

Long Term Planning Religious Education Year Three

| INTENT | IMPLEMENTATION |
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| <p>Our children will:</p> <ul style="list-style-type: none"> - be religiously literate. - understand religious concepts and language. - deepen their understanding of faith. | <p>Our RE Curriculum is the Worcestershire Agreed Syllabus 2020-2025. We deliver RE through Understanding Christianity and RE Today Units.</p> <p>We teach RE every half term.</p> |

| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | UC 2a.1 – What do Christians learn from the Creation story? | UC 2a.2 – What is it like to follow God? | L2.9 – How do festivals and worship show what matters to a Muslim? | L2.10 – How do festivals and family life show what matters to Jews? | UC 2a.3 – What is the Trinity? | L2.12 – How and why do people try to make the world a better place? |
| Overview | CREATION/FALL | PEOPLE OF GOD | | | INCARNATION/GOD | |
| Knowledge | <p>Make sense of text/beliefs To know and place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</p> <p>To know and make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Understanding the impact To know and describe what Christians do because they believe God is Creator.</p> <p>Making connections To ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p> | <p>Make sense of text/beliefs To know and make clear links between the story of Noah and the idea of covenant.</p> <p>Understanding the impact To know and make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Making connections To know and make links between the story of Noah and how we live in school and the wider world.</p> | <p>Make sense of text/beliefs To know and identify some beliefs about God in Islam, expressed in Surah 1. To know and make clear links between beliefs about God and ibadah.</p> <p>Understanding the impact To know and give examples of ibadah (worship) in Islam and describe what they involve.</p> <p>To know and make links between Muslim beliefs about God and a range of ways in which Muslims worship.</p> <p>Making connections To 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>Make sense of text/beliefs To know and identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</p> <p>To know and make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people.</p> <p>To know and offer informed suggestions about the meaning of the Exodus story for Jews today.</p> <p>Understanding the impact</p> | <p>Make sense of text/beliefs To know and identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>To know and offer suggestions about what texts about baptism and Trinity might mean.</p> <p>To know and give examples of what these texts mean to some Christians today.</p> <p>Understanding the impact To know and describe how Christians show their beliefs about God the Trinity in worship and in the way they live.</p> <p>Making connections To know and make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of</p> | <p>Make sense of text/beliefs To know and identify some beliefs about why the world is not always a good place.</p> <p>To know and make links between religious beliefs and teachings and why people try to live and make the world a better place.</p> <p>Understanding the impact To know and make simple links between teachings about how to live and ways in which people try to make the world a better place.</p> |

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| | | | <p>To know and 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</p> | <p>To know and make simple links between Jewish beliefs about God and his people and how Jews live.</p> <p>To know and describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</p> <p>Making connections To 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>To know and 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>their own about what the God of Christianity is like</p> | <p>To know and describe some examples of how people try to live.</p> <p>To know and identify some differences in how people put their beliefs into action.</p> <p>Making connections To raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better</p> <p>To know and make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</p> <p>To know and express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p> |
| Skills | <p>End of Lower Key Stage Two Objectives Order at least five key concepts within a timeline of the Bible's 'big story'. List two distinguishing features of at least three different types of biblical text, for example, Gospel, parable, letter. Make clear links between biblical texts and the key concepts studied. Offer suggestions about what texts might mean, and give examples of what the</p> | <p>End of Lower Key Stage Two Objectives Order at least five key concepts within a timeline of the Bible's 'big story'. List two distinguishing features of at least three different types of biblical text, for example, Gospel, parable, letter. Make clear links between biblical texts and the key concepts studied.</p> | | | <p>End of Lower Key Stage Two Objectives Order at least five key concepts within a timeline of the Bible's 'big story'. List two distinguishing features of at least three different types of biblical text, for example, Gospel, parable, letter. Make clear links between biblical texts and the key concepts studied. Offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christians.</p> | |

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| | <p>texts studied mean to some Christians.</p> <p>Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. Describe how Christians show their beliefs in worship and in the way they live.</p> <p>Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p> | <p>Offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. Describe how Christians show their beliefs in worship and in the way they live.</p> <p>Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p> | | | <p>Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. Describe how Christians show their beliefs in worship and in the way they live.</p> <p>Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p> | |
| Prior Learning | <p>God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God.</p> <p>The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).</p> | <p>The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God.</p> <p>The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with</p> | <p>Make sense of text/beliefs To know and recognise the words of the Shahadah and that it is very important for Muslims.</p> <p>To know and identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.</p> <p>To know and give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p> | <p>Make sense of text/beliefs To know and recognise the words of the Shema as a Jewish prayer. To know and re-tell simply some stories used in Jewish celebrations. To know and give examples of how the stories used in celebrations remind Jews about what God is like.</p> | <p>Christians believe God is Trinity: Father, Son and Holy Spirit. Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</p> | <p>Consolidation unit that applies knowledge acquired during Year Three.</p> |

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| | | <p>them and Bible stories show how God keeps his promises.</p> | <p>Understanding the impact To know and give examples of how Muslims use the Shahadah to show what matters to them. To know and give examples of how Muslims use stories about the Prophet to guide their beliefs and actions. To know and give examples of how Muslims put their beliefs about prayer into action.</p> <p>Making connections To think, talk about and ask questions about Muslim beliefs and ways of living. To talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. To know and give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p> <p>Note that Unit 1.6 introduced the Five Pillars but only looked in depth at Shahadah, exploring Muslim ideas about God and his Messenger, Prophet Muhammad. This unit begins with an exercise to recall the earlier learning, but this does not mean simply repeating what has gone before. This unit focuses on two more of the Pillars, prayer (salah) and fasting (sawm), using a more in-depth study of a text from the Qur'an to deepen understanding about God and the Prophet.</p> | <p>Understanding the impact To know and give examples of how Jewish people celebrate special times. To know and make links between Jewish ideas of God found in the stories and how people live. To know and give an example of how some Jewish people might remember God in different ways.</p> <p>Making connections To talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. To know and give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p> | <p>Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p> | |
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