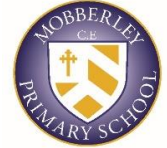


# Moberley Church of England Primary School



## 'Open Hearts, Open Minds, Open Doors'

### Matthew 7:7

"Ask and it will be given unto you; seek and you will find; knock, and the door will be opened to you."

<b>Compassion</b>	<b>Courage</b>	<b>Perseverance</b>	<b>Respect</b>	<b>Honesty and Truthfulness</b>	<b>Friendship</b>
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### Year 3 Religious Education and Worldview Long Term Plan

Term	<u>Golden Threads</u>	<u>Enquiry Questions</u>	<u>Concepts/ Vocabulary</u>	<u>Statutory End of Key Stage Statements</u>
<b>Unit Name</b>  <b>Religions Covered</b>		<u>Colour coded Enquiry Questions</u> <b>Red= Theology</b> <b>Green= Human and Social Sciences</b> <b>Blue= Philosophy</b> <b>Purple=Other</b>		
<b>Autumn Term 1</b>  <b>Creation/Fall</b> Taught using Understanding Christianity Unit Lower Key Stage 2 /Unit 2A.1  <b>Christianity</b> <b>What can Christians learn from the Creation Story? (UC)</b>	<b>God, the world and self</b>	<b>What can Christians learn from the Creation Story?</b> <b>What is important in the Creation Story for Christians living today?</b> <b>What is important in the Creation story for non-Christians?</b> <b>What do you think can be learned from this story?</b>	God Creation Fall Jesus Saviour Bible Genesis	17. Explain that most Christians see God as 'three in one,' (Father, Son and Holy Spirit known as the Trinity). 19. Describe and suggest reasons why most Christians call Jesus 'Saviour' using references from some key texts studied, e.g. Creation; The Fall 38. Compare and contrast Christian, Jewish and Muslim ideas of God, linking their ideas in with other non-religious views and perspectives. (Use examples from different traditions). 39. Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs, and answers. (Use examples from different viewpoints). Identify the impact for religious/non-religious groups on society past and present. 40. Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences and material studied.

<p><b>Autumn Term 2</b></p> <p>How do people decide what they believe is right or wrong?</p> <p><b>Incarnation</b></p> <p>Why do Christians call Jesus saviour at Christmas?</p> <p><b>Christianity (UC)</b></p>	<p><b>Authority</b></p> <p><b>Marking Life's journey</b></p>	<p>Is there a right way to welcome a baby?</p> <p>How important is it to people that they re-enact the Nativity every year?</p> <p>Why do Christians call Jesus saviour at Christmas?</p>	<p>Infant Baptism Believers Baptism Christians Prophecies Isaiah Saviour Messiah Anointed one Hebrew Bible Prophet Mighty God Prince of Peace Emmanuel Incarnation Salvation Zacchaeus Sin Humanist Baptist</p>	<p>18. Explain what Christians can learn about Jesus from the nativity stories, e.g. 'God with us 'Emmanuel'.</p> <p>19. Describe and suggest reasons why most Christians call Jesus 'Saviour' using references from some key texts studied, e.g. Christmas; The Story of Zacchaeus.</p> <p>22. Compare and contrast 'infant' and 'believers' baptism', suggesting why they are important to most Christians.</p> <p>35. Explain how Jews, Muslims, and Christians welcome babies, suggesting differences and similarities between them. Compare and contrast other religious and non-religious ceremonies.</p>
<p><b>Spring Term 1</b></p> <p>Why is there diversity within beliefs?</p> <p>Allah 99 Names Muhammad Night of Power Muslims in UK-diversity</p> <p><b>Islam</b></p>	<p><b>Religious/Non-Religious</b></p> <p><b>Worldview in the wider world</b></p>	<p>What does it mean to be religious?</p> <p>How do different Muslims express their beliefs?</p> <p>Why is Muhammad important to many Muslims in the UK?</p> <p>Do all Muslims agree? Why? Why not?</p>	<p>Muhammad Jibril Qur'an Allah Lailat al Qadr Muslim Islam Prophet Al-Khwarazmi</p>	<p>24. Explain how Muslims describe Allah, eg using 99 names.</p> <p>25. Know Muslims believe Muhammad (pbuh) to be a 'messenger of 'God', (Prophet of God). <i>(Use examples from different traditions)</i>.</p> <p>26. Recall five key facts about the story of the 'Night of Power' - Muhammad's (pbuh) first revelation. For example, Muhammad (pbuh) received messages from God; He told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qur'an and afterwards Muhammad (pbuh) became known to all Muslims as the 'Prophet of God'.</p>
<p><b>Spring Term 2</b></p> <p>How do people talk about life after death?</p> <p><b>Salvation</b></p>	<p><b>Marking life's journey</b></p>	<p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>What can we learn about the resurrection from the arts?</p>	<p>Resurrection Life after death Easter Salvation Good Friday Forgiveness</p>	<p>19. Describe and suggest reasons why most Christians call Jesus 'Saviour' using references from some key texts studied, eg Easter, The Story of Zacchaeus.</p> <p>20. Explain with reference to the creative arts how God has a salvation plan for humans.</p>

<p>Taught using Understanding Christianity Unit – Core Learning Section Lower Key Stage 2 /Unit 2A.5</p> <p><b>Christianity</b> Why do Christians call the day Jesus died ‘Good Friday’? (UC)</p>		<p>What difference does believing in the resurrection make? Why do Christians believe God rescued people? What do differing groups say? Can people come back to life? Is there life after death?</p>	<p>Sin Incarnation</p>	
<p><b>Summer Term 1</b></p> <p><b>How do beliefs shape identity?</b> Church building fetures/artefacts/symbols/Worship How do Christians show they belong? <b>Christianity/ Humanism</b></p>	<p><b>God, the world and self</b></p> <p><b>Authority</b></p> <p><b>Personal Belief</b></p>	<p>How do Christian beliefs shape their identity? How do Humanist beliefs shape their identity? What do they do to show they belong? How do communities differ? Do all Christians need artefacts to worship God? Are you a Christian if you don’t go to church?</p>	<p>Church Discipleship Community New Testament Pentecost Artefacts Holy Spirit Infant Baptism Believers Baptism</p>	<p>22.(Recap Autumn 2) Compare and contrast ‘infant’ and ‘believers’ baptism’, suggesting why they are important to most Christians. 23. Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, eg Jesus’ baptism, John the Baptist, BAPTISM with fire on day of Pentecost)</p>
<p><b>Summer Term 2</b></p> <p><b>What does it mean to be part of a religious community?</b></p> <p>Yom Kippur Passover Bat/Bar Mitzvah Covenant relationship</p> <p><b>Judaism</b></p>	<p><b>Belonging</b></p>	<p>Are celebrations important to people? Do all Jewish groups mark important events in the same way? How and why do Jews celebrate? Is belonging to a community important to all Jews? How and why is freedom linked to the Passover? Why is Passover important to Jews?</p>	<p>Bar Mitzvah Bat Mitzvah Brit Milah Torah Tefillin Passover Freedom Exodus Moses Rescuer Sustainer Seder Yom Kippur</p>	<p>30. Describe three key ways in which Jews celebrate. Explain why at least one festival is important, e.g. Passover; Yom Kippur or Rosh Hashanah. (Use examples from different traditions). 31. Explain the key events in a Jew’s life (eg Bat/Bar Mitzvah) and suggest why they are important to Jews. 37. Describe what Christians and Jews can learn about God from Old Testament stories: e.g. ‘Moses and the escape from Egypt’ showing God as sustainer. Joseph showing God as guide and protector.</p>

<b>Essential Content: Christianity</b>
17. Explain that most Christians see God as ‘three in one,’ (Father, Son and Holy Spirit known as the Trinity). (Use examples from different traditions).
18. Explain what Christians can learn about Jesus from the nativity stories, e.g. ‘God with us ‘Emmanuel’.
19. Describe and suggest reasons why most Christians call Jesus ‘Saviour’ using references from some key texts studied, eg Creation; The Fall, Christmas; The Story of Zacchaeus and Easter.
20. Explain with reference to the creative arts how God has a salvation plan for humans.
21. Explain how the Bible is used in the local Church by Christians for guidance, devotion, and inspiration. (Use examples from different traditions). Compare and contrast different Christian places of worship.
22. Compare and contrast ‘infant’ and ‘believers’ baptism’, suggesting why they are important to most Christians.
23. Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, eg the two most important commandments, love and forgiveness stories, ‘The Parable of the Good Samaritan’, ‘The Parable of the Prodigal Son’, ‘The Parable of the Sower’, ‘The Lord’s Prayer’). (Use examples from different traditions).
<b>Essential Content: Islam</b>
24. Explain how Muslims describe Allah, eg using 99 names.
25. Know Muslims believe Muhammad (pbuh) to be a ‘messenger of ‘God’, (Prophet of God). (Use examples from different traditions).
26. Recall five key facts about the story of the ‘Night of Power’ - Muhammad’s (pbuh) first revelation. For example, Muhammad (pbuh) received messages from God; He told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qur’an and afterwards Muhammad (pbuh) became known to all Muslims as the ‘Prophet of God’.
27. Recognise a Qur’an and identify it with Islam. Explain how and why Muslims treat it with respect and many Muslims believe it to be the exact words of ‘Allah’ (God). (Use examples from different traditions).
28. Make a link between two Muslim artefacts (e.g. Qur’an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr. (Use examples from different traditions). Compare different mosques.
29. Explain how Muslims organisations help people in need.
<b>Essential Content: Judaism</b>
30. Describe three key ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah. (Use examples from different traditions).
31. Explain the key events in a Jew’s life (eg Bat/Bar Mitzvah) and suggest why they are important to Jews.
32. Explain two key aspects of the ‘covenant’ God made with the Jews. Make reference to key texts e.g. Abraham.
33. Describe and explain why the Torah is important to Jews, eg given by God to Jews through Moses.
34. Identify ways in which the Jews show respect for the Torah. (Use examples from different traditions).

### Cross Religious/Non-Religious Viewpoints

35. Explain how Jews, Muslims, and Christians welcome babies, suggesting differences and similarities between them. Compare and contrast other religious and non-religious ceremonies.

36. Explain why the 10 Commandments are important to both Jews and Christians. Link ideas to other sacred texts/non-religious teachings. (*Use examples from different traditions*).

37. Describe what Christians and Jews can learn about God from Old Testament stories: e.g. 'Moses and the escape from Egypt' showing God as sustainer. Joseph showing God as guide and protector.

38. Compare and contrast Christian, Jewish and Muslim ideas of God, linking their ideas in with other non-religious views and perspectives. (*Use examples from different traditions*).

39. Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs, and answers. (*Use examples from different viewpoints*). Identify the impact for religious/non-religious groups on society past and present.

40. Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences and material studied.