

<p>Year 3- expected outcomes</p> 	<p>What is it like to follow God?</p> <p>UC People of God</p>	<p>What is the Trinity and why is it important for Christians?</p> <p>UC God/Incarnation</p>	<p>How do festivals and worship show what matters to Muslims?</p>	<p>How and why do people try to make the world a better place?</p>	<p>When Jesus left, what was the impact of Pentecost?</p> <p>UC Kingdom of God</p>	<p>How do festivals and family life show what matters to Jewish people?</p>
<p>Make sense of belief</p>	<p>Know that the Old Testament tells the story of a particular group of people, the children of Israel known as the People of God – and their relationship with God.</p> <p>Make clear links between the story of Noah and the idea of covenant.</p>	<p>Recognise what a ‘Gospel’ is and give an example of the kind of stories it contains</p> <p>Offer suggestions about what texts about baptism and the Trinity mean</p> <p>Give examples of what these texts mean to some Christians today</p>	<p>Identify some beliefs about God in Islam, expressed in Sura 1 of Qur’an</p> <p>Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshipping; how Muslims submit to God)</p>	<p>Identify some beliefs about why the world is not always a good place (e.g. Christians ideas about sin)</p> <p>Make links between religious beliefs and teachings and why people try to live in ways that make the world a better place</p>	<p>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean, referring to beliefs about the Holy Spirit</p> <p>Give examples of what Pentecost means to some Christians now</p>	<p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p>
<p>Understand the impact</p>	<p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Understand that the People of God try to live in the way God wants, following his commands and worshipping him.</p>	<p>Describe how Christians show their beliefs about God the trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</p>	<p>Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve, connecting the practice to ideas about God</p>	<p>Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>Tikkun Olam</i> and the charity Tzedek)</p>	<p>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God and how Christians live now</p> <p>Describe how Christians show their beliefs about the Holy Spirit in worship</p>	<p>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in the wider communities</p>

<p>Make connections</p>	<p>Make links between the story of Noah and how we live in school and the wider world</p>	<p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p>	<p>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslim</p> <p>Make links between the Muslim idea of living in harmony with the Creator and the need for people to live in harmony with each other in the world today, giving good reasons for their ideas</p>	<p>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views</p>	<p>Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas</p>	<p>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future</p> <p>Make links with the value of personal reflection, saying 'sorry,' being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p>
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