

Year 3: Autumn 1 - Hinduism

Enquiry: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓	✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 1)	I can think of an action I could take to help a special group I belong to. I can design a symbol to show what my special group stands for. I can describe some of the things Hindus do at home or at the temple during Diwali. I can start to empathise with what Hindus feel about Diwali.			
WORKING AT Year 3 expectation (Level 2)	I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. I can describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali. I can start to say why Diwali might bring a sense of belonging to Hindus.			
WORKING BEYOND (Level 3)	I can describe ways in which I could demonstrate that I belong to special group, and explain how doing these things brings me a sense of belonging. I can describe some of the ways Hindus celebrate Diwali and start to understand which of these may bring the greatest sense of belonging. I can start to explain how I might feel if I celebrated Diwali with a Hindu family.			

Year 3: Autumn 2 - Christianity

Enquiry: Has Christmas lost its true meaning?

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British Values				
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Skills and attitudes focus for this enquiry				
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Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
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Attainment descriptors				
WORKING TOWARDS (Level 1)	I can explain what Christmas means to me.			
	I can tell you what the nativity story tells Christians about Jesus (given to the world by God). I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians.			
WORKING AT Year 3 expectation (Level 2)	I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.			
	I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can start to tell you what Christmas means to Christians and what it means to me.			
WORKING BEYOND (Level 3)	I can explain what gift I would like to give to the world and what difference it would make.			
	I can make the links between Christian beliefs about Christmas and the way they celebrate it. I can recognise that Christmas means different things to different people.			

Year 3: Spring 2 - Christianity

Enquiry: What is good about Good Friday?

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Attainment descriptors				
WORKING TOWARDS (Level 2)	I can explain that rescuing means helping a bad situation get better. I can say what some of these symbols represent e.g. cross/ bread/wine. I can ask questions about The Last Supper and Jesus' death.			
WORKING AT Year 3 expectation (Level 3)	I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.			
WORKING BEYOND (Level 4)	I can talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others. I can start to explain why Christians see Jesus' death as 'good'. I can reflect on whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.			

Year 3: Spring 1 - Christianity

Enquiry: Could Jesus heal people? Were these miracles or is there some other explanation?

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Attainment descriptors				
WORKING TOWARDS (Level 2)	I can talk about what I think a miracle is. I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus. I can identify some of the questions people ask about Jesus' healing miracles.			
WORKING AT Year 3 expectation (Level 3)	I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not.			
WORKING BEYOND (Level 4)	I can explain why some people may describe something they see as a miracle when there may also be another explanation. I can explain two different ways Christians might interpret one of Jesus' healing miracles. I can explain how Christians may describe and explain Jesus' miracles.			

Year 3: Summer 2 - Hinduism

Enquiry: Would visiting the River Ganges feel special to a Hindu and a non-Hindu?

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Attainment descriptors				
WORKING TOWARDS (Level 2)	I can explain the effects of water on me. I can tell you about some of the things Hindus do at/in the River Ganges and start to explain why this river is important to them. I can tell you how I think it might feel for a Hindu to visit the River Ganges.			
WORKING AT Year 3 expectation (Level 3)	I can explain why water is important. I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.			
WORKING BEYOND (Level 4)	I can describe some ways that people use water in groups and start to explain how that gives a sense of community. I can show an understanding of why the River Ganges is important to Hindus and also start to suggest why non-Hindus might also want to visit this river. I can start to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there (this might be me if I am not Hindu).			

Year 3: Summer 1 - Hinduism

Enquiry: How can Brahman be everywhere and in everything?

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Attainment descriptors				
WORKING TOWARDS (Level 2)	<p>I can explain how I may be special in different ways to different people.</p> <p>I can tell you about some Hindu gods and start to explain their significance to Hindus.</p> <p>I can ask questions about what Hindus believe.</p>			
WORKING AT Year 3 expectation (Level 3)	<p>I can explain some of the different roles I play whilst still being me.</p> <p>I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p>I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p>			
WORKING BEYOND (Level 4)	<p>I can describe some of the characteristics that make me me even when I am playing different roles.</p> <p>I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.</p> <p>I can reflect on Hindu beliefs and express thoughts on these.</p>			

