



## 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

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

Write down any questions you would like to explore further.

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## 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.			

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### Key Words

<u>Devil</u> -the supreme spirit of evil	<u>Temptation</u> -the desire to do something, especially something wrong or unwise	<u>Zaccheus</u> - The story of Zacchaeus 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	<u>Fasting</u> —to not eat food for a period of time
<u>Important</u> - of great significance or value	<u>Influence</u> - have an effect on the character, development, or behaviour of someone	<u>Shrove Tuesday</u> —the traditional feast day before the start of Lent	<u>Traditions</u> - custom or belief that has been passed on from one generation to another.	<u>Easter Sunday</u> —the day Christians celebrate the resurrection of Jesus	<u>Resurrection</u> -the rising of Christ from the dead.

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## 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

<b>Rules-</b> code of practice and discipline for a religious community	<b>Democracy-</b> the belief in freedom and equality between people	<b>Laws-</b> a rule of conduct or action that a nation or a group of people agrees to follow	<b>Liberty-</b> the freedom to live as you wish or go where you want	<b>Fair-</b> treating someone in a way that is right or reasonable, or treating people equally	<b>Diversity-</b> People may be different in many ways, including race or ethnicity, age, disabilities, language, culture, <b>appearance</b> , or religion
<b>Neighbour-</b> to come alongside someone	<b>Human rights-</b> the basic rights and freedoms that belong to every person in the world	<b>Responsibility-</b> something that it is your job or duty to deal with	<b>Good Samaritan-</b> someone who tries to help people in trouble or need	<b>British Isles-</b> a geographic area in Europe that includes Great Britain. Great Britain is home to three countries: England, Wales, and Scotland. Ireland	<b>Respect-</b> a way of treating or thinking about something or someone. If you respect your teacher, you admire her and treat her well.

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- Consider and discuss important issues and moral choices