

Year 3 Term 1

What do different people believe about God?
RELIGIOUS EDUCATION



Progression in Skill:

Describe some of the ways in which Christians, Hindus and/or Muslims describe God.
Ask questions and suggest some of their own responses to ideas about God.
Suggest why having a faith or belief in something can be hard.
Identify how and say why it makes a difference in people's lives to believe in God.

Long-term Memory Knowledge:

Know some of the ways Christians, Hindus and Muslims describe God, according to their faith.
Talk about different people's ideas of God, making reference to the religions studied.
Understand why it can be hard to have faith or believe in something/someone you cannot see.
Give examples of how belief in God makes a difference to people's lives.

Key Vocabulary

Trinity	the Christian belief in one God: the Father, Son and Holy Spirit
Allah	the Islamic name for God
prophet	God's messenger; someone who receives the word of God directly
Shahadah	the Islamic statement of faith: there is only one God, Allah, and Muhammed is His prophet
murtis	a statue or image of a god or goddess

Progression in Resources:

Bible stories such as Moses and the Burning Bush and Paul's Conversion
The story of the first revelation of the Qur'an to Muhammed
Statues of Hindu gods and goddesses

Relevance

Now	Children develop their understanding of some of the different religions followed by members of our school community.
Future	Children are tolerant of those of other faiths and understand how someone's beliefs might impact their actions.
Aspiration	Children can make thoughtful choices about their own religious beliefs and play an active, positive role in any religious community they choose to belong to.

Kent REAct Syllabus Aims:

Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
Investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
Explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities.

Essential Prior Learning:

There are different religions that people follow.
Followers of Hinduism, Christianity and Islam share some beliefs but not all.
Someone's religious beliefs can impact the way they live their lives.