



# Ferndale Primary and Nursery School

## RE: Year 3

<p><b>EXPRESSING</b></p> <p><b>Know about and understand a range of religious and non-religious worldviews.</b></p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p><b>BELIEVING</b></p> <p><b>Express ideas and insights about the nature, significance and impact of religious and nonreligious worldviews.</b></p> <p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.</p>	<p><b>LIVING</b></p> <p><b>Gain and deploy the skills needed to engage seriously with religious and nonreligious worldviews.</b></p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>
<p><i>L2.1 What do different people believe about God?</i> Describe some of the ways in which Christians, Hindus and/or Muslims describe God. (A1)</p> <p><i>L2.7 What does it mean to be a Christian living in Britain today?</i> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1) Describe some ways in which Christians express their faith through hymns and modern worship songs (A2).</p> <p><i>L2.4 Why do people pray?</i> Describe the practise of prayer. (A2) Make connections between what people believe about prayer and what they do when they pray. (A3)</p> <p><i>L2.5 Why are festivals important to religious communities?</i> Make connections between stories, symbols and beliefs with what happens in at least 2 festivals. (A2)</p>	<p><i>L2.1 What do different people believe about God?</i> Suggest why having a faith or belief in something can be hard. (B2) Identify how and say why it makes a difference in people's lives to believe in God. (B1)</p> <p><i>L2.2 Why is the Bible so important for Christians?</i> Give examples of how and suggest reasons why Christians use the Bible today. (B1)</p> <p><i>L2.4 Why do some people pray?</i> Describe ways in which prayer can comfort and challenge believers. (B2). Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. (B3)</p> <p><i>L2.5 Why are festivals important to religious communities?</i> Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). (B2)</p> <p><i>L2.7 What does it mean to be a Christian living in Britain today?</i></p>	<p><i>L2.1 What do different people believe about God?</i> Ask questions and suggest some of their own responses to ideas about God. (C1)</p> <p><i>L2.2 Why is the Bible important for Christians today?</i> Discuss their own and others ideas about why humans do bad things and how people try to put things right. (C3)</p> <p><i>L2.7 What does it mean to be a Christian in Britain today?</i> Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. (C2)</p>



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Identify similarities and differences in the way festivals are celebrated within and between religions. (A3)		Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).	
Language Enrichment	First Hand Experiences	Purpose / Life Skills	Previous Knowledge
<p>Discussion</p> <p>Explaining beliefs</p> <p>Drama</p> <p>Debates</p> <p>Hot-seating</p> <p>Asking and responding to questions.</p>	<p>Reading special books</p> <p>Sharing beliefs and celebrations.</p> <p>Demonstrating faith through artwork and writing.</p>	<p>Understanding how and why others believe in different faiths.</p> <p>Respect and tolerance.</p> <p>Knowledge of different texts.</p>	<p><u>Expressing:</u></p> <p><i>1.3 Who is Jewish and what do they believe?</i> Talk about how the mezuzah in the home reminds Jewish people about God. (A3) Retell a story that shows what Jewish people at the festival of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. (A2).</p> <p><i>1.6 How and why do we celebrate special and sacred times?</i> Identify some ways Christians celebrate Christmas/Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion. (A1) Retell stories connected with Christmas/Easter/ Harvest/Pentecost and a festival in another religion and say why these are important to believers. (A2)</p> <p><i>1.2 Who is a Muslim and what do they believe?</i> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. (A1) Retell a story about the life of Prophet Muhammad. (A2) Recognise some objects used by Muslims and suggest why they are important. (A2)</p> <p><i>1.8 How should we care for others and the world, and why does it matter?</i> Retell Bible stories and stories from another faith about caring for others and the world. (A2)</p> <p><u>Believing:</u></p> <p><i>1.6 How and why do we celebrate special and sacred times?</i> Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. (B1)</p> <p><i>1.3 Who is Jewish and what do they believe?</i> Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. (B1)</p> <p><i>1.2 Who is a Muslim and what do they believe?</i> Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. (B1)</p> <p><i>1.8 How should we care for others and the world, and why does it matter?</i> Identify ways that some people make a response to God by caring for others and the world. (B1)</p>



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			<p><b><u>Believing:</u></b></p> <p><i>1.3 Who is Jewish and what do they believe?</i> Ask some questions about believing in God and offer some ideas of their own. (C1)</p> <p><i>1.6 How and why do we celebrate special and sacred times?</i> Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied and say why they matter to believers. (C1)</p> <p><i>1.8 How should we care for others and the world, and why does it matter?</i> Talk about issues of good and bad, right and wrong arising from Bible stories and stories from other faiths about caring for others and the world. (C3) Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. (C2) Use creative ways to express their own ideas about the creation story and what it says about what God is like. (C1)</p>
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