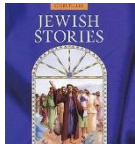
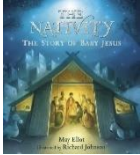

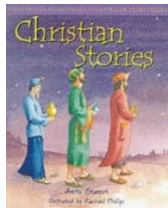


Year 3	
Autumn 1	What is Judaism all about?
Learning objective	To begin to understand what Jews believe.
Substantive knowledge	<ul style="list-style-type: none"> • Children to recall what they have learned about world faith from KS1 and what it means to have a faith. • Jewish people believe that there is one God. • Explore the diversity of the Jewish tradition – explore orthodox Hasidic Judaism (through pictures) and compare to atheist Jews who don't believe in the religious element of the faith but adhere to the Jewish traditions (David Baddiel is a good example). • Their holy text is called The Torah, it contains the first 5 books of the Old Testament • They believe they have a special agreement with God called a covenant. Jews promise to obey God's laws to say thank you to him for looking after them • Abraham was the first person to make a covenant with God. He is considered the father of Jewish people • Moses saved the Jewish people from persecution in Egypt when he led them to safety across the Red Sea. After this, the Jews lived in the desert where God gave Moses a set of rules which they should live by, including the Ten Commandments. Moses is the most important Jewish prophet.
Key Vocabulary	<p>Synagogue: Ark, Bimah, Kippah, Menorah (Chanukiah), Ner Tamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad.</p> <p>Shabbat: Besamim (Spices), Challah, Havdalah, Havdalah candle, Kiddush Cup (goblet), Kosher, Two Candles, Wine.</p> <p>Jewish Life: 5 Books of Moses(Chumash), 24 Books of the written Torah, 613 Commandments, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Dreidel, Egypt, King David Maccabees, Matzah, Messiah, Moses, One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Purim, Rosh Hashanah, Shofar, Sukkah (Booth), Yom Kippur.</p>
Key Text	 <p>Jewish Stories (Storyteller S.) Anita Ganeri and Rachel Phillips</p>
Suggested Activities	<ul style="list-style-type: none"> • Need to have a historic perspective as to where Judaism started and when and by whom. (Essential for Abrahamic faiths as so interlinked) • What do they know already? • What else would you like to find out about Judaism? • Torah – what is it and how is it used (mention the Bible and old testament and linking) • Looking at stories from the Torah and what they can teach us about Judaism – Moses, Story of Abraham and Isaac • What happens in the synagogue? • Why is Shabbat so important?
Assessment/evidence	Draw a Star of David and around it what is important to Jewish people.

	3 Big Questions	
End Points	AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
	Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview	Suggest and consider the impact of different beliefs and practices.
	Recount some religious and moral stories from at least three different sources of authority	Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.
	Begin to understand that diversity exists within and between religions and worldviews	Ask and respond to questions about how individuals and faith communities live and why.
	Use key words and vocabulary related all religions studied so far.	Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.
Useful links and trips/visitors	Visit to a synagogue or have a member of the Jewish community visit. Jumpin' Jerusalem! Rosh Hashana Video for Kids - Bing video KS2 Religious Education - BBC Bitesize	

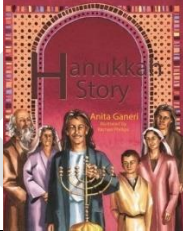
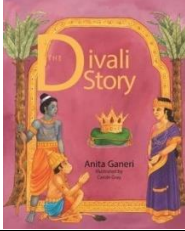
Year 3	
Autumn 2	Christmas around the world
Learning objective	To begin to understand how Christmas is celebrated in different countries.
Substantive Knowledge	<ul style="list-style-type: none"> • Revisit and recall children's prior knowledge of the Christian celebration of Christmas – why do Christians celebrate Christmas? • Christmas is celebrated in countries around the world. Choose some countries with a variety of Christmas traditions for children to explore and compare eg Poland, India, Philippines. • Christmas and Christmas traditions are celebrated in different ways by different people, even those of the same faith. • Know about the different ways families in your class celebrate Christmas (or don't)
Key Vocabulary	Christmas, Advent, Nativity, celebration, faith, Christianity

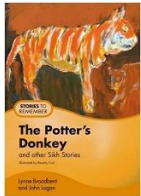
Key Text	Revisit the Christmas Story (Nativity)  Revisit Foxes Tail – Nick Butterworth and Mick Inkpen 	
Suggested Activities	<ul style="list-style-type: none"> • Discuss as a class how they celebrate Christmas. Children could bring in pictures of them celebrating Christmas with families or friends. Children could be asked to discuss with parents before the lesson what their own family Christmas traditions are – special events, special food. Children to be given the opportunity to present to the class their own family traditions. • Use the website in useful links to explore different ways Christmas is celebrated around the world. • Make links with the nativity story 	
Assessment/evidence	Make a Christmas card that represents a different culture.	
End Points	AT1 - Learning about religion and belief Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or different worldviews of Christmas. Recount some religious and moral stories from at least three different sources of authority Begin to understand that diversity exists within and between religions and worldviews Use key words and vocabulary related to all religions studied so far.	AT2 - Learning from religion and belief Suggest and consider the impact of different beliefs and practices. Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong. Ask and respond to questions about how individuals and faith communities live and why. Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.
Useful links and trips/visitors	Christmas Around the World, Christmas Traditions and Celebrations in Different Countries and Cultures - whychristmas?com	

Year 3	
Spring 1	Who is Jesus? Origins of Christianity
Learning objective	To begin to understand where Christianity comes from and the role of Jesus.
Substantive knowledge	<p>Children should build an understanding of the teaching of Jesus and how the values of the Christian faith are linked directly to the values of Jesus for example charity, healing the sick, acceptance of everyone, women.</p> <p>Children should know the Two Great Commandments of Jesus:</p> <ol style="list-style-type: none"> 1. Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. 2. Thou shalt love thy neighbour as thyself. <p>Children to explore Christian values in the world today.</p>
Key Vocabulary	Baptism, Bible, Christ, Disciple, Faith, God, Gospel, Holy, Hymn, Jesus, New Testament, Old Testament, Parables, Prayer, Priest, Prophet, Ten Commandments, value
Key Text	<p>Christian Stories (Storyteller S.)</p>  <p>by Anita Ganeri and Rachel Phillips (books on One Drive)</p>
Suggested Activities	<ul style="list-style-type: none"> ● Go back to History – Israel. Historic maps on Google, place the time of Jesus with the Romans. Place the time period on the class timetable. ● Recap children’s prior knowledge about Jesus eg he was born at Christmastime, he died at Easter. ● Introduce stories of when Jesus was young. ● Pictures and art to introduce Jesus (The Laughing Christ, The Angry Christ) Discuss children’s perceptions of Jesus and what he looks like and explore sensitively the different depictions of Jesus around the world. ● Explore the Two Greatest Commandments of Jesus through the parables – could choose from Feeding the 5000, healing the leper, The Good Samaritan, The Lost Sheep. ● Why is he important to Christians?

	<ul style="list-style-type: none"> Who were the disciples? 	
Assessment/evidence	AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
End Points	Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview	Suggest and consider the impact of different beliefs and practices.
	Recount some religious and moral stories from at least three different sources of authority	Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.
	Begin to understand that diversity exists within and between religions and worldviews	Ask and respond to questions about how individuals and faith communities live and why.
	Use key words and vocabulary related all religions studied so far.	Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.
Useful links and trips/visitors	https://sermons4kids.com/ KS1 Religious Education - England - BBC Bitesize KS2 Religious Education - BBC Bitesize	

Year 3	
Spring 2	Why is light so important to different faiths?
Learning objective	To understand the candles of faith and make links of the similarities between faiths as to why light and candles are important symbols
Substantive knowledge	<p>Light is used as a symbol in various religions.</p> <p>In Christianity Jesus is known as the 'Light of the world'. Light is used as a symbol in advent, Christingle.</p> <p>In Judaism light is used as symbol in Hannukah – the story of the defeat of the Maccabees and first lighting of the menorah.</p> <p>In Hinduism Diwali is known as the festival of light.</p>
Key Vocabulary	Symbols and symbolism, faith, temple remembrance, good and evil,

Key Text	Use Anita Ganeri stories from different religions: The Hannukah Story The Diwali Story Advent <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	
Suggested Activities	<ul style="list-style-type: none"> • Compare the symbolism of light in each of the different festivals: • What is the significance of light in Hanukkah? Advent? Diwali? • Think about different lights in your home or in school. How do the lights make us feel? Link to feelings of safety – lights in a house, car lights. Fairy lights, magical, happy. Birthday candles, joy. Warning lights to keep us safe eg ambulance lights, fire alarm etc. • How does it make us feel when we light a candle? • Why do we light candles in religious buildings? • Why do we use candles to remember people? For example at shrines or graves? • Children to reflect on their own experiences about light. 	
Assessment	Children to present what light means to them eg by preparing a poster.	
End Points	AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
	Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview	Suggest and consider the impact of different beliefs and practices.
	Recount some religious and moral stories from at least three different sources of authority	Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.
	Begin to understand that diversity exists within and between religions and worldviews	Ask and respond to questions about how individuals and faith communities live and why.
Use key words and vocabulary related all religions studied so far.	Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.	
Useful links and trips/visitors	KS2 Religious Education - BBC Bitesize	

Year 3		
Term 5	What is Sikhism all about?	
Learning objective	To begin to understand what Sikh's believe and how they celebrate their faith.	
Substantive knowledge	<p>Recap children's prior knowledge on Sikhism from KS1.</p> <p>Children to explore where Sikhism started and when and by whom – Guru Nanak in India.</p> <p>Guru means teacher and Guru Nanak is not worshiped as a god.</p> <p>Equality is very important in Sikh society.</p>	
Key Vocabulary	Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (Ek Oankar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban.	
Key Text	<p>The Potters Donkey and Other Sikh stories - Lynn Broadbent</p> 	
Suggested Activities	<ul style="list-style-type: none"> • Langar – belief that we should help everybody. • Everybody is treated equally. • 5 Ks • Gudwara • Khalsa 	
Assessment/evidence	AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
End Points	Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview	Suggest and consider the impact of different beliefs and practices.
	Recount some religious and moral stories from at least three different sources of authority	Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.

	Begin to understand that diversity exists within and between religions and worldviews	Ask and respond to questions about how individuals and faith communities live and why.
	Use key words and vocabulary related all religions studied so far.	Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.
Useful links and trips/visitors	https://www.kiddiesangat.com/Sikhism - KS1 Religious Education - BBC Bitesize KS2 Religious Education - BBC Bitesize	

Year 3	
Term 6	Why should we look after our world?
Learning objective	To begin to discover why our world is important and how different religions and worldviews care about our planet.
Key Vocabulary	Pollution, planet, stewardship,
Key Text	<p>What a Waste – Jess French</p> <p>Captain Green and the Plastic Scene - <i>Evelyn Bookless & Danny Deeptown</i></p> <p>Kids Fight Plastic - Martin Dorey & Tim Wesson</p>
Suggested Activities	<ul style="list-style-type: none"> • How should we look after our world and the people in it? • Beginnings of pollution and planet – going back to the idea of being a good person and looking after the people in the world. • Charity work – Save the Children, Christian Aid, Food Banks, Greenpeace, UNICEF • Helping animals • Giving back to the community

	<ul style="list-style-type: none"> • David Attenborough – Blue Planet • Writing letters to important people to express why looking after our planet is important <p>Use the Kid President video How To Change The World (a work in progress) Kid President – YouTube discuss what they want changing</p>	
Assessment/evidence	AT1 - Learning about religion and belief	AT2 - Learning from religion and belief
End Points	Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview	Suggest and consider the impact of different beliefs and practices.
	Recount some religious and moral stories from at least three different sources of authority	Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.
	Begin to understand that diversity exists within and between religions and worldviews	Ask and respond to questions about how individuals and faith communities live and why.
	Use key words and vocabulary related all religions studied so far.	Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.
Useful links and trips/visitors	Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview	Suggest and consider the impact of different beliefs and practices.
	How To Change The World (a work in progress) Kid President – YouTube Visit a Care Home Litter Picking around the school area	