

Year 3

Year 3 Autumn 1 - Creation		
Concept	Creation Key Question: What is the value of creation stories to Christians and Hindus? Concept Group B Concepts that are shared by many religions	
Context	Creation Stories	
Tradition	Christian and Hindu	
Milestone at the end of year 4: At Communicate: Children express creatively as well as describe their response to their own concepts/words introduced. At Apply: Children can recognise and describe how their responses relate to events in their own and sometimes other people's lives. At Inquire: Children can accurately describe what has been taught about the concept/word and how they are used in the tradition studied (taught at the inquire step). At Contextualise: Children can accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied (taught at the contextualise step). At Evaluate: Children can discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Children can discern possible value for their own lives and communities (not only assessed through summative assessment). Key: Assessment Opportunity		
Substantive Knowledge	Personal Knowledge	Disciplinary Knowledge 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> Creation means the action or process of bringing something into existence such as the creation of the universe, especially when regarded as an act of God. Know that in the Christian Creation Story, God created the world and all that is on it in 6 days. God made day and night, dark and light, the land and water, all the animals, plants and people. On the 7th day he rested. In the Hindu Creation story Brahma created the world from the petals of a lotus blossom, the heavens then the earth then the skies, followed by plant life then living creatures giving them the power to see, hear and move. Hindus believe there is one God but use different names. As Lord Brahma he is the creator of the world, as Lord Vishnu he looks after the world and that as Lord Shiva he will destroy the world. There are similarities and differences between the Christian and Hindu creation stories. Other cultures also have their own different creation stories and beliefs. 	Children will Know why by... <ul style="list-style-type: none"> At Communicate...expressing creatively as well as beginning to describe their response to the concept <i>creation</i> At Apply... recognising and beginning to describe examples of how their response to <i>creation</i> relates to their own and others' lives. 	Children will Know how to ... <ul style="list-style-type: none"> Inquire...begin to accurately describe the concept <i>creation</i> Children will know how to use a thesaurus to find a description of the word creation. Contextualise...begin to accurately describe the Hindu <i>creation</i> story Evaluate...discern and begin to describe the value of <i>creation</i> stories to Christians and Hindus
Vocabulary	Creation, Christian, Hindu, Tradition Belief, God, world, universe, heavens, earth, sky, animals, plants, lotus flower, sea of nothing, Brahma, Vishnu, Shiva Enquiry skills: concept, inquire, contextualise, evaluate, communicate, apply	
Opportunities for promoting	Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Using imagination and creativity in their learning.	



<p>children's spiritual, moral, social and cultural (SMSC) development.</p>	<p>Moral: developing an interest in investigating and offering reasoned views about moral and ethical issues and the ability to understand the viewpoint of others.</p> <p>Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.</p> <p>Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.</p>
<p>Enrichment & wider development</p>	



Year 3 Autumn 2 - Holy

Concept	Concept: Holy Key Question: What is our opinion about many Christians showing reverence to Holy Mary? Concept Group B Concepts that are shared by many religions	
Context	Mary mother of God	
Tradition	Christian	
Milestone at the end of year 4: At Communicate: Children express creatively as well as describe their response to their own concepts/words introduced. At Apply: Children can recognise and describe how their responses relate to events in their own and sometimes other people's lives. At Inquire: Children can accurately describe what has been taught about the concept/word and how they are used in the tradition studied (taught at the inquire step). At Contextualise: Children can accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied (taught at the contextualise step). At Evaluate: Children can discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Children can discern possible value for their own lives and communities (not only assessed through summative assessment). Key: Assessment Opportunity		
Substantive Knowledge	Personal Knowledge	Disciplinary Knowledge 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> Holy means someone or something dedicated to God. Mary was the mother of Jesus and that she was chosen by God for this role. God sent a message to Mary through the angel Gabriel. For many Christians, Mary is an example of a Holy person, because she obeys God always and is the mother of Jesus, the Son of God. Catholic Christians especially have statues, stained glass, hymns and prayers that are directed to Mary as a very important Holy person. Artwork about Mary often shows her as Holy (for example, by using a halo) and as the mother of Jesus. Reverence is deep respect for someone or something. 	Children will Know why by... <ul style="list-style-type: none"> At Communicate... express creatively as well as begin to describe their own response to the concept of <i>holy</i>. At Apply... recognise and begin to describe examples of their ideas about <i>holiness</i> and how they relate to their own and others' lives. 	Children will Know how to ... <ul style="list-style-type: none"> At Inquire ...begin to accurately describe what has been taught about <i>holy</i>. At Contextualise...begin to accurately describe how many Christians show that they believe Mary is <i>holy</i>. At Evaluate...discern and begin to describe the value of Mary as <i>holy</i> to many Christians.
Vocabulary	Enquiry skills: concept, inquire, contextualise, evaluate, communicate, apply	
Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development.	Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. Moral: developing an ability to understand and appreciate the viewpoints of others on these issues. Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.	



	Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.
Enrichment & wider development	



Year 3 Spring 1 –Good and Evil

Concept	Concept: Good and Evil Key Question: How does the festival of Holi help Hindus remember good overcoming evil? Concept Group A Concepts common to all people.	
Context	Holi	
Tradition	Hindu	
Milestone at the end of year 4: At Communicate: Children express creatively as well as describe their response to their own concepts/words introduced. At Apply: Children can recognise and describe how their responses relate to events in their own and sometimes other people’s lives. At Inquire: Children can accurately describe what has been taught about the concept/word and how they are used in the tradition studied (taught at the inquire step). At Contextualise: Children can accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied (taught at the contextualise step). At Evaluate: Children can discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Children can discern possible value for their own lives and communities (not only assessed through summative assessment). Key: Assessment Opportunity		
Substantive Knowledge	Personal Knowledge	Disciplinary Knowledge ‘Ways of Knowing’ Pillar
Children will Know that... <ul style="list-style-type: none"> Know that good and evil are antonyms (opposites): Good actions being in the best interests of the majority and evil being when the majority don’t benefit. On the first day people come together around a bonfire and celebrate good overcoming evil. The story of Prahlad is told at Holi, who was the son of a demon king. Prahlad worshipped Lord Vishnu instead of his father and was protected by him from being killed by his father. Hindus celebrate the festival by having bonfires, telling the story of Prahlad, throwing paint and celebrating with food and decorations. 	Children will Know why by... <ul style="list-style-type: none"> At Communicate...produce individual responses to <i>good and evil</i> in their own lives creatively and begin to describe their responses to them. At Apply...recognise and begin to describe incidents in their own and others’ lives where <i>good</i> comes out of <i>evil</i>. 	Children will Know how to ... <ul style="list-style-type: none"> At Inquire... begin to accurately describe the concepts of <i>good</i> and <i>evil</i>. At Contextualise...begin to accurately describe ways in which <i>Hindus remember good and evil in the story and celebrations of Holi</i>. At Evaluate...discern and begin to describe the value of the ways in which <i>good over evil</i> is celebrated by Hindus and identify any issues this might raise and possible value for their own lives and communities.
Vocabulary	good, evil, Hindu, Holi, festival, demon king, Prahlad, Holika, Lord Vishnu, worship, triumph, overcome	
	Enquiry skills: concept, inquire, contextualise, evaluate, communicate, apply	
Opportunities for promoting children’s spiritual, moral, social and cultural (SMSC) development.	Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values. Moral: developing an ability to understand and appreciate the viewpoints of others on these issues. Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.	



	Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.
Enrichment & wider development	



Year 3 Spring 2 – Changing Emotions

Concept	Concept: Changing Emotions Golden Thread: Love Key Question: How do Christians remember and express their emotions on Palm Sunday? Concept Group A Concepts common to all people.	
Context	Easter	
Tradition	Christian	
Milestone at the end of year 4: At Communicate: Children express creatively as well as describe their response to their own concepts/words introduced. At Apply: Children can recognise and describe how their responses relate to events in their own and sometimes other people’s lives. At Inquire: Children can accurately describe what has been taught about the concept/word and how they are used in the tradition studied (taught at the inquire step). At Contextualise: Children can accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied (taught at the contextualise step). At Evaluate: Children can discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Children can discern possible value for their own lives and communities (not only assessed through summative assessment). Key: Assessment Opportunity		
Substantive Knowledge	Personal Knowledge	Disciplinary Knowledge ‘Ways of Knowing’ Pillar
Children will Know that... <ul style="list-style-type: none"> Know that emotions are feelings and can change in response to situations and events. The sequence of the key events of the Easter story (Holy Week) Jesus’ arrival in Jerusalem; Jesus chases money changers out of Temple; Jesus has last supper with disciples; Jesus’ betrayal Jesus dies on the cross (crucifixion), he is buried in a tomb but was resurrected by God. A range of reasons for changes in personal emotions (other people’s actions or words, a message in a letter, watching a TV programme, a visit). Changing emotions throughout the events: For Jesus: arrival in Jerusalem - excited; chasing money-changers out of temple – angry Characters at the Last Supper: happy, worried, anxious, scared, shocked. Mary throughout the week: teaching-proud; crucifixion-sad, resurrection – happy. The emotions of Christians will change throughout Holy Week as they recall the story. 	Children will Know why by... <ul style="list-style-type: none"> At Communicate... express creatively as well as begin to describe their response to their own experiences Of changing emotions. At Apply...recognise and begin to describe how their responses to changing emotions relate to events in their own and sometimes other people’s lives. 	Children will Know how to ... <ul style="list-style-type: none"> At Inquire ...begin to accurately describe the concept changing emotions. At Contextualise ...begin to accurately describe how changing emotions are shown within the events of Holy Week in the lives of the people in the story. At Evaluate ...discern and begin to describe the value of remembering the changing emotions in the story to Christians as well as recognise any issues that this might raise and possible value for their own lives and communities.
Vocabulary	Easter, cross, temple, money changers, Last Supper, Jesus, Mary, crucifixion, resurrection, disciples, tomb.	
	Enquiry skills: concept, inquire, contextualise, evaluate, communicate, apply.	



<p>Opportunities for promoting children’s spiritual, moral, social and cultural (SMSC) development.</p>	<p>Spiritual: Providing an opportunity for reflection on their own lives and those of others. Giving opportunities to rejoice but also to see sadness where it exists.</p> <p>Moral: To reflect on making decisions and when others may influence us. To see when a decision is the right one and when someone is influenced by the wrong things.</p> <p>Social: To share our own experiences and respond to the experiences of others.</p> <p>Cultural: To develop greater awareness of the artistic heritage in the Christian tradition and to share what we like and value with others.</p>
<p>Enrichment & wider development</p>	



Year 3 Summer 1 - Symbol

Concept	Concept: Symbol Key Question: Why is the tree an important symbol for Christians and Hindus? Concept Group B Concepts that are shared by many religions	
Context	Trees	
Tradition	Christian and Hindu	
Milestone at the end of year 4: At Communicate: Children express creatively as well as describe their response to their own concepts/words introduced. At Apply: Children can recognise and describe how their responses relate to events in their own and sometimes other people's lives. At Inquire: Children can accurately describe what has been taught about the concept/word and how they are used in the tradition studied (taught at the inquire step). At Contextualise: Children can accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied (taught at the contextualise step). At Evaluate: Children can discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Children can discern possible value for their own lives and communities (not only assessed through summative assessment).		
Key: Assessment Opportunity		
Substantive Knowledge	Personal Knowledge	Disciplinary Knowledge 'Ways of Knowing' Pillar
Children will Know that... <ul style="list-style-type: none"> A symbol is something that stands for or represents something else to people. The tree as a symbol is very important in Christian and Hindu traditions The story of creation in Genesis is found in the Old Testament There are two trees in this story, the tree of life and the tree of learning about good and evil Both are important symbols of good and evil The Tale of the 3 trees shows how trees as a symbol are used in the story of Jesus An example is the tree used for his cross and therefore a symbol of his death For Hindus, the great God Brahma is seen as the root of all existence and the Banyan tree is a symbol of his immortality. As the root of a tree needs tending, so God should be worshipped. For some Hindus, the tree symbolises the Trimurti – Lord Vishnu being the bark, Lord Brahma the roots and Lord Shiva the branches of the tree. The story of Savitri and Satyavan explains the importance of the Banyan tree to some Hindu married women who water them, pray and worship around them for the long lives of their husbands and a long and happy marriage. 	Children will Know why by... <ul style="list-style-type: none"> At Communicate ... express creatively as well as begin to describe their own response to trees as symbols. At Apply ...recognise and begin to describe how their responses relate in their own and other people's lives with examples of when the tree symbol is used / is useful. 	Children will Know how to ... <ul style="list-style-type: none"> At Inquire ...begin to accurately describe what the word symbol means. At Contextualise ...begin to accurately describe how the symbol of a tree is used in Christian and Hindu traditions/ At Evaluate ... discern and begin to describe the importance of the tree as a symbol to Christians and Hindus and discern possible value for their own lives and communities.



<ul style="list-style-type: none"> Know that trees can symbolise different things to different people and are used as symbols in many different religions and cultures. 		
Vocabulary	Christian, tree, Garden of Eden, Adam, Eve, Jesus, Hindu(s), Trimurti, Lord Vishnu, Lord Brahma, Lord Shiva, Banyan tree, Savitri, Satyavan Enquiry skills: concept, inquire, contextualise, evaluate, communicate, apply	
Opportunities for promoting children’s spiritual, moral, social and cultural (SMSC) development.	Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values. Moral: developing an ability to understand and appreciate the viewpoints of others on these issues. Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities. Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.	
Enrichment & wider development		



Year 3 Summer 2 - Protection

Concept	Concept: Protection Key Question: How do different religions express their ideas about protection. Concept Group B Concepts that are shared by many religions	
Context	Raksha Bandhan	
Tradition	Hindu	
Milestone at the end of year 4:		
<p>At Communicate: Children express creatively as well as describe their response to their own concepts/words introduced.</p> <p>At Apply: Children can recognise and describe how their responses relate to events in their own and sometimes other people’s lives.</p> <p>At Inquire: Children can accurately describe what has been taught about the concept/word and how they are used in the tradition studied (taught at the inquire step).</p> <p>At Contextualise: Children can accurately describe some variations in ways in which the concept/word is shown in lives of people encountered and studied (taught at the contextualise step).</p> <p>At Evaluate: Children can discern and describe the value of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Children can discern possible value for their own lives and communities (not only assessed through summative assessment).</p>		
Key: Assessment Opportunity		
Substantive Knowledge	Personal Knowledge	Disciplinary Knowledge ‘Ways of Knowing’ Pillar
Children will Know that... <ul style="list-style-type: none"> Know that protection is when you are kept safe from being harmed by something bad or unpleasant The Hindu festival of Raksha Bandan celebrates the love between sisters and brothers Raksha means “protection” and Bandan means “to tie” Rakhis were traditionally strips of cotton but they can be of differing styles now One of the stories remembered in the festival is the story of Indra and his wife Indrani who prayed to Lord Vishnu. Lord Vishnu gave her a holy thread to tie around Indra’s wrist which protected him from evil 	Children will Know why by... <ul style="list-style-type: none"> At Communicate ...express creatively as well as begin describe a personal response to the concept of <i>protection</i>. At Apply ...recognise and begin to describe how protection is or can be applied in their own and others’ lives. 	Children will Know how to ... <ul style="list-style-type: none"> At Inquire ...begin to accurately describe what protection means. At Contextualise ... begin to accurately describe how protection is expressed by Hindus in the festival of Raksha Bandhan. At Evaluate ...discern and begin to describe the value, for Hindus, of celebrating protection and discern possible value for their own lives and communities.
Vocabulary	protection, Hindu, festival, Raksha Bandan, Indra, Indrani, Lord Vishnu, Raksha Bandhan, God, safe, belonging, brother, sister Enquiry skills: concept, inquire, contextualise, evaluate, communicate, apply	
Opportunities for promoting children’s spiritual, moral, social and cultural (SMSC) development.	<p>Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values.</p> <p>Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.</p> <p>Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.</p> <p>Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.</p>	



