

Through our RE curriculum we aim for our pupils to gain knowledge and understanding of a range of religions and worldviews, and to use that knowledge to engage in informed and balanced conversations about religions and beliefs. We want our children to develop spiritually, morally, socially and culturally and to reflect on their own beliefs, being discerning about the many attitudes and opinions they will encounter.

Inspiring and enabling our school community to live life to the full



YEAR 3

Subject: RE
Christianity: God as Creator

Characteristics of an Effective Learner

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

Learning about Christianity:

Year R - What does the Bible say about God? Does everyone believe the same things about God? How Christians care for the world. Incarnation. Salvation.

Year 1 – Belonging; How does Christianity demonstrate that everyone is special? Does everyone believe the same things about God? Christian stories and symbols. Places of worship. Incarnation. Salvation.

Year 2 – Christian leaders and celebrations; Bible stories; the importance of the Bible. Incarnation. Salvation.

Key Vocabulary taught in this unit:

Creation, Genesis, stewardship, environment, outreach, community, caretakers, monks and nuns, abbey

Intent: What do we want the children to know, be able to do by the time they complete this unit?

Key Questions:

Q.4 To what extent do religious beliefs influence and encourage 'good' behaviour?

Q.7 What difference might it make to believe in God as Creator?

Learn what Christians believe in relation to creation, and develop an understanding on how this shapes their thoughts on how to treat the world / environment.

Consider how these beliefs affect and inform the actions around environmental and social justice issues.

Learn about actions around equality of all people and anti-slavery and other social justice organisations.

Develop an understanding of the concept of stewardship

Expected Outcomes:

Identify how core beliefs can guide life and lifestyle choices.

Recognise how religious identity can be shaped by family, community and practice.

Impact / Outcome:

What will the final product / result be?

All children will be able to contribute to, and write a reflection of a P4C discussion related to the effect on a Christian's life of believing in God as Creator.

Assessment: Create an idea for a social justice group that a Christian might follow – decide on an area to be developed / challenged / improved? Children need to ensure this links to Christian teaching and belief – How would Christians want to improve / act in this area? How would they encourage other Christians to join them? (Can the children draw on Christian beliefs and teachings?) Could be presented as poster or leaflet – *Give guidance on what must be included*

P4C Inquiry (where appropriate)

What difference does it make to believe in God as Creator if you are a Christian?