

Y3/4 RE

Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
PEOPLE OF GOD L2.2 What is it like for people to follow God? (unit 19)	ISLAM L2.9 How do festivals and worship show what matters to a Muslim? (unit 21)	HINDUISM L2.7 What do Hindus believe God is like? (unit 27)	CREATION /FALL L2.1 What do Christians learn from the creation story? (unit 23)	HINDUISM L2.8 What does it mean to be a Hindu in Britain today? (unit 29)	JUDAISM L2.10 How do Jewish festivals and family life show what matters to Jewish people? (unit 22)
<p>In this unit, pupils will learn about the Old Testament people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe that Noah made with God, making links to the promises that Christians make at a wedding ceremony. Pupils will spend time looking at several texts that share stories from the Old Testament people of God in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books. Later in the unit, pupils will learn about the story of Abram/Abraham and the covenant that he made with God. They will consider why following God might sometimes feel hard for believers.</p>	<p>Within this unit, Pupils will identify some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. They will have opportunities to ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people.</p>	<p>This unit begins to introduce Hindu Dharma to pupils, building on some encounters they may have had in EYFS and Key Stage One. In this unit pupils act as philosophers considering how Hindus might see the world. They look at the concepts of Brahman to build up understanding. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.</p>	<p>This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. They move on to think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible.</p>	<p>This unit develops and extends the learning from Unit L2.7 (Unit 27) entitled How do Hindus describe the divine? In this unit, pupils build on their understanding of Brahman and look at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali. Pupils will reflect on the idea of dharma through two stories which will sow seeds for examining this concept in more depth in Upper Key Stage 2.</p>	<p>Within this unit, pupils will build on their knowledge about Jewish worldviews and way of life. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will understand that Jews are diverse – beginning to use the language of Orthodox and Progressive. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.</p>
1. I know which information about Bible stories we can get from different types of text	1. I know how do festivals and family life show what matters to a Muslim?	1. I know how many Hindus describe ultimate reality	1. I can explain where the story of Creation belongs in the 'Big Story' of the Bible	1. I can explain what Hindu Dharma is	1. I can describe what many Jewish people do to mark Shabbat

<p>2. I know what I can find out about Noah from reading the Biblical story</p> <p>3. I can describe the link between the story of Noah and the idea of covenant and how Christians live.</p> <p>4. I can explain the link between a Christian wedding ceremony and the idea of covenant</p> <p>5. I can describe how Abram showed he trusted God</p> <p>6. I can discuss the question 'Is it always easy for Christians to try to follow God?'</p>	<p>2. I can explore what the opening chapter of the Qur'an teaches Muslims about God</p> <p>3. I can explain why prayer matters to Muslims?</p> <p>4. I know why the mosque a special place for Muslims</p> <p>5. I understand why Muslims celebrate at the end of Ramadan</p> <p>6. I can discuss all I have learnt about this topic</p>	<p>2. I can explain how the idea of Brahman being in everything might affect how you live</p> <p>3. I can describe the qualities and attributes of deities</p> <p>4. I can explain how many Hindus understand deities</p> <p>5. I know what we can learn about deities from Ganesh</p> <p>6. I can explain what I know about the Hindu's belief about what God is like</p>	<p>2. I can explain what kind of world Christians believe in</p> <p>3. I can explain how Christians have interpreted looking after the world</p> <p>4. I know how different Christians think about and look after the environment</p> <p>5. I can explain what Christians mean by 'The Fall'</p> <p>6. I know what many Christians learn from the stories of Creation and the Fall</p>	<p>2. I can explain how and why many Hindus perform Puja.</p> <p>3. I can explain what dharma is and what we can learn from the story of King Yudhishtira</p> <p>4. I know what the Ramayana tells Hindus about dharma</p> <p>5. I can explain how and why many Hindus celebrate Diwali</p> <p>6. I can plan a Diwali celebration for my local community</p>	<p>2. I can explain what Shabbat looks like in the UK today</p> <p>3. I know what different Jewish people celebrate at Rosh Hashanah</p> <p>4. I know what happens at Yom Kippur</p> <p>5. I can tell the story of Passover</p> <p>6. I can explain why many Jews celebrate Passover every year?</p>
<p>• Prophets • Abram • Noah • Wedding • Old Testament • Pilgrimage • Muslims • Holy • Church • Promise • Abraham • Covenant • Righteous • Christians</p>	<p>• Prophet • Muhammad • Allah • Fasting • Tawhid • Quran • Salah • Ramadan • Sawm • Eid</p>	<p>• Hindu • Brahman • Deity • Namaste • Shiva • Aum • Atman • Lakshmi • Vishnu • Brahma</p>	<p>• Creation • Catholic • Big Story • Responsibility • Sin • Pilgrimage • Muslims • Holy • Church • Steward • Interpret • Genesis • Fall • Temptation</p>	<p>• Hindu • Puja • Ramayana • Shrine • Rama • Dharma • Deity • Mandir • Diwali • Sita</p>	<p>• Freedom • Torah • Yom Kippur • Orthodox • Pesach • Shabbat • Rosh Hashanah • Shema • Progressive • Forgiveness</p>
<p>GOSPEL</p> <p>L2.4 What kind of world did Jesus want? (unit 25)</p>	<p>SALVATION</p> <p>L2.5 Why do Christians call the day that Jesus died 'Good Friday'? (unit 28)</p>	<p>L2.12</p> <p>How and why do people try to make the world a better place? (unit 24)</p>	<p>INCARNATION</p> <p>L2.3 What is the 'trinity' and why is it important for Christians? (unit 20)</p>	<p>KINGDOM OF GOD</p> <p>L2.6 For Christians, what was the impact of Pentecost? (unit 26)</p>	<p>L2.11 How and why do people mark the significant events in life? (unit 30 + Kernewek curriculum)</p>
<p>In this unit, pupils will learn about the concept of 'Gospel' which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus. Pupils will find out about Jesus' actions towards other people and what example these set for the actions of Christians today. Pupils will learn about links between the teachings within Bible and what the meaning of Jesus' good news for Christians is. Later in the unit. They will learn about the parable of the Good</p>	<p>Within this unit, pupils will learn about how the Christian Salvation story fits into the big story of the Bible. They will find out about the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Pupils will study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today. Later in the unit, pupils will find out about how Christians today remember, celebrate and respond to the events of holy week and Easter. They will begin to make links</p>	<p>In this unit, pupils will find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. They will consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings. Pupils will consider why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and nonreligious (e.g Humanist) worldviews. They will find out about the Jewish idea of Tikkun Olam and consider how charities</p>	<p>In this unit, pupils will find out about the baptism of Jesus and where this is found in the Bible. They will study the text in detail and find out about what it means for Christians today. They will investigate how Christians show their beliefs about God and the Trinity and how these impacts upon their lives. Later in the unit, pupils will find out about infant and believer's baptism in the church and what this means for Christians today.</p>	<p>In this unit, pupils will find out about the events of Pentecost found in the Bible, considering which events would be needed to retell the story for someone else. They will begin to consider what the events found in Acts 2 might have meant for the first Christians and what they mean for Christians today. They will make links between the description of the day of Pentecost in Acts 2, the Holy Spirit and</p>	<p>In this unit, pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people. They will take time to consider the links between ideas of love, commitment and promises within the ceremonies that they study. Pupils will learn about several rites of passage and use their knowledge to</p>

Samaritan and the importance of charity within the lives of many..	between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.	like Tzedek help Jewish people to live out ideas and teachings, considering diversity of views. Pupils will have opportunities to raise their own questions about caring for the world and consider the responsibility that everyone must care for the world.		the Kingdom of God. Pupils will learn how Christians today show their beliefs about the Holy Spirit in worship and the way that they live their lives.	reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones.
1. I can explore what kind of world Jesus wanted 2. I know how 'fishers of men' apply to Christians today 3. I can describe what an evangelist is. 4. I can explain how Jesus did and does want people to act 5. I know what does the Good Samaritan teaches Christians 6. I can explain what kind of world Jesus wanted	1. I can describe what I can remember about Holy Week 2. I can describe how people felt on Good Friday 3. I can explore why Jesus had to die and rise again 4. I know why the Easter story is important 5. I can explain why, For Christians, Good Friday is so important 6. I can explain Why Christians call the day Jesus dies 'Good Friday'	1. I know how and why people try to make the world a better place and can list what is wrong with the world 2. I know how the 'Golden Rule' can help people to work out how to make the world a better place 3. I understand how Jewish people try to make the world a better place 4. I can explore who is inspired by Jesus' example of sacrifice 5. I can explain how Muslims try to make the world a better place 6. I know how non-religious people try to make the world a better place	1. I know what the Trinity is and what happens in the biblical story of the baptism of Jesus 2. I can explore how the Trinity is shown in the Biblical story of the baptism of Jesus 3. I can explain why the biblical story of the baptism of Jesus is important for many Christians 4. I can list the similarities and differences between infant baptism and believer's baptism 5. I can discuss what might affect a Christian's decisions about baptism 6. I can explain what the Trinity is and why is it important for Christians	1. I can discuss what I know about Pentecost 2. I know what the Bible says about Pentecost 3. I can explore how artists have depicted the events of Pentecost 4. I know, for Christians, what is the impact of the gift of the Holy Spirit is 5. I can explain, for Christians, what the impact of the Holy Spirit is? 6. I can demonstrate what I know about the trinity	1. I can discuss how and why people mark the significant events in life 2. I can discuss what the significance of baptism is for Christians, what happens and what it means. 3. I can explain how many Jewish people mark becoming an adult 4. I know what ceremonies many Hindus mark in the journey of life 5. I can discuss why people choose to get married, and what wedding ceremonies show us about commitment, love, promises 6. I can show what I know from this topic
• Jesus • Disciples • Follower • Clergy • Galilee • Vicar • Parable • Samaritan • Gospel • Evangelist	• Salvation • Jerusalem • Resurrection • Forgiveness • Crucifixion • Palm Sunday • Disciples • Sin • Easter • Calvary	• Tikkun Olam • Jewish • Christian • Muslim • Zakat • Stewardship • Steward • Salvation • Humanist • Golden Rule	• Trinity • Holy spirit • Messiah • John the Baptist • Believer's Baptism • Pilgrimage • Muslims • Holy • Church • Father • Jesus • Scripture • Infant Baptism • Denomination	• Pentecost • Holy Spirit • Disciples • Lord's Prayer • Baptised • Tongues • Acts • Trinity • Apostles	• Significant • Journey • Baptism • Commitment • Marriage • Bar Mitzvah • Bat Mitzvah • Ceremony • Wedding • Sacred thread