

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Subject: Religious Education	Year group: Year 3	Topic: L2.12 How and why do people try to make the world a better place? (C, M/J, NR)	Unit Key Question: Cultural Capital:
<p>Prior knowledge required:</p> <ul style="list-style-type: none"> <li>• identify the core beliefs and concepts studied and give a simple description of what they mean</li> <li>• give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>• give clear, simple accounts of what stories and other texts mean to believers</li> <li>• give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>• give examples of ways in which believers put their beliefs into action</li> <li>• think, talk and ask questions about whether the ideas they have been studying have something to say to them</li> <li>• give a good reason for the views they have and the connections they make</li> </ul>		Vocabulary: Jesus, disciples, gospel, good samaritan, church, worship, church leader.	
<p>Programme of Study</p> <p>What do pupils gain from RE at this key stage? Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</p> <p>A. make sense of a range of religious and nonreligious beliefs  B. understand the impact and significance of religious and nonreligious beliefs  C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied</p> <p>End of key stage outcomes  RE should enable pupils to:</p> <ul style="list-style-type: none"> <li>• identify and describe the core beliefs and concepts studied</li> <li>• make clear links between texts/sources of authority and the key concepts studied</li> <li>• offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> </ul>			

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- make simple links between stories, teachings and concepts studied and how people live, individually and in communities
  - describe how people show their beliefs in how they worship and in the way they live
  - identify some differences in how people put their beliefs into action
  
  - make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
  - raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
  - give good reasons for the views they have and the connections they make
- These general outcomes are related to specific content within the unit outlines on pp.61-72.

Implementation:	Impact - Lesson Sequence:	Evaluations and assessments:
<p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>• Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</li> <li>• Make links between religious beliefs and teachings and why people try to live and make the world a better place</li> </ul> <p>Understand the impact:</p>		<p>I am learning to ...</p>

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<ul style="list-style-type: none"><li>• 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)</li><li>• Describe some examples of how people try to live (e.g. individuals and organisations)</li><li>• Identify some differences in how people put their beliefs into action</li></ul> <p>Make connections:</p> <ul style="list-style-type: none"><li>• 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</li><li>• Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</li><li>• 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.</li></ul>		
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