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

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| **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. |  |  |
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| **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 | |
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| **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 | | | | | | |