

Year 3 RE Curriculum

Autumn	Spring	Summer
<p>Domestic Church- Homes God's dream for every family: -to ask and respond to questions about their own and others' experiences and feelings about homes. -to ask questions about what they and others wonder about what makes a house a home and realise that sometimes this is a difficult question to answer. -to retell some of the advice offered by Paul in his letters about living together as a family and the life of the Holy Family. - to describe some ways Christians live as people chosen by God. - to ask questions about what they and others wonder about how God is always with us, and realise that this is a difficult question to answer.</p> <p>Other faiths -Judaism Places for worship – the synagogue: -to understand there are special places: the synagogue. -to learn about the inside the synagogue. -to know the synagogue is a community centre and respect for the importance of the synagogue.</p> <p>Baptism/Confirmation- Promises The meaning of the commitment and promises made at Baptism: -to ask and respond to questions about promises. - to ask questions about what they and others wonder about why people make promises. -to begin to make links between their actions and the promises made. able to retell the story of the Baptism of Jesus. - to describe the actions and symbols used at Baptism.</p>	<p>Local Church- Journeys Christian family's journey with Jesus: -to ask and respond to questions about their own and others' experiences and feelings about the events which mark the year or the season. - able to ask questions about what they and others wonder about how we help one another on the journey through the year. - to make links to show how feelings and beliefs affect how they and others behave in their life journey and what is important to them. - to use a developing religious vocabulary to give reasons why Catholics celebrate certain feasts of the year and the reasons for the actions and symbols used. -to retell some of the stories of the Mysteries of the Rosary or the special feasts of the year. - to use religious words and phrases to describe the liturgical year and how it is composed of seasons and feasts days. - to describe how some prayer leads to good actions. - to begin to make links between some scripture and what Christians believe. - to use a developing religious vocabulary to begin to give reasons why Catholics celebrate certain feasts of the year and the reasons for the actions and symbols used.</p> <p>Eucharist – Listening and sharing Listening to the Word of God and sharing Holy Communion: -to ask and respond to questions about their own and others' experiences and feelings about listening well and sharing. - to ask questions about what they and others wonder about the joys and difficulties of listening and sharing</p>	<p>Pentecost- Energy Gifts of the Holy Spirit: -to ask and respond to questions about their own and others' experiences and feelings about the power of fire and wind and how this energy can be used for good. - to ask questions about what they and others' wonder about the power of wind and fire and realise that some of these questions are difficult to answer. - to compare their own and other people's ideas about questions that are difficult to answer about the best use of the power of wind and fire. - to retell the story of the Ascension and the coming of the Holy Spirit at Pentecost. - to use religious words and phrases to describe what happened to the apostles at Pentecost, what they saw and felt. - to describe some ways in which Christians live when they use the energy and gifts of the Holy Spirit. -to begin to make links between the Pentecost story and Christian belief in the power of the Holy Spirit. - to give reasons for the love Christians show because they are inspired by the Holy Spirit.</p> <p>Reconciliation/Anointing of the sick- Choices The importance of conscience in making choices: -to ask and respond to questions about their own and others' experiences of making choices. -to ask questions about what they and others wonder about how choices are made and realise that some of these questions are difficult to answer. -to begin to make links to show how feelings and beliefs affect their and others' decisions about choices and their consequences. - to compare their own and other people's ideas about</p>

- to use a developing religious vocabulary to give reasons for the actions and symbols used at Baptism.
- to give reasons for the promises made at Baptism.
- to give reasons how and why Christians live as followers of the Light of Christ.

Advent/Christmas- Visitors

Advent: waiting for the coming of Jesus:

- to ask and respond to questions about their own and others' experiences and feelings about visitors.
- to ask questions about what they and others wonder about the joys and demands of visitors and why they might feel like that and realise that these questions are difficult to answer.
- to retell the stories of the events surrounding the birth of Jesus.
- Some children will be able to describe how Christians use the time of Advent to reflect on their lives in preparation for coming of Jesus.
- to begin to make links between the Scripture they have explored and Advent as a season of getting ready for the coming of Jesus.
- to give reasons for some of the religious actions of Christians during Advent/Christmas to prepare for the coming of Jesus.

and realise that some of these questions are difficult to answer.

- to being to make links to show how feelings and beliefs affect their own and others' desire to listen and to share.
- to begin to compare their own and others' ideas about the questions of how and why we listen and share and that these questions are difficult to answer.
- to use religious words and phrases to describe the actions and symbols used during the celebration of the Eucharist.
- to describe some ways in which Christians share God's love with others.
- to being to use a developing religious vocabulary to give reasons for specific actions and words used during the celebration of the Eucharist.
- to give reasons why Christians want to share the Good News of Jesus.

Lent/Easter- Giving All

Lent a time to remember Jesus' total giving:

- to ask and respond to questions of their own and others' experience and feelings of how people give themselves for others.
- to ask and respond to questions about the courageousness of giving and realise that some questions are difficult to answer.
- to begin to make links to show how feelings and beliefs affect their own and others' attitude to giving of themselves.
- to retell some of the stories of Holy Week and the Resurrection.
- to use religious words and phrases to describe the religious actions and symbols of Lent and Holy Week.
- to describe some ways in which Christians use the time of Lent to give to others.
- to begin to make links between the scripture and what Christians believe about how they should act.
- to begin to give reasons given by Christians for being kind and generous, especially during Lent.

questions of choices and their consequences and realise that these questions are difficult to answer.

- to retell the stories of the Two Sons and the Prodigal Son.
- to use religious words and phrases to describe saying sorry and asking for forgiveness.
- to describe the Sacrament of Reconciliation.
- to describe a simple Examination of Conscience and to write or say a sorry prayer.
- to describe some ways in which followers of Jesus live.
- to begin to make links between religious stories and the belief in a loving and forgiving God.
- Some children will be able to use a developing religious vocabulary to begin to give reasons for what happens in the Sacrament of Reconciliation.
- to begin to give reasons why particular Christians make good choices and follow Jesus.

Other Faiths- Islam

Places for worship – the mosque:

- to know special buildings and going to the mosque.
- to learn about inside the mosque.
- to learn about the activities at the mosque and respect for the importance of the mosque.

Universal Church- Special Places

Special places for Jesus and the Christian community

- to ask and respond to questions about their own and others' experiences of and feelings about special places.
- to ask questions about what they and others wonder about special places and realise that some of these questions are difficult to answer.
- to make links to show how feelings and beliefs about special places affect their behaviour and that of others.
- to compare their own and others' ideas about questions that are difficult to answer, relating to why some places are special.
- to retell the stories about special places for Jesus.
- to describe some ways in which religion is lived out

		<p>by Christians in terms of pilgrimage and worship.</p> <ul style="list-style-type: none">- to use a developing religious vocabulary to give reasons why Christians go on pilgrimage.- to give reasons why Christians should care about the world.
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