



Curriculum Coherence – Year 3 RE

In line with The RE Agreed Syllabus, 2018–2023 Bedford Borough, Central Bedfordshire and Luton

Term 1 Autumn	Unit L2.11 What is the deeper meaning of religious festivals?	
<p>INTENT</p> <p>KNOWLEDGE <i>-What is celebration?</i> <i>-What are festivals for?</i> <i>-Why do Christians, Jews, Muslims and Hindus celebrate different festivals?</i> <i>-How are these celebrations linked to religious beliefs?</i> <i>-What is darkness and light?</i> <i>-How does light versus dark link to many of the festivals/celebrations (i.e. Hanukkah, Diwali, Christmas, Christingle, Passover, etc.?)</i></p> <p>VOCABULARY Celebration, festivals, light, darkness, traditions, Diwali, Diva Lamp, Christmas, symbols, shrine, freedom, puja tray, Hanukkah, Menorah, hope, freedom, Maccabees, ghee, dreidel, Christingle, advent, incarnation, nativity.</p>	<p>IMPLEMENTATION</p> <p>ACTIVITIES - Chn create a description about their own celebrations at home. - identify how light is linked to many celebrations and festivals. -Pupils create poetry linked to the idea of light versus dark. -Pupils create artwork linked to light versus darkness. -identify the symbolism of light in Diwali through the link to the story of Rama and Sita. -create a comic strip that sheds light on the story but also links to the idea of light versus dark (Rama and Sita as well as the story of Passover). -Pupils create a paper Menorah and link the idea of freedom and hope to light versus darkness from the story of Hanukkah. -Pupils will experience different aspects of Hanukkah traditional celebrations and reflect on how these are linked to the reason for the celebrations for Jewish people. - pupils will compare the different celebrations across the different religions and link it to the symbols of light and darkness. -Pupils create 'Lights in my Life' project box and link their beliefs to the beliefs that they have been learning about in this unit.</p>	<p>IMPACT</p> <p>OUTCOMES</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> 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 this should be celebrated <p>Understand the impact</p> <ul style="list-style-type: none"> 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 <p>Make connections</p> <ul style="list-style-type: none"> 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
<p>SKILLS</p> <p>Use subject-specific vocabulary.</p> <p>Describe Christianity, Hinduism, Judaism beliefs, concepts and celebrations, connecting them to texts, suggesting examples of, symbols linked to and meaning of celebrations/festivals.</p> <p>Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship.</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to the lives of believers and non-believers.</p> <p>Ask questions about the religious stories and artefacts shared in this unit.</p>	<p>READING OPPORTUNITIES</p> <p>Florence Nightingale story</p> <p>Rama and Sita Story</p> <p>Story of the first Hanukkah and the Maccabees</p> <p>Nativity and the incarnation of Jesus</p> <p>The story of Moses and freeing the slaves from Egypt</p>	<p>Prior Learning:</p> <p>Unit 1.2 Why does Christmas matter to Christians? (Yr 1 Autumn 2)</p> <p>Unit 1.4 Who is a Muslim and what do they believe? (Yr 2 Summer 2)</p> <p>Unit 1.5 What is Easter and why does it matter to Christians? (Year 1 Spring 2)</p> <p>Unit 1.7 How and why do we celebrate significant times? (Yr 2 Autumn 1)</p> <p>NEXT STEPS IN LEARNING</p> <p>L2.6 How do festivals and family life show what matter most to Jewish people? (Yr 3 Spring 1)</p> <p>L2.9 How to festivals and worship show what matter most to Muslims? (Yr 4 Autumn 1)</p> <p>U2.8 How is faith expressed in Islam? (Taught in upper key stage 2, currently at RBA)</p>
<p>LINKS</p> <p>Design Technology – Lights in my life project box, cooking food linked to Hanukkah</p> <p>Drama – retelling the different religious stories in this unit</p>		

Art – light versus darkness piece of artwork

English – poetry writing for light versus darkness, comic strip retellings of the different religious stories and links to symbolism

Music- singing assembly linked to Christingle and Christmas



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Term 1 Autumn 2	Unit L2.6 How do festivals and family life show what matters to Jewish people?	
INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <p>-What do Jewish people believe about God, sin and forgiveness? -How and why do Jewish people celebrate Rosh Hashana, Yom Kipper, Passover/Pesach? -Why are these festivals important to Jewish people? -What is the significance of the Exodus story? -Why is forgiveness an important aspect of Judaism?</p> <p>VOCABULARY</p> <p>Judaism, festivals, symbols, rituals, significance, traditions, artefacts, forgiveness, Exodus, God, salvation, freedom, justice, Rosh Hashana, Yom Kippur, shofar, tashlich, atonement, fasting, prayer, sin, Pesach, Passover, Seder meal, slavery, 10 Commandments, Talmud, Siddur player, gratitude</p>	<p>ACTIVITIES</p> <p>- Chn review the story of Passover and create a comic strip to retell the story. -Pupils gain knowledge about the Seder plate for Passover and then create their own versions linked the symbolism of the story. -Pupils link understanding of food to celebrations. -Chn compare different religions' celebrations using a Venn diagram</p>	<p>OUTCOMES</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> 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 offer informed suggestions about the meaning of the Exodus story for Jews today <p>Understand the impact</p> <ul style="list-style-type: none"> 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 Jews show their beliefs through worship in festivals, both at home and in wider communities <p>Make connections</p> <ul style="list-style-type: none"> 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 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
<p>SKILLS</p> <p>Use subject-specific vocabulary.</p> <p>Describe Judaism beliefs, concepts and festivals, connecting them to texts, suggesting examples of, symbols linked to and meaning of celebrations/festivals.</p> <p>Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship.</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to the lives of believers and non-believers.</p> <p>Ask questions about the religious stories and artefacts shared in this unit.</p>	<p>READING OPPORTUNITIES</p> <p>Exodus story</p>	<p>Prior Learning:</p> <p>Unit 1.3 Who is Jewish and what do they believe? (Yr2 Autumn 1)</p> <p>Unit 1.6 What makes a place significant? (Year 1 Summer 1)</p> <p>Unit 1.8 What makes a book special? (Year 1 Spring 1)</p> <p>NEXT STEPS IN LEARNING</p> <p>Unit L2.1 What, How and why do people worship? (Year 3 Spring 2)</p> <p>Unit L2.2 Why is life like a Journey? (Year 4 Summer 2)</p> <p>Unit U2.4 U2.4: How and why do some people inspire others? Examples from religions? (currently in upper key stage 2 are RBA)</p> <p>Unit 2.12 How does faith enable resilience? (currently in upper key stage 2 are RBA)</p>
<p>LINKS</p> <p>Geography – identifying where the story of Exodus takes place (Egypt and link to Israel)</p> <p>Modern Foreign Languages – Hebrew links to Judaism vocabulary</p> <p>Drama – retelling the story of Exodus</p> <p>English – speaking and listening through class discussions and debates</p> <p>History – links to the History of Egypt and the concept of slavery in Jewish History</p>		



Curriculum Coherence – Year 3/4 RE

Term 1 Diwali Day	Unit L.7 festivals and Hindus (Diwali day in KS2)	
INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <ul style="list-style-type: none"> -What is Diwali? -Who celebrates Diwali and why? -How is Diwali celebrated across the world? -Where is Diwali celebrated? -Which story is linked to the celebration of Diwali? -What other festivals/celebrations are celebrated by Hindus? -How is Hinduism practiced at home and at the temple (Mandir)? <p>VOCABULARY</p> <p>Santan Dharma, Hinduism, dharma, murtis, family shrine, deities, puja tray, Bhagavad Gita, Aum, blessings, Arti Ceremony, Mandir/Temple, ritual, prayer, Prashad (apple/sweets), Rama and Sita, God Vishnu, avatar, Lakshmi, Holi, Navaratri</p>	<p>ACTIVITIES</p> <ul style="list-style-type: none"> - Chn complete a variety of activities linked to Diwali in an RE Diwali day. • Recreate the story of Rama and Sita. • Explain the links to the story and the celebration of Diwali • Explore the use of shrines and gods/goddesses worshipsed during Diwali • Compare worship at home versus worship in the temple during Diwali. <p>(the rest of this unit is linked to the unit L2.11 for festivals over the Autumn 1 term).</p>	<p>OUTCOMES</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> • identify the terms ‘dharma’, ‘Sanatan 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) <p>Understand the impact</p> <ul style="list-style-type: none"> • 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) <p>Make connections</p> <ul style="list-style-type: none"> • 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
<p>SKILLS</p> <p>Use subject-specific vocabulary.</p> <p>Describe Hinduism beliefs, concepts and celebrations, connecting them to texts, suggesting examples of, symbols linked to and meaning of celebrations/festivals.</p> <p>Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship.</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to the lives of believers and non-believers.</p> <p>Ask questions about the religious stories and artefacts shared in this unit.</p>	<p>READING OPPORTUNITIES</p> <p>Story of Rama and Sita</p>	<p>Prior Learning:</p> <p>Diwali day is celebrated every year at Shefford Lower and this means that from early years, children are exposed to the story of Rama and Sita and the different aspects of the festival of Diwali in a manner that is able to show progression across the age groups.</p> <p>Unit 1.7 How and why do we celebrate significant times (Year 2 Autumn 2)</p> <p>NEXT STEPS IN LEARNING</p> <p>Unit U2.4: How and why do some people inspire others? (currently completed in upper key stage 2 at RBA)</p> <p>Unit U2.7 What helps Hindu people as they try to be good? (currently completed in upper key stage 2 at RBA)</p> <p>Unit U2.12: How does faith enable resilience? (currently completed in upper key stage 2 at RBA)</p>
<p>LINKS</p> <p>Design Technology – make puppets to retell the story of Rama and Sita</p> <p>Drama – act out the story of Rama and Sita to review it.</p> <p>Art/Math – Rangoli artwork and symmetry, Henna patterns</p> <p>English – speaking and listening during class discussions and debates</p> <p>Geography – focus on where Hinduism is practiced and where it originated</p>		

Curriculum Coherence – Year 3 RE



Term 2 Spring	Unit L2.1 Where, how and why do people worship?	
INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <p>-What is worship? -Who worships and how do they do it? -How does worship link to the religious beliefs of Muslims, Jews, Hindus and Christians? -Can you worship if you aren't religious?</p> <p>VOCABULARY</p> <p>Worship, ritual, tradition, Holy Communion, Puja, Prayer, Shabbat, Judaism, Hinduism, Christianity, Islam, value, Bible, Qur'an, Mandir, Torah, Prayer beads, prayer mat, yad, Synagogue, Church, Gurdwara, meditation, prayer hat, kippah</p>	<p>ACTIVITIES</p> <p>- Chn review knowledge that they already know about religious worship and link this to non-religious worship. -pupils identify their own non-religious aspects of worship and share with peers. -pupils identify and explain their opinions on religious beliefs and compare to peers opinions. -Pupils compare different examples of Christian worship. -Pupils explore what Jewish worship looks like and then create a ruck sack of ideas linked to this experience. -pupils will explore different places of worship virtually. -pupils explore and understand about worship in Islam, comparing how Muslims may worship differently and why. -pupils will explore different religious artefacts each lesson linked to the different religions. -Children will get to experience meditation when learning about Hindu worship. -chn will create their own shrine linked to their understanding of personal worship.</p>	<p>OUTCOMES</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and describe how key actions, features and artefacts help people worship in different religions Explain the meanings of examples of texts that believers use in worship Consider questions about the belief that worship can bring peace, comfort or challenge <p>Understand the impact:</p> <ul style="list-style-type: none"> Understand the impact Make simple connections between sacred texts and the ways believers worship today Describe how people show devotion in different religions <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions about why believers value worship Express their own ideas about the meaning and value of worship Give good reasons for their views about worship and prayer
<p>SKILLS</p> <p>Use subject-specific vocabulary.</p> <p>Describe Christianity, Hinduism, Judaism beliefs, concepts and celebrations, connecting them to texts, suggesting examples of, symbols linked to and meaning of celebrations/festivals.</p> <p>Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship.</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to the lives of believers and non-believers.</p> <p>Ask questions about the religious stories and artefacts shared in this unit.</p>	<p>READING OPPORTUNITIES</p> <p>Pupils will get to see and experience examples of texts from the Bible, Torah, Qur'an.</p>	<p>Prior Learning</p> <p>Unit 1.3 Who is Jewish and what do they believe? (Yr 2 Autumn 1)</p> <p>Unit 1.4 Who is a Muslim and what do they believe? (Yr 2 Summer 1)</p> <p>Unit 1.6 What makes a place significant (yr1 Summer 1).</p> <p>Unit 1.8 What makes a book special? (year 1 Spring 1)</p> <p>Unit 1.11 Who is an inspiring person and stories that inspire? (Year 2 Spring 2)</p> <p>L2.6 How do festivals and family life show what matters most to Jewish people? (Year 3 Autumn 2)</p> <p>NEXT STEPS IN LEARNING</p> <p>Unit L2.4 What kind of world did Jesus want? (Year 3 Summer)</p> <p>Unit L2.9 How do festivals and worship show what matters most to Muslims? (Year 4 Autumn 2)</p> <ul style="list-style-type: none"> Pupils experience different places of worship in real life, linked to Christianity, Sikhism and Islam on the Faith Tour in Bedford (Year 4) Pupils experience a Mandir (Hindu place of worship (currently in upper key stage 2 at RBA)
<p>LINKS</p> <p>English – speaking and listening with debating experience, opinion sharing activities, experiencing different examples of religious texts.</p> <p>Design Technology – junk modeling of their own shrine/place of worship.</p> <p>Computing/technology – virtual experience of places of worship.</p>		



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Term 1 Summer		Unit L2.4 What kind of world did Jesus want?
INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <p>-Why did people choose to follow Jesus? -How is Jesus seen by Christians and Muslims? -Why did people see Jesus and his messages as 'good news'? -What are the Gospels? -Who wrote the Gospels and why are they important to Christians? -How are churches making the world like the one that Jesus wanted? -What sort of world did Jesus want? How can Christians work towards this belief? -How did Jesus want his followers to behave? -What does a church leader do? -How can Christians show their love for others? -How do non-religious people show their 'love' for others and the world?</p> <p>VOCABULARY</p> <p>Gospels, Prophet Isa, disciples, qualities, disciples, outcasts, Bible, Church, Christians, charity, miracles, followers, charismatic, leader</p>	<p>ACTIVITIES</p> <p>- Chn research about Jesus as an inspirational person and then create a list of inspirational characteristics in their own role model. -Pupils participate in a carousel of activities linked to leaders both religious and non-religious. -Pupils experience a variety of different parables from the teachings of Jesus and then create a postcard about why Jesus is seen as being inspirational and had lots of followers in the past and today. -chn look at the 7 symbols of Jesus and link it to the understanding of what Jesus meant to his followers. -Picturing Jesus, pupils look at different pieces of artwork linked to Jesus and discuss the art and how it portrays Jesus to his followers. -chn review the 10 commandments and the values of Christians and then link this to the ideas of friendship. -Recall the Golden Rule and pupils then create a modern day version of the Good Samaritan parable. -chn create a radio interview of the retelling of one of Jesus many miracles. -Chn create a stain glass window about a story linked to Jesus as an inspirational person.</p>	<p>OUTCOMES</p> <p>Make sense of belief</p> <ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian <p>Understand the impact</p> <ul style="list-style-type: none"> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways <p>Make connections</p> <ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas
<p>SKILLS</p> <p>Use subject-specific vocabulary.</p> <p>Describe Christian beliefs about Jesus as an inspiration person and connecting these ideas to texts, symbols, artefacts, etc.</p> <p>Connect stories, teachings, concepts and texts with how Christians live, celebrate and worship.</p> <p>Suggest and link questions and answers, including their own ideas about the differences religion makes to the lives of believers and non-believers.</p> <p>Ask questions about the religious stories and artefacts shared in this unit.</p>	<p>READING OPPORTUNITIES</p> <p>The story of the healing of the leper in Mark 1:40–44 Matthew 4:18–22 The Good Samaritan-Luke 10:25–37 The Beatitudes Healing a blind man parable The parable of the 2 builders Feeding the 5000 parable</p>	<p>Prior Learning:</p> <p>Unit 1.10 How do we show we care about the earth? (Yr 2 Summer 1)</p> <p>Unit 1.9 How do we show we care? (Yr 1 Summer 2)</p> <p>NEXT STEPS IN LEARNING</p> <p>Unit L2.12 How and why do people try to make the world a better place? (Year 4 Autumn 1)</p>
<p>LINKS</p> <p>Design Technology – Drama – retelling the different parables in this unit, radio interview of a healing parable Art – picturing Jesus – a reflection and art study of the different artwork created for Jesus, designing a stain glass window linked to a story about Jesus English – speaking and listening during class discussions and debates Computing – Using Purple Mash skills to create a retelling of parables/presenting different piece of work linked to this unit</p>		

