

Year 3 Long Term Plan

Unit Name and Religions covered	Golden Thread	Optional Enquiry Questions	Statutory End of Key Stage Statements
<p align="center"><b>Religion, Family and Celebrations</b></p> <p>Christianity ,Judaism, Islam, Non-Religious viewpoints</p>	<p align="center"><b>Religious/Non-religious worldview in the wider world</b></p>	<p>Are celebrations important to people?</p> <p>Do all Jewish groups mark important events in the same way?</p> <p>How and why do Jews celebrate?</p> <p>Is belonging to a community important to all Jews/ Humanists?</p> <p>How and why is freedom linked to Passover?</p>	<p>30. Describe three key ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah. (Use examples from different traditions)</p> <p>31. Explain the key events in a Jew’s life (eg Bat/Bar Mitzvah) and suggest why they are important to Jews.</p> <p>40. Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences and material studied.</p>
<p align="center"><b>Incarnation</b></p> <p>Christianity, Non-Religious Viewpoints</p>	<p align="center"><b>Belonging</b></p>	<p>How important is it to people that they re-enact the nativity every year?</p> <p>What do Humanists say? Do they all agree? Does the idea of God make sense?</p> <p>Was Jesus the Messiah?</p> <p>Why do Christians call Jesus Saviour at Christmas?</p>	<p>18. Explain what Christians can learn about Jesus from the nativity stories, ie ‘God with us ‘Emmanuel’.</p> <p>19. Describe and suggest reasons why Christians call Jesus ‘Saviour’ using references from key texts studied, eg Creation; The Fall, Christmas; The Story of Zacchaeus &amp; Easter.</p> <p>40. Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences &amp; material studied</p>

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<p align="center"><b>Texts and Religious Artefacts</b></p> <p align="center">Christianity, Judaism, Islam</p>	<p align="center"><b>Authority</b></p>	<p>Is Muhammad (PBUH) important to all Muslims?</p> <p>How have Muslims contributed to local and world History? (historical question)</p> <p>How do other religious groups contribute to society? (sociological)</p> <p>What makes something sacred/holy for some people?</p> <p>How and why is the Torah important to Jewish people?</p>	<p>27. Recognise a Qur'an and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God).</p> <p>28. Make a link between two Muslim artefacts (e.g. Qur'an stand and Prayer mat); fasting during Rama dan and the celebration of Id-ul-Fitr</p> <p>34. Identify ways in which the Jews show respect for the Torah</p>
<p align="center"><b>Salvation and Resurrection</b></p> <p align="center">Christianity, Non-Religious Viewpoints</p> <p>Taught using Understanding Christian Unit 2A.5 (core)</p>	<p align="center"><b>Marking life's journey</b></p>	<p>What difference does believing in the resurrection make?</p> <p>Why do Christians believe God rescued people? What do differing groups say?</p> <p>Can people come back to life? Is there life after death?</p>	<p>19. Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, e.g. Creation; The Fall, Christmas; The Story of Zacchaeus &amp; Easter.</p>

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<p align="center"><b>God</b></p> <p align="center">Christianity, Judaism, Islam, non-religious viewpoints</p>	<p align="center"><b>God, the world, and self</b></p>	<p align="center">What does it mean to be religious?</p> <p align="center">How does following a set of rules make you a good person?</p> <p align="center">Where so we get our beliefs from? 'Nobody stands nowhere'. What makes you, you? How do I know what to believe?</p>	<p>24. Explain how Muslims describe Allah, eg using 99 names</p> <p>37. Describe what Christians &amp; Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer. 'Joseph' showing God as guide &amp; protector.</p> <p>38. Compare and contrast the Christian Jewish &amp; Muslim ideas of God linking their ideas in with other secular views &amp; perspectives</p> <p>36. Explain why the 10 commandments are important to both Jews &amp; Christians. Link ideas to other sacred texts/non-religious teachings</p>
<p align="center"><b>Religion, family and community</b></p> <p align="center">Christianity, Judaism, Islam, non-religious viewpoints</p>	<p align="center"><b>Personal Belief</b></p>	<p align="center">How do people of religious/non-religious worldviews respond to world poverty?</p> <p align="center">Is it always right to give to charity?</p> <p align="center">How and why do people within religions/worldviews (use 3 tradition) work for justice and equality?</p> <p align="center">How do beliefs shape people's</p>	<p>23. Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, eg the two most important commandments, love &amp; forgiveness stories, 'The Parable of the Good Samaritan', 'The Parable of the Prodigal Son', 'The Parable of the Sower', 'The Lord's Prayer').</p> <p>29. Explain how Muslims organisations help people in need</p> <p>39. Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers</p>

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		<p>lives? How do they differ?</p> <p>What does it mean to a Christian to love according to what the Bible says?</p> <p>Does love really exist and can it change the world?</p>	
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**Enquiry Questions:**

**Red=Theology**

**Green=Human and Social Sciences**

**Blue=Philosophy**

**Purple=other**