**Religious Education End Points – Year 3**

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|  | **Pupils will know that…** | | **Pupils will be expected to…** | |
| Autumn 1  Harvest | \*Harvest is celebrated by people of all faiths and none.  \*Harvest is mentioned throughout the Old Testament.  \*There is a connection between Christian belief and behaviour in relation to celebrating the harvest. | | \*Describe the ways in which Christian harvest festival celebrations show Christian values in action. \*Describe and recognise similarities between different religious harvest festivals  \*Express their own opinion as to why communities celebrate Harvest. | |
| Autumn 2  Called by God | \*The Old Testament Prophets were called by God to give his message to the people. They were telling the people to turn back to God and mend their relationship with him. This is the beginning of God’s salvation plan. \*People are called by God today, and their lives are changed as they respond in a variety of ways e.g. ordination, ministry in the local church or missionary work abroad etc. | | \*Talk about in detail the Bible stories you have discussed and ask important questions.  \*Interpret the stories and identify Christian beliefs.  \*Use developing religious vocabulary to show that they understand the Christian beliefs.  \*Describe the impact of responding to God’s call on a person’s life.  \*Tell you what they think God would be asking prophets to speak out against today | |
| Christmas | \*Christians believe that Christmas is a celebration of the arrival of Emmanuel, who is Jesus God with us.  \*Christians believe God is with them through his Son, Jesus, and the Holy Spirit.  \*Christians believe that the presence of God changes their lives. | | \*Make links between their own experiences and the experiences of others.  \*Retell stories about the presence of Jesus changing people’s lives.  \*Describe the ways in which the actions of Christians show Jesus’ presence in the world.  \*Ask good questions about religious beliefs. | |
| Spring 1 + 2  Rules for living | \*All world faiths have rules to follow that have been established a long time ago.  \*Christians and Jews believe Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai.  \*The 5 pillars set the Muslim rules for living and they follow rules set out in the Qur’an.  \*Buddhists try to follow the teachings of the Buddha.  \*The ten commandments are the foundation of Christian and Jewish societies.  \*Some people choose not to follow any specific set of religious rules. | \*Talk about the story of Moses and the impact of the ten commandments.  \*Identify the Sikh 5 Ks.  \*Talk about the rules and laws that they try to follow in their own lives.  \*Describe ways in which Christians live out Jesus’ command to love one another.  \*Make links between beliefs and behaviour.  \*Identify the impact that the 5 pillars of Islam have on a Muslim way of life.  \*Identify symbols and objects in their lives that reflect their commitments.  \*Describe the impact that following religious rules has on believers’ lives.  \*Recognise similarities and differences within and between religions.  \*Make the connection between the Christian concept of the Fall and as a consequence the need for rules.  \*Express their own ideas about rules. | | |
| Easter | \*The events of Palm Sunday, Holy week and Easter are a combined mixture of the emotions of joy and sadness.  \*The church remembers and marks the events of Holy Week in a variety of ways.  \*The events of Holy Week reveal what Jesus came to earth to do – God’s salvation plan. | | \*Use religious vocabulary to retell in detail the stories of Palm Sunday, Holy Week and Easter.  \*Ask good questions about the events of Palm Sunday, Holy Week and Easter and Christian belief associated with these events.  \*Use religious vocabulary to make links between people’s values and behaviour.  \*Describe the impact of the events of Palm Sunday, Holy Week and Easter on the lives of people today | |
| Summer 1  MAST warm hearts | \*Reflect on their own experiences of what makes their ‘heart warm’.  \*To explore four key moments in the life of John Wesley.  \*To explore the meaning behind the story of Jesus’s resurrection.  \*Reflect on their own ideas of spirituality. | | \*Describe the experience of John Wesley, when his heart was warmed.  \*Use religious vocabulary to describe what Christians believe about the Holy Spirit.  \*Ask good questions of their own about how people ‘feel God’s presence’. | |
| Summer 2  Jesus | \*Christians believe Jesus is the Son of God he was both God and man.  \*Christians believe Jesus has power and authority from God over every aspect of creation, life and death.  \*There are people who have stood up and spoken out against authorities in situations of injustice.  \*The Jewish holy day is Shabbat and there are many traditions and rules associated with Shabbat. | | | \*Retell the Bible stories covered in this unit.  \*Make links between the Bible texts and Christian beliefs and values.  \*Talk about people who have inspired them and why. |