

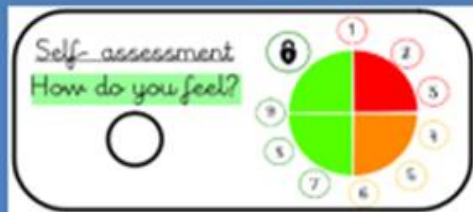
# The Northway Curriculum

## Year Three

### RE

#### Unit One – Autumn Term

What do different people believe about God? (Christian Muslims and Hindus) (Believing)



LO: I can identify beliefs about God held by Christians, Muslims and Hindus.		
LO: I can retell and suggest the meanings of stories from sacred texts about people who encountered God.		
LO: I can describe some ways in which Christians, Hindus and Muslims describe God.		
LO: I can ask some questions about believing in God and offer some of my own thoughts and opinions on this.		
LO: I can suggest why having a faith or belief in something can be hard.		
LO: I can identify and say why having a belief in God can make a difference to people's lives.		

## Year One

### RE

Unit One- Autumn Term  
Who is a Christian and Muslim and what do they believe? (Believing)

Self-assess  
How do you

- LO: I understand that Christians believe in God and follow examples of Jesus.
- LO: I can recognise some Christian symbols and images.
- LO: I can talk about some simple ideas about Christian beliefs about God and Jesus.
- LO: I can retell a story that shows what Christians might think about God. (Words, drama or pictures)
- LO: I understand that Muslims believe in one God and follow the example of prophet Muhammad
- LO: I can explore how Muslims do not draw Allah or the Prophet but use Calligraphy to say what God is like.
- LO: I understand some Muslim beliefs and make links to the 99 names of Allah.
- LO: I can retell a story about the life of Prophet Mohammad
- LO: I can recognise some objects used by Muslims and say why they are important.

## Year Three

### RE

#### Working Deeper

WD: I can identify some similarities and differences between God's in different religions.

WD: I can discuss and present my own ideas about God and express my understanding through words, symbols and the arts.

## Year Two

### RE

Unit One – Autumn Term  
Who is a Christian and Jew and what do they believe? (Believing)

LO: I can retell a story that shows what Christians might think about God. (Words, Drama or Pictures) (Follow an objective from Y1)

LO: I can talk about some simple ideas about Christian beliefs about God and Jesus (Follow an objective from Y1)

LO: I can discuss issues about good and bad, right and wrong and how they arise from Christian stories.

LO: I can ask some questions about believing in God and offer some of my own thoughts and opinions on this.

LO: I can discuss and understand that Jews believe in God and that God is known by different names (Mezuzah, Shabbat) (Synagogue Visit)

LO: I can talk about how the Mezuzah in the home reminds Jews about God.

LO: I understand the Shabbat is a special day of the week for Jews and can say what they might do to celebrate. (Synagogue Visit)

LO: I can retell the festival of Sukkot and how it makes Jews think about God.

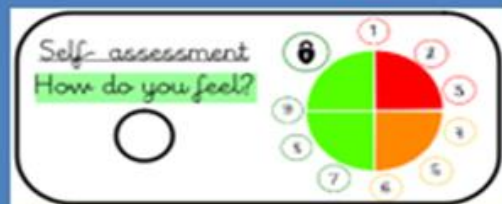
# The Northway Curriculum

## Year Three

### RE

#### Unit Two – Spring Term

Why are festivals important to religious communities? (Easter and Passover focus) (Expressing)



**LO:** I can recognise and identify some differences between religious festivals and types of celebrations.

**LO:** I can retell stories between festivals (Easter and Passover)

**LO:** I can make connections between stories, symbols and beliefs with what happen in at least 2 festivals. (Easter and Passover)

**LO:** I can ask some questions about what matters most to Christians and Jews during Easter and Passover.

**LO:** I can identify similarities and differences in the way festivals are celebrated between religions.

**LO:** I can explore and suggest idea about what is worth celebrating and remembering in religious communities and in my own life.

Year Three

RE

Working Deeper

**WD:** I can discuss and present my own view about the role of festivals in Britain today.

**WD:** I can suggest why and how religious festivals are valuable to many people.

Year One

RE

Unit Three- Summer Term

What does it mean to belong to a Christian or Muslim faith and community? (Living)

**LO:** I understand that it is special and of value to belong to a group that is important to Christians and Muslims.

**LO:** I understand that some people belong to different religions.

**LO:** I can recognise and name some symbol of belonging for Christians and Muslims.

**LO:** I can retell what happens at a traditional Christian baptism.

**LO:** I can name 2 ways people show they belong to each other when they get married.

**LO:** I can ask good question during a school visit about what happens in a Church or Mosque. (Mosque Visit)



Year Two

RE

Unit Two – Spring Term

How and why do we celebrate special and sacred times? (Christian, Muslim, Jewish) (Expressing)

**LO:** I can identify a special time I celebrate and explain simply what celebration means.

**LO:** I can talk about ways in which Jesus was a special person who Christians believe | the son of God.

**LO:** I can explain how Christian holidays such as Easter, Harvest, and Christmas is celebrated and how it can vary in other religions.

**LO:** I can retell the Easter story and a story from another religion and say why these are important to their believers.

**LO:** I can ask questions the spark my curiosity amongst different religious festivals.

**LO:** I can give examples of what people give, do, sing, and remember during a religious festival.



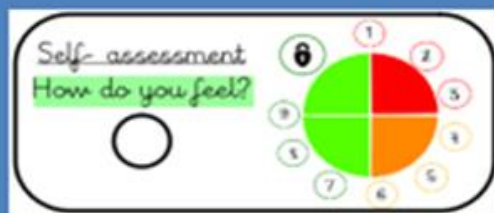
# The Northway Curriculum

## Year Three

### RE

#### Unit Three – Summer Term

What does it mean to be a Christian in Britain today? (Living)



**LO:** I can identify and name examples of what Christians have to do in their families and at Church to show their faith.

**LO:** I can ask good questions about what Christians have to do to show their faith. (emerging)

**LO:** I can describe what Christians do to show their faith and make connections with some Christian beliefs and teachings.

**LO:** I can describe some ways Christians express their faith through hymns and modern worship songs. (Church Visit?)

**LO:** I can suggest at least 2 ways why being a Christian in Britain today is a good thing and 2 ways it can be hard sometimes.

**LO:** I can discuss links between the actions in helping others, and ways in which people of other faiths and beliefs, including myself, help others.

#### Year Three

#### RE

#### Working Deeper

**WD:** I can explain similarities and differences between different ways of worshipping at 2 different Christian Churches.

**WD:** I can present ideas about what it means to be a Christian in Britain today, making links to own experiences.

#### Year One

#### RE

#### Unit One – Autumn Term

Who is a Christian and Muslim and what do they believe? (Believing)

**LO:** I understand that Christians believe in God and follow examples of Jesus.

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**LO:** I can retell a story that shows what Christians might think about God. (Words, drama or pictures)

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**LO:** I can retell a story about the life of Prophet Mohammad

**LO:** I can recognise some objects used by Muslims and say why they are important.

Self-assess  
How do you  
feel?

#### Year Two

#### RE

Unit One – Autumn Term  
Who is a Christian and Jew  
and what do they believe?  
(Believing)

**LO:** I can retell a story that shows what Christians might think about God. (Words, Drama or Pictures) (Follow an objective from Y0)

**LO:** I can talk about some simple ideas about Christian beliefs about God and Jesus (Follow an objective from Y0)

**LO:** I can discuss issues about good and bad, right and wrong and how they arise from Christian stories.

**LO:** I can ask some questions about believing in God and offer some of my own thoughts and opinions on this.

**LO:** I can discuss and understand that Jews believe in God and that God is known by different names (Mezuzah, Shabbat) (Synagogue Visit)

**LO:** I can talk about how the Mezuzah in the home reminds Jews about God.

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**LO:** I can retell the festival of Sukkot and how it makes Jews think about God.

Self-assess  
How do you  
feel?