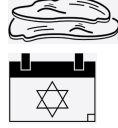









Key Vocabulary

<p>Passover</p> 	<p>A Jewish festival that remembers when God freed the Israelites from slavery in Egypt.</p>
<p>Unleavened</p> 	<p>Bread made without yeast, so it is flat. Jewish people eat this bread at Passover.</p>
<p>Exodus</p> 	<p>The journey of the Israelites leaving Egypt, led by Moses. Exodus is also the name of the book in the Bible that tells this story.</p>
<p>Muslim</p> 	<p>A person who follows the religion of Islam.</p>
<p>Islam</p> 	<p>A religion that teaches people to worship one God (called Allah in Arabic).</p>
<p>Ramadan</p> 	<p>A special month for Muslims when they fast (don't eat or drink) from sunrise to sunset and pray more often.</p>
<p>Sawm</p> 	<p>The Muslim word for fasting, especially during Ramadan.</p>
<p>Adhan</p> 	<p>The Muslim call to prayer that is sung or spoken from a mosque to invite people to pray.</p>

Dialogue

By the end of this unit of study, pupils will have encountered the following key text:

- Exodus 12:1-8,15-20, 13:3
- Lk 22:14-23

By the end of this unit of study, pupils will know that the Church teaches:

- For Christians, the Eucharist is linked with the Jewish celebration of Passover.



Encounter

By the end of this unit of study, pupils will have encountered the following:

- Some simple facts about how the Jewish festival of the Passover is celebrated by Jews in Britain today.

By the end of this unit of study, pupils will have encountered the following:

- Recognise links and simple connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God etc.).
- Recognise the importance of artistic expressions of belief in Islam, for example, in Islamic art or religious music.



What should I already know?

Dialogue

- The parable of the Good Samaritan (Lk 10:25-37)
- Christians should collaborate in service of humanity.
- Learning about their local Christian community and how Christians come together to support the local community.

Encounter

- Recognise links and simple connections between some Jewish religious laws, beliefs, worship, and life. (e.g., keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes).
- Recognise that most Jewish religious words are in Hebrew (the original language of the Torah and other sacred Jewish/Christian texts).
- Listen to the religious experiences of others from different communities in the class and the local area.

In Year 4, I will learn:

Dialogue

- The road to Damascus (Acts 9:3-9, 17-19)
- The first letter to the Corinthians (1 Cor 13:1-7,13)
- Paul's speech before the Council of the Areopagus (Acts 17:22-26, 28-29)
- Galatians 1:11-24, 3:27-28, 2 Cor 11:22-23
- There are different traditions in the Liturgy of the Church.
- Some simple facts about a different liturgical tradition in the Church, for example, some prayers or artistic traditions, reflecting a community in their local area where possible.
- Some ways in which Christians work together for the common good.

Encounter

- Know some facts about the five pillars of Islam.
- Understand some ways Muslims in Britain today live out their beliefs.

RE Knowledge Organiser - Branch 6 Dialogue and Encounter Year 3

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