

**KFJS**  
**RE Curriculum Map**

**In each learning journey, children: are introduced to aspects of religious life, develop tolerance and understanding of others and reflect on their own personal experiences.**

**Year 3**

Unit	Sacred Places	Candlelight	Courage
<b>Key Question</b>	What does 'sacred' mean?	How is candlelight used as a symbol?	What is courage?
<b>Essential understanding</b>	Sacred places to Christians are churches. Sacred places to Buddhists are mandalas Sacred places can be in homes	What is meant by a symbol How candles evoke different feelings What is meant by an Advent ring Meaning and importance of candles in Divali	What it means to be courageous Story of Malala Yousafzai Courage in Christian stories – Shadrach, Meshack and Abednego/Daniel and the lions 'den Consider – is it easier to be courageous if you have a faith
<b>Objectives</b>	Describe what people mean by sacred	Describe response to candlelight in different situations	Describe what courage means in own lives and others'
	Describe sacred places which are significant to believers and to themselves	Describe how candlelight can be a symbol and what symbol means	Describe some of the beliefs Christians have with reference to appropriate Old Testament stories
	Describe how sacred places can affect their own and others' lives	Describe how candles are used at Divali and Advent	Describe why the concept of courage is important to Christians and themselves
<b>Skills</b>	<b>Communicate</b>	Share their own experiences in different ways	
	<b>Apply</b>	Children become aware of the experience of others	
	<b>Inquire</b>	Engage with the dimensions, manifestations, words and concepts of religious traditions and practices	
	<b>Contextualise</b>	Appreciate what it means to live a life with religious or other orientation	
	<b>Evaluate</b>	Discern the question of how the material encountered and studied might matter in their own lives	
<b>Assessment</b>	Describe your own sacred/special place and how it makes you feel	Create a poster, which describes how candles make you feel, illustrating the range of responses – some positive, some negative.	Describe how courage is shown in the stories that have been shared
<b>WTS</b>	Chooses a special place but does not give a reason why it is sacred/special to them.	Poster shows where candles are used but no reference to the feeling that this evokes	Needs help to identify how courage was shown and by whom

<b>EXS</b>	Description shows a thoughtful choice and a relevant explanation of why it is sacred/special.	Poster shows two or more of both positive and negative responses and references the feelings created	Can identify how courage was shown in the stories read
<b>GDS</b>	As above, but develops into a more thorough explanation with greater references to why it is a sacred/special choice	Poster shows many positive and negative responses in a variety of contexts and describes the feelings that each situation evokes	Can identify how courage was shown and why this is important to Christians

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<b>Unit</b>	<b>Easter</b>	<b>Devotion</b>	<b>Protection</b>
<b>Key Question</b>	<b>How do emotions change during Easter week?</b>	<b>Why is worship important to Hindus?</b>	<b>What does protection mean to me and others?</b>
<b>Essential understanding</b>	What are emotions How Christians' emotions change during Easter week How emotions can change in own and others' lives	What is meant by devotion How Hindus show devotion Importance of the Puja plate Life story of Gandhi	What makes you feel safe/protected Where protection and being kept safe is important Story of Hindu God Indra and his rakhi of protection How rakhis are used by Hindu children today
<b>Objectives</b>	Describe the concept of changing emotions within the context of Holy week	Describe their own and others ideas about the concept of devotion	Express a personal response to the concept of protection and what it means
	Describe own responses to the idea of changing emotions	Can describe the ritual of Hindu worship	Describe how protection is important to themselves and others
	Describe how changing emotions can be applied to their own lives and others'	Can explain why ritual is important as a way of showing devotion	Describe how protection is expressed by Hindus in the festival of Raksha Bandhan
<b>Skills</b>	<b>Communicate</b>	Share their own experiences in different ways	
	<b>Apply</b>	Children become aware of the experience of others	
	<b>Inquire</b>	Engage with the dimensions, manifestations, words and concepts of religious traditions and practices	
	<b>Contextualise</b>	Appreciate what it means to live a life with religious or other orientation	

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Unit	Easter	Devotion	Protection
	<b>Evaluate</b>	Discern the question of how the material encountered and studied might matter in their own lives	
<b>Assessment</b>	Describe how the emotions of Christians change over Holy Week	Draw and describe how I show devotion	Make a concept map about people who keep us safe. Write questions for a visiting policeman, fire officer, coastguard officer, for example.
<b>WTS</b>	With support, can describe Holy week and link the appropriate emotion to the event	Can draw what they are devoted to in everyday life and, with support, begin to describe how this shows devotion	With support, can create a concept map for people who keep us safe and begin to think of questions to ask a visitor
<b>EXS</b>	Can describe some events of Holy week and how emotions change over the week	Can draw what they are devoted to and describe how they show devotion	Can create a concept map and compose three questions for a visitor referring to the ways they protect us
<b>GDS</b>	Can describe many events of Holy week and how emotions change, with some reference to how Christians feel today	Can describe what devotion means to them and extend to how others show devotion in the wider world	Can create a detailed concept map and think of several questions to ask a variety of people who protect us