

RE Curriculum Overview

Year 3

Learning Outcomes LKS2

Make sense of a range of religious and nonreligious beliefs

Identify and describe the core beliefs and concepts studied.

Make clear links between texts/sources of authority and the key concepts studied.

Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.

Understand the impact and significance of religious and nonreligious beliefs

Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.

Describe how people show their beliefs in how they worship and in the way they live.

Identify some differences in how people put their beliefs into practice.

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.

Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.

Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.

Give a good reason for the views they have and the connections they make.

Term	Theme	What I will know and remember	Vocabulary	Key texts/stories
1&2	L2.1 What do Christians learn from the Creation story? L2.2 What is it like for someone to follow God?	I can place the concepts of <i>God</i> and <i>Creation</i> on a timeline of the Bible's 'Big Story'. I can make clear links between <i>Genesis 1</i> and what Christians believe about <i>God</i> and <i>Creation</i> . I can recognise that the story of 'the Fall' in <i>Genesis 3</i> gives an explanation of why things go wrong in the world. I can describe what Christians do because they believe <i>God</i> is <i>Creator</i> (e.g. follow <i>God</i> , wonder at how amazing <i>God's</i> creation is; care for the earth - some specific ways).	Creation Catholic Big Story Responsibility Sin Steward Interpret Genesis Fall	Creation Story <i>Genesis 1.1-2.3</i> The story of Adam and Eve, <i>Genesis 2:15-17</i> and <i>Genesis 3</i> The Ten Commandments

		<p>I can describe how and why Christians might pray to God, say sorry and ask for forgiveness.</p> <p>I can ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</p> <p>I can make clear links between the story of Noah and the idea of covenant.</p> <p>I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>I can make links between the story of Noah and how we live in school and the wider world.</p>	<p>Temptation</p> <p>Prophets</p> <p>Abram</p> <p>Noah</p> <p>Wedding</p> <p>Old Testament</p> <p>Promise</p> <p>Abraham</p> <p>Covenant</p> <p>Righteous</p> <p>Christians</p>	<p>Noah Genesis 6:5-9:17</p> <p>Stories of Abraham</p> <p>Chapters 12-25 of the book of Genesis</p>
<p><u>End of unit assessment</u></p>				
<u>Working towards</u>		<u>Working at</u>		<u>Working above</u>
3	L2.9 How do festivals and worship show what matters to a Muslim?	<p>I can identify some beliefs about God in Islam, expressed in Surah 1.</p> <p>I can make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God).</p> <p>I can give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p> <p>I can make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque).</p> <p>I can raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.</p>	<p>Prophet</p> <p>Muhammad</p> <p>Allah</p> <p>Fasting</p> <p>Tawhid</p> <p>Quran</p> <p>Salah</p> <p>Ramadan</p> <p>Sawm</p> <p>Eid</p>	<p>Opening surah (chapter) of the Qur'an, called Al-Fatihah ('The Opening')</p> <p>www.bbc.co.uk/religion/galleries/salah/</p> <p>https://old.natre.org.uk/db/results.php</p>

		I can make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.			
End of unit assessment					
<u>Working towards</u>		<u>Working at</u>	<u>Working above</u>		
4	L2.10 How do festivals and family life show what matters to Jewish people?	<p>I can identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</p> <p>I can make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people.</p> <p>I can offer informed suggestions about the meaning of the Exodus story for Jews today.</p> <p>I can make simple links between Jewish beliefs about God and his people and how Jews live(e.g. through celebrating forgiveness, salvation and freedom at festivals).</p> <p>I can describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</p> <p>I can raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.</p> <p>I can make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p>	<p>Freedom</p> <p>Torah</p> <p>Yom Kippur</p> <p>Orthodox</p> <p>Pesach</p> <p>Shabbat</p> <p>Rosh Hashanah</p> <p>Shema</p> <p>Progressive</p> <p>Forgiveness</p>	<p>https://www.bbc.co.uk/programmes/p0114f7y</p> <p>www.bbc.co.uk/programmes/p02n2jc5</p> <p>www.bbc.co.uk/programmes/p02n2kt9</p> <p>www.bbc.co.uk/programmes/p02mxb1j</p>	

<p style="text-align: center;"><u>End of unit assessment</u></p>				
<u>Working towards</u>		<u>Working at</u>		<u>Working above</u>
5	L2.4 What kind of world did Jesus want?	<p>I can identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>I can suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.</p> <p>I can give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</p> <p>I can make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>	<p>Jesus</p> <p>Disciples</p> <p>Follower</p> <p>Clergy</p> <p>Galilee</p> <p>Vicar</p> <p>Parable</p> <p>Samaritan</p> <p>Gospel</p> <p>Evangelist</p>	<p>Luke 10:25-37</p> <p>Matthew 4:18-22</p> <p>Mark 1:40-44</p>
<p style="text-align: center;"><u>End of unit assessment</u></p>				
<u>Working towards</u>		<u>Working at</u>		<u>Working above</u>
6	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)	<p>I can identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).</p> <p>I can make links between religious beliefs and teachings and why people try to live and make the world a better place.</p>	<p>Tikkun Olam</p> <p>Jewish</p> <p>Christian</p> <p>Muslim</p> <p>Zakat</p>	<p>https://www.natre.org.uk/about-natre/projects/spirit-ed-arts/spirited-arts-gallery/archive/2014/?ThemeID=60</p>

