

RE

Class 3

Knowledge

Topic	Vocabulary	Knowledge
Autumn Term 1 Unit L2.1 UC What do Christians learn from the Creation story?	God, Genesis, Creation, Fall, Forgiveness, stewards, caretakers, wonder	<p>Make sense of belief:</p> <ul style="list-style-type: none">• I know about the concepts of God and Creation and can place them on a timeline of the Bible's 'Big Story'.• I know clear links between Genesis 1 and what Christians believe about God and Creation.• I know that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world. <p>Understand the impact:</p> <ul style="list-style-type: none">• I know what Christians do because they believe God is Creator, e.g. they follow God, wonder at how amazing God's creation is and care for the earth.• I know how and why Christians might pray to God, say sorry and ask for forgiveness. <p>Make connections:</p> <ul style="list-style-type: none">• I can ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.
Autumn Term 2 Unit L2.10 How do festivals and family life show what matters to Jewish people?		<p>Make sense of belief:</p> <ul style="list-style-type: none">• I know some Jewish beliefs about God, sin and forgiveness and describe what they mean.• I know some clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people.• I know some informed suggestions about the meaning of the Exodus story for Jews today. <p>Understand the impact:</p> <ul style="list-style-type: none">• I know some simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals.)• I know how Jewish people show their beliefs through worship in festivals, both at home and in wider communities. <p>Make connections:</p> <ul style="list-style-type: none">• I can raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and/or look forward to the future.

		<ul style="list-style-type: none"> • I can make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, • I can reflect on my own life in the light of this unit, and give good reasons for my ideas.
<p>Spring Term 1 Unit L2.2 UC What is it like for someone to follow God?</p>		<p>Make sense of belief:</p> <ul style="list-style-type: none"> • I know clear links between the story of Noah and the idea of covenant. <p>Understand the impact:</p> <ul style="list-style-type: none"> • I know some simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. <p>Make connections:</p> <ul style="list-style-type: none"> • I can make links between the story of Noah and how we live in school and the wider world.
<p>Spring Term 2 Unit L2.9 How do festivals and worship show what matters to a Muslim?</p>		<p>Make sense of belief:</p> <ul style="list-style-type: none"> • I know some beliefs about God in Islam, expressed in Surah 1. • I know some clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God). <p>Understand the impact:</p> <ul style="list-style-type: none"> • I know some examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • I know some links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque). <p>Make connections:</p> <ul style="list-style-type: none"> • I can raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. • I can make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for my ideas.
<p>Summer Term 1 Unit L2.4 UC What kind of world did Jesus want?</p>		<p>Make sense of belief:</p> <ul style="list-style-type: none"> • I know answers to this question are found in a 'Gospel', which tells the story of the life and teaching of Jesus. • I know some clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. • I can suggest ideas about what Jesus' actions towards outcasts were. • I can find out what Jesus' actual actions towards outcasts were and what they mean for a Christian.

		<p>Understand the impact:</p> <ul style="list-style-type: none"> I know some 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"> I can make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for my ideas.
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<p>Summer Term 2 Unit L2.12 How and why do people try to make the world a better place</p>		<p>Make sense of belief:</p> <ul style="list-style-type: none"> I know some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). I know links between religious beliefs and teachings and why people try to live and make the world a better place. <p>Understand the impact:</p> <ul style="list-style-type: none"> I know some simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek). I know some examples of how people try to live (e.g. individuals and organisations). I know some differences in how people put their beliefs into action. <p>Make connections:</p> <ul style="list-style-type: none"> I can raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better. I can make links between some commands for living from religious traditions, non-religious worldviews and my own ideas. I can express my own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for my views.
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Skills

LKS2	<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied. Make clear links between texts/sources of authority and the key concepts studied. Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Give a good reason for the views they have and the connections they make.
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