

Scholar Green Primary School
Year 3 R.E. Progression Model

Knowledge	Skills	Vocabulary
<p><u>Christianity</u></p> <ul style="list-style-type: none"> • To know that Christians see God as 'three in one', (Father, Son and Holy Spirit known as the Trinity). • To know the nativity stories. • To know what Christians learn about Jesus from the nativity stories. • To know what a saviour is. • To know what an infant and believers baptism is and why they are important to Christians. • To know what a disciple is. • To know how Christians live their life as a disciple. • To know what the New Testament is. • To know the parable of the Good Samaritan. • To know the parable of the Prodigal Son. 	<p><u>Christianity</u></p> <ul style="list-style-type: none"> • Explain that Christians see God as 'three in one', (Father, Son and Holy Spirit known as the Trinity). • Explain what Christians can learn about Jesus from the nativity stories, i.e. 'God with us 'Emmanuel'. • Explain what a saviour is. • Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, e.g. Creation; The Fall, Christmas; The Story of Zacchaeus & Easter. • Compare & contrast 'infant' and 'believer's baptism. • Suggest why they are important to Christians. • Describe and explain how Christians live their life as disciples. • Make a link between: New Testament Bible stories/examples from local/global church communities and church worship. (Include references to Bible teaching, eg the two most important commandments, love & forgiveness stories, 'The Parable of the 	<p>As in previous year and</p> <p><u>Christianity</u></p> <p>Father, Son and Holy Spirit</p> <p>Trinity</p> <p>Nativity</p> <p>Emmanuel</p> <p>Saviour</p> <p>Baptism</p> <p>Believers baptism</p> <p>Infant baptism</p> <p>Disciple</p> <p>The Parable of the Good Samaritan</p> <p>The Parable of the Prodigal Son</p>

<p><u>Islam</u></p> <ul style="list-style-type: none"> • To know how Muslims describe Allah using 99 names. • To know all Muslims believe Muhammad (pbuh) to be a ‘messenger of ‘God’, (Prophet of God). <p><u>Judaism</u></p> <ul style="list-style-type: none"> • To know what the Torah is. • To know why the Torah is important to Jews. • To know how Jews show respect for the Torah. <p><u>Cross Religious / Non-Religious Viewpoint</u></p> <ul style="list-style-type: none"> • To know how Jews, Muslims & Christians welcome babies. • To know differences and similarities between the ways they welcome babies. 	<p>Good Samaritan’, ‘The Parable of the Prodigal Son’, ‘The Parable of the Sower’, ‘The Lord’s Prayer’).</p> <p><u>Islam</u></p> <ul style="list-style-type: none"> • Explain how Muslims describe Allah, eg using 99 names. • Explain how Muslims believe Muhammad (pbuh) to be a ‘messenger of God’, (Prophet of God). <p><u>Judaism</u></p> <ul style="list-style-type: none"> • To explain what the Torah is. • Describe and explain why the Torah is important to Jews, e.g. given by God to Jews through Moses. • Identify ways in which the Jews show respect for the Torah. <p><u>Cross Religious / Non-Religious Viewpoints</u></p> <ul style="list-style-type: none"> • Explain how Jews, Muslims & Christians welcome babies. • Suggest differences & similarities between them. • Compare & contrast non-religious ceremonies. 	<p><u>Islam</u> Allah Qur’an God 99 names Muslim Prophet Muhammad (pbuh) ‘Messenger of God’ Prophet of God.</p> <p><u>Judaism</u> Moses</p> <p><u>Cross Religious / Non-Religious Viewpoints</u> 10 commandments.</p>
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<ul style="list-style-type: none"> • To know what the 10 commandments are. • To know why the 10 commandments are important to both Jews & Christians. • To know what Christians & Jews can learn about God from Old Testament stories. 	<ul style="list-style-type: none"> • Explain why the 10 commandments are important to both Jews & Christians. • Link ideas to other sacred texts/non-religious teachings. • Describe what Christians & Jews can learn about God from Old Testament stories: e.g. 'Moses and the escape from Egypt' showing God as sustainer. 'Joseph' showing God as guide & protector. • Compare and contrast the Christian Jewish & Muslim ideas of God linking their ideas in with other secular views & perspectives. • Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers. • Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences & material studied. 	
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