

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: Families and Community**

**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.  
Year 3- What difference does it make to believe in God as Creator?  
Easter -Salvation focus week.

**Key Vocabulary taught in this unit:**

Identity, community, local, national, global, influence, annual, lifetime, gospel, covenant,

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

Key Question:

Q. 8 How might beliefs and community shape a person's identity?  
Understand what identity is and how it can be shaped by religious belief.  
Understand what it might be like to grow up in a Christian family and how it can shape beliefs and identity into adulthood.  
Learn how Jesus' teachings can influence lifestyle and choices, and how the teachings of God can guide / inspire people.  
Learn about the importance of church in a Christian household  
Understand the significance of prayer to Christians.

Expected Outcomes:

Identify how core beliefs can guide lifestyle choices.  
Recognise how religious identity can be shaped by family, community and practice.

**Impact / Outcome: What will the final product / result be?**

**Assessment:** All children will be able to contribute to, and write a reflection of a P4C discussion based on whether a rite of passage, e.g. baptism, makes someone a better Christian  
**Assessment:** All children will complete a concentric circles map to consider the different influences (local, national and global as well as over time) which contribute to their identity and compare this to a Christian child if relevant.

**P4C Inquiry (where appropriate)**

Suggestion for Inquiry? (Does a completing a tradition / ritual make someone a 'better' follower of a faith?)  
Does being baptised make someone a better Christian?