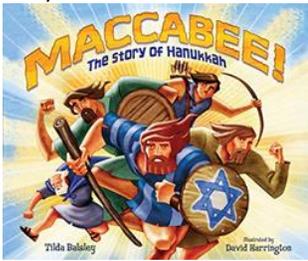


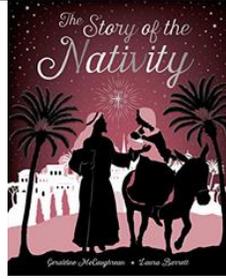


Curriculum Coherence – Year 3 RE

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? | |
|--|---|--|
| INTENT | IMPLEMENTATION | IMPACT |
| <p>KNOWLEDGE</p> <ul style="list-style-type: none"> -What is celebration? -What are festivals for? -Why do Christians, Jews, Muslims and Hindus celebrate different festivals? -How are these celebrations linked to religious beliefs? -What is darkness and light? -How does light versus dark link to many of the festivals/celebrations (i.e. Hanukkah, Diwali, Christmas, Christingle, Passover, etc.?) <p>VOCABULARY</p> <p>Core Vocabulary - Celebration, festivals, light, darkness, traditions, Diwali, Diva Lamp, Christmas, symbols, shrine, freedom, Hanukkah, Menorah, hope, freedom, Maccabees, Christingle, advent, nativity.</p> <p>Ambitious vocabulary - puja tray, ghee, dreidel, incarnation</p> <p>Values respect, friendship, courage, determination, quality, hope, tolerance, freedom, unity, belonging, peace, understanding, love, kindness</p> | <p>ACTIVITIES</p> <ul style="list-style-type: none"> - 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. (Link to school museum – focus on other artwork that shows light versus dark). -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>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>SMSC links</p> <p>Spiritual - Exploring and learning about key concepts, experiences and beliefs that are at the heart of religious practice and showing how they may be expressed through the creative and expressive arts, and how they connect with scientific understanding.</p> <p>Moral - exploring the influence of family, friends and media on moral choices and the ways in which society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.</p> <p>Social- consideration of the influence of beliefs upon lifestyles, actions and behaviours and encouraging acceptance of diversity of opinion and practice.</p> <p>Cultural-exploring the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices.</p> | | |
| <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>READING OPPORTUNITIES</p> <p>Story of the first Hanukkah and the Maccabees</p>  <p>Nativity and the incarnation of Jesus</p> | <p>Prior Learning:</p> <p>Unit F6: Which stories are specially valued and why? (EYFS)</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 2)</p> <p>NEXT STEPS IN LEARNING</p> <p>Lower KS2:</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 Summer 2)</p> <p>Upper KS2: (currently taught in middle school)</p> |

Ask questions about the religious stories and artefacts shared in this unit.



U2.4: How and why do some people inspire others?
Examples from religions
U2.8 How is faith expressed in Islam?
U2.11: Why do some people believe in God and some people not?

KS3 Links:

Unit 3.8: It's my life: what should I do with it? Questions of meaning and commitment
Unit 3.14: How can people express the spiritual through the arts?
Unit 3.20: What will make our community a more respectful place?

LINKS

Design Technology – Lights in my life project box, cooking food linked to Hanukkah

Drama – retelling the different religious stories in this unit

Art – light versus darkness piece of artwork

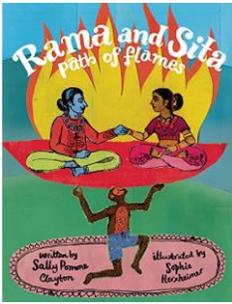
English – poetry writing for light versus darkness, comic strip retellings of the different religious stories and links to symbolism

Music- singing assembly linked to Christingle and Christmas

RE assemblies – links to Autumn festivals



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>Core Vocabulary - Hinduism, family shrine, deities, puja tray, Bhagavad Gita, Aum, blessings, Arti Ceremony, Mandir/Temple, ritual, prayer, Rama and Sita, God Vishnu</p> <p>Ambitious vocabulary - dharma, murtis, Santan Dharma, Prashad (apple/sweets), avatar, Lakshmi, Holi, Navaratri</p> <p>Values respect, friendship, courage, determination, quality, hope, tolerance</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 worshiped 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>SMSC links</p> <p>Spiritual - Exploring and learning about key concepts, experiences and beliefs that are at the heart of religious practice and showing how they may be expressed through the creative and expressive arts, and how they connect with scientific understanding.</p> <p>Moral - exploring the influence of family, friends and media on moral choices and the ways in which society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.</p> <p>Social - consideration of the influence of beliefs upon lifestyles, actions and behaviours and encouraging acceptance of diversity of opinion and practice.</p> <p>Cultural - exploring the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices.</p> | | |
| <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 will show progression across the age groups.</p> <p>Unit F6: Which stories are specially valued and why? (EYFS)</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>Diwali Day annual celebration in Shefford Lower school in year 4</p> <p>Upper KS2: (currently taught in middle school)</p> <p>Unit U2.4: How and why do some people inspire others?</p> <p>Unit U2.7 What helps Hindu people as they try to be good?</p> <p>Unit U2.12: How does faith enable resilience?</p> <p>KS3:</p> <p>Unit 3.14: How can people express the spiritual through the arts?</p> <p>Unit 3.17: Why don't Hindus want to be reincarnated and what do they do about it?</p> |

LINKS

Design Technology – make puppets to retell the story of Rama and Sita

Drama – act out the story of Rama and Sita to review it.

Art/Math – Rangoli artwork and symmetry, Henna patterns

English – speaking and listening during class discussions and debates

Geography – focus on where Hinduism is practiced and where it originated

Diwali day – an annual school celebration linked to the celebration of Diwali

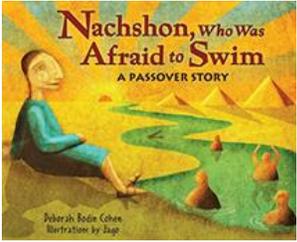


Curriculum Coherence – Year 3 RE

Term 1 Spring 1 **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>Core vocabulary - Judaism, festivals, symbols, rituals, significance, traditions, artefacts, forgiveness, Exodus, God, freedom, justice, Rosh Hashana, Yom Kippur, fasting, prayer, sin, Pesach, Passover, Seder meal, slavery, 10 Commandments, Siddur prayer, gratitude</p> <p>Ambitious Vocabulary – salvation, tashlich, atonement, Talmud, shofar</p> <p>Values: hope, freedom, determination, courage, friendship, love</p> | <p>ACTIVITIES</p> <p>- Chn review the story of Passover through drama roleplay or freeze frame images and create their own written account of the story. -immersive room used to create setting for roleplay/freeze frames to improve knowledge about Passover 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 |

SMSC:
Spiritual - focusing upon values which have been recognised throughout history as having endured worth.
Moral - highlighting the importance of rights and responsibilities and developing a sense of conscience and the need to anticipate the consequences our actions.
Social - exploring social issues from religious perspectives, recognising both the common ground and the diversity of viewpoints within and between religions, and non-religious stances.
Cultural - enabling pupils to encounter people, literature, the creative and expressive arts and resources from differing cultures.

| SKILLS | READING OPPORTUNITIES | Prior Learning: |
|---|--|--|
| <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>Exodus story - The story of Moses and freeing the slaves from Egypt</p>  | <p>Next Steps in Learning</p> <p>Lower KS2: Unit L2.1 What, How and why do people worship? (Year 3 Spring 2) Unit L2.2 Why is life like a journey? (Year 4 Summer 2)</p> <p>Upper KS2: (currently taught in middle school) Unit U2.4: How and why do some people inspire others? Unit 2.12 How does faith enable resilience?</p> <p>KS3: Unit 3.7: Why are people good and bad? Unit 3.10: Do prophets still influence us today? Unit 3.11: Why is there suffering in the world? Are there any good solutions? Unit 3.12: What do we do when life gets hard?</p> |

LINKS

Geography – identifying where the story of Exodus takes place (Egypt and link to Israel)

Modern Foreign Languages – Hebrew links to Judaism vocabulary

Drama – retelling the story of Exodus

English – speaking and listening through class discussions and debates

History – links to the History of Egypt and the concept of slavery in Jewish History

Computing – opportunities in the immersive room to experience Passover story setting and links to Ancient Egyptian theme in history

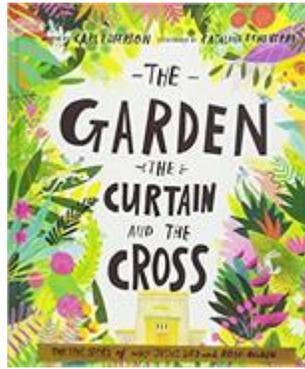
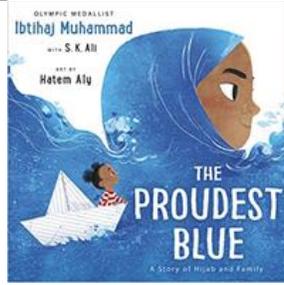


Curriculum Coherence – Year 3 RE

| Term Spring 2 | Unit L2.1 Where, how and why do people worship? | |
|--|--|---|
| INTENT | IMPLEMENTATION | IMPACT |
| <p>KNOWLEDGE -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 Core vocabulary - Worship, ritual, tradition, Holy Communion, Prayer, Judaism, Hinduism, Christianity, Islam, value, Bible, Qur'an, Mandir, Torah, Prayer beads, prayer mat, Synagogue, Church, Gurdwara, meditation, prayer hat Ambitious vocabulary - kippah, Puja, Shabbat, yad, commitment</p> <p>Values: courage, love, determination, quality, unity, belonging, hope, respect, understanding, thoughtfulness, sharing, cooperation, trust, happiness</p> | <p>ACTIVITIES - 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 - immersive room. -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. -Pupils focus on the Easter Story during Holy week</p> | <p>OUTCOMES 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>SMSC: Spiritual - Exploring and learning about key concepts, experiences and beliefs that are at the heart of religious practice and showing how they may be expressed through the creative and expressive arts, and how they connect with scientific understanding. Moral - exploring what is of ultimate worth to believers through studying the key aspects of beliefs and teachings from religion and philosophy on values and ethical codes of practice. Social - consideration of the influence of beliefs upon lifestyles, actions and behaviours. Cultural - promoting racial and inter-faith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how co-operation can support the pursuit of the common good.</p> | | |
| <p>SKILLS Use subject-specific vocabulary. Describe Christianity, Hinduism, Judaism beliefs, concepts and celebrations, connecting them to texts, suggesting examples of symbols linked to and meaning of celebrations/festivals. Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship.</p> | <p>READING OPPORTUNITIES Pupils will get to see and experience examples of texts from the Bible, Torah, Qur'an.</p> | <p>Prior Learning Unit F5: Which places are specially valued and why? (EYFS) Visit to the local church in year 1 Visit to St Albans Cathedral in year 2 Unit 1.3 Who is Jewish and what do they believe? (yr 2 Autumn 1) Unit 1.4 Who is a Muslim and what do they believe? (yr 2 Summer 1) Unit 1.6 What makes a place significant (yr1 Summer 1). Unit 1.8 What makes a book special? (yr 1 Spring 1) Unit 1.11 Who is an inspiring person and stories that inspire? (Year 2 Spring 2) L2.6 How do festivals and family life show what matters most to Jewish people? (Year 3 Autumn 2)</p> |

Suggest and link questions and answers, including their own ideas about the differences religion makes to the lives of believers and non-believers.

Ask questions about the religious stories and artefacts shared in this unit.



NEXT STEPS IN LEARNING

Lower KS2:

Bedford Faith Tour in year 4 (visit Mosque, Gurdwara and Church) as well as St. Albans Cathedral visit
 Unit L2.4 What kind of world did Jesus want? (Year 3 Summer)
 Unit L2.9 How do festivals and worship show what matters most to Muslims? (Year 4 Autumn 2)
 Pupils experience different places of worship in real life, linked to Christianity, Sikhism and Islam on the Faith Tour in Bedford, as well as St Albans Cathedral (Year 4)
 Pupils experience a Mandir (Hindu place of worship (currently in upper key stage 2 at RBA)

Upper KS2: (currently taught in middle school)

Unit U2.3: Values: what matters most to Humanists and Christians?
 Unit U2.5: How do Christians decide how to live?

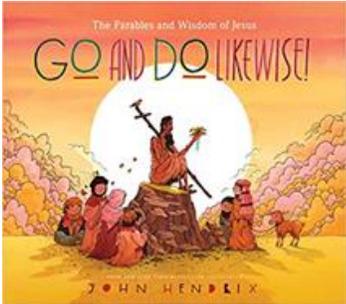
KS3:

Unit 3.8: It's my life: what should I do with it?
 Unit .10: Do prophets still influence us today?
 Unit 3.21: The Buddha: how and why do his experiences and teachings have meaning for people today?

LINKS

English – speaking and listening with debating experience, opinion sharing activities, experiencing different examples of religious texts.
 Design Technology – junk modeling of their own shrine/place of worship.
 Computing/technology – virtual experience of places of worship through immersive room experiences
 PE – experience meditation linked to some worship
 Drama - freeze frame/ role play to support understanding of religious stories.

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| Curriculum Coherence – Year 3 RE | | | |
| 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>Core Vocabulary - Gospels, Prophet Isa, disciples, qualities, disciples, Bible, Church, Christians, charity, miracles, followers, charismatic, leader</p> <p>Ambitious Vocabulary – charismatic, benevolent, omnipotent, omniscient, outcasts</p> <p>Values respect, determination, courage, quality, hope, friendship, love, unity, belonging, kindness, thoughtfulness, peace</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>SMSC:</p> <p>Spiritual - emphasising the value of positive relationships and developing a sense of community; encouragement to pupils to develop their own views and ideas on religious and spiritual issues.</p> <p>Moral - stressing the understanding that the freedom to choose and hold faith and belief and non-belief is protected in law, and that people having a different belief or faith to oneself should not be the cause of prejudicial or discriminatory behaviour.</p> <p>Social - encouraging acceptance of diversity of opinion and practice.</p> <p>Cultural - promoting racial and inter-faith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how co-operation can support the pursuit of the common good.</p> | | |
| <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 F6: Which stories are specially valued and why? (EYFS) Unit 1.10 How do we show we care about the earth? (Yr 2 Summer 1) Unit 1.9 How do we show we care? (Yr 1 Summer 2)</p> <p>NEXT STEPS IN LEARNING</p> <p>Lower KS2:</p> <p>Unit L2.12 How and why do people try to make the world a better place? (Year 4 Autumn 1)</p> <p>Upper KS2: (currently taught in middle school)</p> <p>Unit U2.5: How do Christians decide how to live? Unit U2.10: What will make our community a more respectful place? Unit U2.12: How does faith enable resilience?</p> <p>KS3:</p> <p>Unit 3.1: Why do Christians believe Jesus was God on Earth? Unit 3.6: Should Christians be greener than everyone else? Unit 3.10: Do prophets still influence us today? Unit 3.15: Good, bad; right, wrong: how do I decide? Unit 3.16: What is so radical about Jesus?</p> |

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| | | Unit 3.19: Sharing one world: are religions part of the problem or the solution? |
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LINKS

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