

Manor Primary School
RE. Year 3 Autumn term.
How did the World begin? Creation Stories.

Overview of the Learning

In this unit children will:

In this unit of learning pupils will reflect on their ideas of creation and investigate and respond to the ways in which the Christian, Muslim and Hindu faiths explain creation and have opportunities to compare different ideas. They consider the concepts of responsibility, obedience, faith and commitment and relate these to their own experiences and choices. They explore how the natural world affects daily life and consider the importance of looking after the world and their responsibility for the environment.

Core Aims

- Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- Identify and begin to describe the similarities and differences within and between religions
- Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them
- Describe and begin to understand religious and other responses to ultimate and ethical questions
- Use specialist vocabulary in communicating their knowledge and understanding
- Use and interpret information about religions from a range of sources

Pupils should be taught

- Reflect on what it means to belong to a faith community, communicating their own and others' responses
- Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- Discuss their own and others' views of religious truth and belief, expressing their own ideas
- Reflect on sources of inspiration in their own and others' lives.

Expectations

Children can:

Use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences.

Make links between beliefs and sources, including religious stories and sacred texts.

Begin to identify the impact religion has on believers' lives.

Describe some forms of religious expression.

Pupils identify what influences them, making links between aspects of their own and others' experiences.

Ask important questions about religion and beliefs, making links between their own and others' responses.

Make links between values and commitments, and their own attitudes and behaviour.

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Manor Primary School
RE. Year 3 Spring term.

How do Jewish people express their beliefs in practice?

Overview of the Learning

In this unit of learning pupils will reflect on the key beliefs and practices in Judaism, emphasising current practice while giving children the opportunity to learn about the historical foundation of the religion. Children have opportunities to express their own feelings about these beliefs and practices.

Core Aims

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- identify and begin to describe the similarities and differences within and between religions
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them
- describe and begin to understand religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding
- use and interpret information about religions from a range of sources

Pupils should be taught

- reflect on what it means to belong to a faith community, communicating their own and others' responses
- respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- discuss their own and others' views of religious truth and belief, expressing their own ideas
- reflect on sources of inspiration in their own and others' lives.

Expectations

Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

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Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.

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RE. Year 3 Summer Term.

What religions are represented in our neighbourhood?

Overview of the Learning

In this unit of learning pupils will learn about religion in their local area by collecting and interpreting evidence from a range of sources. They develop their understanding of the ways in which individuals and communities express their religious identity.

Core Aims

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- identify and begin to describe the similarities and differences within and between religions
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them
- describe and begin to understand religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding
- use and interpret information about religions from a range of sources

Pupils should be taught to:

- reflect on what it means to belong to a faith community, communicating their own and others' responses
- respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- discuss their own and others' views of religious truth and belief, expressing their own ideas
- reflect on sources of inspiration in their own and others' lives.

Expectations

Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression. Pupils identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.

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