

# 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
<b>Who should you follow?</b>	<b>Why does Christmas matter to Christians?</b> (Understanding Christianity 1.3)	<b>How do people celebrate the new year?</b>
<b>Key concepts:</b> Judaism; Abraham; Moses; Rabbi; Vicar	<b>Key Concepts:</b> Incarnation	<b>Key Concepts:</b> Celebration; New Year; Rosh Hashanah; Baisakhi
<b>Learning Objective:</b> to explore leaders and how and why they are followed <b>Syllabus Questions addressed:</b> <ul style="list-style-type: none"> <li>• What can I learn from stories from religious traditions?</li> <li>• Should people follow religious leaders and teachings?</li> </ul>	<b>Knowledge Building Blocks</b> Pupils will know that: <ul style="list-style-type: none"> <li>• Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>• The Bible points out that his birth showed that he was extraordinary and that he came to bring good news.</li> <li>• Christians celebrate Jesus; birth and that</li> </ul>	<b>Learning Objective:</b> explore the ways that different people and different faiths celebrate New Year <b>Syllabus Questions addressed:</b> <ul style="list-style-type: none"> <li>• Are religious celebrations important to people?</li> <li>• Is God important to everyone?</li> </ul>

	Advent for Christians is a time of getting ready for Jesus' coming.	
<b>Possible visits:</b>	<b>Possible visits:</b> Christingle Service at St Peter's Church	<b>Possible visits:</b> Candlemas Service at St Peter's Church
<b>SPRING TERM 4</b>	<b>SUMMER TERM 5</b>	<b>SUMMER TERM 6</b>
<b>Why does Easter matter to Christians?</b> (Understanding Christianity 1.5)	<b>What is the good news Jesus brings?</b> (Understanding Christianity 1.4)	<b>How should you spend the weekend?</b>
<b>Key Concepts:</b> Salvation	<b>Key Concepts:</b> Gospel	<b>Key Concepts:</b> Judaism; Shabbat; Creation
<b>Knowledge Building Blocks</b> Pupils will know that: <ul style="list-style-type: none"> <li>Easter is very important in the 'Big Story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross</li> <li>Christians believe Jesus builds a bridge between God and humans</li> <li>Christians believe Jesus rose again, giving people hope of new life.</li> </ul>	<b>Knowledge Building Blocks</b> Pupils will know that: <p>Christians believe Jesus brings good news for all people.  For Christians, this good news includes being loved by God, and being forgiven for bad things.  Christians believe Jesus is a friend to the poor and friendless.  Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>	<b>Learning Objective:</b> to explore the Shabbat  <b>Syllabus Questions addressed:</b> <ul style="list-style-type: none"> <li>Are symbols better than words at expressing beliefs?</li> <li>Does it feel special to belong?</li> </ul>
<b>Possible visits:</b> 'Experience Easter' at St Peter's Church	<b>Possible visits:</b> Pentecost Service at St Peter's Church	<b>Possible visits:</b> Visit to Synagogue St Peter's Day Service at St Peter's Church End of Year Service at St Peter's Church

<b>Learning about religion</b> Pupils should be enabled to: <ul style="list-style-type: none"> <li>describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;</li> <li>describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings;</li> <li>identify and begin to describe the similarities and differences within and between religions;</li> <li>investigate the significance of religion in the local, national and global communities;</li> </ul>	<b>Learning from religion</b> Pupils should be enabled to: <ul style="list-style-type: none"> <li>reflect on what it means to belong to a faith community, communicating their own and others' responses;</li> <li>respond to the challenges of commitment in their own lives and within religious traditions, recognising how commitment is shown in a variety of ways;</li> <li>discuss their own and others' views of religious truth and belief, expressing their own ideas;</li> <li>reflect on ideas of right and wrong and their own and others' responses to them;</li> <li>reflect on sources of inspiration in their own and others' lives.</li> </ul>
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| <ul style="list-style-type: none"><li>• consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them;</li><li>• describe and begin to understand religious and other responses to ultimate and ethical questions;</li><li>• use specialist vocabulary in communicating their knowledge and understanding;</li><li>• use and interpret information about religions from a range of sources.</li></ul> |  |
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