

Year 3 RE Overview				
Content				
Area of Study (Lincs Agreed Syllabus)	End point of area of study	Vocabulary		
- Hinduism & Islam: God - Hinduism & Islam: God - Was is the Trinity? - Was is the Trinity? - Understanding Christianity Salvation - LAS Additional Unit: Big Questions	- Identify and describe the symbols and features of places of worship on Hinduism and Islam - Compare texts to describe Christian beliefs about God and the Trinity - Recognise and state what the texts and teachings say about God and discuss how God is perceived today - Explain the importance of the concept of 'goodness' in religious and non-religious people	Basic	Adventurous	Technical
		Trinity Gospel baptism worship Holy Spirit prayer Grace - blessing priest minister Gospel	sanatana dharma - eternal duty monotheistic religion - belief in one ultimate reality Lakshmi- goddess of wealth Hanuman- monkey god, symbol of strength and energy Ganesh- god of beginnings atman-soul samsara- cycle of life moksha- freedom from samsara khalifa- regent abd- servant Shariah-straight path iman- faith/beliefs Ibadah -worship/ practice	Hinduism deities sacred Brahman- ultimate reality Trimurti- Brahma, Vishnu and Shiva Lotus flower dharma- duty aum symbol- symbol of Brahman and atman Islam Tawhid- oneness of God Muslim harmony Qur'an - Muslim Holy Book Five Pillars: Shahadah- belief Salat-prayer Zakat- Charitable giving Sawm-fasting Hajj- pilgrimage Masjid- Mosque Christianity Incarnation priest minister Trinity

Knowledge	
Substantive Knowledge	Disciplinary Knowledge
Hinduism (and Islam Terms 1-2): God How are deities and key figures described in sacred texts and stories? What might Hindus understand about the Divine? *Week 1: Know that Hinduism is a montheistic religion but that Hindus worship the different roles of God (Brahman) * Understand the concept of Trimurti: it is a way of worshipping Brahman (the ltimate reality by worshipping and thinking about Brahma (creator – the beginning of life), Vishnu (preserver – the sustaining of life), Shiva (destroyer – the end of life) – representing the cycle of life *Week 2 Identify other deities in a means of understanding more about Brahman. *Explain the creation story. *Describe key themes in the Ramayana. *Identify key symbols of the aum (representing the atman) and the lotus flower *Week 3: Explain the purpose of key symbols in the mandir. monotheistic religion (belief in one ultimate reality) *Week 4:Atman (the soul) – the bit of the ultimate reality in all living things *The goal is for the atman to break free from this cycle of life (moksha) *Human beings can achieve moksha through fulfilling their dharma (duty) - the actions (karma) they carry out help them do this; good action (karma) help humans fulfil their dharma (duty) *Weeks 5-6 Know a story from the Ramayana, Bhagavad Gita, Mahabarata, e.g. the story of Rama and Sita in the Ramayana – a story about doing – or not doing – your duty (dharma), the story of Arjuna and Krishna in the Islam (and Hinduism Terms 1-2): God What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in inspirational Muslims? How do the main concepts in Islam reveal the truth about Allah? (religious and visual symbols in a mosque). *Week 1: Recall the belief of the oneness of God (tawhid) and its reflection in the shahadah (statements of faith) from Key Stage 1 *Explain Allah's attributes in the Qur'an - God created the universe to be in harmony (Muslim); Allah has created human beings to be 'abd (servant) and	<u>Working as a theologian:</u> *Know how to approach sources of authority from which people derive their beliefs. *To interpret sources of authority Begin to explain what it means for a text/story to 'have authority' for a group of believers. Begin to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha. <u>Working as a social scientist:</u> *Know ways in which context affects ways of living *To analyse data that shows ways in which context affects ways of living Begin to describe the difference between 'beliefs' and 'religions' Begin to identify ways in which religious practices vary depending on geographic, social, and cultural context Begin to make connections between beliefs and the decisions an individual makes about how to live their life Begin to explain the importance of community within the religious/non-religious tradition studied Begin to explain connections between religious beliefs and worship as a community in at least two belief traditions. <u>Working as a philosopher:</u> Mahabarata – a story about doing your duty (dharma), even when it is challenging to do so; the ways in which this links with the idea of Brahman, the ultimate reality, and the cycle of life *Know different ways in which humans seek knowledge/wisdom *To reason using evidence Begin to identify ways in which different people think about the world differently Begin to understand and begin to explain that there is a difference between believing and knowing.

khalifa (regent) to help him keep things in harmony; has set out a straight path (shariah) to help maintain this harmony and offered guidance (the natural world, the Qur'an and the prophets) to help humans follow this path

*Week 2: Understand the first of the 5 pillars - 1. **Shahadah** (statement of belief):
 "There is no God but God, and Muhammad is his prophet"; expresses beliefs about God and the prophets
 Understand Shahadah as one of the five pillars.

*Week 3-4 Recognise the important role the Mosque has in Muslim belief and practice. Identify key features of a mosque.

*Week 5-6 The oneness of God (tawhid) and its reflection in the shahadah (statement of faith). The connection between iman (faith/ beliefs) and ibadah (worship/ practice) – the ways in which key practices express Muslim beliefs:
 Five Pillars:

- Salat (prayer 5 times a day): incorporates the Shaadah, involves all Muslims praying together in harmony
- Zakat (charitable giving): 2.5% of disposable income annually; purpose is to bring about harmony in a world in which some people have more than they need and some people don't have enough
- Sawm (fasting during the month of Ramadan): during this month, Muslims do not eat or drink during the hours of sunlight; they fast as a way to remind Muslims of their commitment to the one God and as a way of helping them experience what it is like to go without, which is what life is like every day for some people living in the world – this should prompt them to try to address this disharmony and bring about more harmony in the world
- Hajj (pilgrimage to Makkah): Muslims are expected to carry out this pilgrimage at least once during their lifetime; Muslims all travel to Makkah at the same time, perform the same prayers, speaking the same words, at the same time, carry out the same actions at the same time – the pilgrimage as a symbol of the harmony of the global Muslim community (the Ummah) and their belief in one God.
- The masjid (mosque) as a 'place of prostration' – the role of the mosque in Muslim belief and practice; key features (eg: qibla, minaret, minbar, prayer mats, facilities for wudu); ways in which mosques engage with the local community.

Understanding Christianity (Term 3 and Term 4: disciplinary)
What is the Trinity? How do Christians see God the Father, God the Son & God the Holy Spirit?

Begin to provide, with a range of evidence, reasons why a member of a belief tradition may hold a particular belief (eg: that the world was created; that God exists).

*Week 1 Christians believe God is Trinity: Father, Son & Holy Spirit. Christians believe The Father creates; He sends His Son who saves his people *Week 2 The Son sends the Holy Spirit to his followers *Week 3 Know the New Testament is made of different text types – gospels & letters. <i>Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</i> *Week 4 Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. *Week 5 Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. *Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus. * Week 6 Identify John 1 as part of a ‘Gospel’, noting some differences between John and the other Gospels. Term 4 Disciplinary – digging deeper Salvation Term 5 – disciplinary ‘working as a social scientist retrieving knowledge from above Why do Christians call the day Jesus died ‘Good Friday’? Why and how do different people celebrate festivals? Know what these festivals are like for specific people-groups living in certain areas: *Week 1 Holi (Compare London celebrations with India) *Week 2 Diwali (Compare London with India) *Week 3 Eid (Compare Boston with Egypt) * Week 4 Ramadan (Compare Boston with Egypt) * Week 5 Easter (Compare Boston with Poland) *Week 6 Christmas (Compare Boston with Poland/ Lithuania/ Latvia) Term 6 LAS Additional Unity: Big Questions: Retrieval of disciplinary knowledge from KS1 and earlier in Y3. Explore how believers from each of the 3 world religions studied so far would respond to the question: How do we know what it means to live a good life? *Week 1 Hindu *Week 2 Hindu *Week 3 Muslim * Week 4 Muslim * Week 5 Christian *Week 6 Personal response	
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Concepts		
God	Duty	Sources of Authority
End of Year Assessment		
Working at Expected	Greater Depth	
A child working at the expected standard will be able to recall the substantive knowledge. A child working at the expected standard will have made progress in their confidence of using the disciplinary knowledge and skills of: <u>Working as a theologian:</u> *Know how to approach sources of authority from which people derive their beliefs. *To interpret sources of authority <u>Working as a social scientist:</u> *Know ways in which context affects ways of living *To analyse data that shows ways in which context affects ways of living <u>Working as a philosopher:</u> *Know different ways in which humans seek knowledge/wisdom *To reason using evidence	See the expected standard. Children will work as a theologian, a social scientist or a philosopher drawing upon their substantive knowledge independently and they will ask deep questions.	