

Religious Education Learning Sequence Document – Year 3/4 – 2021/2022



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry question	What do Christians learn from the creation story?	How do festivals and family life show what matters to Jews?	What is it like for someone to follow God?	How do festivals and worship show what matters to Muslims?	What kind of world did Jesus want?	How and why do people mark the significant events of life?
Sequence of learning:	1-Our wonderful world and the creation story. 2-How do Christians look after the world? 3-What can Christians learn from the creation story? 4-Why is nature important? How can we look after the world? 5-What happens after the creation story? Genesis 2:15-17 and chapter 3.	1-Rosh Hashanah. 2-Yom Kippur. 3-Passover. 4-Ten commandments. 5-Jewish prayers and blessings.	1-Exploring the bible. 2-The story of Noah from Genesis 6:5-9:17 and act out. 3-Comparing rules given to Noah and the commandments. 4-How can we make the world a better place? 5-Promises- Christian weddings.	1-The Quran- chapter 1, Surah. 2-Salah- Prayer five times a day. 3-The Mosque. 4-Ramadan and Eid-ul-Fitr. 5-Ibadah (worship).	1-The disciples and Jesus' expectations. Matthew 4:18-22 2-What did Jesus want? Sharing stories for discussion- Leper, good Samaritan. 3-What are Christians doing to create Jesus' world? 4-Church leaders. 5-What kind of world do you want?	1-Ceremonies to mark life's milestones- Christianity- Baptism, communion, confirmation. 2-Ceremonies to mark life's milestones- Judaism- Bar/bat mitzvah/ non-religious. 3-Meaning and value of weddings- compare Christian and Hindu. 4-Lifes journey- map of life.
Learning outcomes:	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise 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"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant <p>Understand the impact:</p> <ul style="list-style-type: none"> Make 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"> Make links between the story of Noah and how we live in school and the wider world. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1 Make 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"> Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make 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"> 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 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 their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian <p>Understand the impact:</p> <ul style="list-style-type: none"> Give 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"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies



						<ul style="list-style-type: none"> • Give good reasons why they think ceremonies of commitment are or are not valuable today
Vocabulary:	God Christians Creation story Nature World Humans Genesis Jews Church Hymns	Jewish Judaism Yom Kippur Rosh Hashanah Passover Ten commandments Festivals Celebrations Prayers Blessings	God Promises Noah Stories Bible Agreements Covenants Pacts Obedience Wedding Christian	Muslim Quran Prayer Ibadah Worship Ramadan Eid-ul-Fitr Islam Self-discipline	Jesus Disciples Bible Gospel Leper Leaders Church Samaritan Healing Faith	Christianity Hinduism Judaism Ceremonies Journey Commitment Communion Dedication Bat/bar mitzvah Wedding Promises Compare Similarities Differences Community Belonging Belief