliefs and actions.

The soul's journey through life

Hand out the children's copies of the *Activity: The process* (from previous lessons). Ask the children to write answers to the questions on the row titled 'Muslim and Christian: The soul' in the two boxes: 'Where does the soul come from?' (God) and 'Where does the soul go?' (God).

Explain that they will be using three colours of their choice using the

watercolour palettes (one per group of three) in the section labelled 'The soul's journey' on the same row. The three colours they choose must represent:

- The colour of a pure soul at the beginning of its journey.
- A change in the colour of the soul as it goes through choices that are wrong, confesses, repents and is forgiven throughout its life's journey.
- A third colour to show that, at the end of its journey, the soul is 'cleansed' and returns to being pure, ready to reunite with God.

Pose the following questions before beginning the activity:

- What colour might a pure soul represent at the

beginning of its life journey?
(Some might choose white or light blue or green for their calm and peaceful qualities.)

- What colour would you add to the soul, tarnished with wrongdoing? (Answers may include: some might suggest grey or black to represent mistakes; others might choose a darker shade like dark red or brown to show wrongdoing.)
- What colour might a soul be at the end, once it has been forgiven and cleansed? (Answers may include: the soul might be represented by a bright colour like gold or light yellow, to represent starting again or returning to being pure; others might choose a bright green to show improvement and new beginnings.)

Activity:

Children to create a collage of colours using paper, card, any resources. Of what they think a cleansed soul would look like after repentance. Then to do the same for a soul which has done wrongdoing. Children annotate the collages with words (emotions) of how a person might feel without repentance and with.