

## Perton Primary Academy Knowledge Organiser

**RE Topic:** Where do our morals come from?

**Year Group:** 3

**Overview:** This unit encourages learners to think about how people decide what it means to live a good life. The children reflect on their own opinions about what is right and wrong.

### Religions covered:

Christianity  
Judaism  
Buddhism  
Islam

### Key vocabulary:

- Buddha
- Buddhist
- covenant
- Five Pillars of Islam
- guidance
- Islam
- morals
- reasoning
- Ten Commandments

### Significant festivals/events:

This half term the focus is on the Five Pillars of Islam and the Ten Commandments.

### Prior Learning:

What do candles mean to people?  
What do some people believe God Looks like?

### Future Learning:

What makes some texts sacred?

### Key knowledge:

#### Substantive

#### To know:

- Morals are our thinking about what is right and wrong.
- Many religious and non-religious worldviews express the idea of a 'Golden Rule' relating to how we treat others.
- The teachings of a religious or non-religious worldview often link with a follower's life choices.
- People's views about what is right and wrong change over time and place.
- Many factors affect our morals and life choices.
- All communities have rules and guidance for how to live together.

### Personal

#### To know:

- What they believe influences how they think about new content.
- Their own thoughts, ideas and opinions may be influenced by what they learn.

### Disciplinary

#### To know:

- The importance of asking questions respectfully.
- Questioning can help to explore big questions.
- Some reasons for similarities and differences within and between religions and worldviews.
- Our ideas about sources and stories are influenced by the time and culture in which we live, and by our personal experiences.

- Sources can be interpreted differently depending on a person's worldview.

## RE skills.

### **Personal**

- Presenting different views thoughtfully and creatively, using evidence from learning.
- Asking open questions and suggesting responses.
- Discussing their own and others' ideas about deciding what is right and wrong.
- Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning.

### **Disciplinary**

- 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.
- Discussing how various sources provide different pieces of information.
- Exploring how language may have special religious meaning and convey beliefs and teachings.
- Exploring similarities and differences within and between religions and worldviews.
- Using different sources of evidence to build ideas about a concept.

- Reflecting on how others might see the world and how they can show respect for viewpoints different to their own.
- Justifying their ideas and opinions using evidence from current and prior learning.
- Explaining links between religious and non-religious practices and their significance.
- Recognise similarities in concepts and beliefs even when practices and expressions differ.
- Exploring how beliefs can impact people's lives and actions, including personal and community practices.
- Commenting on links with prior learning when encountering new content.
- Drawing on knowledge to respond thoughtfully to big questions.
- Developing the ability to use empathy to identify and understand the feelings of others.
- Beginning to discuss their own and others' spiritual experiences and beliefs.
- Showing respect when hearing about other people's beliefs.
- Explaining their learning taking into account different perspectives and evidence.
- Expressing thoughts, ideas and opinions clearly in a variety of ways.

## Memorable Learning Experiences:

Exploring rules from different perspectives  
(Own Golden rules)

## Assessment Questions:

- How do we know what is right and wrong?
- What do some Jewish and Christian people believe about right and wrong?
- How do people remember the rules?
- Is all religious guidance the same?
- How do some Buddhists make moral decisions?

Learners will be able to:

- Explain what morals, rules and guidance are.
- Identify some of the ways people decide what is right and wrong.
- Evaluate how Golden Rules might help people make moral decisions today.
- Explain how some people remember important guidance using physical items.
- Identify similarities and differences between different religious guidance.
- Identify common themes across religious and non-religious guidance.
- Present their own ideas for a moral code and explain their ideas clearly.

