

R.E Progression of Skills - Year 3



Wigan Agreed Syllabus (SACRE):		
	<p><u>Year 3 Areas of Study:</u></p> <p>Autumn 1: What makes some books sacred? Autumn 2: What are the deeper meanings of festivals of light? Spring 1: What do different people believe God is like? Spring 2: What matters to Christians about Easter? Summer 1: What is worship? Summer 2: What qualities do leaders of religions demonstrate?</p>	<p><u>R.E Enquiry</u> As theologians, we are learning to: Autumn 1: To enquire into the nature of holy books and why they are regarded as sacred and special. Autumn 2: To enquire into the festivals of light; Diwali and Christmas. Spring 1: To conduct an enquiry into beliefs about God from religion and belief. Spring 2: To enquire into the reasons why Easter is important in the Christian faith. Summer 1: To enquire into the concept of worship. Summer 2: To enquire into the qualities demonstrated by leaders of different world faiths.</p>
<u>Unit of work:</u>	<u>R.E Knowledge and understanding:</u>	<u>Learning Outcomes:</u>
<p>Autumn 1</p> <p>What makes some books sacred?</p>	<p>As theologians, we are learning to:</p> <ul style="list-style-type: none"> • Reflect on and discuss books that are special to us. • Recognise and determine the characteristics that makes a text or book sacred and holy. • Describe how and why sacred texts are important to believers. • Identify the sacred texts in different religious traditions and describe how people show respect for them. • Explain the meanings of the stories from sacred texts such as the Bible and explore the principles for living which they teach. • Explore a story from a sacred text that provides inspiration and guidance to a religious believer. • Identify how religious meaning is expressed through different types of language, for example parables, poems, psalms and prayers. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Reflect and talk about books that are special to them and why. • Describe how religious traditions show respect for their holy books. • Use appropriate religious vocabulary to refer to sacred texts, such as Guru Granth Sahib, Torah, Quran, Bible, sacred etc. • Suggest reasons why holy books are sacred and different from other books. • Recall stories from the Bible and suggest possible meanings for the stories. • Explain how Christians use the Bible and why it is important to them. • Explain how a religious community shows respect for its holy book. • Identify the holy books of other religious traditions. • Explain the different types of literature contained in the Bible by creating a Bible library. • Respond to the statement: 'Sacred books are more special than other books'. Do you agree? Give reasons for your answer.

<p>Autumn 2</p> <p>What are the deeper meanings of festivals of light?</p>	<p>As theologians, we are learning to:</p> <ul style="list-style-type: none"> • Reflect on the symbolism of darkness and light. • Explore the stories behind the festivals of Diwali and Christmas and how they reflect the concepts of good overcoming evil. • Explore the symbolism of light in the Christmas/Diwali festivals. • Consider why Jesus is often called the 'Light of the World'. • Explore how Diwali and Christmas are celebrated by Hindus today and why. • Talk about and reflect on celebrations that are special to us. • Express and respond to the values and beliefs at the heart of each festival. • To know and understand the meaning of the term 'festival of light.' 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Describe how Diwali is celebrated in a Hindu home. • Use appropriate religious vocabulary such as Christingle, Diwali, Christmas, rangoli etc. • Suggest reasons explaining why Jesus might be called the 'light of the world'. Recall the key features of the story of Diwali and the Christmas story. • Make and explain the links between the festival stories and the symbols of light in festival celebrations. • Identify symbols of light in both festivals suggesting reasons for them. • Reflect on their experience of darkness and light. • Identify the good and evil characters in the Diwali story. • Explain the concepts of good and evil and give examples. • Explain what a festival of light is and give examples.
<p>Spring 1</p> <p>What do different people believe God is like?</p>	<p>As theologians, we are learning to:</p> <ul style="list-style-type: none"> • Recognise that people have different views about God. • Enquire into the concept of faith and why people put their faith in God. • Know and understand some of the qualities Christians associate with God and why. • Reflect upon and share their own ideas about God. • Reflect upon and ask big questions about God. • Express our spirituality through poetry or art. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Share ideas about God and respond sensitively to the ideas of others. • Use appropriate religious vocabulary to describe some of the qualities associated with God in Christianity and what they mean. • Ask interesting and imaginative questions about God and the world in which we live. • Reflect on the nature of God in a creative way demonstrating through art/poetry their response to the idea of God. • Identify and explain some qualities that Christians associate with God. • Demonstrate knowledge and understanding of the nature of God in one other religious tradition. • Give a reason why someone might not believe in God. • Give an example of something a person might do or not do because they believe in God. • Respond to the question: 'Where is God?' Give reasons for your answer.

<p>Spring 2</p> <p>What matters to Christians about Easter?</p>	<p>As theologians, we are learning to:</p> <ul style="list-style-type: none"> • Reflect on why the events of Easter are so significant for Christians. • Explore the story of Jesus washing the disciples' feet and understand what Christians learn from this and how it might influence their daily lives and actions. • Describe the key events of the Last Supper and explore its links with Christian belief and practice. • Reflect upon what Christians think is special about Jesus with reference to how they remember him and why. • Know how the symbols associated with the Easter story relate to the beliefs and values of Christianity. • Ask important questions about their own values. • Reflect and share our own feelings relating to loss and remembrance. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Describe the main events of the story of the Last Supper and explain their significance for Christians today. • Use appropriate religious vocabulary – resurrection, Holy Communion, crucifixion etc. • Ask questions and suggest reasons for example, why did Jesus wash the feet of his disciples? • Recall the story of Jesus' appearance on the road to Emmaus and explain why it made Christians rejoice. • Make links between the story of the Last Supper and how Christians remember Jesus today in the Eucharist. • Identify things that they think Jesus would want to be remembered for. • Reflect and share their own feelings regarding loss and remembrance. • Explain the concepts of humility and service. • Respond to the question: 'Washing a person's feet is a good way to show they are welcome.' Do you agree? Give reasons for your answer.
<p>Summer 1</p> <p>What is worship?</p>	<p>As theologians, we are learning to:</p> <ul style="list-style-type: none"> • Explain what worship is and why it is important to believers. • Know and understand the main features of Christian worship. • Know when the Christian holy day is and what Christians do on that day and why. • Identify holy days in other religious traditions. • Gain knowledge and understanding of the Church building and its features, their functions and symbolism. • Research places of worship in other religious traditions and identify significant features associated with them. • Reflect upon and share their own thoughts and feelings about worship. • Explore how places of worship bring religious communities together. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Identify and describe the main features found in a place of worship. • Ask some thoughtful questions about why people choose to attend a church, mosque or synagogue. • Explain the meaning of the term worship, giving examples of how people worship. • Use appropriate religious vocabulary when referring to worship and places of worship. Use key words such as Mosque, Synagogue, Church, altar and pulpit accurately and in context. • Make links between features of a place of worship and the beliefs of the religious tradition. • Reflect on how people worship and why. • Explain how places of worship bring religious communities closer together. • Explain how religious people think worship connects them with God. • Respond to the statement: 'All Christians should go to church on Sunday'. Do you agree? Give reasons for your answer.
<p>Summer 2</p>	<p>As theologians, we are learning to:</p> <ul style="list-style-type: none"> • Know and understand of the qualities of a good leader and consider how they are demonstrated by the leaders/founders of different world faiths. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Describe the life of Muhammad and explain his influence and importance in Islam today.

<p>What qualities do leaders of religions demonstrate?</p>	<ul style="list-style-type: none"> • Enquire into the leaders and founders of religious traditions and how they were called by God to lead faith communities. • Explore the concept of vocation with reference to leaders and members of faith communities. • Enquire into the roles and responsibilities of modern leaders of worship and learning in religious traditions. • Reflect on the importance and impact of these leaders in religious communities today. 	<ul style="list-style-type: none"> • Describe the life of Abraham and explain his influence and importance in Judaism today. • Use appropriate religious vocabulary such as Prophet Muhammad, Abraham, Imam, Rabbi and Priest etc. • Ask questions and suggest reasons for why these people were chosen by God. • Recall the names of the religious leaders and the religious traditions they represent. • Identify the qualities demonstrated by the leaders of the religious traditions. Explain the work of a religious leader in a specific religious tradition. • Explain the concept of vocation and reference examples of people who have made the religious life their vocation. • Respond to the statement: 'Abraham was a good leader'. Do you agree? Give reasons for your answer.
<p><u>As spiritual theologians we are learning to:</u> Autumn 1: Reflect and share books that are important and special in the pupils own lives. Autumn 2: Reflect upon personal experiences of darkness and light. Spring 1: Reflect upon the idea of God through art and music. Spring 2: Reflect and share feelings of separation, remembrance and joy relating to the Easter story. Summer 1: Consider how a place of worship can be a spiritual home for the believer. Summer 2: Reflect on the qualities of a good leader.</p>	<p><u>As moral theologians we are learning to:</u> Autumn 1: Discuss the different morals evident within the stories studied and apply them to modern day life. Autumn 2: Explore the idea of right and wrong/ good and evil in the festival stories. Spring 1: Reflect on whether believing in God makes you a better person. Spring 2: Explore the moral lessons that can be learned from the Easter story? Summer 1: Discuss whether all Christians should go to church on Sunday. Summer 2: Explore the concept of vocation.</p>	
<p><u>As social theologians we are learning to:</u> Autumn 1: Look at how the Bible is used in society and in the Christian community today. Autumn 2: Explore how the Christian and Hindu community celebrate festivals of light Spring 1: Listen and respond sensitively to other pupil's ideas about God Spring 2: Enquire into the events of the Last supper and research how Christians today gather in Holy Communion/Mass/Eucharist to remember Jesus' sacrifice. Summer 1: Research how a religious building is used by the community. Summer 2: Discuss the roles and responsibilities of modern day leaders of faith communities.</p>	<p><u>As cultural theologians we are learning to:</u> Autumn 1: Consider how sacred texts are shown respect in different religious traditions. Autumn 2: Research into the diverse nature of festival celebrations in different cultures across the world. Spring 1: Recognise that culture and religion influence the diverse views and beliefs about God. Spring 2: Enquire into how do different cultures and religious traditions welcome people today? Summer 1: Conduct an enquiry into worship in other religious traditions. Summer 2: Reflect upon the impact of religious and secular leadership on religious traditions and cultures.</p>	