



# Year 3 Autumn Term

This term in RE, we are exploring

Our Key Learning Objectives		
I can explain who founded Hinduism and where		
I can explain the main benefits of Hinduism		
I can explain which places are special to Hindus		
I can name and describe some Hindu festivals		
I can explain that Hindus have multiple Holy Books		
I can name and explain the meaning of Hindu symbols		
I can give my own description of God		
I can describe what it is like to follow God		

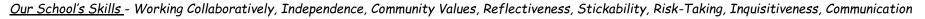
Tick the green box if you fully understand and can explain your knowledge to someone else. Tick the orange box if you understand a bit but would need some help to explain it to someone else. Tick the red box if you are still learning to understand.

#### **Key Words**

<u>Diwali</u> The festival of lights	Guru  Spiritual teacher, preceptor or enlightener.	Gods and God- desses - Hindus worship one Su- preme Being called Brahman though by different names	<u>Hindu –</u> a follower of Hinduism	<u>Shrines</u> - anything from a room, a small altar or simply pic- tures or statues	<u>Worship</u> honour to God
Murti – a statue of a God or Goddess	Mandir – the Hindu place of worship	<u>Aum –</u> the most sacred symbol in Hinduism	Brahman – the Hindu God and life force that is pre- sent in everything. The different Hindu Gods are all expressions of Brahman	Angel Gabriel an archangel who appears in the Bible	Community—sharing or having certain attitudes and interests in common

Write down any questions you would like to explore further.

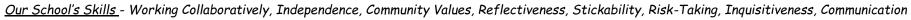
- •
- •
- •





## Beacon 2

- Reflect upon and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary
- Examine the different views and shared ideas about religious experience in religions and world views
- Understand the impact of faith on believers within local, national and global contexts,
- Demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging
- Explore shared human responsibility through enquiry and experience and express personal reflection and curiosity about ultimate questions
- Consider and discuss important issues and moral choices





# Year 3 Spring Term

This term in RE, we are exploring

Our Key Learning Objectives		
I can describe what Jesus' life was like		
I can explain what Jesus was trying to teach through his stories		
I can explain why Jesus was important to Christians		
I know what temptation means		
I can list some Easter celebrations and talk about my own experiences of Easter		
I can explain why Christians call the day Jesus died Good Friday.		

Tick the green box if you fully understand and can explain your knowledge to someone else. Tick the orange box if you understand a bit but would need some help to explain it to someone else. Tick the red box if you are still learning to understand.

#### **Key Words**

<u>Devil</u> -the supreme spirit of evil		Zaccheus The story of Zacchae-us became a popular teaching lesson in early Christianity	<u>Lent</u> —the time before Easter, which is devoted to fasting	<u>Good Friday</u> —the day Jesus died	Fasting—to not eat food for a period of time
Important - of great significance or value	<u>Influence</u> - have an effect on the character, devel- opment, or behaviour of someone	Shrove Tuesday— the traditional feast day before the start of Lent	Traditions - custom or belief that has been passed on from one generation to another.	Easter Sunday—the dy Christians celebrate the resurrection of Jesus	Resurrection-the rising of Christ from the dead.

Write down any questions you would like to explore further.

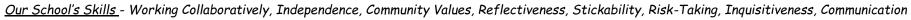
- •
- •
- •

Our School's Skills - Working Collaboratively, Independence, Community Values, Reflectiveness, Stickability, Risk-Taking, Inquisitiveness, Communication



## Beacon 2

- Reflect upon and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary
- Examine the different views and shared ideas about religious experience in religions and world views
- Understand the impact of faith on believers within local, national and global contexts,
- Demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging
- Explore shared human responsibility through enquiry and experience and express personal reflection and curiosity about ultimate questions
- Consider and discuss important issues and moral choices





# Year 3 Summer Term

This term in RE, we are exploring

Our Key Learning Objectives		
I can list the rules that Christians follow		
I can list the rules that Hindu's follow and compare to those that Christians follow		
I understand how my actions affect others		
I can explain how to be a good neighbour		
I know about human rights and can explain why we have them		
I know what democracy means and value other peoples contributions		

Tick the green box if you fully understand and can explain your knowledge to someone else. Tick the orange box if you understand a bit but would need some help to explain it to someone else. Tick the red box if you are still learning to understand.

#### **Key Words**

Rules - code of practice and discipline for a religious community	<u>Democracy</u> -the belief in freedom and equality between people	Laws - a rule of conduct or action that a nation or a group of people agrees to follow	<u>Liberty-</u> the freedom to live as you wish or go where you want	<u>Fair-</u> treating some- one in a way that is right or reasonable, or treating people equally	<u>Diversity-</u> People may be different in many ways, including race or ethnicity, age, disabili- ties, language, culture, <u>ap</u> pearance, or religion
Neighbour - to come alongside someone	rights and freedoms that	Responsibility - something that it is your job or duty to deal with	Good Samaritian- someone who tries to help peo- ple in trouble or need	British Isles— a geo- graphic area in Europe that includes Great Brit- ain. Great Britain is home to three countries: Eng- land, Wales, and Scotland. Ireland	Respect- a way of treating or thinking about something or someone. If you respect your teacher, you admire her and treat her well.

Write down any questions you would like to explore further.

- •
- •
- •

Our School's Skills - Working Collaboratively, Independence, Community Values, Reflectiveness, Stickability, Risk-Taking, Inquisitiveness, Communication



## Beacon 2

- Reflect upon and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary
- Examine the different views and shared ideas about religious experience in religions and world views
- Understand the impact of faith on believers within local, national and global contexts,
- Demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging
- Explore shared human responsibility through enquiry and experience and express personal reflection and curiosity about ultimate questions
- Consider and discuss important issues and moral choices