

YEAR 3 RELIGIOUS EDUCATION CURRICULUM FRAMEWORK

Agreed Syllabus Requirements at Key Stage 2

Pupils should have the opportunity to:

- explore key questions through conceptual enquiry into Christianity whilst also drawing from Hinduism, Islam and Judaism, as well as non- religious worldviews as appropriate, recognising the impact of religion and belief locally, nationally and globally.
- make connections between differing aspects of religion and consider the different forms of religious expression considering the beliefs, teachings, practices and ways of life central to religion.
- learn about sacred texts and other sources and consider their meanings.
- begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them.
- extend the range and use of specialist vocabulary.
- recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.
- communicate their ideas, recognising other people's viewpoints.
- consider their own beliefs and values and those of others in the light of their learning in religious education.

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 3
<p>What is it like to follow God? (Understanding Christianity 2A.2 'Core Learning')</p>	<p>Is light a good symbol for celebration? (Oxford Diocese Scheme of Work Year 3 Unit 2)</p>	<p>What do Christians learn from the Creation Story? (Understanding Christianity 2A.1 'Core Learning')</p>
<p>Key concepts: People of God</p>	<p>Key Concepts: Light; Belief; Advent; Diwali; Chanukah</p>	<p>Key Concept: Creation / Fall</p>
<p>Knowledge Building Blocks Pupils will know that:</p> <ul style="list-style-type: none"> • 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>Learning Objective: to understand the significance of light as a symbol of belief</p> <p>Expected Learning:</p> <ul style="list-style-type: none"> • To correctly identify the three festivals of Advent, Diwali and Chanukah and the appropriate faith. 	<p>Knowledge Building Blocks Pupils will know that:</p> <ul style="list-style-type: none"> • 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.

<ul style="list-style-type: none"> • 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 them and Bible stories show how God keeps his promises. 	<ul style="list-style-type: none"> • To know the story behind each festival and be able to explain why light is a feature. • To understand the significance of light for life and its symbolic meaning as guide, revelation and understanding. To describe the beliefs that each festival expresses and compare and contrast beliefs and practice. • To know the artefacts that link to the festivals and their significance. 	<ul style="list-style-type: none"> • 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>Christians believe God made our wonderful world and so we should look after it.</p>
Possible visits:	Possible visits: Christingle Service at St Peter’s Church	Possible visits: Candlemas Service at St Peter’s Church
SPRING TERM 4	SUMMER TERM 5	SUMMER TERM 6
Why do Christians call the day Jesus died ‘Good Friday’? <small>(Understanding Christianity 2A.5 ‘Core Learning’)</small>	Is a Jewish or Hindu child free to choose how to live? <small>(Oxford Diocese Scheme of Work Year 3 Unit 3)</small>	When Jesus left, what was the impact of Pentecost? <small>(Understanding Christianity 2A.6 ‘Core Learning’)</small>
Key Concepts: Salvation	Key Concepts: Hindu; Belief; Commandments – Dharma (a person’s duty, doing the right thing in a given situation) and Karma (the law of cause and effect)	Key Concept: Kingdom of God
Knowledge Building Blocks Pupils will know that: <ul style="list-style-type: none"> • Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus’ last week, death and resurrection. 	Learning Objective: to explore the impact Hindu beliefs have on the life of a child, especially the 5 daily duties; Hindu family life and worship in the home; to explore the consequences of actions and choices. Expected Learning: <ul style="list-style-type: none"> • To recognise the concepts of Dharma, Karma, Moksha, and Samsara and give simple definitions of them. • To identify the impact that these concepts have on the life of many Hindus. • To explore the five daily duties of Hindus (pancha maha yagnas) and the four purposes of life and discuss the effect that these duties have on family life. 	Knowledge Building Blocks Pupils will know that: <ul style="list-style-type: none"> • Christians believe that Jesus inaugurated the ‘Kingdom of God’ — i.e. Jesus’ whole life was a demonstration of his belief that God is King, not just in heaven but here and now (‘Your kingdom come, your will be done on earth as it is in heaven’). • Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’

	<ul style="list-style-type: none"> To compare these duties to the behaviour that is expected of them and others and recognise examples of appropriate and inappropriate behaviour for Hindus and themselves. 	<p>invisible Kingdom visible by living lives that reflect the love of God.</p> <ul style="list-style-type: none"> Christians celebrate Pentecost as the beginning of the Church.
Possible visits: 'Experience Easter' or Prayer Spaces at St Peter's Church	Possible visits: Oxford Hindu Temple	Possible visits: Pentecost Service at St Peter's Church St Peter's Day Service at St Peter's Church End of Year Service at St Peter's Church

AGE-RELATED OUTCOMES

Enquiry Focus	Pupils in Year 3 will be able to
Text Core knowledge and understanding of texts, stories and key beliefs	Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.) Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story)
Impact Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally	Identify the key practices of a faith and some of the differences between denominations or sects Describe how beliefs influence worship and lifestyle
Connections Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives	Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society Make links between the teachings of religious figures and current leaders Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave