**Year 3 R.E Curriculum – Summer Term 2**

|  |
| --- |
| **Theme: How and why do people try to make the world a better place?** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| **Make sense of belief:**• Identify some beliefs about why the world is not always a good place e.g. Christian ideas of sin) • Make links between religious beliefs and teachings and why people try to live and make the world a better place**Understand the impact**: • 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) • Describe some examples of how people try to live (e.g. individuals and organisations)• Identify some differences in how people put their beliefs into action **Make connections:** • 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• Make links between some commands for living from religious traditions, non-religious worldviews and pupils’ own ideas• 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. | **Keyword** | Definition  | **Keyword** | Definition  | Speaking and listening -Discussing, explaining and questioning. |
| The Golden Rule | Do to others as you would have them do to you. | Zakah | Muslims to donate a portion of their wealth to charity |
| Ten Commandments | Establish rules of worship and forbid actions such as murder, theft, and adultery. |  |  |
| Tikkah olam | Hebrew for "repairing the world" |  |  |
| Tzedaka | (among Jewish people) charitable giving, typically seen as a moral obligation. |  |  |
|  |  |  |  |
| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* |
| What makes some places sacred to believers? Year 2 | How and why do people mark the significant events of life? |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. To think about ways that the world is not such a good place (start local then global) and how sometimes people are not always as good as they should be.
 | * Know what issues are affecting our local environment and our planet.
 | * Reflective skills
 |
| 1. To understand religions can help and give guidance for people to live in the right way.
 | * Know the Ten Commandments and The Golden Rule.
 | * Investigative skills
 |
| 1. To find out about the Jewish teaching of tikkah olam and tzedakah.
 | * Know tikkah olam helps people understand about mending the world and tzedaka is about being charitable
 | * Investigative and interpretive skills
 |
| 1. To find out about the Muslim belief in charity (zakah).
 | * Know Muslims to donate a portion of their wealth to charity.
 | * Interpretive skills
 |
| 1. To explore an inspirational Christian person.
 | * Know about the life and work of Desmond Tutu/Mother Teresa or Martin Luther King.
 | * Inverstigative skills
 |
| 1. To learn about Humanist charities.
 | * Know about the work of WaterAid or Oxfam
 | * Inverstigative skills
 |
|  |
| **Themes** | **Where these are covered:** |
| **Make sense of belief** | * Lesson 1, 2 and 3
 |
| **Understand the impact** | * Lesson 3 , 4 and 5
 |
| **Make connections** | * Lesson 1 and 6
 |