

Year Two

Human/Social Sciences

Theology

Philosophy

Christianity

What do religious people say God is like? (Main focus Christianity but bring in examples from Hinduism and Islam as a comparison)

Key vocabulary (we need to be using subject specific vocabulary a lot during the discussions to help children become familiar with it and start using it themselves):

God, Jesus, Bible, idol, idolatry, worship

Smaller questions (These are the learning objectives for the discussion based lessons, use one of these to plan each lesson and as the basis for discussion during that lesson. You may wish to include several other questions to help draw learning out during the discussion):

What is God like?

How do Christians find out about God?

What do Christians believe about God?

How does Christian belief in God inspire their lives?

How does Christian worship reflect what God is like?

What do Hindus and Muslims believe about God?

Core knowledge from Syllabus:

Concept: God; The life and teachings of Jesus; The Bible as a sacred text for Christians; Key vocabulary; The importance of worship gatherings; Make links between belief and behaviour

Core knowledge to inform planning (we need to make sure we cover these in the lessons):

To know that Christians believe in one God, that Jesus is God's son on earth. To know that the Bible is the manual to teach Christians what to believe. To understand how worship teaches Christians about God. To know that what Christians believe about God leads them to action.

Suggested learning activities (Use these alongside the smaller questions to plan each session and in the discussions, you can use your own ideas too):

Children write or draw about what they think or what they know others think about what God is like. Show a Bible and discuss what sort of things are in it (suggestions of how to live, stories about God and Jesus, helpful advice and comfort). Discuss the Christian idea of God – creator and sustainer, loves his people, hates evil behaviour, wants relationship with people. Read stories from the Bible to inspire discussion (could use children's story bibles here). Look at how Christians worship and why – the way worship reflects what they believe about God. Discuss how Christian view of God is similar to Islam as they have the same route, but Christian God is more personal. Hindus believe in one God Brahman, with many avatars.

Essential outcomes (for assessment):

Children can talk about what they believe or what they know others believe. To know that the Bible is the source of authority for Christians. To know that Christians believe in one God and his son Jesus. To know how this is similar to and differs from the other main religions. Recognise that the

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Christian view of God influences the way Christians view their lives and the way they view other people. Recognise there are different answers to the question “what is God like?”

What does the nativity story teach Christians about Jesus?

Key vocabulary (we need to be using subject specific vocabulary a lot during the discussions to help children become familiar with it and start using it themselves):

Advent, Christmas, Incarnation, Jesus, Nativity, Salvation, Son Of God, Thankfulness

Smaller questions (These are the learning objectives for the discussion based lessons, use one of these to plan each lesson and as the basis for discussion during that lesson. You may wish to include several other questions to help draw learning out during the discussion):

What do we know about the nativity story? Where do Christians read it?

Which characters are in the nativity story? Why are they important?

What does the story tell us about the birth of Jesus?

Why is Jesus such an important person to Christians?

Why was Jesus’ birth on earth so important to Christians? And how does it relate to Easter?

How does the nativity story influence how Christians act?

**Link back to what they learned about the Diwali narrative last year*

Core knowledge from Syllabus:

Concept: God, incarnation (God born on earth) and salvation; The life and teachings of Jesus; The Bible as a sacred text and it’s genres; The importance of celebrations; The local church, symbolism and artefacts as expressions of Christianity

Core knowledge to inform planning (we need to make sure we cover these in the lessons):

The Christian belief that God became human in Jesus.

The Nativity narratives are in the books of Luke and Matthew in the Bible.

How incarnation and salvation relate to one another for Christians.

Jesus is an important and historical figure to Christians.

Christians use the nativity story to influence their actions at Christmas, e.g., thankfulness and giving.

Suggested learning activities (Use these alongside the smaller questions to plan each session, you can use your own ideas too):

Read the nativity stories (Luke and Matthew) - look at different pictures of the nativity scenes.

Can they spot the different characters?

Re-enact the nativity and encourage the children to play with the crib set.

Design a bedroom for the baby Jesus, what will you have in there to show he is important?

Look for signs of Christmas coming in school and the local area. Help pupils to make links to Christian beliefs to Advent/Christmas.

Create resources that indicate to people that advent is under way.

Consider examples of prayers that a Christian might write/say at Christmas. Create a paper chain illustrating these.

Look at the etymology of incarnation (*in flesh, carne*).

Explore charity projects that happen at Christmas e.g. Christian Aid, CAFOD, local foodbanks.

Essential outcomes (for assessment):

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Pupils are able to:

Retell the Christmas story.

Recognise that Christians believe Jesus was sent by God to be him in the flesh.

Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.

Recognise the connection between Christmas and Easter.

What questions do religious stories make us ask? Can we find any answers? (all religions)

Key vocabulary (we need to be using subject specific vocabulary a lot during the discussions to help children become familiar with it and start using it themselves):

Why, who, where, when, what, how question vocabulary. Belief, know, knowledge, Christian, Hindu, Muslim, Islam, Bible, Qur'an, Sacred texts, Ramayana

Smaller questions (These are the learning objectives for the discussion based lessons, use one of these to plan each lesson and as the basis for discussion during that lesson. You may wish to include several other questions to help draw learning out during the discussion):

Questions to be thought up by children, guided to think of some of the philosophical thought processes suggested in core knowledge

Suggested stories to inspire questions:

Easter, a parable Jesus told, a story about Jesus, a story from the Old Testament (link to Judaism)

Core knowledge from Syllabus:

Key philosophical vocabulary; Ways of reasoning; The Bible as a sacred text for Christians and its different genres; The life and teachings of Jesus; Make links between belief and behaviour

Core knowledge to inform planning (we need to make sure we cover these in the lessons):

To know and discuss a variety of stories from Christianity, Hinduism and Islam. To know some of the beliefs of people following those religions. To know some links between belief and behaviour.

Suggested learning activities (Use these alongside the smaller questions to plan each discussion and session, you can use your own ideas too):

Read religious stories. Brainstorm the things we know about a religion and discuss what their beliefs are. Take different beliefs and work out what people do as a result of that belief. Try to find out the reason for a person's action – what belief they might have. Ask pupils to generate the questions themselves of things they want to know from what they have studied in RE. Assist the pupils to find answers to these questions and review answers at the end of the unit.

Essential outcomes (for assessment):

To talk about the questions a story or practice from a religion of worldview might make them ask about the world around them.

Talk about what people mean when they say they 'know' something. Give a reason why someone might hold a particular belief. Using a religious story, make connections between people's beliefs about right and wrong

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Hinduism

Why are symbols and artefacts important to some people?

Key vocabulary (we need to be using subject specific vocabulary a lot during the discussions to help children become familiar with it and start using it themselves):

Symbolism, symbol, worship, Diwali, light, Brahman, Avatars, shrine, temple, Om, Swastika

Smaller questions (These are the learning objectives for the discussion based lessons, use one of these to plan each lesson and as the basis for discussion during that lesson. You may wish to include several other questions to help draw learning out during the discussion):

What do we know about Hinduism? (children should remember studying the story of Rama and Sita last year)

What is the main symbol in the story of Diwali?

How do Hindus worship at home?

What is the main symbolism/symbols involved in Hindu worship at home?

How do Hindus gather together for worship?

What are the symbols/symbolism used in Hindu worship gatherings?

**Find out what symbols Christians and Muslims use as a comparison*

Core knowledge from Syllabus:

Symbolism and the centrality of the home in the Hindu tradition; Make links between belief and behaviour; Importance of gatherings for worship; Concept of Brahman and the Avatars;

Core knowledge to inform planning (we need to make sure we cover these in the lessons):

Central to Hindu worship is the image or icon which can be worshipped either at home or in the temple; Light as a symbol central to the Diwali narrative representing good and evil; Worship at home as an individual and the shrines they may have; Concept of one divine power with many forms or avatars

Suggested learning activities (Use these alongside the smaller questions to plan each session, you can use your own ideas too):

Retell Diwali story, noting the symbolism of light and darkness, good and evil; Explore and investigate what god or gods Hindus worship; watch clips of Hindus worshipping in the home; Hear stories of the different gods worshipped and why they are worshipped; Look at artefacts that might be used to make a Hindu shrine at home; Look at pictures of a temple, explore the symbols and symbolism seen

Essential outcomes (for assessment):

Identify ways in which Hindu belief in symbols has an impact on a believer's daily life – name one symbol found in the home worship and say how it influences Hindu worship.

What questions do religious stories make us ask? Can we find any answers?

Core knowledge: key philosophical vocabulary; Ways of reasoning; Make links between belief and behaviour; Importance of dramatic storytelling

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Islam

What does it mean to belong to the Muslim community?

Key vocabulary (we need to be using subject specific vocabulary a lot during the discussions to help children become familiar with it and start using it themselves):

Five pillars, Islam, Muslim, masjid (mosque), belief, believe, Muhammed, Prophet, Shahadah, Salat, Zakat, Sawm, Hajj

Smaller questions (These are the learning objectives for the discussion based lessons, use one of these to plan each lesson and as the basis for discussion during that lesson. You may wish to include several other questions to help draw learning out during the discussion):

What do we know about Islam and Muslims?

What is the central place of worship for Muslims?

What are the most important Muslim practices?

How do Muslim practices and beliefs impact the community?

What is expected of Muslims in their daily life?

Who is an important figure to Muslims and how did he live?

**Find out how this is similar to Christians being part of their community*

Core knowledge from Syllabus:

The masjid (mosque), five pillars of Islam, symbolism and artefacts; Make links between belief and behaviour; The life and teachings of the Prophet Muhammed

Core knowledge to inform planning (we need to make sure we cover these in the lessons):

The five pillars of Islam which are central to Muslim beliefs are – Shahahdah (Reciting the muslim profession of faith), Salat (praying 5 times a day), Zakat (paying alms to charity), Sawm (fasting during the month of Ramadan) and Hajj (pilgrimage to Mecca). The Muslim place of worship is the mosque or Masjid, communal worship happens there – it is a place to gather for prayers, to study and celebrate festivals. It can also be used to house schools and community centres. The first Mosque was in the Prophet Mohammed's house

Suggested learning activities (Use these alongside the smaller questions to plan each session, you can use your own ideas too):

Brainstorm previous knowledge of Islam and Muslim practices. Look at pictures and explore interactive images of the Mosque and find out what Muslims do there. Find out about the Prophet Muhammed using stories and information. Investigate the 5 pillars of Islam, look at artefacts relating to these.

Essential outcomes (for assessment):

Identify evidence of Islam in our local area; Identify ways which Muslim beliefs have an impact on a believer's daily life and community

What questions do religious stories make us ask? Can we find any answers?

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See question answered above in Christianity

Core knowledge: Ways of reasoning; Make links between belief and behaviour; Ways of reasoning