RE year group overview – year 3

RE Intent: At Slade Primary School, our Religious Education (RE) curriculum is designed to foster understanding, respect, and empathy in a diverse and multi-faith society. With inclusivity at the heart of our curriculum, we aim to provide high-quality, balanced RE that explores a range of religious and non-religious worldviews, helping children to develop their own beliefs and values in a safe, respectful environment.

Key Concept and Unit of work	Key objectives	End Point
God **What is it like for someone to follow God?**	• To make clear links between the story of Noah and the idea of covenant • To make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony • To make links between the story of Noah and how we live in school and the wider world.	I can describe some of the stories from the Old Testament and use the text to unpick meaning.
God **What is 'The Trinity' and why is it important to Christians?**	• To recognise what a 'Gospel' is and give an example of the kinds of stories it contains • To offer suggestions about what texts about baptism and Trinity mean. • To give examples of what these texts mean to some Christians today. • To describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live • To make links between some Bible texts studied and the idea of God in Christianity.	I can describe the baptism of Jesus and state why it is important to Christians. I can describe Christion beliefs about the Trinity.
God **What do Christians learn from the Creation story?**	• To place the concepts of God and Creation on a timeline of the Bible's 'Big Story' • To make clear links between Genesis 1 and what Christians believe about God and Creation. • To recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world. • To describe what Christians do because they believe God is Creator. • To describe how and why Christians might pray to God, say sorry and ask for forgiveness. • To ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.	I can explain how the stories of the Creation and The Fall fit into the 'big story' of the bible.
Islam	• To identify some beliefs about God in Islam, expressed in Surah 1. • To make clear links between beliefs about God and ibadah.	I can explain key Muslim beliefs about festivals and worship.

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How do festivals and worship show what matters to Muslims?	• To give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • To make links between Muslim beliefs about God and a range of ways in which Muslims worship • To 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. • To 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.	
Judaism **How do festivals and family life show what matters to Jewish people?**	• To identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. • To make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. • To offer informed suggestions about the meaning of the Exodus story for Jews today • To make simple links between Jewish beliefs about God and his people and how Jews live • To describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.	I can explain Jewish worldviews and ways of life, showing understanding of festivals and ideas of forgiveness, remembering, and freedom.
Thematic **How and why do people try to make the world a better place**	• Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). • To make links between religious beliefs and teachings and why people try to live and make the world a better place. • To make simple links between teachings about how to live and ways in which people try to make the world a better place. • To describe some examples of how people try to live (e.g. individuals and organisations) • To identify some differences in how people put their beliefs into action.	I can describe what motivates Jewish, Christian and Muslim people to care for the world, basing my knowledge on scripture and religious teaching.

Disciplinary Knowledge

Substantive Knowledge