

Religious Education Learning Sequence Document – Year 3/4 – A

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| UNIT | What do Christians learn from the creation story? (Unit 23) | How do festivals and family life show what matters to Jews? (Unit 22) | What is it like for someone to follow God? (Unit 19) | How do festivals and worship show what matters to Muslims? (Unit 21) | What kind of world did Jesus want? (Unit 25) | How and why do people mark the significant events of life? (Unit 30) |
| BUILDS ON | CREATION: Who do Christians say made the world? (Unit 7) | Who is Jewish and how do they live? (Unit 9) | GOSPEL: What is the good news Christians believe Jesus brings? (Unit 14) | Who is Muslim and how do they live? (Unit 17) | GOSPEL: What is the good news Christians believe Jesus brings? (Unit 14) | What makes some places special to believers? (Unit 18) |
| Sequence of learning: | <ol style="list-style-type: none"> Where does Creation belong in the 'Big Story' of the Bible? What kind of world do Christians believe in? What do we mean by good? How have Christians interpreted looking after the world? How do different Christians think about and look after the environment? What do Christians mean by 'The Fall'? What do many Christians learn from the stories of Creation and the Fall? | <ol style="list-style-type: none"> What do many Jewish people do to mark Shabbat? What does Shabbat look like in the UK today? What do different Jewish people celebrate at Rosh Hashanah? What happens at Yom Kippur? What is the story of Passover? Why do many Jews celebrate Passover every year? | <ol style="list-style-type: none"> Which information about Bible stories can we get from different types of texts? What can we say about Noah from reading the biblical story? What is the link between the story of Noah and the idea of covenant? What are the links between the story of Noah and how many Christian people live? Did Abram show he trusted in God? Is it always easy for Christians to try to follow God? | <ol style="list-style-type: none"> How do festivals and family life show what matters to a Muslim? What does the opening chapter of the Qur'an teach Muslims about God? Why does prayer matter to Muslims? Why is the mosque a special place for Muslims? Why do Muslims celebrate at the end of Ramadan? How do festivals and worship show what matters to a Muslim? | <ol style="list-style-type: none"> Why did Jesus want his followers to tell others about him? How do you think they felt when they were asked to be 'fishers of men'? What is evangelist? How is a vicar like a fisher of men? What can Christians learn from the story of Jesus and the leper? What is Jesus trying to teach his followers about how to act through the parable of the Good Samaritan? What kind of world did Jesus want? | <ol style="list-style-type: none"> How and why do people mark the significant events in life? What is the significance of baptism for Christians? What happens and what does it mean? How do many Jewish people mark becoming an adult? What ceremonies do many Hindus mark in the journey of life? Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises? Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises? |
| 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) | <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 | <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 worshiping; 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> | <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> | <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 |

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| | <ul style="list-style-type: none"> Describe how and why Christians might pray to God, say sorry and ask for forgiveness Make connections: <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 | festivals, both at home and in wider communities Make connections: <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 | | <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. | <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. | forgiveness, salvation and freedom at festivals) <ul style="list-style-type: none"> Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) Make connections: <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 Give good reasons why they think ceremonies of commitment are or are not valuable today |
| Vocabulary: | Big Catholic church creation Fall genesis sin temptation | Torah Yom Kippur Orthodox Shabbat Rosh Hashanah Shema forgiveness | prophets Abram Noah Old Testament pilgrimage Muslims Abraham covenant righteous | prophet Muhammad Allah fasting Quran Salah Ramadan Eid | Jesus disciples clergy Galilee vicar parable Samaritan Gospel evangelist | journey baptism commitment marriage bar mitzvah bat mitzvah ceremony |