

Year group: 3	Subject Area: Religious Education	Unit 1 – Autumn 1: What do Christians learn from the creation story?	Subject Leader: C Tose
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Prior linked knowledge (Y1)	Learning Outcomes	Future linked knowledge (Y3: What kind of world did Jesus want?)
<p>Making sense of belief</p> <ul style="list-style-type: none"> • <i>Retell the story of creation from Genesis 1:1 -2:3 simply</i> • Recognise that ‘Creation’ is the beginning of the big story of the bible • Say what the story tells Christians about God, Creation and the world • Give at least one example of what Christians do to say thank you to God for Creation <p>Understanding the impact</p> <ul style="list-style-type: none"> • Think, talk and ask questions about living in an amazing world <p>Make Connections</p> <ul style="list-style-type: none"> • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. 	<p>Making sense of belief</p> <ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible’s big story • Make clear links between Genesis 1 and what Christians believe about God and creation • Recognise that the story of ‘The Fall’ in Genesis 3 gives an explanation of why things go wrong in the world <p>Understanding the impact</p> <ul style="list-style-type: none"> • Describe what Christians do because they believe God is Creator • Describe how and why Christians might pray to God, say sorry and ask for forgiveness <p>Make Connections</p> <ul style="list-style-type: none"> • Ask questions and suggest answers about what might be important in the Creation story for Christians and non- Christians living today 	<p>Make sense of belief</p> <ul style="list-style-type: none"> • Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’ • Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for Christians <p>Understand the impact</p> <ul style="list-style-type: none"> • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways <p>Make connections</p> <ul style="list-style-type: none"> • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.

Notes	Cross-curricular links	Possible hooks/enrichment activities
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The chn will have some knowledge of the creation story already	History- creating a timeline Science- Looking after our world, nature, animals, recycling	Creating a timeline
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What do Christians learn from the creation story?

Lesson Sequence

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<i>What is the creation story? What do Christians learn from the story?</i>	<i>What is the story of ‘The Fall’ and its meaning?</i> <i>Read story of Adam and Eve and discuss how the</i>	<i>What are the Ten Commandments and why are they important to Christians?</i>	<i>What do Christians do to say they are sorry?</i> <i>Pray, say sorry, ask for forgiveness</i>	<i>How do Christians look after the world that God created?</i> <i>Look at case studies in</i>	<i>What can we do to look after our world?</i>

Read Genesis 1 from Resource 1 Create a small timeline with Creation at the beginning	'Fall' by being disobedient led them to fall from God.			resources	
Key vocabulary					
Creation World Life	Disobedient Serpent Punishment Sins	Commandments	Pray Forgiveness	Stewards caretakers	Care Appreciate Help Guide Support
Key skills throughout unit					
<ul style="list-style-type: none"> Investigating: Asking relevant questions, use a widening range of sources to pursue answers Reflecting: Reflecting on religious beliefs and practises, reflecting upon experiences Expressing: Articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting. Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. Applying: Identifying key religious values Analysing: See what kinds of reasons are given to explain religious aspects of life Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching 					
Year group: 3	Subject Area: Religious Education	Unit 2 – Autumn 2: What is it like for someone to follow God?		Subject Leader: C Tose	
Prior Knowledge (Y2: What do Christians believe God is like?)		Learning Outcomes		Future linked knowledge (Y3: What kind of world did Jesus want?)	
Make sense of belief <ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as Forgiving Father Give clear, simple accounts of what the story means to Christians Understanding the Impact <ul style="list-style-type: none"> Give at least two examples of a way in which 		Making sense of belief <ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant Understanding the Impact <ul style="list-style-type: none"> Make simple links between promises in the story of Noah and promises that Christians make at wedding ceremonies Make Connections <ul style="list-style-type: none"> Make links between the story of Noah and how we 		Make sense of belief <ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for Christians 	

<p>Christians show their belief in God as loving and forgiving</p> <ul style="list-style-type: none"> • Give an example of how Christians put their beliefs into practise in worship <p>Make Connections</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring • Give a reason for the ideas they have and the connections they make 	live in school and in wider world	<p>Understand the impact</p> <ul style="list-style-type: none"> • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways <p>Make connections</p> <ul style="list-style-type: none"> • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 			
Notes	Cross-curricular links	Possible hooks/enrichment activities			
	PSHE: Making a promise	Making a class promise Exploring children’s bibles			
What is it like for someone to follow God?					
Lesson Sequence					
<p>Lesson 1 <i>What is the Old and New Testament?</i> Explore the Old Testament happened before Jesus was born and the New Testament introduces Jesus and his followers.</p>	<p>Lesson 2 <i>What qualities did Noah have to make God choose him?</i> Read Noah’s Ark from Genesis and think about why Noah was chosen</p>	<p>Lesson 3 <i>What was Gods covenant with Noah?</i> Explore Gods pact and promise with Noah and the covenant between God and the creatures on the ark</p>	<p>Lesson 4 <i>What promises are given at a wedding? How do these relate to Noah’s story?</i></p>	<p>Lesson 5 <i>What promises do other people make?</i> Look at Brownies, Doctors, Policemen etc</p>	<p>Lesson 6 <i>What is it like to follow God?</i> trusting God, obeying God, believing that God promises to stay with them and to forgive, and believing that God will do this</p>
Key vocabulary					
<p>Old Testament New Testament Bible Stories Verses Parables</p>	<p>Qualities Obedience Responsible Sensible Caring Loving</p>	<p>Pact Covenant Promise Forgiving Agreement</p>	<p>Love Forgive Obey Follow Guide Support Love Cherish</p>	<p>Help Guide Support Care Provide Serve Obey</p>	

Key skills throughout unit

- Investigating: Asking relevant questions, use a widening range of sources to pursue answers
- Reflecting: Reflecting on religious beliefs and practises,
- Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting.
- Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol
- Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
- Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity.
- Analysing: See what kinds of reasons are given to explain religious aspects of life
- Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching

Year group: 3	Subject Area: Religious Education	Unit: 3 – Spring 1: How do festivals and family life show what matters to a Muslim?	Subject Ldr: C Tose
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Prior linked knowledge (Year 2)	Learning Outcomes	Future linked knowledge (Year 5)
<p>Make sense of belief</p> <ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. <p>Understand the impact</p> <ul style="list-style-type: none"> • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action. 	<p>Make sense of belief</p> <ul style="list-style-type: none"> • Identify some beliefs about God in Islam, expressed in Surah 1. • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) <p>Understand the impact</p> <ul style="list-style-type: none"> • Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <p>Make connections</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about the value of submission and self-control to Muslims, and 	<p>Make sense of belief</p> <ul style="list-style-type: none"> • Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur’an (e.g. Tawhid; Muhammad as the Messenger, Qur’an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur’an guidance on Five Pillars; Hajj practices follow example of the Prophet) <p>Understand the impact</p> <ul style="list-style-type: none"> • Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways <p>Make connections</p> <ul style="list-style-type: none"> • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/your region today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the

<p>Make connections</p> <ul style="list-style-type: none"> • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, 	<p>whether there are benefits for people who are not Muslims.</p> <ul style="list-style-type: none"> • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 	<p>lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <ul style="list-style-type: none"> • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. 			
<p>Notes</p>	<p>Cross-curricular links</p>	<p>Possible hooks/enrichment activities</p>			
<p>When writing Prophet or Muhammad you must write (PBUH) Peace be upon him)</p>	<p>PSHE: Being kind, respectful and understanding. Being part of a family</p>	<p>Visit/talk from a Muslim parent Looking at artefacts Make a model Mosque</p>			
<p align="center">How do festivals and family life show what matters to a Muslim?</p>					
<p>Lesson Sequence</p>					
<p>Lesson 1 <i>What do we already know about Muslims and Islam?</i> Introduction session</p>	<p>Lesson 2 <i>Why is the Mosque a special place for Muslims</i> Listen to an extract of a calling to prayer Look through photographs</p>	<p>Lesson 3 <i>Why is the Mosque a special place for Muslims (2)</i> Enquiry Look at the layout of the Mosque and what significance this has.</p>	<p>Lesson 4 <i>What is Ramadan?</i> Explore why Muslims fast during Ramadan Explore Laylat-UI-Qadr (Night of power)</p>	<p>Lesson 5 <i>Why do Muslims celebrate at the end of Ramadan?</i> What do Muslims learn from the experience?</p>	<p>Lesson 6 <i>How do festivals and worship show what matters to a Muslim? What can I learn from this?</i> Reflect together what they have learnt about Muslims</p>
<p>Key vocabulary</p>					
<p>Muslim Islam Ibadah Allah Muhammad Shahadah Qur'an Mosque</p>	<p>Mosque Minaret Dome Hall Furniture Imam</p>	<p>Mosque Minaret Dome Hall Furniture Imam Arabic</p>	<p>Sawm Ramadan Poor Obey Allah Eid-ul-Fitr Laylat-UI-Qadr (Night of power)</p>	<p>Sawm Ramadan Poor Obey Allah Eid-ul-Fitr</p>	<p>Muslim Islam Ibadah Allah Muhammad Shahadah Qur'an Mosque</p>

Key skills throughout unit
<ul style="list-style-type: none"> • Investigating: Asking relevant questions, use a widening range of sources to pursue answers • Reflecting: Reflecting on religious beliefs and practises, • Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting. • Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol • Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. • Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity. • Analysing: See what kinds of reasons are given to explain religious aspects of life • Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching

Year group: 3	Subject Area: Religious Education	Unit: 4 – Spring 2: How do festivals and family life show what matters to Jews?	Subject Ldr: C Tose
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Prior linked knowledge (Y1)	Learning Outcomes	Future linked knowledge (Y5)
<p>Make sense of belief</p> <ul style="list-style-type: none"> • Re-tell simply some stories used in Jewish celebrations • Give some examples of how the stories used in celebrations remind Jews about what God is like. <p>Understand the impact</p> <ul style="list-style-type: none"> • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live. • Give an example of how some Jewish people might remember God in different ways. <p>Make connections</p> <ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas 	<p>Make sense of belief</p> <ul style="list-style-type: none"> • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews today. <p>Understand the impact</p> <ul style="list-style-type: none"> • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <p>Make connections</p> <ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the 	<p>Make sense of belief</p> <ul style="list-style-type: none"> • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them <p>Understand the impact</p> <ul style="list-style-type: none"> • Make clear connections between Jewish beliefs about the Torah and how Jews use and treat • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) <p>Make connections</p> <ul style="list-style-type: none"> • Make connections between Jewish beliefs

<ul style="list-style-type: none"> Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<p>past and look forward to the future.</p> <ul style="list-style-type: none"> Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 	<p>studied and explain how and why they are important to Jewish people today</p> <ul style="list-style-type: none"> Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.
Notes	Cross-curricular links	Possible hooks/enrichment activities
*This is the first Unit on Judaism the children will be learning. They usually cover A Judaism unit in Y1 but this cohort won't have had that teaching.	Cooking food made during Shabbat, Rosh Hashanah, Yom Kippur and Pesach	Creating a mock festival Looking at Jewish special objects
What is worth celebrating? What do Jewish families celebrate?		
Lesson Sequence		
Lesson 1 + Lesson 2 <i>What can we learn about the Shabbat?</i> A day of rest in story of commandments, Shabbat – Friday Night, Spending time on Shabbat	Lesson 3 + Lesson 4 <i>Why do Jewish people celebrate Rosh Hashanah and Yom Kippur?</i> Look at the festival through a child's eyes (videos on BBC)	Lesson 5 + Lesson 6 <i>Why is Pesach important for Jews?</i> Read the story of Exodus and explore how Exodus is remembered at Pesach
Key vocabulary		
Shabbat Food preparation Shalom Candles Blessing Kiddush prayer Challah Holy Sabbath	New Year Solemn festivals Jonah Forgiveness Sins Nivevah <i>Tashlich</i> Repentance Salvation Deliverance	Exodus Pesach Yeast Matzot Kosher Chametz Seder meal Symbolism Freedom Slavery

Key skills throughout unit
<ul style="list-style-type: none"> • Investigating: Asking relevant questions, use a widening range of sources to pursue answers • Reflecting: Reflecting on religious beliefs and practises, • Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting. • Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol • Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. • Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity. Making the association between religions and individual community, national and international life • Analysing: See what kinds of reasons are given to explain religious aspects of life, recognising distinctiveness of religious ways of life • Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching, linking significant features of religion together in a coherent pattern.

Year group: 3	Subject Area: Religious Education	Unit 5 – Summer 1: What kind of world did Jesus want?	Subject Leader: C Tose
Prior linked knowledge (Year 2)	Learning Outcomes	Future linked knowledge (Y4)	
<p>Make sense of belief</p> <ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’ • Give clear, simple accounts of what Bible texts mean to Christians • Recognise that Jesus gives instructions to people about how to behave <p>Understand the impact</p> <ul style="list-style-type: none"> • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless • Give at least two examples of how Christians put these beliefs into practice in the Church community <p>Make connections</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether Jesus’ good news is only good news for Christians 	<p>Make sense of belief</p> <ul style="list-style-type: none"> • Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’ • Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for Christians <p>Understand the impact</p> <ul style="list-style-type: none"> • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways <p>Make connections</p> <ul style="list-style-type: none"> • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	<p>Make sense of belief</p> <ul style="list-style-type: none"> • Identify features of Gospel texts (teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and compare own ideas with ways which Christians interpret biblical texts <p>Understand the impact</p> <ul style="list-style-type: none"> • Make clear connections between Gospel texts, Jesus’ good news, and how Christians live in the Christian community <p>Make connections</p> <ul style="list-style-type: none"> • Make connection between Christian teachings and the issues, problems and opportunities in the world today • Articulate their own responses to the issues studied, recognising different points of view 	

Notes		Cross-curricular links		Possible hooks/enrichment activities	
		Art- create an ideal world		Make a Church notice board for activities to support the community	
What kind of world did Jesus want?					
Lesson Sequence					
Lesson 1 <i>What is the story of the first disciples?</i> (Matthew 4:18–19) Discuss what the disciples had to give up to follow Jesus	Lesson 2 <i>What does the word Gospel mean? What are 'fishers of people?'</i>	Lesson 3 <i>How did Jesus love the vulnerable?</i> Look at the story of the healing of the leper. How did this show his followers and Christians now how to behave?	Lesson 4 <i>How are Christians making the type of world that Jesus wanted?</i> Look at how Churches support the community- toddler groups, soup kitchens, family groups.	Lesson 5 <i>What type of world do you think Jesus wanted?</i>	Lesson 6 <i>What are the most important things all people can do to make the world a better place?</i>
Key vocabulary					
Follow Disciple Gospel Good news	Good news Gospel Biography Story	Leper Outcast Kindness Forgiveness Care	Support Community Guidance Help	Kind Forgive Share Friend Guide	Love Support Care Guide
Key skills throughout unit					
<ul style="list-style-type: none"> Investigating: Asking relevant questions, use a widening range of sources to pursue answers Reflecting: Reflecting on religious beliefs and practises, Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting. Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity. Analysing: See what kinds of reasons are given to explain religious aspects of life Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching 					

Prior linked knowledge (Y1)		Learning Outcomes		Future linked knowledge (Year 5 Summer 1)	
<p>Making sense of belief</p> <ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1 -2:3 simply Recognise that ‘Creation’ is the beginning of the big story of the bible Say what the story tells Christians about God, Creation and the world Give at least one example of what Christians do to say thank you to God for Creation <p>Understanding the impact</p> <ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world <p>Make Connections</p> <ul style="list-style-type: none"> Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. 		<p>Make sense of belief</p> <ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). Make links between religious beliefs and teachings and why people try to live and make the world a better place. <p>Understand the impact</p> <ul style="list-style-type: none"> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, nonreligious worldviews and pupils’ own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. 		<p>Make sense of belief</p> <ul style="list-style-type: none"> Identify features of Gospel texts (teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare own ideas with ways which Christians interpret biblical texts <p>Understand the impact</p> <ul style="list-style-type: none"> Make clear connections between Gospel texts, Jesus’ good news, and how Christians live in the Christian community <p>Make connections</p> <ul style="list-style-type: none"> Make connection between Christian teachings and the issues, problems and opportunities in the world today Articulate their own responses to the issues studied, recognising different points of view 	
Notes		Cross-curricular links		Possible hooks/enrichment activities	
		<p>English: Make a non-chronological report or a diary entry linked to Mother Theresa</p> <p>PSHE: Being Kind, Friendships</p> <p>DT: Baking a better world cake</p>		<p>Making a fact file about Mother Theresa.</p> <p>Creating their own ‘Better World’</p>	
How and why do people try to make the world a better place?					
Lesson Sequence					
<p>Lesson 1</p> <p><i>What is wrong with the world?</i></p> <p>Discuss if there is only one thing that explains</p>	<p>Lesson 2</p> <p><i>How can the ‘Golden Rule’ help people to work out how to make the world a better</i></p>	<p>Lesson 3</p> <p><i>What can we learn from the Jewish idea of ‘Repairing the world, rescuing the earth’?</i></p>	<p>Lesson 4</p> <p><i>What can we find out about Mother Theresa?</i></p> <p>Develop enquiry skills</p>	<p>Lesson 5</p> <p><i>How do Muslims try to make the world a better place?</i></p> <p>Look at the story of the two</p>	<p>Lesson 6</p> <p><i>Will we all be world-changers? How can we each make the world a ‘better place’?</i></p>

all these things that are wrong. Selfishness/lack of love/humans?	place? Look at the 9 versions of other religions 'Golden Rules'	Look at Jewish teachings and scriptures	by making a fact file	brothers. What does the story teach about being generous? Find out about an Islamic charity such as Islamic Relief	Baking a better world cake and writing a recipe for a better world
Key vocabulary					
Wrong Selfish Humans Hurt Pain Suffering sin	Help Guidance Commandment Friend	Tikkun olam Truth Lies Quarrel Wise Saved Mended repaired	Uskub (Ottoman Empire) Calcutta (India) Humanitarian Sick Needy Helpless Dedication Missionary	Generosity Zakah (charity) Purifying Ramadan Islamic Relief Charity	Love Forgiveness Kindness Care Prayer Peace Generosity Vision Honesty Courage Teamwork Determination leadership
Key skills throughout unit					
<ul style="list-style-type: none"> • Investigating: Asking relevant questions, use a widening range of sources to pursue answers, knowing how to use different types of sources as ways of gathering information • Reflecting: Reflecting on religious beliefs and practises, • Expressing: Explaining practises, explain what words and actions might mean to believers, articulate their own reactions and ideas about religious questions and practices, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting. • Interpreting: Drawing meaning from artefacts, say what an object means or explain a symbol • Empathising: Consider the thoughts, feelings, experiences, attitudes, beliefs, and values of other, seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices. • Applying: See links and make simple connections between aspects of religion, apply learning from one religious context to new contexts with growing awareness and clarity. • Analysing: See what kinds of reasons are given to explain religious aspects of life • Synthesising: Notice similarities between stories and practices from other religions, use general words to describe a range of religious practice and teaching 					