

**Ashwell Primary School**  
**Religious Education Curriculum**  
**Year 3: Autumn – Christianity & Islam**



**Autumn Term Units: Beliefs and Practices, Symbols and Actions and Identity and Belonging.**

**Core Knowledge / skills to be acquired:**

**Symbolic expression in prayer and worship**

- Recognise key symbols of the Christian and Islamic faith
- Explore how acts of worship are symbolic and can communicate faith beyond words
- Recognise key Muslim prayer and worship practices
- Explore Muslim humility in prayer; through genuflection, wudu, foot washing, silence and submission to Allah
- Recognise the power and significance of light across religions
- Understand the importance of sharing food in Christian worship

**Beliefs and practices; religious celebrations, key events in life:**

- Describe traditions relating to Hijri, the Islamic New Year
- Describe the traditions of celebrations such as Eid-Al-Adha and Eid-Al-Fitr
- Understand the significance of birth welcoming ceremonies for Christians: baptism, and for Muslims: Shahada
- Know how Christian and Muslim followers mark important events in life
- Develop an understanding of what it means to live as a Christian or Muslim in Britain today
- Know the meaning behind advent and its links to the birth of Jesus Christ
- Investigate how two or several countries around the world celebrate advent and Christmas
- Compare and contrast Christmas traditions and practices around the world

**Identity and belonging; exploring religious commitment, communities and leadership**

- Explore what it means to belong to a faith community
- Express what belonging and faith means across in relation to Christianity and Islam
- Generate creative ways of expressing our own faith or belief commitments
- Consider some of the challenges individuals and communities face in relation to The Five Pillars of Islam
- Find reasons as to why some Muslims pray five times a day, while other may not do or are not able to
- Know about the role and duties of historical and contemporary religious leader including: Jesus, Muhammad, Imam, Vicar
- Recognise leadership qualities and attributes and identify the impact religious leaders have on their followers

**Key Vocabulary:**

Belief, practice, symbols, action, prayer, worship, life events, celebration, festivals, traditions, practices, communication, life events, foods, birth welcoming, compare and contrast, expression, commitment, duties, leadership

Islam:

Islam, Muslim, Muslims, Allah, Mecca, prayer mat, Qur'an (the Holy book of Islam), prayers, Mawlid (the observance of the prophet Muhammad's birthday), The Five Pillars (Adhan and Salah - the call to prayer), prayer mat, prayers, celebrate, festivals, star and crescent, Eid-Al-Adha (feast of the sacrifice), Eid-Al-Fitr (festival of breaking the fast), Shahada – an Islamic oath  
 Genuflection – demonstrating respect  
 Wudu - ritual washing before prayer  
 Muhammad (Peace Be Upon Him)

Christianity:

Christian, God, Jesus, Bible, Christmas, prayers, celebrate, festival, harvest, Baptism  
 Advent

**Curriculum Enrichment / Cultural Capital Opportunities**

Visitor of faith:

**Prior year 2 knowledge / skills this builds on:**

- Identifying and comparing key symbols of the Christian and Jewish faiths
- Recognising key Christian and Jewish prayer and worshipping practices
- Describing some key Christian and Jewish beliefs
- Describing some Christian and Jewish key traditions, celebrations and life events
- Understanding aspects of belonging and individual commitment to faith
- Understand why the Torah and Bible are sacred and recognise how they are used
- Recognise how individuals and communities look after each other
- Know how faith and beliefs can influence right and wrong decisions
- Understand what it means to be a Christian or Jew in modern day Britain

**What comes next:**

- Learning about what it means to be part of a faith or non-religious community
- Learning about how individuals and groups of people follow the Muslim and Christian faith and how following their faith can offer personal challenges
- Understanding the role of Christian and Islamic sacred spaces
- Exploration of Christian and Islamic prayer and how prayer, reflection and genuflection impact on their followers
- Learning about the varied roles of religious leaders, their qualities and attributes and their impact on individuals and on their communities
- Further developing our knowledge of Easter through learning about its key events

**Ashwell Primary School**  
**Religious Education Curriculum**  
**Year 3: Summer – Christianity & Islam**



**Spring Term Units: Prayer, worship and reflection, Identity and Belonging, Symbols and Actions**

**Core Knowledge / skills to be acquired:**

**Identity and belonging; exploring religious commitment, communities and leadership**

- Explore what it means to belong to a faith community
- Express what belonging and faith means across in relation to Christianity and Islam
- Generate creative ways of expressing our own faith or belief commitments
- Consider some of the challenges individuals and communities face in relation to The Five Pillars of Islam
- Find reasons as to why some Muslims pray five times a day, while other may not do or are not able to
- Know about the role and duties of historical and contemporary religious leader including: Jesus, Muhammad, Imam, Vicar
- Recognise leadership qualities and attributes and identify the impact religious leaders have on their followers

**Prayer, worship and reflection; communicating beyond prayer and sacred spaces**

- Understand the role and meaning of places of worship
- Recognise features of a mosque as a sacred space setting for followers
- Suggest reasons as to why churches and mosques play a significant part for religious followers and the communities they serve
- Explore how architecture and design may contribute to a worshipper's experience
- Ask deeper questions such as, who hears our prayers?
- Listen to and respond to key prayers: The Lord's Prayer for Christians and the first Surah in the Qur'an for Muslims and consider how they might inspire a believer's commitment

**Knowledge and skills when learning from symbols and actions (Easter)**

- Know and recall the key events of the Easter story
- Recognise the Lord's supper in Christianity: The Eucharist and Holy Communion
- Explore Lent, Holy week and Salvation
- Explore the significance of Pentecost and its impact: ask, 'Who was Jesus and what is the Trinity?'

**Key Vocabulary:**

Prayer, worship, reflection, identity, belonging, faith, belief, symbol, family, worshipper, believer, commitment, leadership

**Islam:**

Islam, Muslim, Muslims, Allah, Mecca, prayer mat, Qur'an (the Holy book of Islam), The Five Pillars of Islam: Shahadah, Salah, Zakat, Sawm, Hajj  
 Qur'an and its Surah (chapters)  
 Creation

Muhammad (Peace Be Upon Him)

Imam, mosques

**Christianity:**

Christian, God, Jesus, Bible, vicar  
 Holy trinity (three persons in one: the Father, Son and Holy Spirit)

Eucharist (Holy communion/ Lord's supper)

Creation, Bible, Easter, Holy Week, Lent, Pentecost, Salvation (being saved)

The Lord's prayer

**Curriculum Enrichment / Cultural Capital Opportunities**

Visitor of faith: Visitor of faith: Passover workshop (See carousel of pupils' activities)

**Prior knowledge / skills this builds on:**

- Recognising key symbols of the Christian and Islamic faith
- Recognising key Muslim prayer and worshipping practices
- Know about aspects of Christian and Muslim traditions and celebrations
- Know how Christian and Muslim followers mark key events in life
- Understand the key messages behind advent and explore how advent is celebrated
- Explore what belonging means as a Christian and Muslim
- Recognise some key aspects of The Five Pillars of Islam
- Know why Christians, Hindus and Sikhs make pilgrimage
- Recognise the challenges individual face when practicing their faith
- Identify key religious Christian and Muslim leaders and know about their attributes and qualities

**What comes next term:**

- Learning from Christian and Islamic sacred texts & stories; guidance and impact
- Taking responsibility; living as an individual and living together
- Identifying values and respect and how this relates to living in the wider world
- Reflecting on ethics; what is right and wrong, fair and just
- Identify their own learning from Christianity and Islam
- Asking a range of open questions based on their own knowledge and understanding of Christianity and Islam
- Discussing ultimate questions about Christianity and Islam
- Developing links and connections across their learning during the year

**Ashwell Primary School**  
**Religious Education Curriculum**  
**Year 3: Summer – Christianity & Islam**



**Summer Term Units: Ultimate Questions, Sources of wisdom, Human responsibility and values, Justice and fairness**

**Core Knowledge / skills to be acquired:**

**Ultimate Questions: God and gods, creation**

- Identify the names given to God and gods and the attributes of God and gods (They Trinity and 99 names of Allah)
- Respond thoughtfully to ultimate questions such as, 'why don't we know what happens when we die?'
- Listen to and respond to Christian and Islamic creation stories
- Compare and contrast Christian and Islamic creation stories
- Debate as to why there are different ideas about the God and gods
- Discuss challenging questions about meaning, purpose and truth

**Sources of wisdom:**

- Enquire about wisdom; what it is and from what kinds of sources can we access it?
- Explore the power of faith stories from the Christian and Islamic traditions; The Good Samaritan and The Story of Muhammad
- Listen to these stories as sources of wisdom and respond to them by exploring the impact of them on religious followers
- Identify what a sacred text is and beliefs about its origins and how it should be treated; The Bible and The Qur'an
- Reflect on the impact of key sources of wisdom on individuals and different religious communities

**Human responsibility and values:**

- Consider our own responsibility for the world and for each other
- Consider Christian and Muslim responses on how people can live together respectfully and peacefully
- Ask questions about the kind of world that Jesus would want
- Consider the rules that different communities follow when caring for each other and others in the world
- Generate ideas about what is important and what is valued
- Consider and discuss the kind of world that Jesus would have wanted

**Justice and fairness**

- Know the terms justice and fairness, right and wrong
- Explore what is right and wrong beyond religious guidance and how people may choose to live their lives
- Explore ideas about justice and fairness through the work of various development charities and their projects, for example: Islamic Relief and Oxfam
- Discuss the importance of fairness, peace and justice in the light of faith stories; Zacchaeus the Tax Collector and Widow's Mite
- Reflect on ethical questions, e.g. who decides on what is right and what is wrong?

**Key Vocabulary:**

Source, wisdom, responsibility, values, justice, fairness, questions, sacred, care, faith, beliefs, charity, messages, influence, community, respect, fair and just, charity, ethical, truth, death, God, and Gods, truth, right and wrong

Islam:

Islam, Muslim, Muslims, Allah, Mecca, prayer mat, Qur'an (the Holy book of Islam), Zakat (giving to charity) prayers, Peace and respect The 99 names of Allah Muhammad (Peace Be Upon Him)

Christianity:

Christian, God, Jesus, Bible, prayers, celebrate, festivals Holy trinity (three persons in one: the Father, Son and Holy Spirit)

**Curriculum Enrichment / Cultural Capital Opportunities**

Visitor of faith:

**Prior knowledge / skills this builds on:**

- Understand what it means to be part of a faith or non-religious community
- Know how individuals and groups of people follow the Muslim and Christian faith and how following their faith can offer personal challenges
- Understand the role of Christian and Islamic sacred spaces
- Explore Christian and Islamic prayer and how prayer, reflection and genuflection and the impact on their followers
- Recognise the varied roles of religious leaders, their qualities and attributes and their impact on individuals and on their communities
- Further develop our knowledge of Easter through learning about its key events

**What comes next: Christianity, Hinduism and Sikhism**

- Learning about symbolic expression in prayer and worship
- Learning about beliefs and practices, religious celebrations and life events
- Exploring religious identity and belonging, exploring religious commitment, religious communities and Christian, Hindu and Sikh leadership
- Learning about Christian, Hindu and Sikh prayer, reflection and worship
- Learning about religious communication beyond sacred spaces
- Learning about symbols, actions and the key events of Christmas and Easter
- Learning to ask and answer ultimate questions about God, Gods, deities and creation
- Learning about the meaning behind sacred texts and sources, what they teach us and about their significance
- Learning about human responsibility and values in relation to taking care of others and the wider world around us
- Learning about justice and fairness; right and wrong and how religion can offer guidance and inspiration