



Religious Education Directory- To Know You More Clearly

Year 3 Autumn 1	<u>Topic Title: Creation and Covenant</u>	Key Vocabulary
<p>RED Expected Outcome:</p> <p>Understand: By the end of this unit of study, pupils will be able to:</p> <p>Revisit and remember the first Creation story from Genesis, recognising the author’s use of poetic language to describe how the world was formed.</p> <p>Make simple links between the first Creation story, the belief that all human beings are created equal, and an expression of the principle of Catholic Social Teaching about human dignity. (RVE)</p> <p>Describe stewardship by making simple links between Genesis 1:26-31 and people’s actions today (LS 88 on ‘ecological virtues’). (RVE)</p> <p>Using some religious vocabulary, describe how either a psalm or a prayer they have studied praises Creation.</p> <p>Recognise that in Laudato Si’, Pope Francis teaches that human beings are called to have a loving relationship with God, with each other, and with the world (see LS 66). (RVE)</p> <p>Discern: By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>Imagining how caring for the world could change the world for the better.</p> <p>Thinking about how all people should be treated equally and giving reasons that relate to the first Creation story (focusing on Genesis 1:26-31). (RVE)</p>	<p>Hear By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • That the Creation stories in Genesis use symbolism to explain the relationship between God, human beings, and the world. • That in the first account of the Creation one day is ‘made holy’ (Gen 2:3). • That the Church teaches that ‘Creation is the common work of the Holy Trinity’. <p>By the end of this unit of study pupils will have encountered the following key texts:</p> <ul style="list-style-type: none"> • The first account of the Creation, Genesis 1:1-2:4. • Extracts from either Psalm 8 or 19 in praise of Creation. • In an age-appropriate way, LS 66 and 88. <p>Believe By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • God is the Creator of the Universe who made everything out of ‘free and unselfish love’ (YC 2). • That all human beings are made in God’s image and all people have dignity and are created equal. • A way in which human beings’ image (imitate) God is through care for each other, and that caring for Creation is one of the ways we care for each other. Additionally, failing to care for Creation is a way people turn away from God’s love. • The dignity of all human beings is one of the principles of Catholic Social Teaching. <p>Celebrate By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • Extracts from a psalm of Creation. • How the praise of Creation is expressed in the prayer and Liturgy of the Church (e.g., St Francis’s Canticle of the Creatures; the Offertory prayers; a Prayer for our Earth in Laudato Si’) <p>Live By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • Ways in which we can show care for God’s world (stewardship) as part of our care for each other. 	<p>Genesis poetry Creator image and likeness dignity equality</p>



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<p>Suggesting meanings for an artistic expression of the goodness of Creation, considering the maker’s intention (e.g., St Francis of Assisi’s Canticle of Creation). (RVE)</p> <p>Wondering why the author of the first story of Creation suggests a holy day. (RVE)</p> <p>Respond: During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Making connections between experiences where people have not been treated equally and how this felt. (RVE) Spending time wondering about the blessings of Creation in their own lives. (RVE)</p> <p>Reflecting on the prayerful words studied that give thanks for Creation. (RVE)</p>		<ul style="list-style-type: none"> • Ways in which people can give thanks for the blessing of Creation, including spending time in prayer. 		
<p>Possible Community Links:</p>	<p>Previous Learning Experiences:</p> <p>EYFS- God made our beautiful world and everything in it. God made me. Y1 - Creation Y2- Noah</p>	<p>Future Learning Experiences:</p> <p>Y3- Creation Y4- Abraham Y5- Moses Y6- 2nd creation account</p>	<p>Cross curricular links:</p> <p>Science – Animals including humans PSHE – A Journey in Love</p>	<p>British Values:</p> <p>Mutual respect</p>
<p>Year 3 Autumn 2</p>		<p><u>Topic Title: Prophecy and Promise</u></p>		<p>Key Vocabulary</p>



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<p><u>RED Expected Outcome:</u></p> <p>Understand: By the end of this unit of study, pupils will be able to:</p> <p>Recognise that Sunday is a holy day for Christians, making simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest.</p> <p>Give a simple description of how Catholics celebrate the Mass.</p> <p>Give simple descriptions of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word.</p> <p>Recognise how Joseph puts his trust in God when the angel appears.</p> <p>Make links between the angel’s message about Jesus and the words of the prophet Isaiah.</p> <p>Recall that angels bring God’s message in the gospels of St Matthew and St Luke.</p> <p>Discern: By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>Talking, asking, and answering questions about their experiences of liturgies and the Mass.</p> <p>Considering how Catholics use some prayers, signs, actions, and symbols during Mass and make links between beliefs and action.</p> <p>Talking, asking, and answering questions about Joseph and Mary trusting in God.</p>	<p><u>Hear</u> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • Why Christians go to Mass on Sunday. • How Catholics celebrate Mass. <p>For Advent:</p> <ul style="list-style-type: none"> • Messiah would be born of a virgin and would be called Immanuel (Is 7:14). • The Annunciation to Joseph (Matt 1:18-25). • Revisit Lk 1:26-38. <p><u>Believe</u> By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • Sunday is the day of the Resurrection of Jesus. Therefore, Christians gather on Sunday. • Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist). • The Liturgy of the Word includes readings from the Old Testament and the New Testament. • That Jesus birth was foretold by the prophets. • That Joseph listened to the angel and opened his heart to the Holy Spirit. <p><u>Celebrate</u> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • How Catholics use some signs, actions, prayers, and symbols to celebrate Mass, e.g., the sign of the cross, bells, the Kyrie Eleison prayer, etc. • Hear some of the responses Catholics say at Mass, focusing on the Liturgy of the Word. • How Advent hymns celebrate Jesus as the coming Messiah (e.g., O Little town of Bethlehem; Long ago prophets knew; O come, divine Messiah; O come, O come Emmanuel). <p><u>Live</u> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • Some ways that Christians prepare for the coming of Christ during Advent. • Representations in art around the world, connecting to the prophecies of Christ’s coming. 	<p>Mass Sunday Advent Joseph angel Liturgy of the Word</p>
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<p>Comparing and making simple links between the signs used in Advent and Christmas and their meaning for Christians.</p> <p>Respond: During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Responding creatively to the words of an Advent hymn, work of art, prayer, or poem that connects to the message of the angels.</p> <p>Reflecting on what Sunday Mass means for Christians.</p>				
<p>Possible Community Links:</p>	<p>Previous Learning Experiences:</p> <p>EYFS-The Annunciation/The Nativity/The Shepherds visit the manger</p> <p>Y1-The Annunciation/The Visitation/Birth of Jesus</p> <p>Y2-The Annunciation and Birth of Jesus and John the Baptist</p>	<p>Future Learning Experiences:</p> <p>Y4-Elijah/the preaching of John The Baptist</p> <p>Y5- Jesus - the fulfilment of the promise to David</p> <p>Y6- Women of the old testament – ‘true protagonists of salvation history’</p>	<p>Cross curricular links:</p> <p>Music – Christmas music</p> <p>PSHE – A Journey in Love</p>	<p>British Values:</p>
<p>Year 3 Spring 1</p>		<p><u>Topic Title: Galilee to Jerusalem</u></p>		<p>Key Vocabulary</p>



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<p><u>RED Expected Outcome:</u></p> <p>Understand: By the end of this unit of study, pupils will be able to:</p> <p>Retell, in any form, the visit of the Magi and explain what the visit of the Magi and the gifts they bring show us about Jesus.</p> <p>Show a simple understanding of what the kingdom of God is and is not.</p> <p>Show a simple understanding of a miracle of Jesus (either Matt 8:5-13 or Matt 9:1-8) showing that it is a sign of the kingdom and the compassion of Jesus.</p> <p>Show knowledge of two parables of Jesus, making links between them, to show some understanding of what the kingdom of God is like.</p> <p>Retell one of Jesus' parables, making simple links between the chosen parable and Jesus' message about the kingdom of God.</p> <p>Recall the 'Our Father' prayer and make simple links between the prayer and building the Kingdom.</p> <p>Discern: By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>Asking and answering questions about the feelings of the characters in one of the stories studied. (RVE)</p> <p>Reflecting on how Jesus teaches what the kingdom of God is like, including thinking about the 'Our</p>	<p><u>Hear</u> By the end of this unit of study, pupils will hear the following key texts: Miracles, either:</p> <ul style="list-style-type: none"> • Cure of the centurion's servant (Matt 8:5-13) or • Cure of a paralytic (Matt 9:1-8) <p>Parables, either:</p> <ul style="list-style-type: none"> • Parable of the Sower (Matt 13:4-9) • Parable of the Sower explained (Matt 13:10-17) or • Parable of the yeast (Matt 13:33) or • Parable of the treasure and of the pearl (Matt 13:44-46) <p>For Epiphany:</p> <ul style="list-style-type: none"> • The visit of the Magi (Matt 2:1-12) <p><u>Believe</u> By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • The Adoration of the Magi shows that all people are seeking Jesus and he comes for the whole world. • The kingdom of God begins in all those who open their hearts to God's love. • The miracles that Jesus worked expressed his love for all people and were signs that the kingdom of God was beginning. • Jesus' parables to show the choices people must make to accept his invitation to the kingdom. <p><u>Celebrate</u> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • Praying the 'Our Father' helps Christians to continue to build the kingdom begun with Jesus. <p><u>Live</u> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • About the life of a saint who worked to build the kingdom of God.151 	<p>Kingdom of God miracle parable Magi Adoration Epiphany</p>
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<p>Father' prayer.</p> <p>Reflecting on how people need to change their behaviour to show their commitment to building the kingdom, comparing responses and asking questions about other people's responses.</p> <p>Respond: During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Considering how people could build the kingdom with reference to the life of a saint.</p> <p>Showing understanding of how people would behave in the kingdom of God and reflect on what that might mean for them.</p>				
<p>Possible Community Links:</p>	<p>Previous Learning Experiences:</p> <p>EYFS The visit of the Magi Glory be is a special prayer Jesus was born for everyone Y1 -Jesus visits the temple Y2- Jesus being baptised and miracles</p>	<p>Future Learning Experiences:</p> <p>Y4- Saint Peter and that Jesus is messiah Y5- beatitudes Y6- Expand on a variety of miracles. Sacraments are meetings points of God.</p>	<p>Cross curricular links:</p>	<p>British Values:</p> <p>Mutual respect</p>
<p>Year 3 Spring 2</p>		<p><u>Topic Title: Desert to Garden</u></p>		<p>Key Vocabulary</p>



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<p><u>RED Expected Outcome:</u></p> <p>Understand: By the end of this unit of study, pupils will be able to:</p> <p>Retell in any form the story of the feeding of the five thousand.</p> <p>Recall the words and actions of Jesus at the last supper and make simple links with his words and actions in the miracle of the loaves.</p> <p>Describe how Jesus showed his love at the Last Supper and how he shares this love when people celebrate their first Eucharist.</p> <p>Make links between the story of the Last Supper and the Mass, giving reasons for these links.</p> <p>Recognise that the Church teaches that the Eucharist is the meeting point where God gives himself to communicants as food; they receive the Body of Christ and become ever more united in his Body the Church (YCfK 74).</p> <p>Describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass, focusing on the Liturgy of the Eucharist.</p> <p>Give reasons for actions and symbols used in the Mass and make links between beliefs and Actions.</p> <p>Discern: By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>Respond:</p>	<p><u>Hear</u> By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> • The miracle of the loaves (Matt 14: 13-21). • The last supper (The institution of the Eucharist) (Matt 26: 26-29). • Extracts from a Eucharistic Prayer. <p><u>Believe</u> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • At the Last Supper Jesus showed his love by giving the gift of himself transformed into bread and wine. He made his apostles priests of his promise when he told them to ‘Do this in remembrance of me’ (1 Cor 11:23-25, Eucharistic prayer). • Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist). <p>By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> • A sacrament is a meeting point where people are blessed by God and become closer to the community of the Church. • The Eucharist is a sacrament in which Jesus offers his life for the salvation of the world. He is present in Holy Communion to be received by those who believe. • That at the Last Supper Jesus instituted the Eucharist. • People give themselves to Jesus when they receive the Eucharist (Holy Communion). <p><u>Celebrate</u> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • Some prayers and responses Catholics say during Mass. • Some prayers and responses Catholics sing during the Eucharistic Prayer. • Some ways people celebrate their first Eucharist (First Holy Communion). <p><u>Live</u> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The ways in which Catholics are called to live Eucharist by following the example of Jesus. • Some different cultural practices associated with Holy Week (e.g., Maundy money in the UK, Green Thursday in Germany) 	<p>Mass sacrament Eucharist Last Supper communion</p>
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<p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Wondering about the words of the offertory prayer and the story of Creation.</p> <p>Exploring some different cultural practices associated with Holy Week.</p>				
<p>Possible Community Links:</p>	<p>Previous Learning Experiences:</p> <p>EYFS: Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone (great commandment). Caring for others New life</p>	<p>Future Learning Experiences:</p> <p>Y3- Eucharist at the Last Supper Y4- Jesus as the servant-Messiah. Y5- Ash Wednesday, temptation repentance Y6- Symbolism within St John's account</p>	<p>Cross curricular links:</p> <p>Music – Sacred music</p>	<p>British Values:</p> <p>Mutual respect</p>



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	<p>Y1 – Temptation, The Last Supper, The Easter story Y2- Reconciliation/forgiveness easter vigil mass</p>			
<p>Year 3 Summer 1</p>	<p><u>Topic Title: To the Ends of the Earth</u></p>			<p>Key Vocabulary</p>
<p>RED Expected Outcome:</p> <p>Understand: By the end of this unit of study, pupils will be able to:</p> <p>Make links between the Scripture sources (Lk 24:13-35 and Matt 28:16-20) and what happens at Mass.</p> <p>Use religious language to describe the Christian belief in the mystery of God as Trinity and describe some signs and symbols of the Holy Trinity (e.g., Jesus called the disciples to ‘make disciples of all nations’ in the name of the Father and of the Son and of the Holy Spirit. Christians make the sign of the cross as a prayerful reminder of their baptism through the Holy Spirit to be children of God and participants in the Christian community).</p> <p>Know some of the prayers of the Catholic Church which express belief in the Trinity and the Holy Spirit, e.g., Glory Be, Come Holy Spirit.</p> <p>Recognise that Mary joins the disciples in prayer and make simple links with how Catholics ask for Mary’s prayers.</p> <p>Make connections with the life of the early Church and Catholics gathering for Mass today.</p>	<p>Hear By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> • Road to Emmaus (Lk 24:13-35) • The mission to the world (Matt 28:16-20) • The group of apostles (Mary) (Acts 1:12-14) • Early Church (Acts 2:42-47) • Paul’s Letter to the Corinthians (1 Cor 11:23-27) <p>Believe By the end of this unit of study, students will know that the Church teaches that:</p> <ul style="list-style-type: none"> • The disciples recognised Jesus when he breaks the bread. At Mass, what we eat looks like bread, but it is Jesus who comes, the living God. The bread is the Body of Christ. • There is only one God, who is three Persons. God is a community within himself: an eternal exchange of love between Father, Son, and Holy Spirit. We call this mystery the Trinity. • Through Mary, the Holy Spirit guided the first disciples. She continues to guide our prayers. • Mass was celebrated in the early Church. <p>Celebrate By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • That the sign of the cross is the shortest summary of the Christian faith. • That some prayers that reference the Trinity and the work of the Holy Spirit. • That the celebration of Mass ends by reminding Christians of Jesus’ instruction to make disciples of all nations. <p>Live By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • That being a Christian means to share the gospel. 	<p>Emmaus Holy Spirit Pentecost concluding rite St Paul discipleship</p>		



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<p>Recall that we learn about the life of Jesus in the gospels, the work of the disciples in the Acts and learn that Paul wrote letters to the early Christian communities. Know that these are different ways of writing (literary forms).</p> <p>Discern: By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>Saying what they wonder about the story of Emmaus and when the disciples recognised Jesus. (RVE)</p> <p>Asking and responding to questions about how the disciples felt after the Ascension and before Pentecost, noticing the role of Mary.</p> <p>Exploring some different symbols of the Trinity and talking about what they represent e.g., by visiting their local church. (RVE)</p> <p>Respond: During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Reflecting on how the Holy Spirit helped the disciples and relating this to the possibilities in their lives, giving examples.</p> <p>Talking about their own and others' experiences and feelings about what it means for a Christian to share the gospel.</p>	<ul style="list-style-type: none"> • That Christians today continue to follow the example of the apostles and early Church when they gather to say Mass. • How the Emmaus story is represented in art (e.g., Caravaggio's Supper at Emmaus; Maximino Cerezo Barredo, Emmaus Triptych 2014; He Qi, The Road to Emmaus, Supper at Emmaus). • That the mystery of the Trinity is represented symbolically, e.g., Trinity knot 	
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<p>Possible Community Links:</p>	<p>Previous Learning Experiences:</p> <p>EYFS- The Story of Pentecost</p> <p>Y1- The road to Emmaus/The Ascension/Pentecost</p> <p>Y2- Pentecost/The conversion of Saul/The fruits of the Holy Spirit</p>	<p>Future Learning Experiences:</p> <p>Y4- The Apostle's creed/Communion of Saints</p> <p>Y5- The Sacrament of Confirmation</p> <p>Y6- Appearance to Mary Magdalane/Appearance to the disciples/The Resurrection</p>	<p>Cross curricular links:</p> <p>Music – Climate change/healthy eating</p>	<p>British Values:</p> <p>Mutual respect</p>
<p>Year 3 Summer 2</p>		<p><u>Topic Title: Dialogue and Encounter</u></p>		<p>Key Vocabulary</p>



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<p>RED Expected Outcome:</p> <p>Understand: By the end of this unit of study, pupils will be able to:</p> <p>Make links between Exodus (12:1-8,15-20, 13:3) and the account of the Last Supper in Luke (22:14-23).</p> <p>Simply describe how Jewish people celebrate the Passover in Britain today making links with the Exodus account, correctly using specialist vocabulary to describe symbols and actions in the meal. (RVE)</p> <p>Make simple links and connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God, etc.). (RVE)</p> <p>Discern: By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>Wondering why Jesus chose to celebrate the Last Supper on the feast of the Passover.</p> <p>Exploring some examples of Islamic art or religious music, for example, Islamic calligraphy or the adhan and ask 'I wonder' questions about what they have seen. (RVE)</p> <p>Listening to the stories and experiences of those from the Jewish or Islamic communities in the class or the wider community and ask questions about their laws, beliefs, worship, or life. (RVE)</p> <p>Respond:</p>	<p>Dialogue By the end of this unit of study, pupils will have encountered the following key text:</p> <ul style="list-style-type: none"> • Exodus 12:1-8,15-20, 13:3 • Lk 22:14-23 <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • For Christians, the Eucharist is linked with the Jewish celebration of Passover. <p>Encounter By the end of this unit of study, pupils will have encountered the following:</p> <ul style="list-style-type: none"> • Some simple facts about how the Jewish festival of the Passover is celebrated by Jews in Britain today. <p>By the end of this unit of study, pupils will have encountered the following:</p> <ul style="list-style-type: none"> • Recognise links and simple connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God etc.). • Recognise the importance of artistic expressions of belief in Islam, for example, in Islamic art or religious music 	<p>Passover unleavened Exodus Muslim Islam Ramadan Sawm adhan</p>
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<p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Reflecting on the meaning of what they have learned for their own lives. (RVE)</p> <p>Reflecting on the meaning of what they have learned for their own lives. (RVE)</p>				
<p>Possible Community Links:</p>	<p>Previous Learning Experiences:</p> <p>EYFS- A simple life of St Peter and St Paul/local faith community – music, food, clothing</p> <p>Y1- Christianity/Judaism – The Torah</p> <p>Y2- The Good Samaritan/Judaism - Shabbat</p>	<p>Future Learning Experiences:</p> <p>Y4- St Paul/five pillars of Islam</p> <p>Y5- Writers of the Bible/Judaism – Tanakh, Shema and Mezuzah</p> <p>Y6- Worldview/ Dharmic beliefs, practices, and way of life</p>	<p>Cross curricular links:</p> <p>History – Local area study</p> <p>Science - Plants</p>	<p>British Values:</p> <p>Tolerance</p> <p>Mutual respect</p>