Holly Park Learning Organiser

Year 3 - RE

How do Miracles inform some beliefs?

Big Questions:

BQ3: How do we know (epistemology)? Understanding what different religion and worldviews teach about the nature of knowledge, belief and things that are considered to be true. How do people know what they know? How can we learn about the world around us? What is true and what is false and how do we know this? Where do people gain knowledge from?

Prior Knowledge:

In KS1, pupils explored how places of worship inform beliefs

Key Vocabulary	
Moral	The principles of 'good' and/or 'bad' behaviour.
Healing	The process of making healthy again.
Miraculous	The nature of a miracle or having the power to make miracles.
Extraordinary	Very unusual or remarkable
Restore	Bring back or re-establish
Wonder	A feeling of admiration and amazement caused by something beautiful, remarkable and/or unfamiliar.

V.A.T

Vocabulary (as above)
Artefacts could include: books & texts, images and illustrations of the stories. Foods and artefacts that support Diwali & Passover.
Texts to include: Bible, picture books containing the stories.

Linked British Values: Mutual Respect & Tolerance

Essential Knowledge:

Background: Children consider the idea of a 'miracle'. Do they believe in them? Why/why not? Do they know of any stories that contain a 'miracle'? Children need to understand the significance of various miracles within stories and what they teach us. They need to understand that the miracles (and the stories surrounding them) inform the beliefs of the religions they come from.

Christianity: Jesus Heals the a man born blind

Judaism The 10 Plagues of Egypt

Hinduism: The story of Rama and Sita

Learning Objectives/Assessment Criteria (Barnet Agreed Syllabus):

- I can learn and use new vocabulary : Moral, healing, miraculous, extraordinary, restore, wonder.
- I can explore what is true about religion.
- I can explore how different families and communities may have different views about what is true about their religion and worldviews.
- I can reflect and discuss how my own worldviews have developed from my family and community.

Key Questions (specific):

What messages do these stories teach? How do they help us to understand religion? What do they tell us about how people should live their lives? How are these stories used (festivals, like Passover and Diwali, ceremonies, told in religious rituals/sermons)? Do we think these miracles are true or false—how do you know? Why do people disagree about what is true or false and what can we do about it? What are some different sources of knowledge we can use to learn about the world? Have you ever heard different stories or explanations for the same event or idea? How do you decide which one to believe?

Suggested Resources:

Jesus heals a man born blind:
Bible: John, Chapter 9
https://www.youtube.com/watch?v=X4qZ2KSbdxI

The 10 Plagues of Egypt:
https://www.bbc.co.uk/programmes/p0115hf9

The story of Rama and Sita:
https://www.youtube.com/watch?v=uRpNNF4fB4g

Further Detail/Information:

Beliefs and Values:

Explanation that every family and community has beliefs and values that guide their way of life. These often inform ideas of right and wrong, how to treat others and what is important. These are often expressed through traditions, rituals and stories.

Learning through Stories:

Families and communities pass down beliefs through story telling. Stories can teach values in relatable ways. Stories about kindness, bravery, honesty can give us examples of how to act and think. Stories from religious texts serve as a way to connect us to our community's and family's values and past.

Community Practices:

Community practices (including festivals, meals and holidays) are a way to celebrate shared beliefs and bring people together.

Other Stories:

Fairy tales and other tales (books used in talk times) can teach us about how to live our lives.

The Christmas and Easter stories may be familiar to some children.

Suggested Activities:

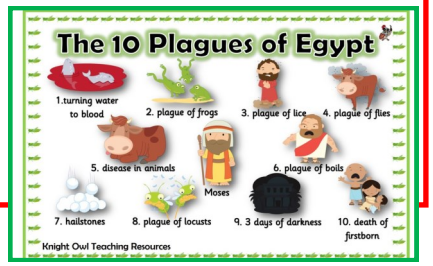
- Invite a parent (or family member) in to tell a story from their culture or religion.
- Children consider what miracle they would perform, if they could.
- Children could bring in an item from home that represents an aspect of their beliefs (religious or non).
- Role play parts in the story—particularly where characters have had to make decisions on what is right or what to do next. Children could interview other children playing a character in the story
- Analyse different stories and discuss what they are trying to teach. Bravery? Honesty? Kindness?
- Compare and contrast the stories—how do the morals within them, differ.

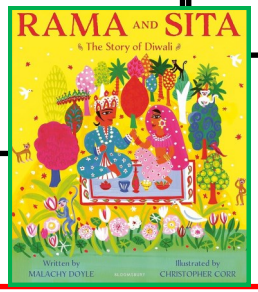
Story of the 10 Plagues:

God sent Moses to demand that Pharaoh free the Israelites from slavery. Pharaoh refused, so God sent **10 plagues** to punish Egypt and show His power:

- **Blood** – Nile River turned to blood
- **Frogs** – Frogs overran the land
- **Lice** – Dust turned into lice
- **Wild animals** – Dangerous animals roamed freely
- **Pestilence** – Livestock died from disease
- **Boils** – Painful sores on people and animals
- **Hail** – Fire and ice rained down
- **Locusts** – Crops were devoured
- **Darkness** – Thick darkness covered Egypt
- **Death of the Firstborn** – Egyptian firstborns died

After the final plague, Pharaoh finally let the Israelites go. This led to the **Exodus** and is commemorated during **Passover (Pesach)**.





Story of Rama and Sita:

Rama, a prince of Ayodhya, wins the hand of **Sita**, the princess of Mithila, in a contest of strength. Shortly after their marriage, Rama is exiled to the forest for 14 years due to a palace intrigue. Sita and his loyal brother **Lakshmana** choose to accompany him.

While in exile, Sita is kidnapped by the demon king **Ravana** and taken to his kingdom, **Lanka**. Rama, with the help of the monkey god **Hanuman** and an army of monkeys and bears, wages a battle to rescue her. After a fierce war, Rama kills Ravana and rescues Sita.

To prove her purity, Sita undergoes a trial by fire and emerges unharmed. Rama, Sita, and Lakshmana return to Ayodhya, where Rama is crowned king.

Story of Jesus healing the man born blind:

As Jesus walked by, He saw a man who had been blind from birth. His disciples asked why the man was born blind—was it because of his own sin or his parents'? Jesus replied that it was neither, but so that God's work could be shown in him.

Jesus then made mud with His saliva, put it on the man's eyes, and told him to wash in the Pool of Siloam. The man obeyed, washed, and came back able to see.

People were amazed, but some questioned how it

