

Y3 – Promises (Belonging)

Big Question: Why make promises?

Prior learning: Children have learnt about the signs and symbols of Baptism.

At the end of this topic, pupils will know:

Line of enquiry/Learning outcome	Standard Indicators
When do we make promises?	<ul style="list-style-type: none"> Some children will be able to ask and respond to questions about promises.
Why do people get baptised?	<ul style="list-style-type: none"> Children will be able to describe the reasons used for Baptism. Children will use a developing religious vocabulary to give reasons for the actions and symbols used at Baptism.
What does Jesus' baptism teach us about promises?	<ul style="list-style-type: none"> Children will be able to give reasons for the promises made at Baptism and how Christians live as followers of the light of Christ.
How can we live out the promises of baptism?	<ul style="list-style-type: none"> Children will be able to give reasons for the promises made at Baptism and how Christians live as followers of the light of Christ.
What are the signs and symbols of baptism?	<ul style="list-style-type: none"> Children will be able to describe the actions and symbols used at Baptism.

Key Vocabulary

Word	Definition
Sacrament	a religious ceremony or ritual
Baptismal promises	A series of questions asked before a Baptism
Action	A thing done, an act.
Commitment	Being dedicated to something
Faith	Complete trust or confidence in something.

Sources used during this topic:

Source	Example
Scripture	Jeremiah 31: 3 Mark 1: 9-11



As children of God we are loved, we are called, and we are inspired.



Y3 – Judaism (Interfaith)

Big Question: How do Jewish people worship?

Prior learning: Children have learnt about the Jewish faith earlier in the year and in Year 2. They are aware of the other faiths.

At the end of this topic, pupils will know:

Line of enquiry/Learning outcome	Standard Indicators
<p>1. Where do Jewish people worship? To identify and describe a Jewish place of worship.</p>	Describe, with increasing detail and accuracy a range of religious beliefs
<p>2. What is it like inside a synagogue? To describe the religious beliefs of Judaism.</p>	Describe, with increasing detail and accuracy religious symbols and the steps involved in religious actions and worship. Make links between beliefs & worship, giving reasons for actions and symbols
<p>3. What do Jewish people believe? To make links between symbols and beliefs.</p>	Describe, with increasing detail and accuracy those actions of believers which arise as a consequence of their beliefs

Key Vocabulary

Word	Definition
Worship	To show reverence and adoration
Synagogue	A Jewish place of worship
Shul	A synagogue
Rabbi	A Jewish teacher
Shabbat	Jewish day of rest and celebration
Sefer	A book of Hebrew religious literature
Torah	The Jewish Holy book.
Ark	A cabinet that enshrines the Torah
Kiddush	A ceremony of prayer and blessing over wine.
Bimah	An altar in orthodox churches
Kippah	The skullcap traditionally worn by men
Tallit	Jewish prayer shawl.



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Y3 – Homes (Domestic Church)

Big Question: What's so special about homes?

Prior learning: Children know that God is present in every new beginning.

At the end of this topic, pupils will know:

Line of enquiry/Learning outcome	Standard Indicators
1. What makes a house a home? Pupils will know and understand 'the joys and sorrows of being a family at home.'	Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose
2. What does Paul tell us about making a happy home? Pupils will know and understand God's vision for every family.	· Describe, with increasing detail and accuracy: - a range of religious beliefs - those actions of believers which arise as a consequence of their beliefs
3. Why should we love and respect each other? Pupils will know that parents and children should love and respect one another, as God wants them to do.	· Describe, with increasing detail and accuracy: - a range of religious beliefs - those actions of believers which arise as a consequence of their beliefs
4. How do the Holy Family show us love and care? Pupils will know that the Holy Family give us an example of a happy and caring family.	· Make links between: - beliefs & sources, giving reasons for beliefs
5. How can God make a difference in our everyday lives? Pupils will know that God is always with us	Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose
6. What does it mean to 'love one another as I have loved you'? Pupils will know that Jesus wants us to love one another	Make links to show how feelings and beliefs affect their behaviour and that of others.
7. How can I make a difference in my every day life? Pupils will know that we have been chosen by God to be a Holy people.	Make links between: Beliefs and sources, giving reasons for beliefs.

Key Vocabulary

Word	Definition
Home	A place where someone lives as part of a family
Love	A strong feeling for someone
Respect	Having regard for someone's feelings
Family	A group of people who live together
Joys	A feeling of happiness
Sorrows	A feeling of sadness
Community	A group of people who live in the same place or have something in common.
Difference	Not the same

Sources used during this topic:

Source	Example
Christian Beliefs	Love one another Treat others how you expect to be treated Share what you have with people in need.
Scripture	Romans 12: 8-13 – <i>God's Story 3</i> page 141 Ephesians 5: 1-9; and 6: 1-4. Luke 2: 39-40 John 13:34-35 – <i>God's Story 3</i> page 108 (Teachers notes page 158) Col 3:12-17 <i>God's Story 3</i> page 147

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