



### **Year 3 - Religious Education - Programme of Study**

Religious Education (RE) is a core subject and an integral part of our curriculum. We are dedicated to providing high quality RE teaching and learning opportunities to reflect the importance of RE within our school. Current Excellent and Good SIAMS (Statutory Inspection of Anglican and Methodist Schools) reports show that each of the schools deliver, within a Christian context, the best educational, spiritual, physical, social and emotional outcomes for children and their families. Each year group has a wide range of exciting and thought-provoking topics that are studied throughout the year, within Christianity (based around 'Understanding Christianity'), as well as units of learning about other faiths.

Our programme of study is in conjunction with the diocesan syllabus and is committed to an approach to teaching RE in which skills are developed through knowledge and understanding and that pupils understand how their learning in RE is progressing and what they need to do to improve it.

### **Termly Topics/Units**

All units start with 'Big questions', where pupils are able to really explore and reflect what their current belief on a topic is; what they already know; what they do not know and most significantly, what they want to find out! This then informs the planning and adaptation of content for the following weeks.

#### **Autumn 1**

Topic/Unit: Creation: What do Christians learn from the Creation story?

This theme is incredibly interesting and quite remarkable. The pupils will explore the world we live in, the idea of God as a creator, how humans look after the world, what Christians believe about God's world, as well as exploring what can be learned from the Christian creation story.

#### **Knowledge:**

- Research and analysis of biblical sources.
- Knowledge and understanding of the story of creation.
- Interpretation of biblical scripture.
- Lessons and morals to help guide our choices.
- Understanding of the impact of Adam and Eve's actions.

#### **Enquiring minds:**

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What is wonderful about the world?
- What was the sequence of creation?
- Why did Adam and Eve not obey God?
- What do we learn from Adam and Eve's mistakes?

## **Autumn 2**

Topic/Unit: Hinduism

Throughout this unit, pupils will learn about the teachings of Hinduism as well as how to ask questions about what Hindus believe, they will explore how Hindus show that family is important, why visiting sacred places is important to Hindus, as well as exploring the Hindu belief that divine images help worship.

Knowledge:

- The teachings of Hinduism.
- Express religious beliefs (ideas, feelings, etc) in a range of styles.
- Learn words used by believers and suggest what they mean.
- Understanding of practices within sacred places.
- Knowledge and awareness of the importance of divine images.

Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- Why is family important to Hindus?
- Why is it important to visit sacred places?
- How do divine images help worship?
- How do the teachings of Hinduism compare/differ to those of Christianity?

Topic/Unit: Incarnation – What is the Trinity?

*Please note that this topic crosses over into the Spring 1 term, but the programme of study will be discussed here.*

Throughout this unit, pupils will explore all aspects of the Trinity including the Father, the Son and the Holy Spirit, to explore what Christians believe God does, a look at the Christian practice of 'the grace' and the impact it has on Christian's lives, as well as the practice of baptism.

Knowledge:

- Understanding and explanation of the place of Incarnation within the 'big story' of the Bible.
- Understanding of the three aspects of the trinity
- Knowledge of how the Trinity functions.

- Traditions and sequence of 'the grace'.
- The reason for and importance of baptism.

#### Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What is Incarnation?
- What is the trinity?
- Who is part of the trinity?
- What is 'the grace'?
- Why do Christians get baptised?

### **Spring 1**

Topic/Unit: Sikhism

Throughout this unit, pupils will explore what Sikhs believe, discuss how the lives of Sikhs show that they follow rules and what worship means to Sikhs.

#### Knowledge:

- Sikh beliefs, practices and traditions.
- Suggest reasons for the similar and different beliefs which people hold.
- Describe what a believer might learn from a religious story.
- Knowledge of Sikh values.
- Understanding of the five K's of Sikhism.
- Use religious words to describe some of the different ways in which people show their beliefs

#### Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What do Sikhs believe and how is this different to Christian beliefs?
- What rules do Sikhs follow?
- Why do Sikhs follow rules?
- Who were the Gurus?
- What are the teachings of the Gurus?

### **Spring 2**

Topic/Unit: Salvation – Digging deeper - Why do Christians call the day Jesus died 'Good Friday'?

Throughout this unit, pupils will explore the meaning of the cross, a look at Holy Week using extracts from the Gospels, how Christians and different churches celebrate Holy week, as well as discussing emotions related to the events of Holy week.

#### Knowledge:

- Outline the timeline of the 'big story' of the Bible, explaining how Salvation fits within it.
- Knowledge of the key events in Holy week.
- Interpretation of biblical texts and accounts of Good Friday.
- Research and analyse of how Christians show their beliefs about Jesus.
- Explore how Christians and Churches commemorate Holy week.

#### Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What does salvation mean?
- What events led up to Jesus death?
- Why did Jesus have to die?
- Why is Good Friday called: 'good'?
- How do Christians celebrate the lead up to Christ's death?

### **Summer 1**

#### Topic/Unit: Islam

Throughout this unit, pupils will explore and ask questions about what Muslims believe, how Muslims show respect for Allah in everyday life, a look at why Muslims fast during Ramadan, explore how fasting helps Muslims grow closer to Allah and each other, as well as understanding how Muslims celebrate Eid-al-Fitr.

#### Knowledge:

- Muslim beliefs, practices and traditions.
- Knowledge and respect of Allah.
- Understanding of the celebration and tradition of Ramadan.
- Understanding of the celebration and tradition of Eid.
- Comparison of similarities/differences between Eid and Christian celebrations.

#### Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What do Muslims believe and how is this different to Christian beliefs?
- Do Muslims believe in one or more gods?
- How do Muslims show their respect for Allah in everyday life?

- Why do Muslims fast during Ramadan?
- How does fasting help Muslims to grow closer to Allah and to each other?
- How do Muslims celebrate Eid-al-fitr?

## Summer 2

Topic/Unit: Kingdom of God – When Jesus left what was the impact of Pentecost?

Throughout this unit, pupils will explore the idea of the Kingdom of God, the Disciples' emotions on the day of Pentecost, the story of Pentecost, the Christian belief of the Holy spirit, a look at what some Christians believe the Kingdom of God should be like, as well as the impact of Pentecost and the Holy Spirit.

Knowledge:

- Study of biblical texts and the concept of the Kingdom of God.
- Knowledge of the story of Pentecost.
- Understanding of the role of the Holy Spirit.
- Understanding of the Christians reliance on the Holy Spirit.
- Knowledge and understanding of the impact of Pentecost.

Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What kind of King is Jesus?
- What is the kingdom of God?
- What is the Holy Spirit?
- What is the role of the Holy Spirit?
- What happened on the day of Pentecost?
- What was the impact of Pentecost?

Topic/Unit: Worldview and Humanism

Students will investigate the process of worldview development, exploring its intricacies. They will study the Sant Mat faith, gaining insights into its principles and practices. Additionally, they will critically examine humanist beliefs and behaviours, fostering a deeper understanding of their significance in shaping individual and collective worldviews. Students will actively reflect on their own worldview development, analysing the influences and experiences that have contributed to their perspectives, fostering self-awareness and encouraging an appreciation for the diversity of worldviews in society.

Knowledge:

- Understanding the process of worldview development.
- Study of the Sant Mat faith, including its principles and practices.
- Critical examination of humanist beliefs and behaviours.
- Reflection on personal worldview development and the influences shaping one's perspective.
- Cultivating self-awareness and appreciation for the diversity of worldviews in society.

### Enquiring minds:

- For this unit, students are encouraged to ask questions and engage in discussions related to their learning. Here are some examples of questions they might ask:
- How do worldviews develop and change over time?
- What are the principles and practices of the Sant Mat faith?
- How do humanist beliefs shape individual and collective worldviews?
- How do personal experiences and influences contribute to the formation of our worldviews?
- What are the implications of having diverse worldviews in society?
- How can self-reflection and self-awareness contribute to a deeper understanding of our own worldview?
- How can we appreciate and respect the worldviews of others, even if they differ from our own?
- How do religious beliefs and humanist beliefs intersect or differ?
- How can understanding different worldviews promote empathy and inclusivity?
- What are the ethical implications of different worldviews?

These questions encourage critical thinking, empathy, and respect for diverse perspectives.

Students are encouraged to share their own thoughts, engage in respectful dialogue, and consider multiple viewpoints