

SMSC

Spiritual

Understand the significance of religious festivals from a spiritual perspective; the role of a mentor and leader through faith founders; communicating with God in different ways; introduction to Islamic spirituality, looking at Qur'an and prayer rituals; reflect on religious artwork about Mary

Moral

Understand concepts of forgiveness and reconciliation; consider beliefs, values and rules in their lives which may be similar to religious rules/rule of law; Christian morality based on Sermon on the Mount

Social & Relationships

Recognise and respond appropriately to a wider range of feelings in others; Recognise different types of relationships; Listen and respond respectfully to a wide range of people, feeling confident to raise their own concerns, care about other people's feelings, respect and constructively challenge; Differences and similarities between people arise from a number of factors; Recognise and challenge stereotypes.

Cultural & Wider World

Research, discuss and debate topical issues, problems and events; Understand there are basic human rights and the UNCRC; Realise consequences of anti-social, aggressive and harmful behaviour, including discrimination; Appreciate the range of national, regional, religious and ethnic identities; Consider people's different values and customs; explore the diversity of local religious places and faith groups

Health and Well-Being

Know how to make informed choices and understand the concept of a balanced lifestyle; Reflect on and celebrate achievements; Understand change, including transitions of loss, separation, divorce and bereavement.



Cross-Curricular RE Year 3

SEN

Inclusive learning environment – resources clearly labelled; theological vocab on display; word mats
Multi-sensory approach – writing scaffolds; use of photographs, images, videos, audio; alternatives to recording written work; 3D models; use of ICT
Communication – make links to children's prior knowledge; plan immersive experiences; pre-teach new vocab; visual aids for new concepts

CAREERS

Teacher/Lecturer; politician; journalist; social worker; youth worker; community development; charity officer; chaplain
Jobs linked to rules – police, law enforcers
Jobs linked to founders (make links to school founders)
Key roles in mosque

COLLABORATION

Harvest Festival
Christmas Service – Mary's role
Easter Service – Garden of Gethsemane
Islamic faith visitor – focus on rituals, holy book, mosque, key beliefs
Study of local religious buildings

MATHS

Special dates – Easter, Christmas, Harvest, Eid (Ramadan)
Special numbers – Ten commandments, Seven days of creation, five pillars, holy trinity
Numbers of faith believers
Data – Charts, Venn diagrams, tables
Percentages/fractions (linked to population)
Numbers in religious stories/beliefs

LITERACY

Reading – Develop word reading linked to new vocabulary and reading extracts/interpretations of religious texts; key vocabulary linked to faiths studied; retrieving information from sacred texts; sequencing faith stories; comparing different versions of stories linked to faith founders; inference linked to religious stories about forms of worship
Writing – Written reflections on different areas studied; retelling faith stories about founders; information texts about range of religious festivals; letters written to Islamic faith visitor; narrative of Mary's role in Christmas story; script-writing drama about Garden of Gethsemane
Speaking & Listening – Retelling stories about faith founders; talking sensitively about different faiths; expressing opinions