

Year 3												
SACRE Barnsley Agreed Syllabus	AT1: Describe three things Christians believe in and say what difference the beliefs make at Christmas. Identify three main things another world religion believes in. Describe some symbols of belonging that Christians and another world religion use when they worship. Recognise and describe three similarities between a Christian festival and another world religion festival. List four differences between two different places of worship, answer and discuss the question 'What is the purpose of a sacred place?'						AT2: Ask good questions of my own about why worshippers choose to attend places of worship. Write my reflections on two religious values: how would my school change if we all lived by these values? Suggest answers a religious person might give to questions about their practice of giving to charity (eg Christian Aid and Muslims giving money or alms at Zakat). Prepare a reflection on the way religious festivals matter (eg resurrection at Easter and Hajj) making a link to what matters to me. Make a link between my own values and another religious value (eg caring for the sick and elderly).					
Question	Christianity and Islam Q1- Why are these words Special? Sacred Books		Christianity and Islam Q2- Why are some places special? Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages		Christianity and Islam Q3- How can faith contribute to Community Cohesion? Beliefs, ethics, family traditions and faith in the community		Christianity and Islam Q4 - Why are some times special? Festivals and families		Christianity and Islam Q5 - What can be learned from the lives of significant people of faith? Role models		Christianity and Islam Q6 - How do I and others feel about life and the universe around us? Ultimate questions	
Overview	In this question pupils learn to describe the stories and teachings of holy books, the Bible and the Quran, and make links with their own lives and ideas. In Year 3 pupils recognise the importance of respecting the sacred texts, such as the Quran and the Bible, and begin to show an understanding of how these sacred books influence people's lives.		In this question pupils learn to describe different places of worship, such as Churches and Mosques and their symbols, and link ideas about peace, strength, love or courage to ideas about worship. Pupils learn that pilgrimages come in many forms in different religions, making links to the idea of 'life as a journey'. In Year 3 pupils make links between the features of places of worship, such as Towers, Steeples, Minarets and Minbar and compare their similarities and differences. They also begin to recognise that some stories told have a significance to pilgrimages to places such as Mecca.		In this question pupils learn to describe what a difference believing makes in some religions, and begin to describe their own beliefs, linking them to religious ones. Pupils describe some of the ways a religion is expressed and the impact the the Christian and Islamic faith has on community life. They link the ideas to their own lives. In Year 3 pupils will describe the impact of some religious teachings, and how that influences care for others in the community. Pupils will look at issues other religions face living in the UK and the contributions that these religions make to society.		In this question pupils learn to describe religious artefacts, festivals and practices, linking them to special times they have studied. In Year 3 pupils will understand that special occasions are celebrated and that religious festivals, such as Christmas and Ramadan have practices attached to them, for example Advent Candle, and Suhoor. They will make links from these special times to their own lives and values.		In this question pupils describe the lives and teachings of some great leaders, and make links between their beliefs, the religions they contributed to and themselves. In Year 3 pupils will describe the values of key leaders, such as Ministers and Imam's which influence other people in everyday life.		In this question pupils describe some puzzling questions about God and humanity, and some answers from different viewpoints. They suggest answers of their own. Q6 Pupils will notice that people believe that religion can offer answers to questions that they find puzzling.	
Outcomes	1.Pupil can name the sacred book for different religions 2.Pupils can talk about how sacred texts were revealed to key figures 3.Pupils can recognise the sacred text as a special book for religions and how it should be treated 4.Pupils can recognise how the sacred text influences people's lives 5.Pupils can talk about the messages portrayed in the sacred text 6.Pupils can use the correct religious terminology when talking about what they have learnt		1.Pupils can identify external similarities and differences of a place of worship belonging to different denominations 2.Pupils can compare similarities and differences of places of worship 3.Pupils can name the features and explain their significance 4.Pupils can explain why these features may be similar or different. 5.Pupils can explain the rituals linked to worship 6.Pupil can talk about pilgrimages and explain what the word pilgrimage means 7.Pupil can talk about why people go on a pilgrimage 8.Pupils can associate feelings with special places 9.Pupils can use the correct religious terminology when talking about what they have learnt		1.Pupils can talk about how teachings influences religious people to live their lives 2.Pupils can take teachings and link it to everyday situations 3.Pupils can empathise with community cohesion and talk about why these services may be needed 4.Pupils can talk about why rules are needed 5.Pupils can reflect on how their behaviours and actions impacts on their community. 6.Pupils can use the correct religious terminology when talking about what they have learnt		1.Pupils can make links to religious celebrations and their own 2.Pupils are developing an understanding of some of the major religious festivals 3.Pupils can talk about the significance of these festivals 4.Pupils can identify significant objects/symbols/artefacts linked to religious festivals 5.Pupils can talk about what each part of the significant objects/symbols/artefacts represents. 6.Pupils can recognise the pattern to a religious calendar and make links between different religions 7.Pupils can use the correct religious terminology when talking about what they have learnt		1. Pupils can talk about the role of significant people 2.Pupils can talk about the importance of these significant people 3.Pupils can identify similarities and differences of significant roles 4.Pupils can talk about how significant people of faith may be identified in the community 5. Pupils can identify and name some of the special garments wore by significant people of faith 6.Pupils recognise the significance of the special garments worn 7.Pupils can use the correct religious terminology when talking about what they have learnt		1.Pupils can identify questions that are hard to answer. 2.Pupils can give their own responses to the questions 3.Pupils can make connections between their questions and religious teachings 4.Pupils can use the correct religious terminology when talking about what they have learnt	
Vocabulary	Christianity Religion Bible Christian Library Beliefs Timeline Key dates	Islam Allah Islamic Arabic Quran Holy book Muslim Religion Sacred text Script	Christianity Special Place Church Chapel Worship Christian Respect Altar Pulpit Chalice	Islam Allah Arabic Eid-ul-Adah Islam/Islamic Mosque Muslim Muhammad (pbuh) Qur'an	Christianity Jesus Christians Community Values Behaviour Parable Helping Caring Influence	Islam Five Pillars- rules Muslims follow -Shahādah (declaration of faith) -Salāh (prayer) -Zakāh (alms giving) -Sawm (fasting)	Christianity Artefact Nativity King Herod Gifts – Gold, Frankincense, Myrrh Galilee Manger Advent/ring/candle	Islam Rituals Ramadan Muslims Islam Suhoor Iftar Eid Al Fitr Fasting Duty	Christianity Headteacher Governor Authority Vicar Priest Minister Children's leaders Advice Example	Islam	Christianity Creation Birth Creator Special Unique Caring Natural beauty Mountains Forests	Islam Muhammad (pbuh) Phropheht Revelation Allah Faith Founder Holy Quran Message

RE Medium Term Plan

	Faith Intervention Moses Exodus Old Testament New Testament Version Jesus	Faith Memorised Muhammed (PBUH)	Stained glass window Reflection Reverence Incense Interior Exterior Spire Tower Steeple Methodist Catholic Church of England Salvation army	Ka'bah star and crescent - Iman Mihrab Prayer mat Revelations Burka/Hijab Hafiz - Muslim who can recite the Qur'an Wudu - washing ritual before salah Five Pillars- rules Muslims follow -Shahādah (declaration of faith) -Salāh (prayer) -Zakāh (alms giving) -Sawm (fasting) -Hajj (pilgrimage to Makkah)	Impact Belief Charity Jarius Harvest Community Food bank Methodist Cafod Traid Trust Christian aid Save the Children Samaritan's purse Prayer Collective worship Feelings Worship Provided	-Hajj (pilgrimage to Makkah) Mecca Alms Giving Fasting Pilgrimage Quran Sûrahs Muslim Aid Rituals Symbol Halal Mosque	Carols Epiphany St Nicolas Symbols Cross Judas Palm leaves Disciples Tomb Barabbas Pontius Pilate Temple Curtain Hot Cross Buns Shrove Tuesday Lent Holy week Commemorate Palm Sunday Maunday Thursday Passover Communion Good Friday Ash Wednesday Palm Cross	Sunrise Sunset	Influence Rev'd John Wesley Rev'd Charles Wesley Inspire Qualities and values Admire Vestments Liturgical colours Symbol Sermons	Lakes Environment God 7 Days Living things Genesis Land Stars Light Earth Sky Sea Dark Trees Sun Moon Plants Animals Adam Eve	Guidance Traditions Islam Mecca, Saudi Arabia Ka'bah. Abraha Quraysh. Aminah, Abdullah Halimah Bahira Angel Jibril meditating Mount Hira "Iqra", which means recite or tell. 22 years Hijab Burqa Belief
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