

<u>Overview of Units</u> <u>Year 3</u>	
2a.1	<u>U/C - CREATION/FALL: What do Christians learn from the Creation Story?</u> Recap of <i>Genesis</i> creation story but this time including <i>Genesis</i> 3 - Adam and Eve, who disobey God and introduce rift (sin or the Fall) between people and God. Unit includes: chance to celebrate the 'wow' in creation, how Christians care for the world, eg Forest church, 'Digging Deeper' - Adam and Eve - saying sorry and forgiveness, links made to parable of Lost Son.
2a.2	<u>U/C - PEOPLE OF GOD: What is it like to follow God?</u> This unit looks at stories from <i>Genesis</i> concentrating on Noah and Abraham. There is an emphasis on promises and covenants between God and his people in the Old Testament. These covenants show people correct beliefs, attitudes and behaviours that are appropriate for being in a relationship with God, but they also show what they can expect from God. Noah - explore the story, consider what the covenant was that God made with Noah. Abraham - importance of faith, in Abraham trusting God in where to go and having a baby. Unit also covers: what it means for someone in the Salvation Army to follow God; explores how a wedding and/or baptism is also a covenant between people (baptism between people and God); introduces the Bible as being made up of different books.
2a.4	<u>U/C - GOSPEL: What kind of world did Jesus want?</u> Although Jesus' death and resurrection can be seen as the climax of the Gospels, Jesus spent three years preaching before he was killed. These teachings give Christians guidance about how God wants them to live in the world. This unit explores this through the calling of some of the first disciples, when Jesus heals a leper and the parables of the Good Samaritan and Pharisee and Tax Collector. Unit includes inviting a church leader into school to ask why they wanted to become a minister and what does a church leader actually do. It considers what kind of world they think Jesus would want, eg contrasted with pictures from newspapers, look at how Christian charities, eg Christian Aid try to follow teachings of Jesus.

L2.9	<u>Glos Syllabus - How do festivals and family life show what matters to a Muslim?</u> This unit looks at why Muslims pray five times a day and what the significance of prayer is to Muslims. It compares prayer at home and in a mosque. The unit looks at the 5 Pillars and the festival of Ramadan is investigated culminating in the Eid-ul-Fitr celebration. Children are asked to think about the benefits of someone living such a self-disciplined life.
L2.10	<u>Glos Syllabus - How do festivals and family life show what matters to Jewish people?</u> This unit looks at Jewish festivals, what they mean, their significance and how believers express the meanings through symbols, sounds, actions, stories and rituals. Festivals studied: Rosh Hashanah, Yom Kippur and Pesach. The unit goes on to look at the prayers and blessings Jewish people through the day and the importance of the 10 commandments.
L2.12	<u>Glos Syllabus - How and why do people try to make the world a better place?</u> This unit begins by looking at some ways the world is not a good place. Children will study how religions suggest that people need help and guidance to live in the right way.