

Scheme Curriculum Coverage: Year 3 and Year 4

Year 3	Curriculum Objective	Vocab
L2.1 - What do different people believe in God? Autumn One	Emerging: <ul style="list-style-type: none"> Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1). Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1). Expected: <ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). Exceeding: <ul style="list-style-type: none"> Identify some similarities and differences between ideas about what God is like in different religions (B3). Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1). 	God Christianity Christian Hinduism Hindu Islam Muslim Sacred text Faith Belief Similar and different
L2.2 - Why is the Bible so important for Christians today? Spring One	Emerging: <ul style="list-style-type: none"> Recall and name some Bible stories that inspire Christians (A2). Identify at least two ways Christians use the Bible in everyday life (B1). Expected: <ul style="list-style-type: none"> Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Give examples of how and suggest reasons why Christians use the Bible today (B1). 	Christianity Christian Bible Creation The Fall Salvation God Bad things

	<ul style="list-style-type: none"> Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain how the Bible uses different kinds of stories to tell a big story (A2). Suggest why Christians believe that God needs to rescue/save human beings (B2). 	
L2.4 - Why do people pray? Spring Two	<p>Emerging:</p> <ul style="list-style-type: none"> Describe what some believers say and do when they pray (A1). Respond thoughtfully to examples of how praying helps religious believers (B2). <p>Expected:</p> <ul style="list-style-type: none"> Describe the practice of prayer in the religions studied (A2). Make connections between what people believe about prayer and what they do when they pray (A3). Describe ways in which prayer can comfort and challenge believers (B2). Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain similarities and differences between how people pray (B3). Consider and evaluate the significance of prayer in the lives of people today (A1). 	Pray Prayer Believer Comfort Challenge Similar and different
L2.7 - What does it mean to be Christian in Britain today? Summer Two	<p>Emerging:</p> <ul style="list-style-type: none"> Identify and name examples of what Christians have and do in their families and at church to show their faith (A3). Ask good questions about what Christians do to show their faith (B1). <p>Expected:</p> <ul style="list-style-type: none"> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). 	Christianity Christian Britain Faith Church worship Family Christian belief Hymn

	<ul style="list-style-type: none"> Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3). Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1). 	
Year 4		
L2.3 - Why is Jesus inspiring to some people? Autumn One	<p>Emerging:</p> <ul style="list-style-type: none"> Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1). Suggest some ideas about good ways to treat others, arising from their learning (C3). <p>Expected:</p> <ul style="list-style-type: none"> Make connections between some of Jesus' teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Identify the most important parts of Easter for Christians and say why they are important (B1). Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). <p>Exceeding:</p> <ul style="list-style-type: none"> Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation) –see unit L2.2), reflecting on why this inspires Christians (A1). 	Jesus Inspiration/ inspire Christianity Christian Holy Week Easter Gospel Incarnation Salvation Bible

	<ul style="list-style-type: none"> Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2) 	
L2.5 - Why are festivals important to religious communities? Spring One	<p>Emerging:</p> <ul style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations (B2). Retell some stories behind festivals (e.g. Christmas, Diwali, Pesach) (A2). <p>Expected:</p> <ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media(C2). Suggest how and why religious festivals are valuable to many people (B2). 	Festival Religious community Celebration Christmas Diwali Symbol Belief Believer Similar and different Britain valuable
L2.6 - Why do some people think that life is a journey and what significant experiences mark this? Spring Two	<p>Emerging:</p> <ul style="list-style-type: none"> Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). Identify at least two promises made by believers at these ceremonies and say why they are important (B1). <p>Expected:</p> <ul style="list-style-type: none"> Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). 	Milestone Commitment Marriage Promise Believer Ceremony Journey Christian Jewish or Hindu Similar and different

	<ul style="list-style-type: none"> Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain similarities and differences between ceremonies of commitment (B3). Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2). 	
<p>L2.8 - What does it mean to be a Hindu in Britain today?</p> <p>Summer One</p>	<p>Emerging:</p> <ul style="list-style-type: none"> Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3). Ask good questions about what Hindus do to show their faith (B1). <p>Expected:</p> <ul style="list-style-type: none"> Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). Suggest at least two reasons why being a Hindu is a thing in Britain today, and two reasons why it might be hard sometimes (B2). Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3). Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1). 	<p>Hinduism Hindu Britain Mandir Faith Hindu beliefs Duty Puja Aarti Bhajans Worship</p>
<p>L2.9 - What can we learn from religions about deciding what is right and wrong?</p> <p>Summer Two</p>	<p>Emerging:</p> <ul style="list-style-type: none"> Recall and talk about some rules for living in religious traditions (B2). Find out at least two teachings from religions about how to live a good life (C3). <p>Expected:</p>	<p>Right v wrong Rule Good life Believer Temptation Inspirational person Love</p>

	<ul style="list-style-type: none"> • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). • Make connections between stories of temptation and why people can find it difficult to be good (A2). • Give examples of ways in which some inspirational people have been guided by their religion (B1). • Discuss their own and others' ideas about how people decide right and wrong (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3). • Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3) 	<p>Forgiveness Honesty Kindness Generosity</p>
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