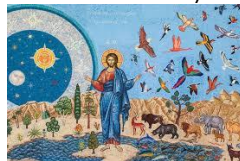




Religious Education
Year 3

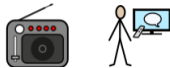


Cornwall Syllabus (NATRE Unit)	L2.2 (Unit 19)	L2.3 (Unit 20)	L2.9 (Unit 21)	L2.10 (Unit 22)	L2.1 (Unit 23)	L2.12 (Unit 24)
National Curriculum	Following the Cornwall Agreed Syllabus					
Cornwall Agreed Syllabus End of Phase - UKS2 Outcomes	Making Sense of Beliefs: • identify and describe the core beliefs and concepts studied • make clear links between texts/ sources of authority and the core concepts studied Understanding the Impact: • make simple links between stories, teachings and concepts studied and how people live, individually and in communities • describe how people show their beliefs in how they worship and in the way they live • identify some differences in how people put their beliefs into practice Making Connections: • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • give good reasons for the views they have and the connections they make					
Title of Unit (Enquiry Question)	What is it like for someone to follow God? 	What is the 'Trinity' and why is it important for Christians? 	How do festivals and worship show what matters to a Muslim? 	How do festivals and family life show what matters to Jewish people? 	What do Christians learn from the creation story? 	How and why do people try to make the world a better place? 
Unit Link	Y3-LP19-What-is-it-like-for-someone-to-follow-God-pdf.pdf	Y3-LP20-What-is-the-Trinity-and-why-is-it-important-for-Christians-pdf.pdf	Y3-LP21-How-do-festivals-and-worship-show-what-matters-to-a-Muslim-pdf.pdf	Y3-LP22-How-do-festivals-and-family-life-show-what-matters-to-Jewish-people-pdf.pdf	Y3-LP23-What-do-Christians-learn-from-the-creation-story-pdf.pdf	Y3-LP24-How-and-why-do-people-try-to-make-the-world-a-better-place-pdf.pdf

Religion	Christianity 	Christianity 	Islam 	Judaism 	Christianity 	Thematic 
Ways of Knowing	 COMING TO CONCLUSIONS  EXAMINING TEXT  CONSTRUCTING ARGUMENTS	 EXAMINING TEXT  COMING TO CONCLUSIONS  EXPLORING CASE STUDIES  INTERPRETING ART AND IMAGES  OBSERVATION	 EXAMINING TEXT  OBSERVATION  EXPLORING CASE STUDIES  CONSTRUCTING ARGUMENTS  COMING TO CONCLUSIONS	 EXAMINING TEXT  OBSERVATION  EXPLORING CASE STUDIES  INTERPRETING ART AND IMAGES  LOOKING AT STORIES  EXPRESSING IDEAS	 ASK QUESTIONS  EXPLORING CASE STUDIES  EXAMINING TEXT  OBSERVATION  EXPRESSING IDEAS	 EXPLORING CASE STUDIES  OBSERVATION  REFLECTING ON YOUR OWN POSITION  LOOKING AT INTERVIEWS  LOOKING AT STORIES
Lesson Enquiry Question	Lesson 1 - Which information about Bible stories can we get from different types of text? Lesson 2 - What can we about Noah form reading the Biblical story? Lesson 3 - What is the link between the story of Noah and the idea of covenant? What are the links between the story of Noah and how many Christian people live? Lesson 4 - What is the link between a Christian wedding	Lesson 1 – What is the Trinity? What happens in the biblical story of the baptism of Jesus? Lesson 2 – How is the Trinity shown in the Biblical story of the baptism of Jesus? Lesson 3 – Why is the biblical story of the baptism of Jesus important for many Christians? Lesson 4 – What are the similarities and differences between infant baptism and believer's baptism?	Lesson 1 – How do festivals and family life show what matters to a Muslim? Lesson 2 – What does the opening chapter of the Qur'an teach Muslims about God? Lesson 3 – Why does prayer matter to Muslims? Lesson 4 – Why is the mosque a special place for Muslims? Lesson 5 – Why do Muslims celebrate at the end of Ramadan?	Lesson 1 – What do many Jewish people do to mark Shabbat? Lesson 2 – What does Shabbat look like in the UK today? Lesson 3 – What do different Jewish people celebrate at Rosh Hashanah? Lesson 4 – What happens at Yom Kippur? Lesson 5 – What is the story of Passover? Lesson 6 – Why do many Jews celebrate Passover every year?	Lesson 1 – Where does Creation belong in the 'Big Story' of the Bible? Lesson 2 – What kind of world do Christians believe in? What do we mean by good? Lesson 3 – How have Christians interpreted looking after the world? Lesson 4 – How do different Christians think about and look after the environment?	Lesson 1 – How and why do people try to make the world a better place? What is wrong with the world? Lesson 2 – How can the 'Golden Rule' help people to work out how to make the world a better place? Lesson 3 – Tikkun Olam, repairing the world: how do Jewish people try to make the world a better place? Lesson 4 – Who is inspired by Jesus'

	ceremony and the idea of covenant? Lesson 5 - Did Abram show he trusted God? Lesson 6 - Is it always easy for Christians to try to follow God?	Lesson 5 – What might affect a Christian's decisions about baptism? Lesson 6 - What is the Trinity and why is it important for Christians?	Lesson 6 – End of Unit Assessment/ Speaker		Lesson 5 – What do Christians mean by 'The Fall'? Lesson 6 – What do many Christians learn from the stories of Creation and the Fall?	example of sacrifice? Lesson 5 – How do Muslims try to make the world a better place? Lesson 6 – How do non-religious people try to make the world a better place?
Knowledge	Lesson 1 - I know how to retrieve information about Bible stories from different types of text. Lesson 2 - I know about Noah from reading the Biblical story. Lesson 3 - I know the link between the story of Noah and the idea of covenant. I know links between the story of Noah and how many Christian people live. Lesson 4 - I know the link between a Christian wedding ceremony and the idea of covenant.	Lesson 1 – I know what the Trinity is. I know the biblical story of the baptism of Jesus. Lesson 2 – I know how the Trinity is shown in the Biblical story of the baptism of Jesus. Lesson 3 – I know how the biblical story of the baptism of Jesus important for many Christians. Lesson 4 – I know the similarities and differences between infant baptism and believer's baptism. Lesson 5 – I know what affects a Christian's decisions	Lesson 1 – I know how festivals and family life show what matters to a Muslim. Lesson 2 – I know what the opening chapter of the Qur'an teaches Muslims about God. Lesson 3 – I know why prayer matters to Muslims. Lesson 4 – I know why the mosque is a special place for Muslims. Lesson 5 – I know why Muslims celebrate at the end of Ramadan. Lesson 6 – I know how festivals and family life	Lesson 1 – I know how many Jewish people do to mark Shabbat. Lesson 2 – I know what Shabbat looks like in the UK today. Lesson 3 – I know how different Jewish people celebrate at Rosh Hashanah. Lesson 4 – I know what happens at Yom Kippur. Lesson 5 – I know the story of Passover. Lesson 6 – I know why many Jews celebrate Passover every year.	Lesson 1 – I know where the Creation story belongs in the 'Big Story' of the Bible. Lesson 2 – I know what kind of world Christians believe in. I know what we mean by good. Lesson 3 – I know how Christians have interpreted looking after the world. Lesson 4 – I know how different Christians think about and look after the environment. Lesson 5 – I know what Christians mean by 'The Fall'.	Lesson 1 – I know how and why people try to make the world a better place. I know what is wrong with the world. Lesson 2 – I know how the 'Golden Rule' can help people to work out how to make the world a better place. Lesson 3 – Tikkun Olam, repairing the world: I know how Jewish people try to make the world a better place. Lesson 4 – I know who is inspired by Jesus' example of sacrifice.

	Lesson 5 - I know how Abram showed he trusted God. Lesson 6 - I know and can reflect on how easy it is for Christians to follow God	about being baptised. Lesson 6 - I know what the Trinity is and why is it important for Christians.	show what matters to a Muslim.		Lesson 6 – I know what many Christians learn from the stories of Creation and the Fall.	Lesson 5 – I know how Muslims try to make the world a better place. Lesson 6 – I know how do non-religious people try to make the world a better place.
Skills	Lesson 1 – Make clear links between texts/sources of authority and the key concepts studied. Lesson 2 – Identify and describe the core beliefs and concepts studied. Lesson 3 – Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers. Lesson 4 – Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.	Lesson 1 – Identify and describe the core beliefs and concepts studied. Lesson 2 – Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers. Lesson 3 – Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers. Lesson 4 – Identify some differences in how people put their beliefs into action. Lesson 5 – Raise important questions	Lesson 1 – Describe how people show their beliefs in how they worship and in the way they live. Lesson 2 – Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers. Lesson 3 – Describe how people show their beliefs in how they worship and in the way they live. Lesson 4 – Describe how people show their beliefs in how they worship and in the way they live. Lesson 5 – Make simple links between	Lesson 1 – Describe how people show their beliefs in how they worship and in the way they live. Lesson 2 – Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Lesson 3 – Describe how people show their beliefs in how they worship and in the way they live. Lesson 4 – Describe how people show their beliefs in how they worship and in the way they live. Lesson 5 – Identify and describe the	Lesson 1 – Make clear links between texts/sources of authority and the key concepts studied. Lesson 2 – Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers. Lesson 3 – Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Lesson 4 – Describe how people show their beliefs in how they worship and in the way they live.	Lesson 1 – Describe how people show their beliefs in how they worship and in the way they live. Lesson 2 – Describe how people show their beliefs in how they worship and in the way they live. Lesson 3 – Describe how people show their beliefs in how they worship and in the way they live. Lesson 4 – Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.

	Lesson 5 – Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers. Lesson 6 – Give good reasons for the views they have and the connections they make.	and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. Lesson 6 – Identify and describe the core beliefs and concepts studied.	stories, teachings and concepts studied and how people live, individually and in communities.	core beliefs and concepts studied. Lesson 6 – Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.	Lesson 5 – Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers. Lesson 6 – Describe how people show their beliefs in how they worship and in the way they live.	Lesson 5 – Describe how people show their beliefs in how they worship and in the way they live. Lesson 6 – Describe how people show their beliefs in how they worship and in the way they live.
Vocabulary	Prophets Abram Noah Wedding Old Testament Promise Abraham Covenant Righteous	Trinity Holy spirit Messiah John the Baptist Believer's Baptism Father Scripture Infant Baptism Denomination	Prophet Muhammad Allah Fasting Tawhid Quran Salah Ramadan Sawm Eid	Torah Yom Kippur Orthodox Pesach Shabbat Rosh Hashanah Shema Progressive Forgiveness	Creation Catholic Responsibility Sin Steward Interpret Genesis Fall Temptation	Tikkun Olam Jewish Christian Muslim Zakat Stewardship Steward Salvation Humanist Golden Rule
Career Links	Journalist (Gospel - Good news) 	Broadcaster (Gospel - Sharing news) 	Imam / Muslim Community Leader (Islam) 	Architect 	Chaplain (Easter - Salvation) 	Museum Curator (Special Places) 
Resource Links	https://youtu.be/qzYiy6lhRag www.request.org.uk	Resources - RE:quest	https://youtu.be/c5c9-1zxPeA Worship and the Muslim Faith Birmingham Faith Visits	What is Shabbat? Religious Studies - My Life, My Religion: Judaism Early Closing and Shabbat Times Etz	https://www.youtube.com/watch?v=KOgF2Kgel6k	https://youtu.be/DxsiQ967kV8 https://www.youtube.com/watch?v=drLTlyVYt8g

			Welcome to Online Business School School Speakers	Chaim Jewish Primary School What is Rosh Hashanah? Religious Studies - My Life, My Religion: Judaism What is Rosh Hashanah? Religious Studies - My Life, My Religion: Judaism What is Passover? Religious Studies - My Life, My Religion: Judaism		Home - The Majestic Quran https://www.youtube.com/watch?v=ha4V-mmAO6E
Assessment	In the Bible, who was Noah? What does righteous mean? What interesting facts do you know about Noah and the ark? How might Christians today show that they trust God? What was the covenant that God made with Abram in the Bible? What is a covenant? What was the symbol of the covenant that	What happened in the biblical story of the baptism of Jesus? Where was the Trinity in the story of the Baptism of Jesus? What can you tell me about Baptism in churches today? Why might a Christian choose baptism for themselves or their baby?	What are the five pillars of Islam? What can you tell me about the Mosque? What is Eid-ul-Fitr? What happens at this festival? What can you tell me about the Qur'an? How should the Qur'an be cared for? What does Ibadah mean? What does the word Islam mean?	What does the Torah say about Shabbat? Do all Jewish people celebrate Shabbat in the same way? How do Jewish people in the UK today celebrate Shabbat? How are forgiveness and saying sorry important at Yom Kippur? How do you think festivals and family life show what matters to Jewish people?	Can you put these concepts in the order they are found in the big story? Gospel, Incarnation, God, Creation, Salvation What happens in the Creation story in Genesis 1? (Try to explain a bit more than what happens on each day) How do many Christians think they should treat the world and why?	List some things that people might say are wrong with the world. Why do lots of religious and non-religious people try to care for the world? Christians believe that God repaired the world; how did God do this? What is the Golden Rule? Who is the Golden Rule important for?

	God made with Noah in the Bible? In the Bible, who was Abram and what did God ask him to do? Why might it have been hard for Abram to follow what God asked him to do?	How is water used as a symbol at baptism? What might a Christian today learn from the story of the baptism of Jesus?	What do Muslims believe Allah is like? How might a Muslim find out more about Allah? What is the name of the washing ritual that most Muslims do before prayer? What can you tell me about prayer in Islam?	What often happens during a Saturday morning Shabbat service? How do Jewish people celebrate Rosh Hashanah? Can you include some different ways? What is the story of Pesach? How is the story of Pesach linked to freedom?	What can you tell me about the story of The Fall and temptation in it? How is the word 'good' used in the Creation story? What do many Christians believe The Fall means for humans' relationships with God, each other, and the earth?	Why did Stormzy write 'Blinded by your Grace – Pt. 2'? How does the charity World Jewish Relief help to mend and repair the world? Can you share some of the things that they do? Why do Muslims try to give 2.5% what they earn to charity? How does this help the world? Why might many Humanists try to care for the world?
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