

KS2 (YEAR 3) RE LEARNING OUTCOMES

Unit L2.1: Where, how and why do people worship?		
<p>Make sense of belief</p> <ul style="list-style-type: none"> identify and describe how key actions, features and artefacts help people worship in different religions explain the meanings of examples of texts that believers use in worship consider questions about the belief that worship can bring peace, comfort or challenge 	<p>Understand the impact</p> <ul style="list-style-type: none"> make simple connections between sacred texts and the ways believers worship today describe how people show devotion in different religions 	<p>Make connections</p> <ul style="list-style-type: none"> raise questions about why believers value worship express their own ideas about the meaning and value of worship give good reasons for their views about worship and prayer
Unit L2.2: Why do some people think that life is like a journey? How and why do some people mark the significant events of life?		
<p>Make sense of belief</p> <ul style="list-style-type: none"> identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today 	<p>Understand the impact</p> <ul style="list-style-type: none"> describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) identify some differences in how people celebrate commitment (e.g. different practices of marriage, Christian baptism) 	<p>Make connections</p> <ul style="list-style-type: none"> raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones make links between ideas of love, commitment and promises in religious and non-religious ceremonies □ give good reasons why they think ceremonies of commitment are or are not valuable today
Unit L2.3: What is the 'Trinity' and why is it important for Christians? (God/Incarnation)		
<p>Make sense of belief</p> <ul style="list-style-type: none"> recognise what a 'Gospel' is and give an example of the kinds of stories it contains offer suggestions about what texts about baptism and the Trinity mean give examples of what these texts mean to some Christians today 	<p>Understand the impact</p> <ul style="list-style-type: none"> describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live 	<p>Make connections</p> <ul style="list-style-type: none"> make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like
Unit L2.4: What kind of world did Jesus want? (Gospel)		
<p>Make sense of belief</p> <ul style="list-style-type: none"> identify texts that come from 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' suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian 	<p>Understand the impact</p> <ul style="list-style-type: none"> give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways 	<p>Make connections</p> <ul style="list-style-type: none"> make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas
Unit L2.5: Why do Christians call the day Jesus died 'Good Friday'? (Salvation)		
<p>Make sense of belief</p> <ul style="list-style-type: none"> recognise the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live offer informed suggestions about what the events of Holy Week mean to Christians give examples of what Christians say about the importance of the events of Holy Week 	<p>Understand the impact</p> <ul style="list-style-type: none"> make simple links between the Gospel accounts and how Christians mark the Easter events in their communities describe how Christians show their beliefs about Jesus in worship in different ways 	<p>Make connections</p> <ul style="list-style-type: none"> raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions
Unit L2.6: How do festivals and family life show what matters to Jewish people? (God/Torah/the People)		
<p>Make sense of belief</p> <ul style="list-style-type: none"> identify some Jewish beliefs about God, sin and forgiveness and describe what they mean make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people offer informed suggestions about the meaning of the Exodus story for Jews today 	<p>Understand the impact</p> <ul style="list-style-type: none"> make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) describe how Jews show their beliefs through worship in festivals, both at home and in wider communities 	<p>Make connections</p> <ul style="list-style-type: none"> raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas