



South Gosforth First School **Religious Education – Year 2 Long Term Plan**



Purpose of Study

At South Gosforth First School, we follow the statutory guidance from the Standing Advisory Council on Religious Education for Newcastle (SACRE). In ensuring high standards of teaching and learning in R.E, we implement a curriculum that is progressive throughout the whole school. Children are encouraged to make links to their prior learning in R.E and other subjects and identify themes and trends that run through their R.E topics. Children learn through the disciplines of social science, theology and philosophy in order to allow them to dig deeper and explore key concepts learned in this subject. They will develop their own lines of enquiry by asking and answering questions based upon sources and artefacts and we will provide the children with opportunities for spiritual, moral, social and cultural development through the R.E curriculum. Through R.E we will ensure that we promote community cohesion through links in the local community, making sure it is inclusive for all and promoting shared values, while still appreciating our diverse and unique personal attributes. Equality, diversity and inclusion are at the forefront of our RE curriculum and we will ensure that we instil a feeling of mutual respect to see a just and equal society. We will do this by allowing the children to use enquiry-based learning through our 'big questions' and encouraging the children to be reflective and expressive, to ask questions, investigate, draw conclusions and evaluate.

Aims

Through our Religious Education curriculum, our pupils foster a sense of curiosity about different religions and cultures, which enables them to confidently express their ideas and beliefs. In our diverse city and country, our R.E curriculum promotes understanding and compassion, placing a heavy emphasis on community cohesion, which is supported by our 'No Outsiders' ethos.

We facilitate our children to learn both disciplinary and substantive knowledge about different world religions, practices and cultures and we build in mechanisms within our units of work to ensure that pupils can demonstrate what they know and what they have remembered, so that our teachers are best placed to take learning forward. Our R.E curriculum also plays a unique role in promoting the spiritual, moral, social and cultural development of our children, whilst supporting them to gain a greater understanding of themselves when exploring, discovering and learning more about religions and cultures within the world in which they live - Our ultimate goal is for our pupils to become confident, knowledgeable, well-informed and compassionate individuals. As part of our broad and comprehensive R.E curriculum, we contribute towards our children's personal development and resilience, offering meaningful opportunities for creative expression. Our inclusive R.E curriculum is accessible to all - Every one of our pupils has the same starting point, with necessary adaptations, in order to prepare them to thrive in a multicultural world and participate effectively in a modern and diverse society.



Autumn 1	Unit 1 – Expressions of Belonging (ISLAM)	
Character Culture Creativity Challenge	Prior Learning & Understanding – ‘Why here, why now?’ Introducing a new religion as another example of demonstrating the concept of belonging, community and religious beliefs and practice.	
	Y1 – Unit 1 (Expressions of Belonging)	
	Key Learning Intentions (Skills) Concept – Community Disciplinary Strand - Philosophy	
	Key Learning Intentions (Knowledge) To know that... - About ways in which they belong and how belonging is expressed and shown - That religious people feel they belong to a faith community and express their sense of community and identity through worship	Key Vocabulary The commitment shown by the prayer schedule, eg. Goal, achievement Mosque Qibla Mihrab Minbar
	Overview of outcomes Pupils relate their own understanding of belonging to what believers from different religions understand about it. They look at how Muslims in particular, express their sense of belonging and community.	
	Milestones of Learning	
	How is a sense of belonging expressed and demonstrated?	CONTINUATION FROM YEAR 1 - talk about belonging to the class, school, clubs and their family. They discuss how they show they belong to these different groups - identify a badge or uniform which shows they belong and illustrate one example of who/what they belong to, e.g. by drawing a badge - using a word bank, complete a worksheet saying what they belong to - think about and discuss what is special about belonging to their family, clubs or school.
	How do religious people express their sense of community?	- REFLECT ON Year 1 Unit 1 and then draw on the Muslim community and acts of worship - examine the idea that people who believe in God also belong to a family, a religious family. They learn that such people do things together, e.g. worship - examine the idea that worship is a special time and often takes place in a special building – focus on this aspect through a visit to the mosque - find out about some important features of Islamic worship, e.g. Five Pillars of Islam, Mosques, Salah, Prayer throughout the day



		link their own experiences of belonging and specialness to those of religious believers
	Assessment - How does going to a mosque give Muslims a sense of belonging?	Talk about and compare the different ways Muslims show they belong to their faith. Link to own lives. How does the mosque help Muslims to have a sense of belonging? Reflect on photos/comments from the trip to explain and draw upon how the mosque gives Muslims a sense of belonging



Autumn 2	Unit 3 – Introducing the Bible through characters and stories (OPTIONAL Unit 2a – Christmas and Hannukah)	
Character	Prior Learning and Understanding ‘Why here, why now?’ Developing understanding of the Bible and Christianity by investigating stories and characters who help to deliver God’s message.	
Culture	EYFS – Friends of Jesus Y1 – Unit 5 (Christian Practices and Beliefs)	
Creativity	Key Learning Intentions (Skills) Concept – Teachings Disciplinary Strand - Theology	
Challenge	Key Learning Intentions (Knowledge) To know that... • That the Bible is a holy book which provides the basis for the Christian faith • To explore what is of value in their own lives and to identify a book that is important to them • That the Bible contains stories which teach us about God and humankind’s relationship with God, e.g. via stories about Noah, Joseph, Moses, Peter, Saul/Paul • That the Bible consists of the Old and the New Testaments, and that the New Testament is primarily concerned with the life of Jesus and what follows from his resurrection EXTRA UNIT 2a See Y1 – study in more depth how and why Christians celebrate Christmas; study in more depth how and why Jewish people celebrate Hannukah.	Key Vocabulary Faith Encounter Relationship God Bible Old Testament New Testament the names of some biblical characters concepts and feelings, e.g. obedience, trust, promises. The prayer and washing routines, eg. Makkah/Mecca, prayer mat (Christmas Hannukah)
Overview of outcomes Pupils will learn about the importance of the Bible and some of its content through exploration of some well-known characters and stories. The stories are used as a vehicle for discussing concepts such as faith, faithfulness, obedience, trust, the making and keeping of promises, responses to encounters with God and people’s relationships with God.		
Milestones of Learning		
• What is the Bible and why is it so important?		• discuss why they think the Bible is important to Christians • discuss words such as “special” and “precious” which imply value. They tell the class about their most precious possession and why it is so special to them • talk about books which are special to them and what makes them special. They explore possible reasons for the specialness of books, e.g. the content or the person who gave it to them • make a display of special books with labels saying why and to whom they are special



	Who are some of the important people in the Bible and what do we learn about them?	- explore the key questions and issues arising from the stories through a range of techniques commonly used to explore plot, character and meaning. They read the story and engage in role-play and/or hot seating, and produce pictures, story boards, friezes or collages to illustrate aspects of the stories, etc. - address key questions inspired by the stories, e.g. Why did X follow God's instructions? Why do you think X trusted God? Why did God choose X? What personal gifts and characteristics might X have possessed? What do you think about X's reaction? Why was X so reluctant to obey God? How might you have responded in the same situation? What is this story telling us about people, God and people's individual or collective relationship with God? What do we learn about how a relationship with God might change over time? What sort of person do you think X was? How might X have felt after this experience? What things or situations make us feel like X and why? X was changed by the experience. How do/have we changed and what things have changed us?
	What can we learn from these people and stories about God and humankind's relationship with God?	address other questions arising from the stories, e.g. Should we be obedient? If so, to whom and why? Who do you or we trust? What is a promise and what kind of promises do we make? Why do we sometimes dislike people and people sometimes dislike us? How do we cope with not being liked? What sort of people are we? How can we change if we wish to? How do life experiences and encounters with people change us? How does an encounter with God change people? What do you think religious people mean when they say they have a relationship with God?
	Assessment - What can we learn from these people and stories about God and humankind's relationship with God?	Retell a story from the Bible and draw on the important parts of it. Why do you think it is important? What can it teach people? Draw a story map for one story but drawing on the important messages as opposed to telling the story.



Spring 1	Unit 4 – Teaching through stories and parables	
Character Culture Creativity Challenge	Prior Learning and Understanding ‘Why here, why now?’ This is an extension of the previous half-term investigating the parables and the reasons behind the telling of them. This will further develop the children’s knowledge of Christianity and the person of Jesus. EYFS – Friends of Jesus	
	Key Learning Intentions (Skills) Concept – Teachings Disciplinary Strand - Philosophy	
	Key Learning Intentions (Knowledge) To know that... • That Jesus told stories to teach people about God, how to behave and how to treat one another • To respond sensitively to the values, feelings and concerns of others • That stories often contain inner meanings and messages • To identify the key concepts and ideas in the stories Jesus told • To make links between the religious teaching in the story, the beliefs which underpin it and their own experience	Key Vocabulary Bible Parable God specific stories, e.g. the Prodigal Son, the Pharisee and the Tax Collector; feelings, e.g. forgiveness, reconciliation, envy, jealousy, repentance, humility, caring, loving; literacy, e.g. story, author, illustrator, publisher, content.
	Overview of outcomes Pupils explore some parables from the gospels and learn that Jesus was a good story-teller who used stories to teach people about God. Pupils will draw on their own experience and understanding of story-telling and story writing. Reference should be made to scripture in religions other than Christianity.	
	Milestones of Learning	
	• Why did Jesus tell stories and what do they mean?	• talk about Jesus as a good story teller. They explain that he used stories to teach people about God and how they should live their lives • hear and respond to some of Jesus’ stories and look at how different writers and artists have retold and illustrated them • tell each other selected parables interactively, e.g. ask questions at appropriate points, suggest what happens next, explore what the stories mean • compile a Big Book of stories Jesus told with their own text and pictures for use by children in the Reception class • make a special occasion of presenting the Big Book to the Reception class
• What are the most important ideas and messages in the stories?	• use a story board to reconstruct/sequence a parable of Jesus • in groups, tell the story through writing, drawing or drama,	



		• e.g. from a particular character's viewpoint identify and discuss the key feelings and ideas in the story and relate these to their own feelings and experiences • explore what we can learn about God from the story and explain how stories are a way of helping people to understand ideas and values
	• Do the stories relate to your own life and experience and what can we learn from them?	• review key ideas in a story, e.g. the Prodigal Son: being sorry (repentance), forgiveness, making up (reconciliation), jealousy • discuss the deeper meanings in the story, e.g. the Prodigal Son: the father represents God, people abandon God but can repent and be reconciled, Jesus is teaching that no one is beyond God's forgiveness • study stories in different translations, including illustrated and children's versions, and discuss similarities and differences • read a story and then retell it. They agree the sequence of events, who the key characters are and what the characters are like. They ask questions to explore the nature of the story and what they think the story is trying to tell us about the nature of God • learn about Jesus as a story teller and what this shows about Jesus as a person • make a list of the qualities of God they think Christians believe are illustrated in the parables
	Assessment - How does God teach Christians about how to live their lives through stories and parables?	Pick one story to focus on. What are the key messages. Have pictures from sections from the story. Can the children write the message that is being given from each part? Or match the message to the section of story.



Spring 2	Unit 2b – Easter (Following on from Spring 2 of Year 1 curriculum)	
Character Culture Creativity Challenge	Prior Learning and Understanding ‘Why here, why now?’ This unit has also been covered in Year 1 Spring 2. This unit uses a different enquiry question to change the emphasis towards the Christian belief in ‘life after death’.	
	Y1 – Unit 2b (Easter)	
	Key Learning Intentions (Skills) Concept – Celebration Disciplinary Strand - Theology	
	Key Learning Intentions (Knowledge) To know that... - About aspects of Easter including new life and hope through the resurrection of Jesus – and Year 1 - That Christians believe Jesus is God’s gift to the world, and that Jesus is God incarnate/God in human form	Key Vocabulary God Angels religious festivals Jesus Easter Cross resurrection Feelings, e.g. hope, love, joy, peace, security, forgiveness
	Overview of outcomes The focus of this unit is to explore the Christian beliefs that Jesus brings new life and is God’s gift to the world.	
	Milestones of Learning	
	How do the events of Easter make you feel?	- Draw on the unit from Year 1. - What do you already know? Discuss. - How do you feel at Easter? Why? What does it make you think of? - Draw a picture of yourself and write around how Easter makes you feel and what you are thankful for at Easter.
In what way do Christians believe that Jesus brings new life?	- explain in simple terms some of the meanings in Easter customs or symbols - identify and talk about signs of new life at Spring - show awareness that Easter, like Christmas, expresses aspects of the specialness of Jesus for Christians	
Why do Christians believe that Jesus is God’s gift to the world?	- examine the Christian idea that Jesus is God’s son and that God gave him as a gift to the world. They discuss what they think this might mean and write down their responses - examine some of the things Christians believe Jesus brought to the world, e.g. hope, happiness, joy, peace, salvation	



		• mount a display of words they think are important around a picture of Jesus and explain why they chose their particular word • talk about gifts they hope to receive at Easter and other times, and gifts they are planning to give. They are asked: Which gives you most pleasure, giving or receiving gifts? • listen to a Christian talk about why they give gifts and the link between gift giving and receiving and the festival of Easter • make a class display featuring a large gift box with their statements and drawings about gifts and giving going into it
	Assessment - Why is it believed that is Jesus a gift from God?	Look at symbols of Easter. What do they all mean? Reflect back on Year 1. Why is Jesus an important symbol of Easter? What happened? Why do Christians believe Jesus was a gift from God?



Summer 1 and 2		Unit 8 – Judaism – Beliefs and Practices	
Character Culture Creativity Challenge	Prior Learning and Understanding ‘Why here, why now?’ This unit builds on the children’s understanding of Judaism from Year 1 by asking them to investigate the special relationship Jews feel that they have with God and the reasons and practices that support this.		
	Year 1 – Unit 6 (Ideas about God in Christianity and Judaism) and Unit 7 (Torah and Shabbat) Year 1 – Unit 2a (Christmas and Hannukah)		
	Key Learning Intentions (Skills) Concept – Beliefs Disciplinary Strand - Social Sciences		
	Key Learning Intentions (Knowledge) To know that... - About Moses and the importance of his contribution to Jewish history - To reflect on their own feelings and experiences in relation to aspects of the Exodus story - About the key features of the Purim story and festival - That the synagogue is a special place where Jewish people meet for worship and keep the Torah, and that the Torah is celebrated in a special festival		Key Vocabulary Mezuzah Shabbat Hannukkah Purim feelings and emotions, e.g. awe, wonder, holy.
	Overview of outcomes This unit outlines the key beliefs and practices in Judaism by emphasising current practice, while giving pupils the opportunity to learn about the historical foundation of the religion. Pupils have opportunities to express their own feelings about these beliefs and practices. TRIP TO SYNAGOGUE		
	Milestones of Learning		
Why is Moses so important in Judaism? ACROSS MORE THAN 1 WEEK		- hear the story of Moses and the burning bush. They explore qualities of leadership, and feelings and emotions associated with religious experiences and encounters with God, e.g. How did Moses feel when he saw the burning bush? Why did he take his shoes off? What was the author of the story trying to say about God? - discuss what it means to be a leader - tell the story of the Exodus from Egypt emphasising the role of Moses, e.g. in negotiating with the Pharaoh through the plagues, etc. - listen to visitors who talk about being, e.g. a leader in the school, a lunch assistant, a school governor, an older child with responsibilities, and discuss what the visitors have in common	



		• discuss people who care for them, people who have a special responsibility for them and people who make decisions on their behalf
	• What is the festival of Purim about and what is its importance in Judaism?	• listen to the story of Esther and how she spoke out on behalf of her people despite considerable danger to herself, and discuss some of the key messages in the story • explore the story through drama and role-play, involving them in, e.g. rattling greggars, hissing at appropriate times • make puppets or masks of the characters for use in the drama and/or greggars, hats and hamantaschen (special cakes)
	• What is it like inside a synagogue and what happens there? REFLECT ON VISIT IN YEAR 1 – RABBI IN TO SCHOOL OR ANOTHER VISIT TO EXPAND ON YEAR 1??	• build a sense of anticipation and privilege while preparing for a visit to a synagogue by learning that the ark is the special place where the Torah is kept and that the Torah is important to the Jewish people. They learn about appropriate behaviour and dress in the synagogue
	• What is the role of the synagogue in Judaism?	• learn that the synagogue is a “house of assembly” where Jewish people gather to pray • learn that they are going to somewhere special and will see some very special things • prepare a list of questions to ask during the visit • on arrival, have an opportunity to experience the atmosphere by sitting quietly • see if they can identify the ark where the Torah scrolls are kept ask their host to explain what happens in the synagogue at Simchat Torah
	• What have you learned from Jewish beliefs and practice which might help you in your life?	Reflect on the topic and what impact it has had on the children
	Assessment - To evaluate and present what you have learnt about Jewish beliefs and practices	Discuss everything we have learnt. Reflect on last week. Has it impacted our beliefs or opinions. Create a fact sheet reflecting on everything they have learnt over the topic. Could they present to the rest of the class?