



RE Subject Map- Y3

Autumn 1					
Bedfordshire Agreed Syllabus Making sense of beliefs, understanding impact, Making connections Project title: How and why do people try to make the world a better place? Key words: Judaism, Jew, Old testament, 10 commandments, Torah, rules, Moses, Adam and Eve, inspirational, humanist, 5 key words to teach: values and virtues, charities, world development, devotion, love in action. Opportunity for Visit/Visitor: Christian or Jewish visitor.					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	To reflect on the good and bad in the world. Good and Bad	-To reflect on the good things, we have in our world starting with school, locally and then globally. -To reflect on the bad things, we have in our world starting with school, locally and then globally. -To reflect on our British values and how they support in guiding good choices. -To reflect on the first sin and consider who was to blame, the serpent, Adam or Eve?	To know that there is bad and good in the world. People can choose to do bad or good things. Rules and laws are in place to support people in making good choices. Religions have rules that help guide them and support them in making good choices. Christianity and Judaism believe that people sin and they must say sorry to God for this. To know that some Christians believe that Adam and Eve were there first to sin.	What does it mean to be bad or good? What bad can we see in the world today? What good can we see in the world today? How do people try to care about our world?	Big Ideas: Significance Growth Change Make sense of belief. -Identify some beliefs about why the world is not always a good place (e.g Christian ideas of sins) -Make links between religious beliefs and teachings and why people try to live and make the world a better place. Understand impact. -make simple links between teachings about how to live and ways in which people try to make



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2	To recognise the purpose of the Ten commandments. The Ten commandments. https://www.youtube.com/watch?v=w1k533L-tW0	-Make links between religious beliefs and teachings and why people try to live and make the world a better place. -To recall the story of 'The Ten Commandments'. -To understand the significance of Moses in both Christianity and Judaism. -To understand that these events are found in the Old testament in the Bible and Torah. -To reflect on which commandments, we feel are the most important and why.	To know that the Bible is made up of two parts, The Old and New Testament. To know that the stories from Exodus are in both the Torah and the Bible. God gave Moses the commandments to help guide people in making the right choices.	Match the religious symbols and holy books. Are there rules given to follow in religions? Which rules do we know? Do we have to follow rules? Why is this important?	the world a better place (e.g. Tikkun Olam and the charity Tzedek) -identify some differences in how people put their beliefs into action Make connection. -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.
3	To consider why rules are necessary in our world both religious and non-religious. Important Rules The Ten Commandments Exodus 20:1-21, Deuteronomy 5:1-22 Two Commandments of Jesus Mark 12:28-34 The Golden Rules Matthew 7:12	-To reflect on the way that people behaved in the past and consider why rules were necessary. -Identify some differences in how people put their beliefs into action -Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sins) -Make links between religious beliefs and teachings and why people try to live and make the world a better place. -Reflect on the humanist idea of 'The Golden Rules' and how these are relevant in our lives.	To know that the behaviour of people in the Bible/Torah influenced the need to enforce rules. To know that Muslims believe that people do good and bad deeds and need god's mercy. To know that religious and non-religions can follow rules stated in the Bible.	What were the Ten commandments and why were they important? What rules do we have in school to follow? Why?	



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		-Consider what the world would be like if everyone followed the given rules.			
4	Explore the ways in which religions try to make the world a better place. Making the world a better place	-Make links between religious beliefs and teachings and why people try to live and make the world a better place. -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) -Identify some differences in how people put their beliefs into action	To know that there are teachings from Judaism including Tikkun Olam (Mending the world) Tzedek (Charity) Tu B'Shevat (Festival of Trees and Jewish New Year) To know that one of the 5 Pillars of Islam is Zakah the idea of giving to charity. To know that there are many religious charities that try to help the world become a better place. Christian aid, Islamic relief etc.	Why do Christians believe there is bad in the world? What does Charity mean? How can we be charitable?	
5	Reflect on inspiring Christian and Non-religious people in making the world a better place. Inspiring people	-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. -Identify some differences in how people put their beliefs into action. -To reflect on how people from the past can inspire us to make the right choices and drive change to making the world a better place.	To know that people's beliefs can influence their actions in life. To know that people's actions can be inspiring and influence others in the choices they make. Inspirational Christians include Martin Luther King, Desmond Tutu, Mother Teresa.	Why was Moses significant in Judaism and Christianity? What were the rules that were given to follow? What do the different religions do to help the world be a better place?	



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			Inspirational Humanists include Annie Besant fighting for women's rights.		
6	To reflect on the values of love, forgiveness, honesty kindness and generosity. Values of life	-To reflect on the meaning of love, forgiveness, honesty, kindness and generosity. -To explore how these values are shown in the world and why they are important. -To reflect on how having these values can make the world a better place.	To know that the different religions teach us about the values of love, forgiveness, honesty, kindness and generosity. To know that as humans if we display these values in our lives the world can be a better place.	What does it mean to be inspirational? Who were inspirational people of the past and how have they made a difference today?	



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Autumn 2					
Bedfordshire Agreed Syllabus Making sense of beliefs, understanding impact, Making connections, Project title: What is the 'Trinity' and why is it important for Christians? 5 Key words to teach: God, Trinity, Father, Son, Holy Spirit Christian, Jesus, Baptism, rituals, incarnation, Opportunity for visit/visitor: Christian visitor to explore the idea of Baptism- Links to Dunstable Baptist Church, Priory Church and St Fredmunds.					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Understand the symbolism of water to Christians Water	-Recognise what a 'Gospel' is and give an example of the kinds of stories it contains -Offer suggestions about what texts about baptism and the Trinity mean -Give examples of what these texts mean to some Christians today -Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live	To understand the symbolism of water to Christians. To recognise how the use of water in baptism signals a start of a new life journey. To know that Christians believe that water symbolises life giving, refreshing, cleansing, flowing, dangerous, beautiful, thirst quenching, fun.	What is worship? How do Christians worship? What is the meaning of commitment? Reflect on previous learning about how religions show commitment with life choices. following the ten commandments.	Big Ideas: Significance Growth Make sense of belief -recognise what a 'Gospel' is and give an example of the kinds of stories it contains -offer suggestions about what texts about baptism and the Trinity mean give examples of what these texts mean to some Christians today Understand the impact describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live Make connections make links between some Bible texts studied and the
2	Understand how the teachings from the gospels inform us about Jesus. Gospels	-Recognise what a 'Gospel' is and give an example of the kinds of stories it contains -Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like	Gospel Matthew 3:13-17 Know that Jesus was baptised by John. This gospel story represents and shows us how Jesus was sent to earth as a man from God. To know that Jesus was baptised by John the Baptised to show his commitment, following his Father God and to show he was human.	How do people see God? What do Christians believe God is like? Who is Jesus?	



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3	Recognise the significance of Baptism for Christians. Baptism.	-Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live	Baptism is showing commitment to God and following the words of the Bible in the choices we make in life. Christians can be baptised as adults or Christened as babies.	What is the symbolism of water?	idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like
4/5	Understand the idea of the Trinity The Trinity	-Offer suggestions about what texts about baptism and the Trinity mean -Give examples of what these texts mean to some Christians today -Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like	Christians believe that God is part of the Holy trinity, the father, the son and the holy spirit. Know that Christians see God as a loving and forgiving father. Know that Christians believe the Jesus was sent to earth as God in human form (Incarnation) Know that Christians believe God is omnipresent in the form of the holy spirit.	What do Christians believe God is like and why? Why is Christmas an important time for Christians?	
6	To represent our interpretation of the Trinity	make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like	Christians believe in the Holy trinity. Artists have shown different interpretations of the idea of baptism and the trinity. We can express our thoughts and ideas through art.	What is the trinity? What is a gospel? Why are stories from the Bible important?	



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Spring 1 Bedfordshire Agreed Syllabus Making sense of beliefs, understanding impact, Making connections Project title: How do festivals and worship show what matters to Muslims? Key words: Islam, Muslim, significance, prayer, Five Pillars of Islam, rituals, devotion, faith, belief, Allah, Muhammad, Salah, Quran, mosque, submission 5 Key words to teach: Muslim, 5 Pillars, Prophet, Ibadah, Qur'an. Opportunity for visit/visitor: Muslim Visitor					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	To recall facts about the Five Pillars of Islam. 5 Pillars of Islam	-Understand and recall the Five Pillars of Islam and how they help guide Muslims choices.	Islam means the peace that comes from being in harmony with God. Muslim means 'one who is willing to submit their life to God. Know the names and meanings of the Five Pillars of Islam.	What is a Muslim? What is the symbol for this religion and its meaning? Who do they worship and why? What is the holy book called?	Significance/ Change/Growth/ Make sense of belief - identify some beliefs about God in Islam, expressed in Sura 1 of the Qur'an -make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)
2.	To recognise how the Quran tells us what God is like (Sura 1) https://storiesformuslimkids.wordpress.com/portfolio/surah-al-fatihah/ Sura 1	- Identify some beliefs about God in Islam, expressed in Sura 1 of the Qur'an -Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) -Consider the 5 names for God in this chapter and what each of them means and how they show Islamic beliefs about God.	The Quran tells us about the belief in God. The word Allah is the Arabic for God not another name. The Quran is the word of Allah given to the prophet Muhammed.	What do different religions think God is like? Which stories or teachings tell us this?	Understand the impact - give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve, connecting practice to ideas about God.



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3.	To understand the significance of Prayer (Salah) Salah https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-washing-ritual-wudu/zvmrwtv https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-prayer-in-islam/zindxyc	-Understand how prayer is significant in the daily life of a Muslim. -Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve	Salah is the second of the five pillars of Islam. Muslims pray 5 times a day Fajr - before sunrise Dhuhr - at midday after the sun passes its highest point Asr - in the later part of the afternoon and before sunset Maghrib - just after sunset Isha - at night time Wudu is the preparation for Prayer. Ra'ka are the movements made during prayer.	What are the Five Pillars of Islam? What does prayer mean to you? When do people pray? Why do people pray?	Make connections -Raise questions and suggest answers about the value of submission and self-control for Muslims, whether there are benefits for people who are not Muslim. -Make links with the 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.
4	To identify the significant areas in a Mosque and traditions in worship and prayer. The Mosque https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-east-london-mosque/zmctvk7	-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) -Compare with areas in other holy buildings such as the Gurdwara, Church etc.	There are key areas in the Mosques that hold significance to worship.	What does Salah mean? Which direction do Muslims pray and why? What are the stages of Wudu? What are the different positions shown in the Ra'ka? What are the names of the holy buildings for the religions studied?	



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5	To explore the beliefs about Ramadan Ramadan https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-ramadan-and-eid-ul-fitr/zdv7pg8	-Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) - Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve, connecting practice to ideas about God.	One of the Five Pillars is Sawm which involves fasting during Ramadan. Muslims show self-control during this time considering the ideas of obedience, submission and empathy for those less fortunate. The Night of Power (Laylat-ul-Qadr) is celebrated during the last ten days of Ramadan to remember the giving of the Qur'an. Eid-ul-Fitr marks the end of Ramadan and is celebrated by Muslims.	What does Sura 1 teach us about some Muslims belief in God? Can you match the parts of the Mosque to their significance and purpose.	
6	To understand the idea of Ibadah (Worship) Ibadah	- Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve, connecting practice to ideas about God. -Raise questions and suggest answers about the value of submission and self-control for Muslims, whether there are benefits for people who are not Muslim. -Make links with the 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.	Willing submission to God is central to Islam. Some Muslims demonstrate this through Ibadah (Worship)	How do some Muslims show commitment and submission within Islam? What is worship?	



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Spring 2					
Bedfordshire Agreed Syllabus Making sense of beliefs, understanding impact, Making connections Project title: Why do Christians call the day Jesus died 'Good Friday'? (Salvation) Key words: Jesus, desert, temptation, faith, belief, God, commandments, Ash Wednesday, Palm Sunday, donkey, palm leaves, Jerusalem, Maundy Thursday, Last supper, disciples, Good Friday, Salvation, crucifixion, Easter, resurrection 5 Key words to teach: Holy week, Easter, crucifixion, resurrection, salvation Opportunity for visit/visitor: Easter Assembly, Christian Visitor, Visit to Priory Church,					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	To explore the significance of Jesus being sent to Earth. Jesus	-Recognise the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live, forgiving them, calling them to new life. -Explore the idea and meaning of salvation. -Offer informed suggestions about what the events of Holy Week mean to Christians	To know that humans are separate from God because they all sin. Some Christians believe that Jesus came to Earth to teach people how to live a life of love and obedience. He was sent to save and help them to live Gods way. Some Christians believe Jesus died as a penalty for all people's sins.	What is sin? Why did sin enter the world, which story shows this is the Bible? Who is Jesus and why is he significant to Christians?	Big Ideas: Significance Growth Change Investigation Make sense of belief -recognise the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live, forgiving them, calling them to new life. -offer informed suggestions about what the events of Holy Week mean to Christians
2	To explore the feelings of Mary during the events of Holy week.	-To recall the events of Holy week. -Offer informed suggestions about what the events of Holy Week mean to Christians -Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities	To know that Mary was Jesus mother. To know that Holy week started with Palm Sunday, the arrival of Jesus. Matthew 21:7-11. Good Friday was when Jesus died on the cross (Luke 23:13-25, 32-48).	Why do we celebrate Easter? What do we remember and why is this significant?	



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		-Create a diary entry to mark Mary's thoughts on each significant day of Holy week. -Describe how Christians show their beliefs about Jesus in worship in different ways	Easter Sunday was when Jesus was raised to life (Luke 24:1-12)		Understand the impact -make simple links between the Gospel accounts and how Christians mark the Easter events in their communities
3	Explore how Churches mark the different parts of Easter. Easter in the church https://www.bbc.co.uk/programmes/p02mww94	-Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities -Describe how Christians show their beliefs about Jesus in worship in different ways	In some Churches palm crosses are given and waved to celebrate and remember Jesus arrival in Jerusalem. In church some Christians explore the stations of the cross and remember how Jesus died on this Good Friday. Hot cross buns are made and eaten with the symbol of the cross. Easter Sunday marks a celebration of new life and Jesus resurrection.	Match the holy building to the correct religions. Are all churches the same? What is similar what is different?	-describe how Christians show their beliefs about Jesus in worship in different ways Make connections -raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions
4	Reflect on our own feelings about the events of Holy Week. Holy week	-Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions	Christians believe that the gospels bring 'Good News'. Jesus rising from the dead was not the end and he opened up the way to heaven. Jesus dying was a sad but Christians call it 'Good Friday' as he died so that we might be saved.	To recall the events of Holy week. What feelings did Mary have at each part? Why was Jesus dying a good thing?	



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5	Consider what brings us feelings of hope, sadness and joy. Hope, sadness and joy	-Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions	To know that there are many things that can cause the feelings of hope, sadness and joy. To recognise how stories can teach us lessons about the way we see things in the world. To know that the choices we make can influence these feelings.	Why is Good Friday called Good? How do Christians remember Easter? How do non-religious people celebrate Easter?	
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Summer 1					
Bedfordshire Agreed Syllabus Making sense of beliefs, understanding impact, Making connections Project title: How do festivals and family life show what matters to Jewish people? (God/Torah/People) Key words: Judaism, Jewish, God, Torah, belief, faith, forgiveness, sin, Exodus, salvation, freedom, festival, remembrance, Rosh Hashanah Jewish new year (September 2023), Yom Kippur (September), atonement, Passover (April 2023) , Pesach, Shavuot (May) 5 key words to teach: Almighty/Eternal, Torah, Chosen People, Jewish, Ritual. Opportunity for visit/visitor: Jewish visitor					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Explore and understand the meaning of Rosh Hashanah	-Recall ideas about the Jewish faith and what is important to them. -Understand that Rosh Hashanah holds great significance in the choices people make in the year ahead. -Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities - Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future	Rosh Hashanah means 'Head of the year' Know that Rosh Hashanah is usually celebrated around September or October and lasts for two days. This is the Jewish new Year where the people reflect on the events that have past and make a fresh start. The Shofar is blown to signal the start of the new year. Jewish people visit the Synagogue during this celebration. Jewish people eat special foods with their family which symbolise ideas of good things to come, wishes for good things people will do in the year ahead.	Match the different places of worship. Recall the different religious festivals studied. What do we already know about Judaism?	Big Ideas Significance Investigation Growth Change Make sense of belief -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 Understand the impact -make simple links between Jewish beliefs about God and his people and how Jews live



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2	Explore and understand the meaning of Yom Kippur	-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 -Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities -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	Know that Yom Kippur occurs a week after Rosh Hashanah. Yom comes from the word 'Atone' Yom Kippur 'Day of Atonement' Yom Kippur remembers the story of Adam and Eve and the first fall of man. Yom Kipper is the reflection on the sins and bad things we have done and gaining atonement for these. Jewish people will visit rivers, lakes or the sea and imagine they are throwing all the wrong things away. Jewish people ask for God to forgive them of their sins. Jewish people say sorry to the people they have done wrong, they give to charity, pray and seek guidance from the Torah. No eating, drinking, bathing, wearing leather shoes, perfumes to show commitment for one day.	What does Rosh Hashanah mean? When is it celebrated? What is forgiveness? What do we recall about forgiveness from previous learning of other religions? What does the word sin mean? How do religious and non-religious people seek forgiveness?	(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 Make connections - raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future -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
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3	Explore and understand the meaning of Passover https://www.youtube.com/watch?v=1lwMt-KLkSE	-Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people -Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities	Moses is a significant character in the Torah in relation to the Passover celebration. To know that God sent ten plagues to Egypt. The last plague was the one where Jews remember God showing mercy on them. Moses led the Israelites out of Egypt and the celebration of Passover remembers this. Passover is about thankfulness.	What festivals do we already know in the religion of Judaism? Why are they significant? Recall ideas about Moses as a baby link to the idea in previous learning about the prophecy of a King coming. (Jesus)	
4	Identify the significance of family celebrations during Passover	-Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people -Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities	The Passover is celebrated as a family with a special meal. Passover is usually celebrated in the Spring time. Families read the Seder (First story of Passover) They sit on cushions to remember how the Israelites were freed for a more comfortable life. The Seder plate food symbolises parts of the Passover story.	Who is Moses? Why is he important to Judaism? Why did God send the Plagues to Egypt?	
5	To explore the importance of prayer in Judaism. Prayer	-Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities - Raise questions and suggest answers about whether it is good	The Talmud teaches that Jews should say thank you 100 times a day. The Siddur prayer book contains numerous 'baruch atah Adonai' prayers- Blessed are you, King of the Universe'	Why is prayer important? When might people pray?	



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		for Jews and everyone else to remember the past and look forward to the future -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		How do other religions show that prayer is important?	
6	Reflect on the different festivals showing what matters to Jewish people.	-Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities -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 -Consider the family values and rituals we have and why they are important. -Make connections with how the Jewish family life and festivals encourage a reflective approach to life and living. -Reflect on how we can remember past times and look forward to the future.	Know that stories from Exodus are remembered during these festivals. These stories and teachings influence the choices made in the way Jewish people live their lives.	Revision of all learning this term brought together in a quiz.	



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Summer 2					
Bedfordshire Agreed Syllabus Making sense of beliefs, understanding impact, Making connections Project title: Where, Why and How do people worship? Key words: worship, faith, belief, community, ritual, prayer, music, symbol, God, pilgrimage, peace, devotion, significance. 5 Key words to teach: Worship, prayer, faith ritual, symbol. Opportunity for visit/visitor: Christian visitor, Hindu Visitor, Sikh Visitor, Visit a local mosque, Church					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Understand the idea of worship Worship	- Identify and describe how key actions, features and artefacts help people worship in different religions -Consider questions about the belief that worship can bring peace, comfort or challenge -Raise questions about why believers value worship -Express their own ideas about the meaning and value of worship	Worship can be in many different form's reflection, symbols, prayer, music, community, rituals, sharing food. Worship can be daily, weekly or occasionally. People from different religions worship to be closer to God.	Match the different places of worship. How do people worship?	Significance Growth Change Investigation Make sense of belief - identify and describe how key actions, features and artefacts help people worship in different religions -explain the meanings of examples of texts that believers use in worship -consider questions about the belief that worship can bring peace, comfort or challenge
2	Explore worship in the home. Worship in the home	- Identify and describe how key actions, features and artefacts help people worship in different religions -Describe how people show devotion in different religions	People have artefacts and objects linking to their worship and religion followed. Worship can be completed alone or as a family. Religions have sacred texts that are used within worship.	Match the sacred holy books to the different religions. Match the different artefacts to the different religions.	Understand the impact -describe how people show devotion in different religions Make connections --raise questions about why believers value worship and prayer giving their own ideas.



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3	Reflect on why people go to a place of worship Places of worship	- Identify and describe how key actions, features and artefacts help people worship in different religions -Describe how people show devotion in different religions	Each religion has a sacred place of worship. There are other settings people can worship including Pilgrimages to holy places. (Hajj)	How do people worship in the home? What do they have in their homes to help them worship? Where else can people go to worship? What is a pilgrimage?	
4	Explore what happens when people worship Worship	-Raise questions about why believers value worship and prayer giving their own ideas.	People worship to be closer to their God. They worship to have a sense of belonging. People worship for comfort and peace.	What do the words below mean? Peace Calm Reflection Comfort	
5	Reflect on the connections we can make to worship Connections to worship	-Raise questions about why believers value worship and prayer giving their own ideas.	People can have significant and special places that are meaningful to them. Symbolic actions in everyday life can express beliefs and feelings. Meditation, mindfulness, kindness, thoughtfulness are ways non-religious people might worship.	Where do the different religions worship? What are important parts of their worship?	