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| **Year 3 RE Autumn 1-What are the deeper meaning of festivals Autumn 2 – Creation Story** |

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| **Key question –**  **Aut 1 – What are the deeper meaning of festivals? (L2.1)**  **Aut 2 – What do Christians learn from the Creation story? (L2.3)** |

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| **Skills** | |
| **Make sense of belief** | Identify and describe how festivals from at least three religions are celebrated, using the right words  Explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show  Consider questions about the belief that God is at work in human life and stories  which show how this should be celebrated. |
| Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’ Make clear links between Genesis 1 and what Christians believe about God and Creation  Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why  things go wrong in the world |
| **Understanding the impact** | Make simple connections between sacred texts and the practice of religious festivals today  Describe how people show devotion to God and commitment to key values in their festivals  Identify similarities, differences and generalities in relation to the festivals they study |
| Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the earth – some specific ways)  Describe how and why Christians might pray to God, say sorry and ask for forgiveness. |
| **Make connections** | Raise questions about what is worth celebrating and why, suggesting answers  of their own with reasons  Make links between different religions, which all celebrate the triumph of goodness over evil. |
| Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today |

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| **Children who have not understood the above skills**  **Barriers to understanding** |

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| **Year 3 RE Spring 1 – Community, worship, celebration (Hindus) Part A Spring 2 – Easter** |

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| **Key question –**  **Aut 1 – What is it like to be a Hindu? (L2.2)**  **Aut 2 – Why do Christians call the day Jesus died ‘Good Friday’? (L2.8)** |

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| **Skills** | |
| **Make sense of belief** | Describe how Hindus show their faith within their families in Britain today (e.g. home puja).  Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)  Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) |
| Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’  or ‘rescue’ people, e.g. by showing them how to live.  Offer informed suggestions about what the events of Holy Week mean to  Christians  Give examples of what Christians say about the importance of the events of Holy Week |
| **Understanding the impact** | Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean  Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma) |
| Make simple links between the Gospel accounts and how Christians mark the  Easter events in their communities  Describe how Christians show their beliefs about Jesus in worship in different ways. |
| **Make connections** | Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas |
| Raise thoughtful questions and suggest some answers about why Christians call  the day Jesus died ‘Good Friday’, giving good reasons for their suggestions. |

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| **Children who have not understood the above skills**  **Barriers to understanding** |

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| **Year 3 RE Summer 1 –Sikh beliefs and ways of living Summer 2 – Family, synagogue and Torah** |

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| **Key question –**  **Aut 1 – What is it like to be a Sikh in Sandwell? (L2.4)**  **Aut 2 – What is it like to be Jewish? (L2.9)** |

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| **Skills** | |
| **Make sense of belief** | Identify and describe key Sikh beliefs and values including Waheguru and Sewa  Explain examples of texts such as the Mool Mantar  Consider questions about the belief that all humans are equal to God. |
| Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.  Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people, including a ‘Covenant’ with ’10 Commandments’  Offer informed suggestions about the meaning of the Exodus story for Jews today. |
| **Understanding the impact** | Make simple connections between sacred texts and practice, e.g in provision  of food and care for those ‘left out’  Describe how people show their Sikh identity in dress, behaviour and values |
| 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)  Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities |
| **Make connections** | Raise questions about what it means to live a good life and examine Sikhi answers  Make links between their own ideas and values and those held dear in Sikhi  communities  Give good reasons for their views about the importance of values such  as equality, community, tradition and respect |
| 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.  Make links with the value of remembrance, 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. |

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| **Children who have not understood the above skills**  **Barriers to understanding** |