

Religious Studies Curriculum Overview - Year 3

	Unit	Details
Autumn One	Creation What do Christians learn from the Creation story? (UC)	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. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.
Autumn Two	People of God What is it like to follow God? (UC)	Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world.
Spring One	Why are festivals important to the religious community?	This investigation enables pupils to learn in depth from different religious and spiritual ways of life as shown through festival and celebration. We have chosen to focus on Easter, Divali in Hinduism, Pesach in Judaism and Eid ul Fitr in Islam. Pupils learn how celebration reminds believers of key beliefs and gives time to focus on beliefs and commitments and community celebrations.
Spring Two	Why are festivals important to the religious community?	This investigation enables pupils to learn in depth from different religious and spiritual ways of life regarding diverse beliefs about God.
Spring Two	Salvation Why do Christians call the day Jesus died 'Good Friday'? (This is taught across one day) (UC)	Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.
Summer One	Gospel What type of world did Jesus want? (UC)	Identify this as part of 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'. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. Make links between the Bible stories studied and the importance of love, and life in the world today.
Summer Two	Why do people Pray?	This investigation enables pupils to learn in depth from different religious and spiritual ways of life about prayer: the practice, symbols, words and significance of prayer are studied alongside some key beliefs about prayer, so that pupils can develop thoughtful ideas and viewpoints of their own about prayer.