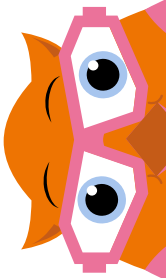




# Discovery RE<sup>®</sup>



The **enquiry** approach to  
Religious Education

Ages 4-7



[www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com)

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## **The Scheme of Learning for Religious Education in the Primary School**

### **Foreword**

Writing a progressive, easy to use Scheme of Learning for Religious Education is never an easy task, even for RE specialists. How will I find the time to do all this planning? Which religions shall we teach when? What is the weighting to be given to Christianity and other religions? How far can we go with the enquiry-based approach? Have we got the resources necessary to teach the new syllabus? I don't have a budget! What about children's spiritual development? What about SMSC (Spiritual, Moral, Social, Cultural) development? What about the British Values agenda? What is 'religious literacy'?

Very aware of the drive to make RE a meaningful and relevant subject, and also the huge amount of time and effort needed to write a Scheme of Learning for the whole school, my colleagues and I have written Discovery RE to help short-cut the planning process whilst still enabling teachers to take ownership of how they deliver each lesson/enquiry.

Discovery RE is a set of detailed medium-term plans for RE from Years F1/2 to Year 6. It adopts an enquiry-based approach to teaching and learning.

Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered. Humanist perspectives are added when appropriate in some enquiries.

The overview grid shows the long-term plan, with choices needing to be made as to which religion to teach alongside Christianity in some year groups.

Each enquiry demands the equivalent of 6 lessons, but teaching time could be blocked over perhaps 3 half days to enhance learning. Each enquiry has a learning objective which shows the learning over the enquiry and SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout as is each enquiry's contribution to the British Values agenda.

### **SMSC (Spiritual, Moral, Social and Cultural) development**

With the Ofsted inspection framework emphasising the opportunities children are offered for SMSC development, RE can be a key contributor. Therefore, SMSC opportunities are identified in each enquiry, and are mapped on the overview grid for each year group. Further support for SMSC can be found on [www.janlevereducationconsultancy.com](http://www.janlevereducationconsultancy.com)

### **British Values**

Religious Education is a key player in engendering knowledge and understanding which can lead to tolerance and respect for others and their beliefs. It does not, however, teach children to passively accept, but rather encourages evaluation and critical thinking, equipping them to consider belief positions they encounter. Discovery RE contributes significantly to the British Values agenda and the mapping documents in the Overview section of the folder and at the beginning of each year group show how.

### **Mindfulness**

Mindfulness means cultivating a sense of awareness on purpose, in a non-judgemental way in the present moment. It is hoped that teachers will use mindfulness practices to build children's self-awareness and skills of reflection, thus supporting their RE learning as well as their personal spiritual development.

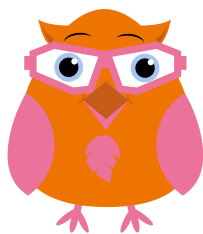
## Introducing the Discovery RE Owl Crew

To help children engage with the process of enquiry, we are delighted to introduce the Discovery RE Owls.



**Bertie**

**F1/2 (Nursery/  
Reception)**



**Abbey**

**Year 1**



**Sofia**

**Year 2**



**Huey**

**Year 3**



**Egbert**

**Year 4**



**Auberon**

**Year 5**



**Gudrun**

**Year 6**

You will notice the number of feathers on their chests denotes the year group. Each whole school set of Discovery RE (3rd Edition) includes one of each of the OWL CREW. (Extra OWLS are available from the Discovery RE online shop [www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com)) You may well find each class needs its own.

The OWL CREW names mean wisdom/intelligence in a range of languages, thus pointing to the way they are used in Discovery RE.

In the planning you will see the OWL in the text every time we suggest you use him/her. The idea is that the OWLS are sources of wisdom so that:

- a) Children can ask them questions during the enquiry.

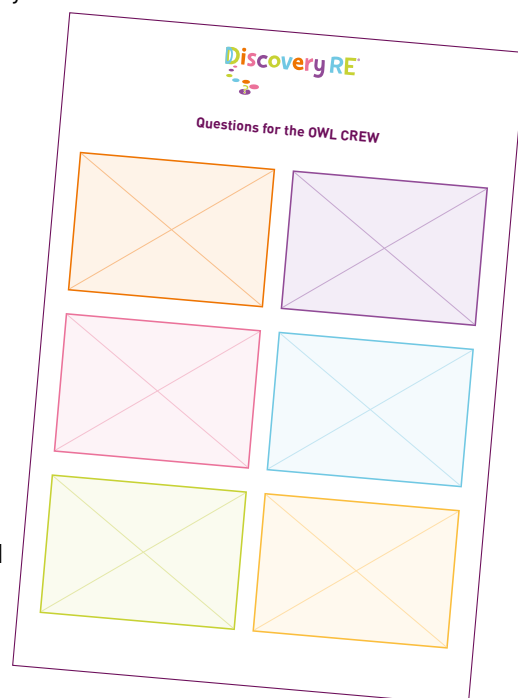
The file 'Questions for OWL CREW' on the USB stick has printable envelope templates for children to write their questions on.

They write their questions on the envelope template and give them to the owl. (You may like to provide a special post box or receptacle for your class' questions).

This gives you, the teacher, time to think through an appropriate answer and build this into the next lesson, the answer obviously coming from the owl.

This will help you with ongoing assessment, giving insight into the children's thinking.

- b) The OWLS can ask the children questions i.e. the big enquiry question, and any other questions that may support their learning through the enquiry.
- c) The OWLS can give the children information e.g. Gudrun Owl would like you to watch this video clip/to explore these artefacts.
- d) The OWLS can act as the 'talking object' when you are using Circle Time to discuss opinions and thoughts on issues being studied.



We hope the Discovery RE OWL CREW will add an extra dimension to your RE work. We will be developing how we use them so do keep an eye on the Community Area of the Discovery RE website, and by all means, let us know if you have any ideas for the CREW.



## Assessment in Discovery RE

Mindful that the majority of agreed syllabi for RE around the country used to align themselves to the 2 attainment target and 8-level scale system of assessing children's RE learning, the original edition of Discovery RE followed this pattern in order to be of service to teachers.

Some people are still obliged to follow agreed syllabi containing this system, so Discovery RE continues to reference the 2 attainment targets (albeit teasing out the different aspects of AT2).

However, mindful of the educational landscape 'beyond levels', we also offer an alternative colour-coded system:

- **End of key stage age-related expectations** for KS1, lower KS2 and upper KS2. This is similar to the RE Council non-statutory framework for RE (2013) which also suggests end of KS3 expectations, summarised as:

(Abridged NCFRE showing the 3 strands A, B and C. (For Curriculum Framework for RE, just Google).

Attainment related to end of KS statements	Reference to 'old' level descriptors	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
End of KS1 (Year 2 Age 7)	2	Retell, recognise and find meanings	Explore and respond sensitively	Begin to express ideas and opinions
End of Lower KS2 (Year 4 Age 9)	3	Describe, discover more and respond thoughtfully	Observe and suggest reasons	Suggest reasons and respond thoughtfully
End of KS2 (Year 6 Age 11)	4	Reflect and make connections between different ideas	Consider, compare and contrast	Offer ideas and clear responses

- **3 age-related expectation descriptors for each enquiry in each year group.** These expectations (working AT, TOWARDS and BEYOND) give guidance for assessing each of the 3 aspects of learning involved and made explicit in Discovery RE. Schools can, of course, use the language of their choice to describe these expectations (e.g. developing, secure, exceeding) in order to ensure RE is in line with the school's system.

The 3 aspects of learning are colour-coded:

**Green: personal resonance with or reflection on... (formerly AT2 personal)**

**Blue: knowledge and understanding of... (formerly AT1)**

**Red: evaluation/critical thinking in relation to the enquiry question (formerly AT2 impersonal).**

AfL (assessment for learning) opportunities are offered throughout each step of each enquiry.

This colour coding starts with steps 1-4 on the planning, each box being framed in the colour that denotes the focus of learning in that step.

The colours continue in the Activity Sheets so the teacher can see which activity is focused on which aspect of learning, and follow this through in the expectation descriptors (Working TOWARDS, Working AT and Working BEYOND) and in the exemplification. This will make it easier to link teaching with learning outcomes, as RE is a complex subject to assess.

## End of Key Stage Colour-coded descriptors in Discovery RE

“WORKING AT” expectation.  <u>Most</u> children are expected to reach these expectations.	<b>GREEN DESCRIPTORS</b>  Personal resonance with or reflection on  The concept / belief underlying the subject matter of the enquiry  Child’s own thoughts, opinions, belief, empathy.	<b>BLUE DESCRIPTORS</b>  Knowledge and understanding of the subject matter of that enquiry (subject knowledge)	<b>RED DESCRIPTORS</b>  Skills of evaluation and critical thinking in relation to the big enquiry question
End of Key Stage 1 (Year 2, Age 7, ‘old’ Level 2)	I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world  I can verbalise and / or express my own thoughts	I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.
End of LOWER key Stage 2 (Year 4, Age 9, ‘old’ Level 3)	I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews.  I can express my own opinions and start to support them with rationale.	I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.	I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
End of Key Stage 2 (Year 6, Age 11, ‘old’ Level 4)	I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs  I can express my own thoughts etc having reflected on them in relation to other people’s.	I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.



### Discovery RE and Church of England Schools

Christianity is taught in every year group in Discovery RE and the enquiry approach adds challenge, requiring children to retain knowledge and apply it to the big question using their critical thinking skills.

Each enquiry addresses an aspect of Christian theology, sometimes explicitly using the theological language and sometimes laying foundations of experience and understanding which will later facilitate learning the explicit theology. To ensure church schools using Discovery RE are confident they are teaching enough Christianity to satisfy their SIAMS requirements, the 3rd edition of Discovery RE has 3 additional (optional) Christianity enquiries, one in each of years 4, 5 and 6.

### Discovery RE and 'Understanding Christianity'

Mindful of the 'Understanding Christianity' materials, launched in 2016, which emphasise theological literacy, gaining knowledge and interpreting source texts in order to enhance children's holistic understanding of Christianity, each Christianity enquiry in Discovery RE has the underpinning Christian concept/core belief made explicit. These are aligned with the 'Understanding Christianity' materials.

Discovery RE is pleased to work co-operatively with the 'Understanding Christianity' Project. The Church of England recommends its schools use the UC materials to deliver Christianity work in RE, and has shown how this might be done in schools already using Discovery RE. [www.churchofengland.org](http://www.churchofengland.org)

This is also in the Appendix of Discovery RE.

If church schools choose to substitute some of the Discovery RE enquiries on Christianity with UC units, these can sit comfortably in the holistic programme of Discovery RE, it giving a whole-school structure for RE including coverage of the 5 principal religions other than Christianity, and using a consistent, developmental approach.

SIAMS inspections seek additionality from church schools. Discovery RE supports schools to improve their SIAMS inspection outcomes. See the article on [www.discoveryschemeofwork](http://www.discoveryschemeofwork)

### Discovery RE and Catholic Schools

Discovery RE, by its very nature as a progressive and comprehensive set of RE planning, is in no way, denominational. Because of this, and due to the fact that it is a medium term planning tool, no part of it contradicts the aims and objectives of the religious education curriculum in Catholic schools.

In such schools, specific elements need to be included in the RE programme in line with Canon Law, advice, guidance and the support of the Diocesan Bishop and Catholic Education Service. Teachers can therefore use Discovery RE and tailor it to fulfil the expectation that, 'in religious education in particular, the Church aims to transmit (to children) the Catholic faith'.

The Bishops' Statement also states that through Religious Education and the general life of the school, "young people are prepared to serve as witnesses to moral and spiritual values in the wider world".

The philosophy of Discovery RE is clearly in line with this,

"children's ...knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced."

As stated by the Catholic Bishops' Conference:

"The outcome for religious education is religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capacity- to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life".  
(Religious Education Curriculum Directory for Catholic schools page 10).

"Excellence in Religious Education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom Religious Education will be a challenging educational engagement between the pupil, the teacher and the authentic subject material."  
(Statement on Religious Education in Catholic Schools, issued by the Catholic Bishops' Conference of England and Wales (7), 5th May 2000).



### Discovery RE and the English National Curriculum

RE is statutory and sits alongside the national curriculum. However, it serves not only the SMSC and British values agendas but also contributes significantly to literacy skills as well as linking easily to many areas of the national curriculum.

The article, 'Discovery RE and the national curriculum' shows the possible links. See [www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com) or contact us to receive this article.

### Support for Discovery RE schools [www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com)

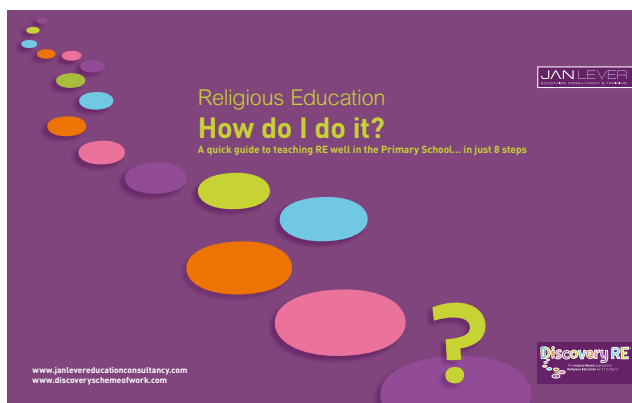
We offer the website to you as an ongoing hub of support. You are welcome to contribute; just contact us through the website. Termly newsletters, fresh articles and additional resources are added regularly. We will alert you by email.

We do our best to offer ongoing support to schools using Discovery RE by:

- Offering each school a mentor, always on hand to answer any questions and offer support and advice
- Giving passworded access to the Discovery RE Community Area on the website (we will email you the login details)
- Termly newsletters to keep you up to date and give more teaching/learning ideas

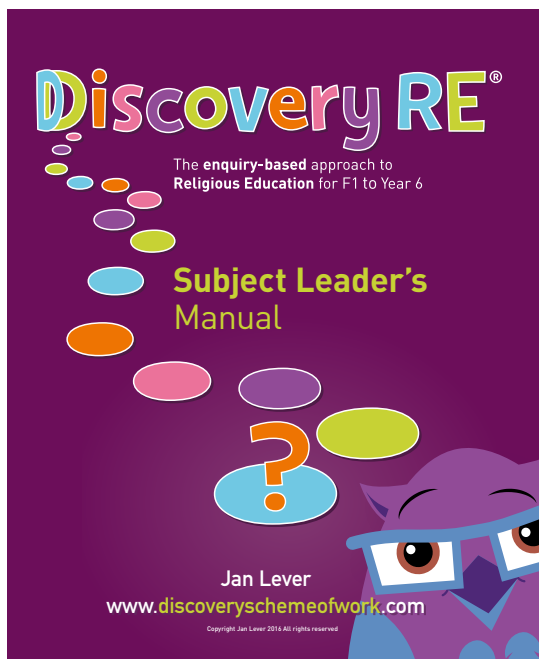
We also listen and respond to teachers' requests and concerns and as a result have recently produced:

- RE: How do I do it?



This booklet is designed to take teachers inexperienced in RE, and those in initial teacher training, through an 8 step process showing how to plan RE across a school. It includes sample materials from Discovery RE and may be a useful resource to use for in-house training. This is available through the Discovery RE website online shop.

- Subject Leader's Manual



The subject leader's manual is designed to be a source of guidance and support for teachers leading this subject across the school.

Chapters on: Organisation  
Action planning  
Budget and resources  
Monitoring  
Staff training  
Visits and visitors  
and more, suggest what needs to be done, how to evidence your work as leader as well as the teaching and learning in RE.

A usb stick has editable documents to help further e.g. policy documents, action planning templates etc.

The folder can become your actual subject leader's folder as you add evidence to each chapter.

Each manual also comes with a copy of RE: How do I do it?

The subject leader's manual can be ordered through the website online shop or just contact the office  
+44 (0)1202 377193





### Free update policy

**Books, websites and learning clips.** Although Discovery RE is medium-term planning, we do our best to suggest teaching resources that may be helpful. However, because these may change, become unavailable etc. over time we recommend you check the Community Area of the website where we will post updated resource lists at the end of each half-term. In the meantime, please let us know if you come across a clip that is inactive and we will source an alternative straight away for you. Contact [elaine@janlevergroup.com](mailto:elaine@janlevergroup.com). Check website [www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com), log in with your password to the Community Area and look in the Resources section for Update Resource List.



We continue to operate a free update policy at Discovery RE regarding the Scheme of Learning, believing we are here to support schools and once you have invested in us and the resource, you join the Discovery RE Community. Therefore, this 3<sup>rd</sup> edition of Discovery RE is offered as a free download to schools currently using the older version/s.

### Our Philosophy

Our belief is that, using an enquiry-based model well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced.

This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

Discovery RE is a thoughtful and creative set of RE planning for the whole Primary school, F1/2 to Year 6.

We hope it makes teachers' lives easier and short-cuts the planning process, freeing them to design exciting and challenging teaching/learning activities for each lesson/enquiry.

Thanks go to teachers: Hayley Lynam, Dawn Murray, Karen Hunnisett and Sian Pell whose enthusiasm for RE and children's learning, willingness to spend many hours on this project and share their current classroom experience, have helped me to make Discovery RE a relevant and creative teaching resource.

Thanks also go to Discovery RE Consultants, David Rees, Hannah Rees and Alison Harris who, with me, bring a collective 90+ years of RE experience to Discovery RE.

We hope our work supports you to keep improving children's learning in and deepening their thinking through Religious Education.

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The Jan Lever Group comprises 3 enterprises supporting schools:

Discovery RE [www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com)

Jigsaw PSHE [www.jigsawpshe.com](http://www.jigsawpshe.com)

Jan Lever Education Consultancy and Training [www.jlect.com](http://www.jlect.com)







## Introduction

The context... ENGLAND

### What do you have to teach in RE?

The situation with Religious Education in England is unique. RE is a statutory subject that sits alongside the National Curriculum.

It is compulsory in all schools in England except for pupils withdrawn at the request of their parents.

(The Education Act 2002, section 80)

Academies must provide RE in accordance with their funding agreements.

(RE in English schools: non-statutory guidance 2010)

It becomes more complicated when considering what must be included in the RE curriculum and the approach to be used.

Community schools/ Foundation schools/ Voluntary Controlled schools must provide RE in accordance with the locally agreed syllabus for RE.

In Voluntary Aided schools with religious character the RE curriculum is determined by the governors in accordance with the trust deed, and they may choose to follow the locally agreed syllabus or to design their own.

### Academies and Free schools

- Such schools with no religious character may choose to follow the locally agreed syllabus but are free to design their own schemes of work
- Denominational academies e.g. Roman Catholic, and most Muslim and Jewish academies, deliver RE in line with their denominational syllabus (where there is one)
- Faith (but non-denominational) academies are free to agree their RE curriculum with sponsors and the Department for Education.

These schools could adopt the locally agreed syllabus but are autonomous in this choice.

(RE in English schools: non-statutory guidance, DCSF 2010, pages 27-30)

### Does Discovery RE meet the requirements of your locally agreed syllabus?

Discovery RE is not an agreed syllabus but is a set of detailed medium-term planning that can support schools to structure their RE scheme of work in order to deliver their locally agreed syllabus if they need to, or to structure their RE curriculum in this developmental and comprehensive way if they are autonomous.

At Discovery RE, we understand it can be challenging to assess the extent to which Discovery RE can help you fulfil the requirements of your locally agreed syllabus, and to assist you we have mapped it to 100+ syllabi. These mapping documents can be requested through the website. We are happy to map Discovery RE to your syllabus if we have not yet done so, or to update our maps when your syllabus is updated if you get in touch and let us know what is needed.

It is never possible to state categorically that Discovery RE will fulfil all requirements as this depends to a large extent on the way the teacher translates Discovery RE into short-term planning and on the nature of the delivery.

However, we are very confident that Discovery RE gives a comprehensive structure for RE across the whole primary school, provides a key enquiry question for each half-term, selects the most appropriate subject knowledge to be taught to enable children to answer the enquiry question and goes on to provide assessment tasks, guidance and attainment descriptors, with exemplification.

This confidence is certainly supported by the evidence base we have regarding Church of England schools which are using Discovery RE.

The quantitative and qualitative evidence shows Discovery RE to be making a significant contribution to RE, school ethos and additionality.



Christianity is taught in each year group, with one other religion selected to be considered alongside this. There are additional optional extra Christianity enquiries for Years 4, 5 and 6 which can be added to ensure church schools deliver more than the specified amount of Christianity in relation to the SIAMS requirements.

(There is also an overview that suggests how schools wishing to use the 'Understanding Christianity' materials could integrate these into the Discovery RE programme, in the 'other' section of the folder).

Suggestions on how and when to include work on Humanism (should that be deemed appropriate) are included in some enquiries.

### **Is there any national guidance on what should be taught in RE or what an agreed syllabus should look like?**

#### **1. 2004 non-statutory national framework for RE**

This framework, whilst non-statutory, offered guidance to SACREs on the structure, content and, to an extent, the pedagogical approach of their syllabi.

It describes learning in RE in terms of two attainment targets:

Attainment Target 1: Learning ABOUT religion

Attainment Target 2: Learning FROM religion

This framework also suggests assessing according to a national 9 level descriptors, 1-8 plus EP (Exceptional Performance)

Some agreed syllabi around the country still use these systems to structure and describe learning, so Discovery RE references the two attainment targets on the overview maps. It shows AT1 in **BLUE** and AT2 in **RED**.

**For those who still need it, Discovery RE also references the 9-level assessment system but alongside this provides a 'beyond levels' process comprising 3 age-related expectation attainment descriptors (working TOWARDS, AT and BEYOND) for each enquiry, as well as summary descriptors for the end of each key stage.**

#### **2. 2013 national curriculum framework for RE (NCfRE)**

This framework, again non-statutory, reorganised RE learning under 3 strands:

A. know about and understand a range of religions and world views

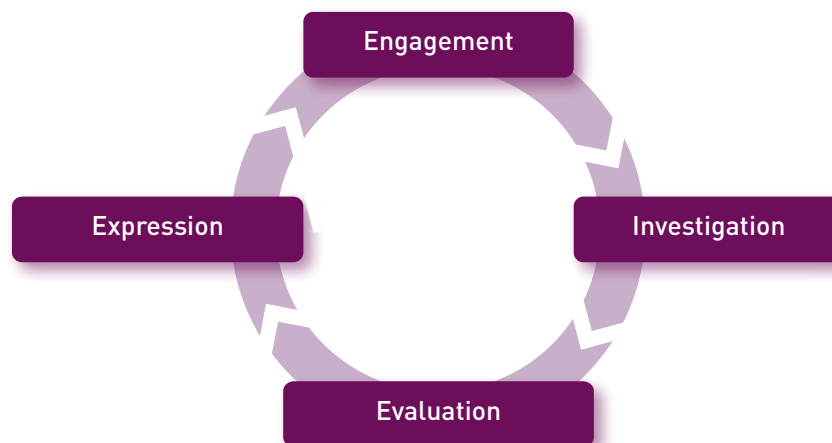
B. express ideas and insights about the nature, significance and impact of religions and world views

C. gain and deploy the skills needed to engage seriously with religions and world views.

**It is assumed that aspects of all 3 strands will be contributed to in every enquiry so the strands are not referred to on the overview mapping grid.**

How is the planning set out in Discovery RE?

Discovery RE advocates an enquiry-based approach with a 4-step process



### The 4-step enquiry process

The key question for the enquiry is such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

### Step 1 (usually 1 lesson)

**Engagement:** The human experience underpinning the key question is explored here within the children's own experience, whether that includes religion or not e.g. a human experience underpinning the question, 'What is the best way for a Sikh to show commitment to God?' is 'commitment', so lesson 1 aims to help all children resonate with the experience of 'commitment' in their own lives. If they can relate to this human experience they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the **BRIDGE** into the world of religion (which may be very much outside of their experience).

The **BRIDGE** concept/experience is shown clearly under the Step 1 box on the planning. This guides the teacher as to the focus of Lesson 1, which does not have to include anything explicitly 'religious'.

### Step 2 (usually the equivalent of 3 lessons)

**Investigation:** The teacher guides the children through the enquiry, children gaining subject knowledge carefully selected to assist their thinking about the key question. Some of the enquiries have a lot of relevant content so teachers do need to be selective and not try to cover too much. Depth is more important. The acquisition of the factual information about the religion /belief system being studied is important, but not as an end in itself.

### Step 3 (usually 1 lesson)

**Evaluation:** This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task (the activity sheet and resources are included) which the teacher can assess by using the age-related expectation descriptors at the end of each enquiry. These are exemplified, and tracking and record sheets are included, as are pupil self-assessment sheets.

The expectations may well lend themselves to meaningful and less onerous report writing, the activity sheets providing evidence in children's books for their learning in each enquiry.

We are not suggesting that paper-based evidence is the sole form of assessment in RE. The expectation is that the assessment activity sheets provided will be seen in conjunction with teacher observations of the children's work and responses throughout the enquiry.

The strands of learning are colour-coded in the planning, the assesment activity, attainment descriptors and exemplification to make this process easier for busy teachers.



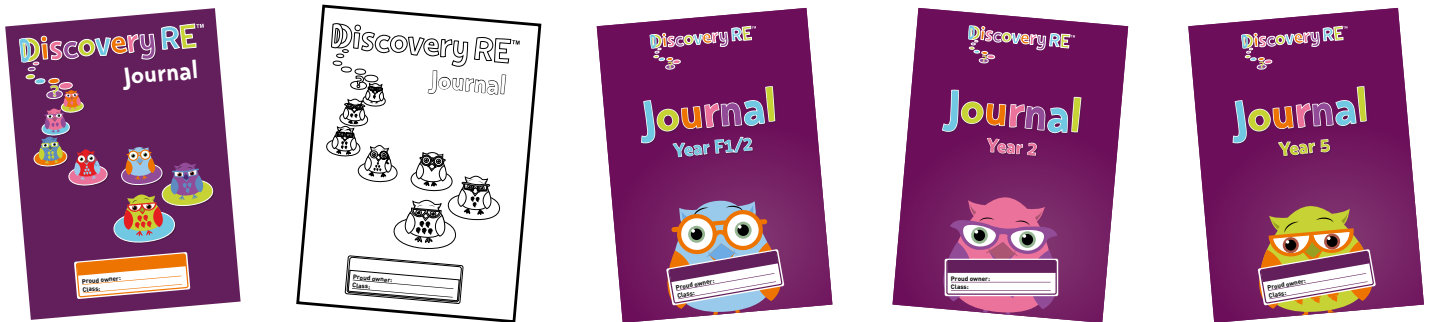
We believe that RE insights are not bound by literacy skills.

#### Step 4 (usually 1 lesson)

**Expression:** Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs. There is often further evidence for their books produced in this lesson.

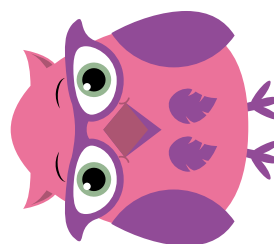
Children's progress is best recorded in individual journals or portfolios, but the whole learning experience of the class may be gathered into a class Discovery RE Portfolio.

Discovery RE journal/portfolio covers can be downloaded from the CDRom/USB.



## Overview Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme:</b> What did Jesus teach?  <b>Concept:</b> Gospel  <b>Key Question:</b> Is it possible to be kind to everyone all of the time?  <b>Religion:</b> Christianity	<b>Theme:</b> Christmas - Jesus as gift from God  <b>Concept:</b> Incarnation  <b>Key Question:</b> Why do Christians believe God gave Jesus to the world?  <b>Religion:</b> Christianity	<b>Theme:</b> Passover  <b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?  <b>Religion:</b> Judaism	<b>Theme:</b> Easter - Resurrection  <b>Concept:</b> Salvation  <b>Key Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion?  <b>Religion:</b> Christianity	<b>Theme:</b> The Covenant  <b>Key Question:</b> How special is the relationship Jews have with God?  <b>Religion:</b> Judaism	<b>Theme:</b> Rites of Passage and good works  <b>Key Question:</b> What is the best way for a Jew to show commitment to God?  <b>Religion:</b> Judaism
		<b>Theme:</b> Prayer at home  <b>Key Question:</b> Does praying at regular intervals help a Muslim in his/her everyday life?  <b>Religion:</b> Islam		<b>Theme:</b> Community and Belonging  <b>Key Question:</b> Does going to a mosque give Muslims a sense of belonging?  <b>Religion:</b> Islam	<b>Theme:</b> Hajj  <b>Key Question:</b> Does completing Hajj make a person a better Muslim?  <b>Religion:</b> Islam



## Discovery RE supports the teaching of British Values

### Specific links between British Values and Discovery RE by Key Stage:

Please note for "Rule of Law", ticks have been added because even though Discovery RE does not teach UK law, it teaches children of the laws of that religion so that they understand what a law might be. As one of the main aims of the RE curriculum is to promote tolerance of those of different faiths and beliefs, and mutual respect, these values are ticked throughout.

Because this is a set of medium-term planning, not individual lesson plans, many of the values will be covered or not by the way the teacher/practitioner explains the concepts included and the language used. The ticks below represent the most likely/feasible connections that can be made although the teacher may well be able to make further connections to e.g. individual liberty and democracy by consciously deciding to include them.

### Key Stage 1

Discovery RE Enquiry		Religions studied:	British Values					
			Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs	
Year 2								
Is it possible to be kind to everyone all of the time?		Christianity			✓	✓	✓	
Why do Christians believe God gave Jesus to the world?		Christianity				✓	✓	
How important is it for Jewish people to do what God asks them to do? OR Does praying at regular intervals every day help a Muslim in his/her everyday life?		Judaism		✓ (Passover rules)	✓	✓	✓	
How important is it to Christians that Jesus came back to life after his crucifixion?		Islam					✓	
		Christianity		✓ (Jesus allowed himself to be condemned under the law of his land)		✓	✓	
How special is the relationship Jews have with God? OR Does going to a mosque gives Muslims a sense of belonging?		Judaism		✓ (The Covenant)	✓	✓	✓	
		Islam		✓ (prayer in the Qur'an/ pillar of Islam)			✓	
What is the best way for a Jew to show commitment to God? OR Does completing Hajj make a person a better Muslim?		Judaism		✓ (613 rules)	✓	✓	✓	
		Islam		✓ (Hajj as a pillar of Islam)			✓	





## The overview mapping grid that follows...

### Year 2 Overview

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
<b>Autumn 1</b> Christianity	<b>Is it possible to be kind to everyone all of the time?</b> What can I learn from stories from religious traditions? Should people follow religious leaders and teachings? (Believing/Behaving)	What did Jesus teach?  Concept: Gospel	<b>AT1 A</b> Beliefs, teachings and sources <b>AT2 F</b> Values and commitments		We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.	Moral Social	Bible Stories (New Testament): The Good Samaritan (Luke 10), The Paralyse Man (Mark 2) <a href="http://www.bbc.co.uk/education/clips/z3mgkqt">www.bbc.co.uk/education/clips/z3mgkqt</a> : 'Raising the Roof' - Christ's Miracle Shoe boxes: one per group Puppets
<b>Autumn 2</b> Christianity	<b>Why do Christians believe God gave Jesus to the world?</b> Is God important to everyone? (Believing)	Christmas: Jesus as a gift from God  Concept: Incarnation	<b>AT1 A</b> Beliefs, teachings and sources <b>AT2 E</b> Meaning, purpose and truth		We are learning to reflect on the Christmas story and the reasons for Jesus' birth.	Spiritual Moral	'George saves the world by lunchtime': Eden Project Books Advent calendars: commercial, Christmas religious scene Props/story bag
<b>Spring 1</b> Judaism	<b>How important is it for Jewish people to do what God has asked them to do?</b> Is God important to everyone? Should people follow religious leaders and teachings? (Believing/Behaving)	Prayer at home	<b>AT1 B</b> Practices and ways of life <b>AT2 F</b> Values and commitments		We are learning to understand the special relationship between Jews and God and the promises they make to each other.	Spiritual Moral Cultural	Seder Plates and contents: weddings, birthdays <a href="http://www.bbc.co.uk/education/clips/z9th34j">www.bbc.co.uk/education/clips/z9th34j</a> : Four questions of Passover <a href="http://www.bbc.co.uk/education/clips/zqyv9j6">www.bbc.co.uk/education/clips/zqyv9j6</a> : Shopping for Pesach <a href="http://www.bbc.co.uk/education/clips/z68dxnb">www.bbc.co.uk/education/clips/z68dxnb</a> : The Passover Story

### From left to right..explaining the columns

#### Column 1

The academic term and focus religion

#### Column 2

The key enquiry question with additional sub-questions to help the focus.

Believing/Belonging/Behaving. The most relevant of these are shown, again to add focus.

#### Column 3

The theme of the enquiry and, for the Christianity enquiries, the 'concept' (core belief) is also shown. These concepts are aligned to the 'Understanding Christianity' project and are developed throughout Discovery RE in a spiral manner.

#### Column 4

For those who need this because their agreed syllabi still include them, this column shows the Attainment Targets 1 and 2 (Learning ABOUT and Learning FROM) as well as identifying the specific areas of enquiry (A-F) most contributed to in this enquiry.

#### Areas of enquiry

Some syllabi structure the RE learning expected under 6 areas of enquiry:

- A. beliefs, teachings and sources
- B. practices and ways of life
- C. forms of expressing meaning
- D. identity, diversity, belonging
- E. meaning, purpose and truth
- F. values and commitments

#### Column 5

The overall learning objective for the whole enquiry.

#### Column 6

SMSC. This column indicates which of the spiritual, moral, social, cultural development opportunities are most likely to be offered in this enquiry.

#### Column 7

Resources. This column acts as a summary of the resources suggested /signposted in the enquiry.

The Discovery RE website has 'shopping lists' of suggested 'essential' and 'desirable' resources useful for each enquiry.

[www.discoveryschemeofwork.com](http://www.discoveryschemeofwork.com)

## Year 2 Overview

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
<b>Autumn 1</b> Christianity	<b>Is it possible to be kind to everyone all of the time?</b> What can I learn from stories from religious traditions? Should people follow religious leaders and teachings? (Believing/Behaving)	What did Jesus teach?  Concept: Gospel	<b>AT1 A</b> Beliefs, teachings and sources <b>AT2 F</b> Values and commitments		We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.	Moral Social	Bible Stories (New Testament): The Good Samaritan (Luke 10), The Paralyse Man (Mark 2) <a href="http://www.bbc.co.uk/education/clips/z3mgkqt">www.bbc.co.uk/education/clips/z3mgkqt</a> : 'Raising the Roof' - Christ's Miracle Shoe boxes: one per group Puppets
<b>Autumn 2</b> Christianity	<b>Why do Christians believe God gave Jesus to the world?</b> Is God important to everyone? (Believing)	Christmas; Jesus as a gift from God  Concept: Incarnation	<b>AT1 A</b> Beliefs, teachings and sources <b>AT2 E</b> Meaning, purpose and truth		We are learning to reflect on the Christmas story and the reasons for Jesus' birth.	Spiritual Moral	'George saves the world by lunchtime': Eden Project Books Advent calendars: commercial, Christmas religious scene Props/story bag
<b>Spring 1</b> Judaism	<b>How important is it for Jewish people to do what God asks them to do?</b> Is God important to everyone? Should people follow religious leaders and teachings? (Believing/Behaving)	Prayer at home	<b>AT1 B</b> Practices and ways of life <b>AT2 F</b> Values and commitments		We are learning to understand the special relationship between Jews and God and the promises they make to each other.	Spiritual Moral Cultural	Seder Plates and contents: weddings, birthdays <a href="http://www.bbc.co.uk/education/clips/z9th34j">www.bbc.co.uk/education/clips/z9th34j</a> : Four questions of Passover <a href="http://www.bbc.co.uk/education/clips/zqyv9j6">www.bbc.co.uk/education/clips/zqyv9j6</a> : Shopping for Pesach <a href="http://www.bbc.co.uk/education/clips/z68dxnb">www.bbc.co.uk/education/clips/z68dxnb</a> : The Passover Story

## Year 2 Overview cont.

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
<b>Spring 1</b> Islam	<b>Does praying at regular intervals help a Muslim in his/her every day life?</b> Who do I believe I am? Does it feel special to belong? (Believing/Belonging)	Prayer at home	<b>AT1 B</b> Practices and ways of life <b>AT1 F</b> Values and commitments		We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.	Spiritual Moral Cultural	<a href="http://www.bbc.co.uk/education/clips/zsqvcdm">www.bbc.co.uk/education/clips/zsqvcdm</a> : Salah - Muslim Prayer The Qur'an <a href="http://www.bbc.co.uk/education/clips/z4gkq6f">www.bbc.co.uk/education/clips/z4gkq6f</a> : Muslims at Prayer
<b>Spring 2</b> Christianity	<b>How important is it to Christians that Jesus came back to life after His crucifixion?</b> Is God important to everyone? Are symbols better than words at expressing religious beliefs? (Believing)	Easter Resurrection  Concept: Salvation	<b>AT1 A</b> Beliefs, teachings and sources <b>AT2 E</b> Meaning, purpose and truth		We are learning to re-tell the Easter story and understand what Jesus' resurrection means for Christians.	Spiritual	Photos of lost pet/relative (teacher to find) Pictures of nature through the seasons Items from nature e.g. leaves/buds Easter eggs Hot cross buns Children's Bible: Easter story, Resurrection appearances (The W walk to Emmaus, Mark 16: 12-13; The beach barbeque, John 21: 1-14 <a href="http://www.bbc.co.uk/education/clips/zy3w2p3">www.bbc.co.uk/education/clips/zy3w2p3</a>
<b>Summer 1</b> Judaism	<b>How special is the relationship Jews have with God?</b> Who do I believe I am? Does it feel special to belong? (Believing/Belonging)	Passover	<b>AT1 B</b> Practices and ways of life <b>AT2 F</b> Values and commitments		We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.	Spiritual Cultural	Seder Plates and contents: weddings, Birthdays Birthday cake <a href="http://www.bbc.co.uk/education/clips/z9th34j">www.bbc.co.uk/education/clips/z9th34j</a> : Four questions of Passover <a href="http://www.bbc.co.uk/education/clips/zqyv9j6">www.bbc.co.uk/education/clips/zqyv9j6</a> : Shopping for Pesach <a href="http://www.bbc.co.uk/education/clips/z68dxnb">www.bbc.co.uk/education/clips/z68dxnb</a> : The Passover Story Picture cards

## Year 2 Overview cont.

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
<b>Summer 1</b> Islam	<b>Does going to a mosque give Muslims a sense of belonging?</b> Does it feel special to belong? Who do I believe I am? (Believing/Behaving)	Community and belonging	<b>AT1 B</b> Practices and ways of life <b>AT2 D</b> Identity, diversity and belonging		We are learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.	Spiritual Cultural	Parachute: optional www.bbc.co.uk/education/clips/z74wmp3: Friday prayers in the mosque 'Pathways of Belief: Islam, Hinduism and Sikhism': DVD/Video www.bbc.co.uk/education/clips/z6wfgk7: Going to the mosque www.bbc.co.uk/education/clips/zfhyr82: Wudu – preparations for prayer Prayer mat
<b>Summer 2</b> Judaism	<b>What is the best way for a Jew to show commitment to God?</b> Should people follow religious leaders and teachings? Is God important to everyone? (Believing/Behaving)	Rites of passage and good works	<b>AT1 B</b> Practices and ways of life <b>AT2 F</b> Values and commitments		We are learning to understand different ways that Jews show their commitment to God.	Spiritual Social Cultural	Ten Commandments list www.bbc.co.uk/education/clips/zdb9jxs: Judaism at home www.bbc.co.uk/education/clips/zd9jxb: Meet a Jewish Family www.bbc.co.uk/education/clips/zqnc82p: preparing for Bat Mitzvah www.bbc.co.uk/education/clips/zm7tfg8: Bar/Bat Mitzvah www.jewfaq.org/613.html: Doing Good and Helping Others www.wjr.org.uk: Doing good in the world could be a way of showing a commitment to God www.bbc.co.uk/education/clips/z834wmn: The Synagogue www.bbc.co.uk/education/clips/zqkq6sg: The Shema
<b>Summer 2</b> Islam	<b>Does completing Hajj make a person a better Muslim?</b> Does it feel special to belong? Is God important to everyone? (Believing/Behaving)	Hajj	<b>AT1 B</b> Practices and ways of life <b>AT2 F</b> Values and commitments		We are learning to understand what happens during Hajj and to explore the importance of this to Muslims.	Spiritual Moral Cultural	Small suitcase and Sofia Owl, camera, map, invitation, greetings card, present, money and ticket (might be useful for this topic). Mystery suitcase - Hajj robes, map of Mecca, Qur'an, small stones, water, umbrella, picture of Grand mosque in Makkah www.bbc.co.uk/education/clips/z8jpyow: Hajj www.bbc.co.uk/education/clips/zx8n34j: Hajj Day 1 www.bbc.co.uk/education/clips/zpqvcdm: Hajj Day 2 www.bbc.co.uk/education/clips/zvt4wmn: Day 3 of Hajj



Humanism Links - You may like to make reference to Humanism when appropriate. Suggestion below

<b>Summer 2 Humanism Link</b>	<b>How do Humanists mark milestones in life?</b> (Believing/Behaving)	Rites of Passage	<b>AT1 B</b> Practices and ways of life <b>AT2 D</b> Identity, diversity, belonging	We are learning to understand that Humanists have special ways to mark milestone moments in life.	Spiritual Cultural	A Humanist perspective on... celebrations and ceremonies PDF. <a href="http://www.humanismforschools.org.uk/humanist-perspectives/">www.humanismforschools.org.uk/ humanist-perspectives/</a>
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## Overview of Learning Outcomes for Year 2

### Year 2 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 2 Autumn 1	Is it possible to be kind to everyone all of the time?	Comments
<b>WORKING TOWARDS</b> (Level 1)	<p>I can tell you when I was kind.</p> <p>I can remember something Jesus said or did to be kind.</p> <p>I can say if I think Christians can be kind.</p>	
<b>Year 2 expectation</b> <b>WORKING AT</b> (Level 2)	<p>I can tell you when I have been kind to others even when it was difficult.</p> <p>I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p>I can say if I think Christians should be kind and give a reason.</p>	
<b>WORKING BEYOND</b> (Level 3)	<p>I can say when and why it is easy or difficult to be kind.</p> <p>I can tell you some ways Christians try to follow Jesus' example of being kind.</p> <p>I can say why I think Christians should be kind and start to explain how they think they can do this (with God's help).</p>	

Year 2 Autumn 2	Why do Christians believe God gave Jesus to the world?	Comments
<b>WORKING TOWARDS</b> (Level 1)	<p>I can tell you how I try to show love in the world.</p> <p>I can remember some of the Christmas story.</p> <p>I can start to say why Christians think God gave Jesus to the world.</p>	
<b>Year 2 expectation</b> <b>WORKING AT</b> (Level 2)	<p>I can say how I could help solve a problem by showing love.</p> <p>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.</p> <p>I can tell you why Christians think God gave Jesus to the world.</p>	
<b>WORKING BEYOND</b> (Level 3)	<p>I can say how I could help solve a problem in the world by showing love.</p> <p>I can explain how Jesus' coming to the world shows Christians how they could love/help people and the world.</p> <p>I can explain the Christian belief that God gave Jesus to the world to rescue/save it.</p>	

Year 2 Spring 1	How important is it for Jewish people to do what God asks them to do?	Comments
<b>WORKING TOWARDS</b>  (Level 1)	I can talk about people I listen to/respect. I can tell you something Jews do at Passover. I can start to say what I think is an important thing Jews do to show they are doing what God asks.	
<b>Year 2 expectation</b> <b>WORKING AT</b>  (Level 2)	I can talk about why I do as some people ask but not others. I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this. I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.	
<b>WORKING BEYOND</b>  (Level 3)	I can say what makes me do as some people ask but not others, and explain what influences my choices. I can describe some of the things Jews choose to do to show respect for God. I can give reasons why I think certain things are more or less important for Jews to do to show they respect God.	

OR

Year 2 Spring 1	Does praying at regular intervals help a Muslim in his/her everyday life?	Comments
<b>WORKING TOWARDS</b>  (Level 1)	I can say how it feels to do something lots of times in a day. I can remember some things about Muslim prayer. I can tell you one way praying 5 times a day may help a Muslim.	
<b>Year 2 expectation</b> <b>WORKING AT</b>  (Level 2)	I can explain how it felt to have to stop doing something to reach the target we had set. I can use the right words to describe how Muslims pray and begin to explain why they do this. I can start to think through how praying 5 times a day might help in some ways more than others.	
<b>WORKING BEYOND</b>  (Level 3)	I can explain how commitment can be hard and can describe how it would feel to reach a goal. I can describe the Muslim prayer routine and explain how they believe this could help them in their everyday lives. I can decide on 3 ways Muslims might be helped in their everyday lives by praying 5 times a day, and can explain my reason for one of these.	



Year 2 Spring 2	How important is it to Christians that Jesus came back to life after his crucifixion?	Comments
<b>WORKING TOWARDS</b> (Level 1)	I can say how I remember people who are not here any more. I can recall parts of the Easter story. I can talk about what I think happened to Jesus.	
<b>Year 2 expectation</b> <b>WORKING AT</b> (Level 2)	I can say what I believe happens to you when you die and tell you how I remember people close to me. I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.	
<b>WORKING BEYOND</b> (Level 3)	I can start to discuss my beliefs in life after death/what happens when someone dies. I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is so important to them. I can start to explain what Christians believe about Jesus' resurrection, and to evaluate how important this is to them. I can say what I believe about life after death.	

Year 2 Summer 1	How special is the relationship Jews have with God?	Comments
<b>WORKING TOWARDS</b>  (Level 1)	I can tell you what an agreement is. I can remember a story about a person important to Jews. I can talk about an agreement Jewish people make with God and say if this is important.	
<b>Year 2 expectation</b> <b>WORKING AT</b>  (Level 2)	I can explain why agreements are important and why they should be kept. I can tell a story about Abraham or Moses and say why one of these men is important to Jews today. I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.	
<b>WORKING BEYOND</b>  (Level 3)	I can explain agreements and contracts and say how I would feel if one was broken. I can start to explain what makes Jewish people believe they have a special relationship with God and understand the roles of Abraham and Moses in this. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how special that might be for them.	

OR

Year 2 Summer 1	Does going to a mosque give Muslims a sense of belonging?	Comments
<b>WORKING TOWARDS</b>  (Level 1)	I can start to explain how it feels to belong. I can use the right words to describe what Muslims do and feel when they attend prayer at the mosque. I can start to explain when Muslims might feel like they belong.	
<b>Year 2 expectation</b> <b>WORKING AT</b>  (Level 2)	I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.	
<b>WORKING BEYOND</b>  (Level 3)	I can explain how carrying out actions that are important to my group helps to remind me that I belong. I can describe how a Muslim achieves a sense of belonging through praying. I can put myself in a Muslim's position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why.	

Year 2 Summer 2	What is the best way for a Jew to show commitment to God?	Comments
<b>WORKING TOWARDS</b>  (Level 1)	I can name some things that I have done at certain ages and can tell you something that is important to me. I can name some things that are special to Jews. I can start to express an opinion about what might be important to Jews.	
<b>Year 2 expectation</b> <b>WORKING AT</b>  (Level 2)	I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life. I can talk about one of the ways Jews show commitment to God. I can talk about a way that Jews show commitment to God and say why this might be important.	
<b>WORKING BEYOND</b>  (Level 3)	I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me. I can describe some ways that Jews choose to show commitment to God and am starting to understand that they may do this in different ways. I can express an opinion on which ways I think might be best for Jews to show their commitment to God and start to give my reasons.	

OR

Year 2 Summer 2	Does completing Hajj make a person a better Muslim?	Comments
<b>WORKING TOWARDS</b>  (Level 1)	I can tell you about a special journey I have made. I can use the right words to tell you about some parts of the Hajj. I can start to imagine how it might feel to be on the Hajj.	
<b>Year 2 expectation</b> <b>WORKING AT</b>  (Level 2)	I can tell you about a special journey and why it was special to me. I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. I can start to think about the significance of Hajj to a Muslim.	
<b>WORKING BEYOND</b>  (Level 3)	I can explain why a journey was special to me and how I felt about it. I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God. I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.	





## Pupil Self-Assessment

Enquiry:

Name:

Class:

Term:

I learnt...

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I enjoyed...

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I wonder...

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# Discovery RE Tracking Sheet

Teacher: Class: Year Group:

Children's names	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Enquiry:		Enquiry:		Enquiry:		Enquiry:		Enquiry:		Enquiry:	
	T	T	T	T	T	T	T	T	T	T	T	T
Year 2 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 2 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 2 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 2 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 2 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 2 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B

Table

Green = Personal resonance with or reflection on (AT2 Personal	T = Working Towards
Blue = Knowledge and understanding of (AT1)	A = Working At
Red = Evaluation/critical thinking in relation to the enquiry question (AT2 impersonal)	B = Working Beyond

## Colour-coded descriptors in Discovery RE

“WORKING AT” expectation.  <u>Most</u> children are expected to reach these expectations.	<b>GREEN DESCRIPTORS</b>  Personal resonance with or reflection on  The concept / belief underlying the subject matter of the enquiry  Child’s own thoughts, opinions, belief, empathy.	<b>BLUE DESCRIPTORS</b>  Knowledge and understanding of the subject matter of that enquiry (subject knowledge)	<b>RED DESCRIPTORS</b>  Skills of evaluation and critical thinking in relation to the big enquiry question
End of Key Stage 1 (Year 2, Age 7, ‘old’ Level 2)	I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world  I can verbalise and / or express my own thoughts	I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.
End of LOWER key Stage 2 (Year 4, Age 9, ‘old’ Level 3)	I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews.  I can express my own opinions and start to support them with rationale.	I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.	I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
End of Key Stage 2 (Year 6, Age 11, ‘old’ Level 4)	I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs  I can express my own thoughts etc having reflected on them in relation to other people’s.	I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.



## Discovery RE Resource List

February 2017 - Year 2

Enquiry	Book, Film Clip, other resource	Author/s	Detail
Autumn 1 Is it possible to be kind to everyone all of the time?	Jesus heals a paralysed man	BBC website	<a href="http://www.bbc.co.uk/education/clips/z3mgkqt">www.bbc.co.uk/education/clips/z3mgkqt</a>
Autumn 2 Why do Christians believe God gave Jesus to the world?	'George saves the world by lunchtime'	Dr Jo Readman and Ley Honor Roberts	ISBN-10: 1903919509 ISBN-13: 978-1903919507
Spring 1 How important is it for Jewish people to do what God asks them to do? <b>OR</b>	Four questions of Passover	BBC website	<a href="http://www.bbc.co.uk/education/clips/z9th34j">www.bbc.co.uk/education/clips/z9th34j</a>
	Shopping for Pesach	BBC website	<a href="http://www.bbc.co.uk/education/clips/zqyv9j6">www.bbc.co.uk/education/clips/zqyv9j6</a>
	The Passover Story	BBC website	<a href="http://www.bbc.co.uk/education/clips/z68dxnb">www.bbc.co.uk/education/clips/z68dxnb</a>
Does praying at regular intervals help a Muslim in his/ her everyday life?	Salah - Muslim Prayer	BBC website	<a href="http://www.bbc.co.uk/education/clips/zsqvcdm">www.bbc.co.uk/education/clips/zsqvcdm</a>
	Muslims at Prayer	BBC website	<a href="http://www.bbc.co.uk/education/clips/z4gkq6f">www.bbc.co.uk/education/clips/z4gkq6f</a>
Spring 2 How important is it to Christians that Jesus came back to life after His crucifixion?	The festival of Easter	BBC website	<a href="http://www.bbc.co.uk/education/clips/zy3w2p3">www.bbc.co.uk/education/clips/zy3w2p3</a>
Summer 1 How special is the relationship Jews have with God? <b>OR</b>	The Shema	BBC website	<a href="http://www.bbc.co.uk/education/clips/zqkq6sg">www.bbc.co.uk/education/clips/zqkq6sg</a>
	Four questions of Passover	BBC website	<a href="http://www.bbc.co.uk/education/clips/z9th34j">www.bbc.co.uk/education/clips/z9th34j</a>
	Shopping for Pesach	BBC website	<a href="http://www.bbc.co.uk/education/clips/zqyv9j6">www.bbc.co.uk/education/clips/zqyv9j6</a>
	The Passover Story	BBC website	<a href="http://www.bbc.co.uk/education/clips/z68dxnb">www.bbc.co.uk/education/clips/z68dxnb</a>
Does going to a mosque give Muslims a sense of belonging?	Friday prayers in the mosque	BBC website	<a href="http://www.bbc.co.uk/education/clips/z74wmp3">www.bbc.co.uk/education/clips/z74wmp3</a>
	Pathways of Belief; Islam, Hinduism and Sikhism	DVD/Video (BBC)	Available from many outlets including <a href="http://www.trumedia-shop.co.uk/bbc-islam-hinduism-and-sikhism-dvd-plus-pack">www.trumedia-shop.co.uk/bbc-islam-hinduism-and-sikhism-dvd-plus-pack</a>
	Going to the mosque	BBC website	<a href="http://www.bbc.co.uk/education/clips/z6wfgk7">www.bbc.co.uk/education/clips/z6wfgk7</a>
	Wudu – preparations for prayer	BBC website	<a href="http://www.bbc.co.uk/education/clips/zfhyr82">www.bbc.co.uk/education/clips/zfhyr82</a>
Summer 2 What is the best way for a Jew to show commitment to God? <b>OR</b>	Judaism at home	BBC website	<a href="http://www.bbc.co.uk/education/clips/zdb9jxs">www.bbc.co.uk/education/clips/zdb9jxs</a>
	Meet a Jewish family	BBC website	<a href="http://www.bbc.co.uk/education/clips/zd9jxnb">www.bbc.co.uk/education/clips/zd9jxnb</a>
	preparing for Bat Mitzvah	BBC website	<a href="http://www.bbc.co.uk/education/clips/zqnc82p">www.bbc.co.uk/education/clips/zqnc82p</a>
	Bar/Bat Mitvah	BBC website	<a href="http://www.bbc.co.uk/education/clips/zm7tfg8">www.bbc.co.uk/education/clips/zm7tfg8</a>
	Doing good and helping others	Judaism 101 website	<a href="http://www.jewfaq.org/613.html">www.jewfaq.org/613.html</a>
	Doing good in the world could be a way of showing a commitment to God	World Jewish relief website	<a href="http://www.wjr.org.uk">www.wjr.org.uk</a>
	The Shema	BBC website	<a href="http://www.bbc.co.uk/education/clips/zqkq6sg">www.bbc.co.uk/education/clips/zqkq6sg</a>
	The synagogue	BBC website	<a href="http://www.bbc.co.uk/education/clips/z834wmn">www.bbc.co.uk/education/clips/z834wmn</a>
Does completing Hajj make a person a better Muslim?	Hajj	BBC website	<a href="http://www.bbc.co.uk/education/clips/z8jpycw">www.bbc.co.uk/education/clips/z8jpycw</a>
	Hajj Day 1	BBC website	<a href="http://www.bbc.co.uk/education/clips/zx8n34j">www.bbc.co.uk/education/clips/zx8n34j</a>
	Hajj Day 2	BBC website	<a href="http://www.bbc.co.uk/education/clips/zpqvcdm">www.bbc.co.uk/education/clips/zpqvcdm</a>
	Hajj Day 3	BBC website	<a href="http://www.bbc.co.uk/education/clips/zvt4wmn">www.bbc.co.uk/education/clips/zvt4wmn</a>



**Year 2**

**Autumn 1**

**Theme:**

What did Jesus teach?

**Key Question:**

Is it possible to be kind to everyone  
all of the time?

**Religion:**

Christianity

(Concept: Gospel)







**Teacher note:**  
The Owl in the text is a prompt to allow her to ask the question or invite children's questions.



## Key Stage 1

### Medium Term Planning

Year: 2

Term: Autumn 1

**Theme:** What did Jesus teach?

**Religion:** Christianity (Gospel)

**Key question for this enquiry:** Is it possible to be kind to everyone all of the time?

**Learning Objectives:** We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.

#### Teaching and Learning Activities

##### Step 4 Expression (1 lesson)

Revisit Session 1 - What does it mean to be kind? Listening to Jesus' teachings, do you think you are kind to everyone all of the time or is this something you need to work on?

How can you be a better friend?

Can we work on being kind to everyone in our class all of the time? Make a Kindness Charter or poems reflecting how to be kind and read one each morning in the class reflection time.

\* Schools could use Jigsaw Jo instead of puppet. [www.jigsawpshe.com](http://www.jigsawpshe.com)

##### Step 3 Evaluation (1 lesson)

Revisit key question: Is it possible to be kind to everyone all the time?

Jesus tells Christians to be kind to everyone. How do they achieve this? Possible Christian visitor (e.g. Salvation Army/Christian Aid) to discuss how Jesus' teachings affect their day to day life now.

Use Activity Sheet 1. Children complete each of the boxes.

##### Step 1 Engagement (1 lesson)

Introduce Sofia Owl. Her name means 'wisdom'. You can ask her any questions (show children envelope templates downloaded from USB). She will also ask us big questions as we learn RE.

Circle Time: What does it mean to be kind? Who are you kind to? Who is it easy to be kind to? Do you think you are a kind person? What makes it tricky for you to be kind? Is it possible to be kind to everyone all of the time? Use Sofia Owl as the talking object.

Puppet scenario with a puppet having done something wrong by hurting a friend. How does he feel? What could he do now? How does the hurt puppet feel? Was the puppet right to hurt the other one? Tell the children the rest of the scenario, explaining what the other puppet had done prior to this act, e.g. the puppet pushed his friend over as he had said unkind words to him. Should the puppet have done this? How did it feel to be on the receiving end? Children to make a Conscience Alley, deciding what the puppet could/should have done. The class forms two lines facing each other. One person (the teacher or a participant) takes the role of the protagonist and walks between the lines as each member of the group whispers their advice. When the protagonist reaches the end of the alley, they make their decision. Qu: Is it easy to be kind all of the time? Use Activity Sheet 1 to draw an occasion when you were kind to someone even though it was difficult.

**BRIDGE: KINDNESS**

##### Step 2 Investigation (3 lessons)

Introduce key question: Jesus taught us to be kind to everyone but is it possible to be kind to everyone all the time? Could Jesus be kind all of the time?

Tell the story of The Kind Man (The Good Samaritan, Luke 10: 25-37). Show the children pictures from the story and ask them which part of the story they think is the most important and why? Explain that the Samaritan was seen as an enemy/disliked.

Qu: Is it easy to be kind to someone you don't know/someone considered as an enemy/disliked?

Qu: Why do you think Jesus told this story (parable)?

Christians believe Jesus could be kind to everyone because God was helping Him. They believe He is God on earth.

Teach the children that one of Jesus' most important teachings was 'Love your neighbour as yourself' (Mark 12:28-31). Discuss what this means and what it might look like in everyday life. Jesus meant everyone is your neighbour.

Read some statements that might be ways to be kind to people and show love. Ask them to stand if they agree. If they disagree they should sit down. Relate each example back to the idea of loving your neighbour:

- Mummy asks you to help her lay the table. You are watching TV so it's okay not to help.

- A new child has started in your class and you ask them to play a game with you at playtime.

- It's your birthday and you have given sweets to the class. You don't give them to a child who said an unkind word to you yesterday.

Activity: Children to draw the part of the story of The Kind Man which they think is the most important and write why.

Explain to the children that in the previous lesson we heard one of Jesus' stories about being kind. Today we are going to listen to/watch another story which is about Jesus acting in a kind way. Tell the story of Jesus healing the Paralysed Man (Mark 2: 1-12) or watch animation [www.bbc.co.uk/education/clips/z3mgkqt](http://www.bbc.co.uk/education/clips/z3mgkqt)

Who showed kindness in the story? Jesus? The man's friends? The crowd? What message does this story give us?

Why do you think Jesus showed kindness to someone he didn't know? How was Jesus able to do this, even though it was difficult?

Children to draw and write a simple storyboard, showing the events of the story.

What do these stories teach us about how **Christians believe** we should treat others?

In groups, children to have a shoe box and either small world figures or make their own props and act out the story of Jesus healing the paralysed man. Children could decide their own script or make speech bubbles for the characters.

Activity: Children to think about one of the stories they have heard and then make up their story which they think demonstrates when it was difficult for someone to show kindness, but they overcame this.

What would Jesus want a Christian to do in this situation?

**Evidence in Discovery RE Journals:** Activity Sheet

#### Teacher note: Gospel

Christians believe Jesus' incarnation is 'good news' for all people. (Gospel means 'good news'.) His life, teaching and ministry embody what it is like to be on of the people of God, what it means to live in a relationship with God. Jesus' example and teaching emphasise loving one's neighbour - particularly the weak and vulnerable - as part of loving God. *From 'Understanding Christianity' Church of England*



## Year 2: Autumn 1 - Christianity

**Enquiry:** Is it possible to be kind to everyone all of the time?

Name:

**Class:**

Date:

## Step 1

**I was kind to someone even when it was difficult...**

## Step 2

**Draw an important part of the kind man story. Why was this important?**

### Step 3

**Do Christians think it is possible to be kind to everyone all of the time?  
How could this be possible?**

### Step 3

**Do you think it is possible for you to be kind to everyone all of the time?**  
**Why/why not? What could help you?**



## Year 2 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 2 Autumn 1	Is it possible to be kind to everyone all of the time?	Comments
<b>WORKING TOWARDS</b>  (Level 1)	I can tell you when I was kind. I can remember something Jesus said or did to be kind. I can say if I think Christians can be kind.	
<b>Year 2 expectation</b> <b>WORKING AT</b>  (Level 2)	I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason.	
<b>WORKING BEYOND</b>  (Level 3)	I can say when and why it is easy or difficult to be kind. I can tell you some ways Christians try to follow Jesus' example of being kind. I can say why I think Christians should be kind and start to explain how they think they can do this (with God's help).	

I am proud that I .....

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**My TINT Box**

To improve next time I will .....

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## Exemplification

Year 2: Autumn 1 - Christianity

Enquiry: Is it possible to be kind to everyone all of the time?

These are examples of the style of answer for each expectation. The content could be different.

### WORKING TOWARDS

I was kind to my dog when he hurt his paw.

Jesus was kind to the man who could not walk and He made him walk again when his friends lowered him through the roof.

I think Christians can be kind to people and animals.

### Year 2 expectation

### WORKING AT

I was kind to Abbie last week because she broke her toy so I shared mine. It was hard to share as this toy is my special one.

Jesus was kind to the man who was paralysed (could not walk) because He used His power to help him walk again. The man's friends brought him to Jesus and it was so busy they had to let him down through the roof so Jesus would notice him.

I think Christians should be kind because Jesus told them to in His stories (like the story of the Kind Man) and they think God will help them.

### WORKING BEYOND

I was angry because I lost Golden Time last week and then I wasn't kind to my friend because I thought it was his fault I got told off. We made up at lunchtime though so that was OK and then I was nicer to him.

Jesus was kind to the paralysed man, He helped him walk again. This meant he could make a new start in life. Christians believe they should help others make the best of their lives too. The lady from the Salvation Army is kind because she gives soup to homeless people. I think Jesus would be proud of her.

Christians should be kind because Jesus was kind, like when He made the paralysed man walk again. He was God on Earth so He was able to be kind as He had God's power..



## Year 2: Autumn 1 - Christianity

Enquiry: Is it possible to be kind to everyone all of the time?

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
<b>Skills</b> Interpretation Empathy	<b>Skills</b> Investigation Application	<b>Skills</b> Discernment Analysis Evaluation	<b>Skills</b> Expression Reflection Synthesis
<b>Attitudes</b> Curiosity Appreciation Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> Open-mindedness	<b>Attitudes</b> Self-awareness

Attainment descriptors	
<b>WORKING TOWARDS</b> (Level 1)	I can tell you when I was kind. I can remember something Jesus said or did to be kind. I can say if I think Christians can be kind.
<b>WORKING AT</b> <b>Year 2 expectation</b> (Level 2)	I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason.
<b>WORKING BEYOND</b> (Level 3)	I can say when and why it is easy or difficult to be kind. I can tell you some ways Christians try to follow Jesus' example of being kind. I can say why I think Christians should be kind and start to explain how they think they can do this (with God's help).

Resources needed for this Enquiry
Bible Stories (New Testament): The Good Samaritan (Luke 10), The Paralyse Man (Mark 2) <a href="http://www.bbc.co.uk/education/clips/z3mgkqt">www.bbc.co.uk/education/clips/z3mgkqt</a> : 'Raising the Roof' - Christ's Miracle Shoe boxes: one per group Puppets/Jigsaw Jo

Teacher reflection on this unit	
WWW (What went well)	EBI (Even better if)



**Year 2**

**Autumn 2**

**Theme:**

Christmas - Jesus as a gift from God

**Key Question:**

Why do Christians believe God gave Jesus to the world?

**Religion:**

Christianity

(Concept: Incarnation)







**Teacher note:**  
The Owl in the text is a prompt to allow her to ask the question or invite children's questions.



## Key Stage 1

### Medium Term Planning

Year: 2		Term: Autumn 2
<b>Theme:</b> Christmas - Jesus as a gift from God		<b>Religion:</b> Christianity (Incarnation)
<b>Key question for this enquiry:</b> Why do Christians believe God gave Jesus to the world?		
<b>Learning Objectives:</b> We are learning to reflect on the Christmas story and the reasons for Jesus' birth.		
Teaching and Learning Activities		
<p><b>Step 4 Expression (1 lesson)</b></p> <p>Discuss what we have learnt about Christians' beliefs about Christmas and the reason for Jesus' arrival on Earth. Christians believe Jesus came to teach everybody to love one another and be kind to each other.</p> <p>🦉 Qu: How do I show love to the world?</p> <p>Activity: Children to fill in third heart template and finish the sentence: I show love to the world by...</p>		<p><b>Step 1 Engagement (1 lesson)</b></p> <p>Have Sofia Owl dressed in a superhero cape 🦉 Make a list of superheroes and talk about reality and fiction. Read the story 'George saves the world by lunchtime' (Eden Project Books). Why did George need to save/rescue the world? What problems does the world face? How can they be solved? Can they be solved by super heroes like Spiderman?</p> <p>What props would you need to save the world e.g. flying cape, magic wand, magical powers to be kind and loving? Explain to the children that Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as the time of his birth. (Make sure Jesus is not seen as a superhero by emphasising that God thought the world needed someone to 'save it' so Jesus came to help people see what they could do to make the world better.)</p>
<p><b>Step 3 Evaluation (1 lesson)</b></p> <p>Revisit key question: 🦉 Why do Christians believe God gave Jesus to the world? Discuss how God wanted Jesus to save/help the world, not by himself, but by teaching others to love each other and their world, helped by God.</p> <p>Activity: Children fill in the first 2 heart templates: 1) My picture of the Christmas story 2) Christians believe God gave Jesus to the world so that...</p>		<p><b>BRIDGE: SAVE/RESCUE</b></p> <p><b>Step 2 Investigation (3 lessons)</b></p> <p>Recap the Christian belief that God gave Jesus to the world to save/help it.</p> <p>🦉 Does the world need to be saved/rescued?</p> <p>Do people need to be saved/rescued?</p> <p>Look at problems in the world, using pictures from the book 'George saves the world by lunchtime' and other examples.</p> <p>Who has caused these problems?</p> <p>Recap that Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as a time of his birth.</p> <p>Discuss how Christians prepare/look forward to Christmas? Use two Advent calendars, one commercial, the other depicting a traditional Christmas scene. Which ones are about the Christian story of Christmas?</p> <p>Tell the Christmas story, using props/story bag and then look again at the Advent Calendars and discuss which are represented in the story.</p> <p>🦉 When baby Jesus was visited in the Christmas story did He have a wand/flying cape/ magical powers? If not, how was He going to save/rescue the world? What was God's plan? Christians believe Jesus is God in human form so He has God's love and power and does not need magical powers.</p> <p>Recap Bible stories we have shared that show examples of Jesus showing love and kindness, e.g. story of paralysed man, story of Story of Zacchaeus, etc.</p> <p>What was Jesus teaching through His actions?</p> <p>🦉 How can showing love to people save/rescue them?</p> <p>Draw out that Jesus came to teach everybody to love one another and be kind to each other and in this way the world would become a better place.</p> <p>'Love your neighbour as yourself' (Mark 12:28-31).</p> <p>Christians believe God gave Jesus to the world to save/rescue it. Do children have any questions for Sofia Owl 🦉? Use envelope cards.</p>
<b>Evidence in Discovery RE Journals:</b> Activity Sheet.		

#### Teacher note: Incarnation

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. For Christians, Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. From 'Understanding Christianity' Church of England

Year 2: Autumn 2 - Christianity (Concept: Incarnation)

Enquiry: Why do Christians believe God gave Jesus to the world?

Name:

Class:

2. Christians believe  
God gave Jesus  
to the world so that...

1. My picture of the  
Christmas story

3. I show love to the  
world by...



## Year 2 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 2 Autumn 2	Why do Christians believe God gave Jesus to the world?	Comments
<b>WORKING TOWARDS</b>  (Level 1)	I can tell you how I try to show love in the world. I can remember some of the Christmas story. I can start to say why Christians think God gave Jesus to the world.	
<b>Year 2 expectation</b> <b>WORKING AT</b>  (Level 2)	I can say how I could help solve a problem by showing love. I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can tell you why Christians think God gave Jesus to the world.	
<b>WORKING BEYOND</b>  (Level 3)	I can say how I could help solve a problem in the world by showing love. I can explain how Jesus coming to the world shows Christians how they could love/help people and the world. I can explain the Christian belief that God gave Jesus to the world to rescue/save it.	

I am proud that I .....

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### My TINT Box

To improve next time I will .....

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## Exemplification

Year 2: Autumn 2 - Christianity (Concept: Incarnation)

Enquiry: Why do Christians believe God gave Jesus to the world?

These are examples of the style of answer for each expectation. The content could be different.

### WORKING TOWARDS

I try to be kind to my Grandma.

Jesus was born in a stable. Shepherds and wise men came to bring Him presents.

God gave Jesus to the world so that He could help people.

### Year 2 expectation

### WORKING AT

I can help solve the problem of my little brother not wanting to go to bed by telling him a story at bedtime.

Jesus was born in a stable in Bethlehem because His mother and father, Mary and Joseph had to go there on a donkey. Wise men followed a star to find Him and gave Him special presents like gold. God gave Jesus to the world so that He could show people how to look after each other.

Christians think God gave Jesus to the world so that He could save it and make it a better place by teaching people to be kind to each other.

### WORKING BEYOND

It's really important that we don't waste paper because trees have to be cut down to make it. We shouldn't throw rubbish into the sea because it kills the birds. I can make sure I recycle and put plastic in the right bin. This would be showing love to the world.

Christians believe God sent Jesus to the world to set a good example about how they should treat one another. He was a good role model.

I think there are so many wars in the world that God should send Jesus soon so that He could stop people fighting. Christians believe God gave Jesus to the world to stop people being mean and help them lead good lives.



**Year 2: Autumn 2 - Christianity (Concept: Incarnation)**

**Enquiry: Why do Christians believe God gave Jesus to the world?**

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
<b>Skills</b> Interpretation Empathy	<b>Skills</b> Investigation Application	<b>Skills</b> Discernment Analysis Evaluation	<b>Skills</b> Expression Reflection Synthesis
<b>Attitudes</b> Curiosity Appreciation Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> Open-mindedness	<b>Attitudes</b> Self-awareness

Attainment descriptors	
<b>WORKING TOWARDS</b> (Level 1)	I can tell you how I try to show love in the world. I can remember some of the Christmas story. I can start to say why Christians think God gave Jesus to the world.
<b>WORKING AT</b> <b>Year 2 expectation</b> (Level 2)	I can say how I could help solve a problem by showing love. I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can tell you why Christians think God gave Jesus to the world.
<b>WORKING BEYOND</b> (Level 3)	I can say how I could help solve a problem in the world by showing love. I can explain how Jesus coming to the world shows Christians how they could love/help people and the world. I can explain the Christian belief that God gave Jesus to the world to rescue/save it.

Resources needed for this Enquiry
Bible Stories (New Testament): The Good Samaritan (Luke 10), The Paralysed Man (Mark 2) <a href="http://www.bbc.co.uk/education/clips/z3mgkqt">www.bbc.co.uk/education/clips/z3mgkqt</a> : 'Raising the Roof' - Christ's Miracle Shoe boxes: one per group Puppets/Jigsaw Jo

Teacher reflection on this unit	
WWW (What went well)	EBI (Even better if)



**Year 2**

**Spring 1**

**Theme:**  
Passover

**Key Question:**  
How important is it for Jewish people  
to do what God asks them to do?

**Religion:**  
Judaism







**Teacher note:**  
The Owl in the text is a prompt to allow her to ask the question or invite children's questions.



## Key Stage 1

### Medium Term Planning

Year: 2		Term: Spring 1
Theme: Passover		Religion: Judaism
<b>Key question for this enquiry:</b> How important is it for Jewish people to do what God asks them to do?		
<b>Learning Objectives:</b> We are learning to understand how celebrating Passover helps Jews show God they value their special relationship with Him.		
Teaching and Learning Activities		
<p><b>Step 4 Expression (1 lesson)</b></p> <p>Plan a special meal for some people you love and respect. Design the menu. Why have you chosen these foods?</p>		<p><b>Step 1 Engagement (1 lesson)</b></p> <p>Sofia Owl asks children what we mean by 'respect'? At school, who do you respect? When people ask you to do something, do you always do it? Why/why not? Who do you listen to? Why do you do as some people ask you to do but not others? Is it sometimes about consequences? Sometimes about who you love/respect (the relationship)? Sometimes about your choice? Activity Sheet 1: Who do you listen to and do as they ask? Draw person in the frame.</p>
<p><b>Step 3 Evaluation (1 lesson)</b></p> <p>Recap on the learning of the investigation lessons. Children rank order cards with pictures/words relating to the things Jews do that God asks them to do e.g. Passover/ Seder/Shabbat/Chanukah/Synagogue/help each other, etc. Children rank these in order of which they think would be most important to Jews in order to show God they are doing as He asks. They write reasons why Jews choose to do these things and how important this would be to Jews next to the top and bottom cards. Write why they think this would be most or least important (may need scribe to help).</p>		<p><b>BRIDGE: RESPECT</b></p> <p><b>Step 2 Investigation (3 lessons)</b></p> <p>Introduce the key question: How important is it for Jewish people to do what God asks them to do? (God's chosen people. Special relationship/Covenant with Him)</p> <p>Teach about a special meal Jewish families have once a year at the Festival of Passover: the Seder meal. Re-tell the story of the Exodus from Egypt under Moses and make sure children know it was God who allowed the Israelites to be free from slavery. On the night they escaped He asked them to remember this night forever and gave them certain instructions i.e. told them to eat certain things, daub blood on their door posts, etc. Why was it important that they did as God asked that night? Passover and the Seder meal are one way Jews remember their special relationship with God. They do as He asked and celebrate Passover to remember the Exodus. Teach the symbolism of the items on the Seder plate and about the meal, etc.</p> <p><a href="http://www.bbc.co.uk/education/clips/z9th34j">www.bbc.co.uk/education/clips/z9th34j</a>  <a href="http://www.bbc.co.uk/education/clips/zqyv9j6">www.bbc.co.uk/education/clips/zqyv9j6</a>  <a href="http://www.bbc.co.uk/education/clips/z68dxnb">www.bbc.co.uk/education/clips/z68dxnb</a></p> <p>What do the ways Jews celebrate Passover tell us about how important it is for them to do as God asks? Why do Jews choose to do as God asks?</p> <p>Re-enact a Seder meal or at least let children make and taste some of the items on the Seder plate e.g. the parsley and the charoset (pronounced horoset) maybe with matzo crackers.</p> <p>A Jewish visitor could discuss how s/he respects the special relationship s/he has with God and how s/he tries to show this in her/his life.</p> <p>Recap on the special relationship/Covenant Jews have with God, started with Abraham and what other ways can children think of that Jews do as God asks: mezuzah/prayer shawls/sabbath laws, etc. All this can be found in Exodus and Leviticus (Old Testament/Torah). Recap on Year 1 work on Shabbat, Rosh Hashanah and Yom Kippur.</p> <p>You could use the picture cards as a group activity to generate discussion before children complete the assessment task next lesson.</p>
<b>Evidence in Discovery RE Journals:</b> Activity Sheets 1&2		



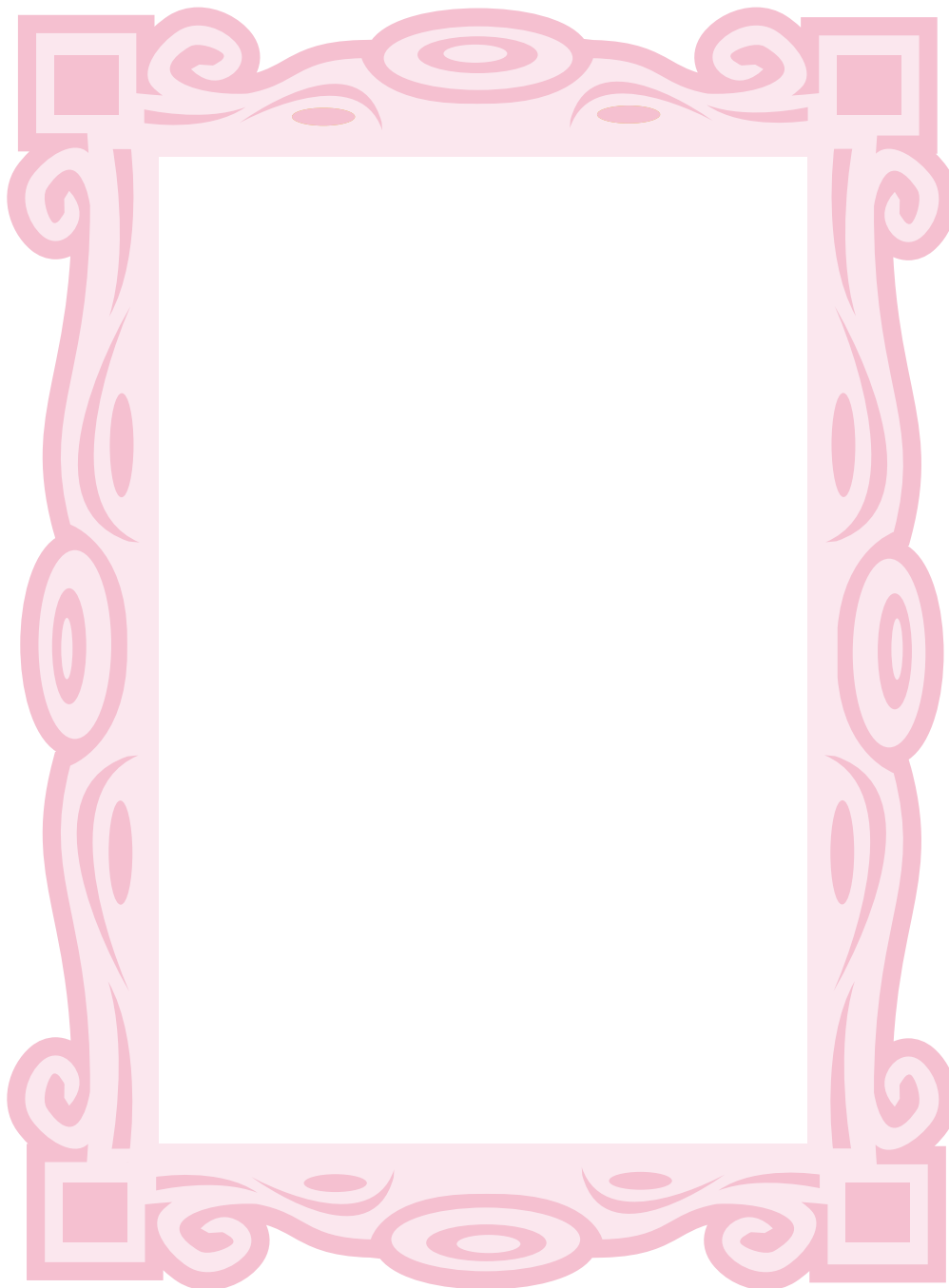
Year 2: Spring 1 - Judaism

Enquiry: How important is it for Jewish people to do what God asks them to do?

Name:

Class:

The person I listen to most when they ask me to do something is...



Words that describe this person



**Year 2: Spring 1 - Judaism**

**Enquiry: How important is it for Jewish people to do what God asks them to do?**

**Name:**

**Class:**

**Order the things the Jews do that God asks them to do, from most important to least important.**

**Explain your reasons for your most important and your least important choices.**

<p><b>Most important</b></p>		<p><b>I think it is important for Jews to do this because...</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p><b>↑</b></p>		<p><b>This is a picture of...</b></p> <p>.....</p> <p><b>Jews choose to...</b> .....</p> <p>.....</p> <p><b>because</b> .....</p> <p>.....</p>
<p><b>↑</b></p>		<p><b>This is a picture of...</b></p> <p>.....</p> <p><b>Jews choose to...</b> .....</p> <p>.....</p> <p><b>because</b> .....</p> <p>.....</p>
<p><b>Least important</b></p>		<p><b>I think it is least important for Jews to do this because...</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>









## Year 2 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 2 Spring 1	How important is it for Jewish people to do what God asks them to do	Comments
<b>WORKING TOWARDS</b>  (Level 1)	I can talk about people I listen to/respect. I can tell you something Jews do at Passover. I can start to say what I think is an important thing Jews do to show they are doing what God asks.	
<b>Year 2 expectation</b> <b>WORKING AT</b>  (Level 2)	I can talk about why I do as some people ask but not others. I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this. I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.	
<b>WORKING BEYOND</b>  (Level 3)	I can say what makes me do as some people ask but not others, and explain what influences my choices. I can describe some of the things Jews choose to do to show respect for God. I can give reasons why I think certain things are more or less important for Jews to do to show they respect God.	

I am proud that I .....

.....

.....

### My TINT Box

To improve next time I will .....

.....

.....

.....

## Exemplification

Year 2: Spring 1 - Judaism

Enquiry: How important is it for Jewish people to do what God asks them to do?

These are examples of the style of answer for each expectation. The content could be different.

### WORKING TOWARDS

I always do as my teacher asks me to do, and my Dad because I respect them and I want them to be pleased with me.

Jewish boys often wear prayer shawls and Kippahs and everybody eats special food.

I think it is important for Jews to touch the little box on their doors.

### Year 2 expectation

### WORKING AT

I do as I am told for my Dad because he gets cross if I don't. Sometimes I don't listen to my sister because she is not my boss. I have to respect someone to listen to them, or maybe just not want them to get cross.

At Passover Jews eat charoset and matzo crackers to remember their ancestors who were slaves in Egypt and when they were free with Moses.

I think the most important thing Jews can do to show they are doing what God asks is to celebrate Passover, because they are remembering how God set the slaves free and that's a big thing. I don't think it is so important for them to go to the synagogue. They can pray at home or anywhere really.

### WORKING BEYOND

I choose to do as I'm asked at school because I get stickers and it is part of the Golden Rules. Sometimes I don't do as I am asked at home. It depends on what it is and if it is important. I usually listen to my Mum as she loves me and I want to help her by being good.

I think praying every day would be the best way Jews could show respect for God as they will be talking to Him. I also think having a Seder meal every year shows they are doing what He asks by remembering getting free from slavery in Egypt. God freed them.

I don't think eating charoset and matzo crackers is that important for Jews to show respect for God. I think it is more important for them to show God they respect His creation by planting trees and looking after animals. Praying to show respect would be important so they can say sorry when they do things wrong.

## Year 2: Spring 1 - Judaism

**Enquiry: How important is it for Jewish people to do what God asks them to do?**

SMSC			
Spiritual	Moral	Social	Cultural

British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (Passover rules)	✓	✓	✓

Skills and attitudes focus for this enquiry			
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
<b>Skills</b> Interpretation <b>Empathy</b>	<b>Skills</b> <b>Investigation</b> Application	<b>Skills</b> <b>Discernment</b> Analysis <b>Evaluation</b>	<b>Skills</b> Expression <b>Reflection</b> Synthesis
<b>Attitudes</b> Curiosity Appreciation Wonder	<b>Attitudes</b> <b>Critical awareness</b>	<b>Attitudes</b> <b>Open-mindedness</b>	<b>Attitudes</b> <b>Self-awareness</b>

Attainment descriptors	
<b>WORKING TOWARDS</b>  (Level 1)	I can talk about people I listen to/respect. I can tell you something Jews do at Passover. I can start to say what I think is an important thing Jews do to show they are doing what God asks.
<b>WORKING AT</b> <b>Year 2 expectation</b>  (Level 2)	I can talk about why I do as some people ask but not others. I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this. I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.
<b>WORKING BEYOND</b>  (Level 3)	I can say what makes me do as some people ask but not others, and explain what influences my choices. I can describe some of the things Jews choose to do to show respect for God. I can give reasons why I think certain things are more or less important for Jews to do to show they respect God.

Resources needed for this Enquiry
Seder Plates and contents: weddings, birthdays Birthday cake Picture cards of Jewish practices <a href="http://www.bbc.co.uk/education/clips/z9th34j">www.bbc.co.uk/education/clips/z9th34j</a> : Four questions of Passover <a href="http://www.bbc.co.uk/education/clips/zqyv9j6">www.bbc.co.uk/education/clips/zqyv9j6</a> : Shopping for Pesach <a href="http://www.bbc.co.uk/education/clips/z68dxnb">www.bbc.co.uk/education/clips/z68dxnb</a> : The Passover Story

Teacher reflection on this unit	
WWW (What went well)	EBI (Even better if)

**Year 2**

**Spring 1**

**Theme:**

Prayer at home

**Key Question:**

Does praying at regular intervals help a Muslim in his/her everyday life?

**Religion:**

Islam







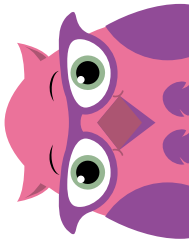
**Teacher note:**  
The Owl in the text is a prompt to allow her to ask the question or invite children's questions.



## Key Stage 1

### Medium Term Planning

Year: 2		Term: Spring 1
<b>Theme:</b> Prayer at home		<b>Religion:</b> Islam
<b>Key question for this enquiry:</b> Does praying at regular intervals help a Muslim in his/her everyday life?		
<b>Learning Objectives:</b> We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.		
Teaching and Learning Activities		
<p><b>Step 4 Expression (1 lesson)</b></p> <p>Children to think about a goal they want to commit to. How can we reach our goal? E.g. hard work, commitment. On Activity Sheet 2, draw a picture of themselves achieving the goal with 3 key words to express how it feels to have achieved it. Display.</p> <p>Link to Jigsaw - Dreams and Goals Puzzle <a href="http://www.jigsawpshe.com">www.jigsawpshe.com</a> if you are using Jigsaw PSHE.</p>		<p><b>Step 1 Engagement (1 lesson)</b></p> <p>Sofia Owl 🦉 is setting us a challenge. Explain to the children that today we are going to make a real effort to keep fit. During the day we are going to stop what we are doing when I ring the chime/bell, face the same way and keep fit to music. We will do this 5 times during the day and each time we will do a different exercise. We all choose to do this because we believe it's important to keep fit and we are making a commitment to keeping fit and healthy.</p> <p>At end of day - ask questions: 🦉 How did you feel? Did it interrupt your day? Did you find it easier to learn afterwards? Would you choose to do that every day? NB: If possible repeat this exercise every day for the week. (You are trying to establish that it takes a lot of effort and commitment to exercise 5 times every day). Children record answers.</p>
<p><b>Step 3 Evaluation (1 lesson)</b></p> <p>🦉 Introduce key qu: Does praying at regular intervals everyday help a Muslim in his/her everyday life?</p> <p>Recap on the learning of the investigation on Activity Sheet.</p> <p>Task 1:</p> <p>In the box, children draw/write what they remember about the Muslim prayer routine.</p> <p>Task 2:</p> <p>Children cut out 3 bubbles and stick on the task sheet i.e. the 3 things they think praying 5 times a day would help Muslims with. Explain their reasons next to one bubble. Then complete the last box: Why might praying 5 times a day be difficult?</p>		<p><b>BRIDGE: COMMITMENT</b></p> <p><b>Step 2 Investigation (3 lessons)</b></p> <p>Explain to the children that we showed a real commitment to keeping fit. Run through the routine, recapping the direction we faced, the call to exercise (bell/chime), doing it regularly, etc.</p> <p>Show children a clip of Muslims praying (without sound). Qu: what are these people doing? Draw out similarities between our exercise routine (physical movement, facing the same way, all moving together, etc).</p> <p>Teach children that these people are Muslims and they are praying. Children could try out the different prayer postures. How would you feel doing this five times a day? <a href="http://www.bbc.co.uk/education/clips/zsqvcdm">www.bbc.co.uk/education/clips/zsqvcdm</a></p> <p>🦉 Do the children have any questions for Sofia? Use envelope cards from Discovery RE USB stick. Teacher to lead a stilling exercise and children to focus on a piece of work or a calm picture. Discuss with the children about how calming your mind can help you to focus and still your busy thoughts (see Calm Me exercises in Jigsaw. <a href="http://www.jigsawpshe.com">www.jigsawpshe.com</a> if you are using Jigsaw PSHE).</p> <p>Watch DVD prayer extract again (with sound) to show children as well as the postures, prayers are being said to focus on God (Allah) and talk to him. Ask children how would this help a Muslim to focus? Through learning about Muslim prayer, teach who, when, where, what, why? (Because God has asked them to and it says this in the holy book, the Qur'an). Possibly talk to a Muslim visitor about prayer.</p> <p>Using a picture of the different stages, label what each action symbolises and why it is significant. 🦉 What impact might praying five times a day have on a Muslim's daily life?</p> <p>Do children have any questions for Sofia Owl? 🦉</p>
<b>Evidence in Discovery RE Journals:</b> Stick the completed Activity Sheets in their journals.		



Year 2: Spring 1 - Islam

Enquiry: Does praying at regular intervals help a Muslim in his/her everyday life?

Name:

Class:

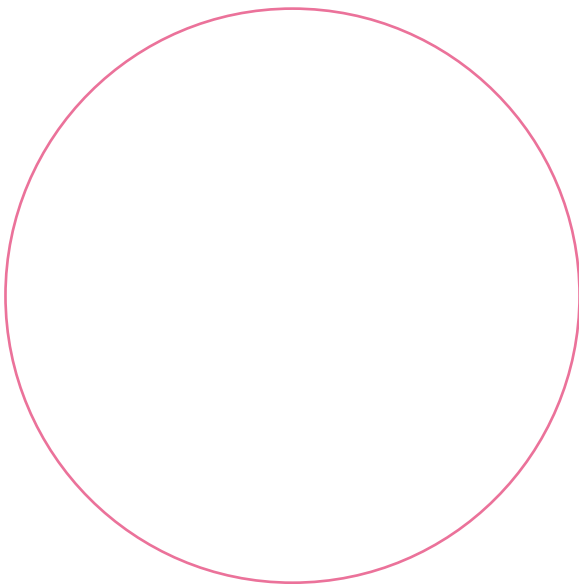
I know about the Muslim prayer routine

.....

.....

.....

Praying 5 times a day helps Muslims to...



Praying helps this because...

.....

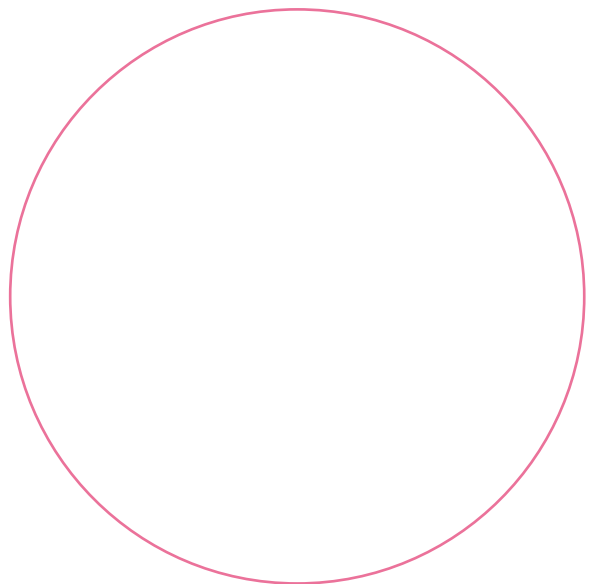
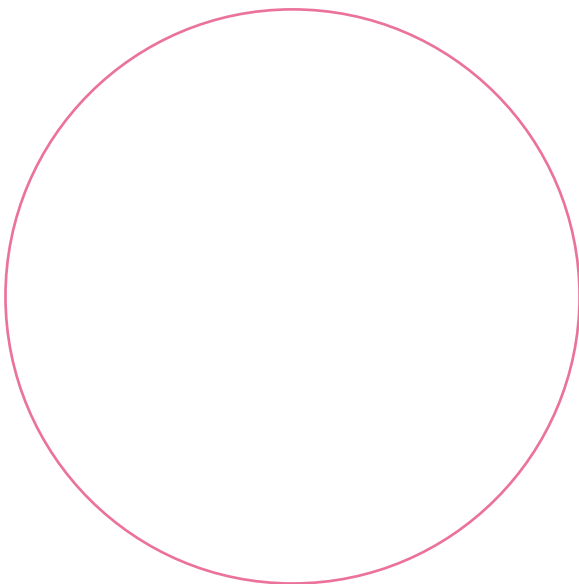
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I think praying 5 times a day might be difficult because...

.....

.....



**Year 2: Spring 1 - Islam**

**Enquiry: Does praying at regular intervals help a Muslim in his/her everyday life?**

**Cut out the bubbles and stick into the circles on the Activity Sheet. Does praying 5 times a day help Muslims do any of these things?**

**go shopping**

**concentrate**

**play football**

**feel calm**

**talk to God**

**be good**

**keep fit**

**do well  
at school**

**learn to cook**

**pray**

**make friends**

Year 2: Spring 1 - Islam

Enquiry: Does praying at regular intervals help a Muslim in his/her everyday life?

Name:

Class:



How does it feel to achieve a goal?



## Year 2 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 2 Spring 1	Does praying at regular intervals help a Muslim in his/her everyday life?	Comments
<b>WORKING TOWARDS</b>  (Level 1)	I can say how it feels to do something lots of times in a day. I can remember some things about Muslim prayer. I can tell you one way praying 5 times a day may help a Muslim.	
<b>Year 2 expectation WORKING AT</b>  (Level 2)	I can explain how it felt to have to stop doing something to reach the target we had set. I can use the right words to describe how Muslims pray and begin to explain why they do this. I can start to think through how praying 5 times a day might help in some ways more than others.	
<b>WORKING BEYOND</b>  (Level 3)	I can explain how commitment can be hard and can describe how it would feel to reach a goal. I can describe the Muslim prayer routine and explain how they believe this could help them in their everyday lives. I can decide on 3 ways Muslims might be helped in their everyday lives by praying 5 times a day, and can explain my reason for one of these.	

I am proud that I .....

.....

.....

### My TINT Box

**To improve next time I will** .....

.....

.....

.....

## Exemplification

Year 2: Spring 1 - Islam

Enquiry: Does praying at regular intervals help a Muslim in his/her everyday life?

These are examples of the style of answer for each expectation. The content could be different.

### WORKING TOWARDS

When we exercised the third time I was happy because I knew what we were going to do and it got easier.

Muslims pray five times a day. God told them to do this. They kneel down, then lay down, then stand up and they talk to God.

Praying would help Muslims be good.

### Year 2 expectation

### WORKING AT

When the bell rang I was really enjoying building with Lego so I was a bit grumpy about having to stop, but I knew we had to exercise five times so I just had to do it.

Muslims pray because it helps them focus and remember that God gave them everything. They face Makkah and pray to Allah and do this five times a day to show respect of Allah.

If I was a Muslim praying five times a day, I think it would help me think about God instead of always thinking of my own stuff, like football. I think it probably helps Muslims feel calm because they are talking to God.

### WORKING BEYOND

It was harder than I thought to keep stopping to exercise but I got used to the routine so it got easier. I know that reaching goals takes effort and I was proud to be able to tell my brother we had exercised five times today.

Muslims pray five times a day because they have a timetable. This helps them remember God and all He has done for them and not get carried away with their own stuff. The timetable means they won't forget God. They face Makkah when they hear the call to prayer. Before they pray they have to be clean so they wash their head, hands, arms and feet.

I think praying 5 times a day would help Muslims talk to God, be good and feel calm because going through the movements and saying the right prayers would help them feel they are doing what Allah wants them to do.

**Year 2: Spring 1 - Islam**

**Enquiry: Does praying at regular intervals help a Muslim in his/her everyday life?**

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
<b>Skills</b> Interpretation <b>Empathy</b>	<b>Skills</b> <b>Investigation</b> <b>Application</b>	<b>Skills</b> <b>Discernment</b> Analysis Evaluation	<b>Skills</b> <b>Expression</b> Reflection Synthesis
<b>Attitudes</b> <b>Curiosity</b> Appreciation Wonder	<b>Attitudes</b> <b>Critical awareness</b>	<b>Attitudes</b> <b>Open-mindedness</b>	<b>Attitudes</b> <b>Self-awareness</b>

Attainment descriptors	
<b>WORKING TOWARDS</b> (Level 1)	I can say how it feels to do something lots of times in a day. I can remember some things about Muslim prayer. I can tell you one way praying 5 times a day may help a Muslim.
<b>WORKING AT</b> <b>Year 2 expectation</b> (Level 2)	I can explain how it felt to have to stop doing something to reach the target we had set. I can use the right words to describe how Muslims pray and begin to explain why they do this. I can start to think through how praying 5 times a day might help in some ways more than others.
<b>WORKING BEYOND</b> (Level 3)	I can explain how commitment can be hard and can describe how it would feel to reach a goal. I can describe the Muslim prayer routine and explain how they believe this could help them in their everyday lives. I can decide on 3 ways Muslims might be helped in their everyday lives by praying 5 times a day, and can explain my reason for one of these.

Resources needed for this Enquiry
<a href="http://www.bbc.co.uk/education/clips/zsqvcdm">www.bbc.co.uk/education/clips/zsqvcdm</a> : Salah - Muslim Prayer The Qur'an <a href="http://www.bbc.co.uk/education/clips/z4gkq6f">www.bbc.co.uk/education/clips/z4gkq6f</a> : Muslims at Prayer

Teacher reflection on this unit	
WWW (What went well)	EBI (Even better if)



**Year 2**

**Spring 2**

**Theme:**

Easter - Resurrection

**Key Question:**

How important is it to Christians that Jesus came back to life after His crucifixion?

**Religion:**

Christianity

(Concept: Salvation)









**Teacher note:**  
The Owl in the text is a prompt to allow her to ask the question or invite children's questions.



## Key Stage 1

### Medium Term Planning

Year: 2		Term: Spring 2
<b>Theme:</b> Easter - Resurrection		<b>Religion:</b> Christianity (Salvation)
<b>Key question for this enquiry:</b> How important is it to Christians that Jesus came back to life after His crucifixion?		
<b>Learning Objectives:</b> We are learning to re-tell the Easter story and understand what Jesus' resurrection means for Christians.		
Teaching and Learning Activities		
<p><b>Step 4 Expression (1 lesson)</b></p> <p>Discuss how it's okay to believe in different things. There's no right or wrong answer. Christians believe Jesus came back to life to show them that there is life after death in heaven and Christians therefore celebrate this. The Easter egg is a symbol of new life to remind them of this and Christians send Easter cards to celebrate.</p> <p>Activity: Make cards to show their own ways of symbolising new life. Add a personalised message to a special person.</p>		<p><b>Step 1 Engagement (1 lesson)</b></p> <p>Have Sofia Owl 🦉 in a woolly hat/scarf and explain she is waiting for Spring to come and Winter to end. Why? Share a story (maybe a personal example using a photo of a lost pet/relative) with the children about what happens when we die (alternatively start with seasons, reflecting how nature seems to die in the winter and returns to life in the spring). Reassure children and discuss children's beliefs, including heaven if that is what they come up with. Talk about how, even if we can't see the person, we can see them inside our head and in our memories. 🦉 Questions: Have you ever lost a pet or someone close to you? How do you help yourself remember them? How do you cope with sad feelings? End lesson with happy memories.</p>
<p><b>Step 3 Evaluation (1 lesson)</b></p> <p>Show children the Activity Sheet with 4 boxes, the first depicting the cross, the second depicting the tomb with the boulder and the third box: What do Christians believe happened next? Ask them to draw/write their answer (in box 3) and an alternative explanation in box 4. Can they add their own thoughts? Do they think Jesus actually came back to life? (box 4)</p> <p>Watch the Easter story to reiterate what Christians believe, e.g. 'Good Friday and Easter eggs' <a href="http://www.bbc.co.uk/education/clips/z63b87h">www.bbc.co.uk/education/clips/z63b87h</a></p>		<p><b>BRIDGE: RESURRECTION/HEAVEN</b></p> <p><b>Step 2 Investigation (3 lessons)</b></p> <p>Sofia Owl 🦉 has an Easter egg and shares it. Begin by sharing an Easter egg with the class as a symbol of Easter. Tell the children the Easter story and stop after the crucifixion. That's the end of the story - or is it?</p> <p>But it must be the end of the story as Jesus died.</p> <p>Share hot cross buns with the children as another symbol of the Easter story. Read the final part of the story and Sofia Owl 🦉 asks the key question: How important is it to Christians that Jesus came back to life after His crucifixion? Refer to our thoughts during the first lesson about what happens when we die. Qu: How can we find out if Jesus did come back to life? Share stories of resurrection appearances in Bible e.g. the walk to Emmaus (Mark 16:12-13) and Jesus at the beach barbecue (John 21: 1-14).</p> <p>If possible, talk to Christian visitor - what do they believe? Is it possible that Jesus was in heaven? Did He literally come back to life? Perhaps one explanation is that He was missed so much people believed they could see Him or they kept His memory in their heads very clearly. Christians have different beliefs about this but all Christians believe in Jesus' resurrection as this proves to them that they can also have life after death. An Easter egg is a symbol of new life.</p> <p>Christians believe Jesus was given to people by God to die to rescue/save them from suffering because they do wrong things sometimes. Jesus was sent to 'save' people, forgive them for their 'sins' and offer them 'salvation' (life after death).</p> <p>Do children have any questions for Sofia Owl? 🦉 Use envelope cards from Discovery RE USB stick.</p>

**Evidence in Discovery RE Journals:** Activity Sheets.

#### Teacher note: Salvation

Jesus' death and resurrection effect the rescue (or salvation) of humans. Christians say he opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored.

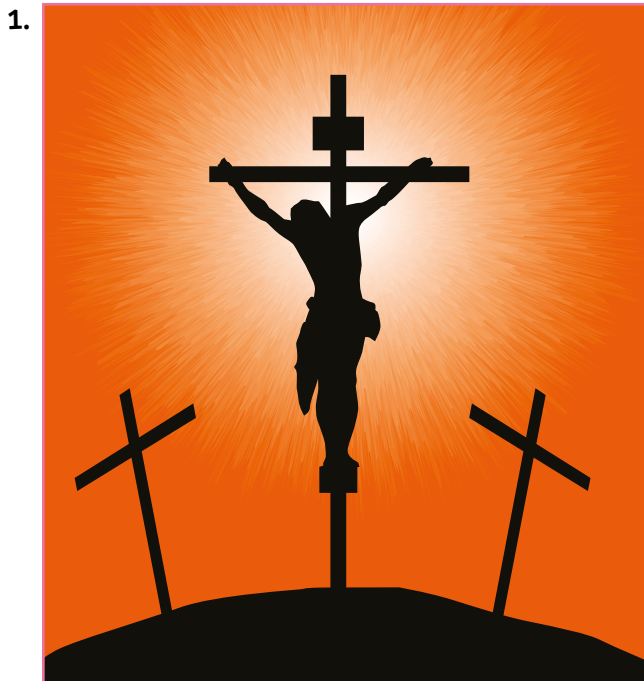
*From 'Understanding Christianity' Church of England*

**Year 2: Spring 2 - Christianity (Concept: Salvation)**

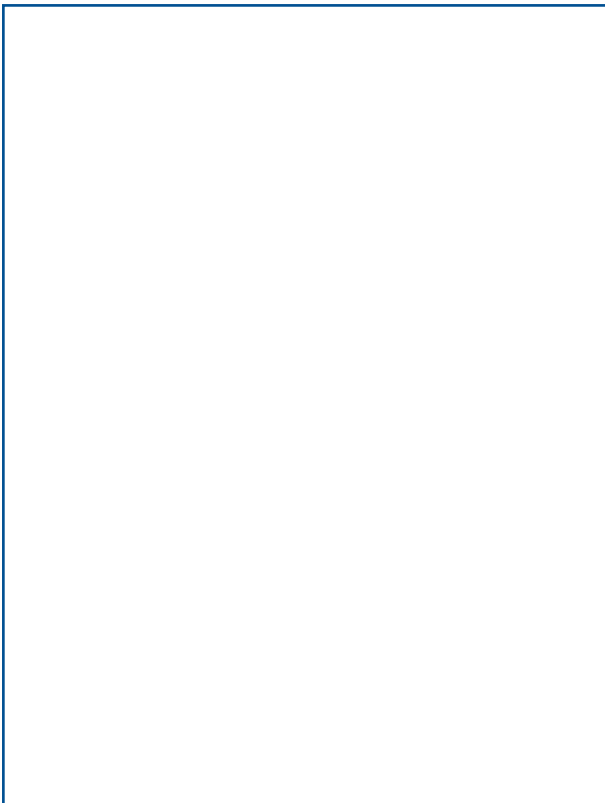
**Enquiry: How important is it for Christians to believe that Jesus came back to life after His crucifixion?**

**Name:**

**Class:**



3. **What do Christians believe happened next?**  
Draw a picture to show this



4. **How important is it for Christians to believe that Jesus came back to life after His crucifixion?**

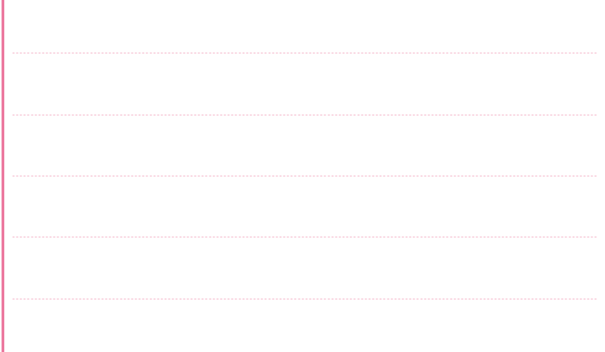
1

not very  
important

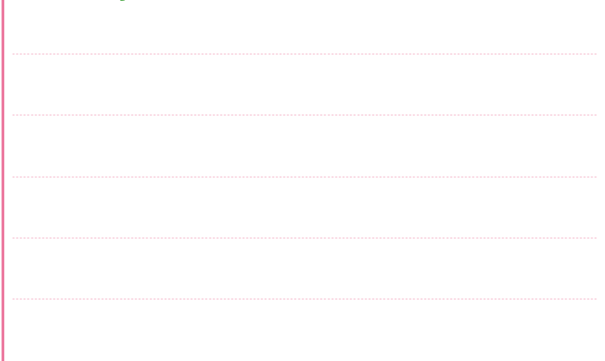
10

very  
important

**Why do you think this?**



**When a person dies I think...**





## Year 2 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 2 Spring 2	How important is it to Christians that Jesus came back to life after his crucifixion?	Comments
<b>WORKING TOWARDS</b>  (Level 1)	I can say how I remember people who are not here any more. I can recall parts of the Easter story. I can talk about what I think happened to Jesus.	
<b>Year 2 expectation</b> <b>WORKING AT</b>  (Level 2)	I can say what I believe happens to you when you die and tell you how I remember people close to me. I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.	
<b>WORKING BEYOND</b>  (Level 3)	I can start to discuss my beliefs in life after death/what happens when someone dies. I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is so important to them. I can start to explain what Christians believe about Jesus' resurrection, and to evaluate how important this is to them. I can say what I believe about life after death.	

I am proud that I .....

.....

.....

### My TINT Box

**To improve next time I will** .....

.....

.....

.....

## Exemplification

**Year 2: Spring 2 - Christianity (Concept: Salvation)**

**Enquiry: How important is it for Christians to believe that Jesus came back to life after His crucifixion?**

These are examples of the style of answer for each expectation. The content could be different.

### WORKING TOWARDS

I have special photos to remember my special Grandad who died last year.

Christians believe Jesus came back to life because they found an empty tomb. So Jesus had a new life.

I think Jesus came back to life again because the tomb was empty.

### Year 2 expectation

### WORKING AT

It was really sad when my hamster died but I know it was old and I remember the fun we had when I look at photos. I think he will be in a new life now, probably as a different animal.

Christians believe Jesus came back to life which showed He really was the Son of God. That's why some Christians wear a cross and why they give each other Easter eggs, to show new life after death.

If I was a Christian I would believe that Jesus came back to life because it is written in the Bible and also because some of his followers actually saw Him. He even had a barbeque on the beach with some of His disciples. Sometimes I wonder if this was just a story though.

### WORKING BEYOND

I think you start a new life without your body, maybe just your spirit. How could you still have a body if you get buried?

Christians believe Jesus came back to life after the crucifixion. This means He went to heaven so they can too. This is really important to Christians as they believe Jesus came to forgive them for the things they do wrong.

It is very important for Christians to believe Jesus came back to life so that they can look forward to going to heaven when they die, and it means He was the Son of God. I wish we could come back to life because then my dog Brutus might come back and be with me because I'm not sure that dogs go heaven like my Mum says.

**Year 2: Spring 2 - Christianity (Concept: Salvation)**

**Enquiry: How important is it for Christians to believe that Jesus came back to life after His crucifixion?**

### SMSC

Spiritual	Moral	Social	Cultural
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### British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (Jesus allowed himself to be condemned under the law of His land)		✓	✓

### Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
<b>Skills</b> <b>Interpretation</b> Empathy	<b>Skills</b> <b>Investigation</b> Application	<b>Skills</b> <b>Discernment</b> <b>Analysis</b> <b>Evaluation</b>	<b>Skills</b> Expression Reflection <b>Synthesis</b>
<b>Attitudes</b> Curiosity Appreciation Wonder	<b>Attitudes</b> <b>Critical awareness</b>	<b>Attitudes</b> <b>Open-mindedness</b>	<b>Attitudes</b> <b>Self-awareness</b>

### Attainment descriptors

<b>WORKING TOWARDS</b> (Level 1)	I can say how I remember people who are not here any more. I can recall parts of the Easter story. I can talk about what I think happened to Jesus.
<b>WORKING AT</b> <b>Year 2 expectation</b> (Level 2)	I can say what I believe happens to you when you die and tell you how I remember people close to me. I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.
<b>WORKING BEYOND</b> (Level 3)	I can start to discuss my beliefs in life after death/what happens when someone dies. I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is so important to them. I can start to explain what Christians believe about Jesus' resurrection, and to evaluate how important this is to them. I can say what I believe about life after death.

### Resources needed for this Enquiry

Photos of lost pet/relative (teacher to source)  
Pictures of nature through the seasons  
Items from nature e.g. leaves/buds  
Easter eggs  
Hot cross buns  
Childrens' Bible: Easter story, Resurrection appearances (the walk to Emmaus, Mark 16: 12-13; the beach barbeque, John 21: 1-14).  
[www.bbc.co.uk/education/clips/zy3w2p3](http://www.bbc.co.uk/education/clips/zy3w2p3)

### Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)
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**Year 2**

**Summer 1**

**Theme:**  
The Covenant

**Key Question:**  
How special is the relationship Jews  
have with God?

**Religion:**  
Judaism









**Teacher note:**  
The Owl in the text is a prompt to allow her to ask the question or invite children's questions.



## Key Stage 1

### Medium Term Planning

Year: 2		Term: Summer 1
Theme: The Covenant		Religion: Judaism
Key question for this enquiry: How special is the relationship Jews have with God?		
Learning Objectives: We are learning to understand the special relationship between Jews and God and the promises they make to each other. .		
Teaching and Learning Activities		
<p><b>Step 4 Expression (1 lesson)</b></p> <p>Sofia Owl 🦉 invites children to make promise mobiles for her tree. Children to write their own promise about their relationship with somebody special to them and hang on Sofia's 'promise tree'. Children could put their promises in mezuzahs they make and display these in the classroom</p>		<p><b>Step 1 Engagement (1 lesson)</b></p> <p>Sofia Owl 🦉 shares some of her agreements. Discuss agreements we have made, e.g. New Year's resolutions/promises/agreements, e.g. to do with chores and pocket money. Do the children have any questions for Sofia Owl? 🦉 What do you expect when you make an agreement/promise? How do you seal the agreement? E.g. shake hands, sign the contract. How would you feel if someone broke the agreement with you? Have you ever broken an agreement? How did you feel? What was the response?</p> <p>What could we give Sofia Owl 🦉 to remind her about her agreements? Do you need reminding about what your agreement is? If so, how? E.g. reward chart, notes.</p> <p>Children to make a contract with their teacher. What will the teacher promise in the contract and what will they do in return? An agreement or contract is about trust. What is trust? Who do we trust/Why? Who does Sofia Owl 🦉 trust?</p> <p>How can we help each other remember what we have agreed in the contract, e.g. writing a scroll or charter, lighting a candle, etc? If you are using Jigsaw PSHE you could refer to the Jigsaw Charter <a href="http://www.jigsawpshe.com">www.jigsawpshe.com</a></p>
<p><b>Step 3 Evaluation (1 lesson)</b></p> <p>🦉 Key Question: How special is the relationship Jews have with God?</p> <p>How do you know this?</p> <p>Give children the task cards (differentiate appropriately) and record their answers.</p>		<p><b>BRIDGE: TRUST</b></p> <p><b>Step 2 Investigation (3 lessons)</b></p> <p>Teach the children that Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship. Jewish history begins with the Covenant (agreement/promise) between God and Abraham around 1812 BC and Abraham is considered the founder of Judaism.</p> <p>Tell the Covenant (covenant/promise) story of Abraham as told in the Book of Genesis Genesis 17: 1-7.</p> <p>God made a special promise that He would look after Abraham and all his descendants and confirmed this by giving him and his wife a son, even though he was 99!</p> <p>Birth of Isaac, Genesis Ch 21: 1-8.</p> <p>🦉 Qu: What is the promise being made in this/these stories? Why are these stories important to Jews?</p> <p>What do these stories tell us about the relationship between Jews and God?</p> <p>God made that promise then and Jewish people believe that He has always kept His promise to look after them e.g. helping them escape from slavery in Egypt (refer back to Passover work in Spring 1).</p> <p>🦉 Qu: What promise did the Jewish people make to God? Exodus Ch 20: 1-17.</p> <p>Moses was given the Ten Commandments and God asked the Jewish people to live by these as their promise to him.</p> <p>Possible activity to explore the Ten Commandments.</p> <p>Introduce key question: Do Jewish people now still have this special relationship with God? How do we know?</p> <p>The Jewish home: Show the children a mezuzah and explain how it is found on doorposts in Jewish homes. Explain that inside it contains a scroll with Hebrew writing and is called the Shema. The Shema is an affirmation of Judaism and a declaration of faith in one God and it says that Jewish people should love God and keep His rules. Deuteronomy Ch 6: 4 and 5.</p> <p><a href="http://www.bbc.co.uk/education/clips/zqkq6sg">www.bbc.co.uk/education/clips/zqkq6sg</a> .</p> <p>Activity: Children can make their own mezuzah and write the Shema. This is a reminder of the Covenant between Jewish people and God.</p> <p>What does all this tell us about trust between Jews and God?</p>

Evidence in Discovery RE Journals: Activity Sheet.



**Year 2: Summer 1 - Judaism**

**Enquiry: How special is the relationship Jews have with God?**

**Name:**

**Class:**



**Why is Abraham so important to Jews?**

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**Why is Moses so important to Jews?**

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**How does touching the mezuzah show Jews have a special relationship with God?**

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**How do the Ten Commandments help Jews keep a special relationship with God?**

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**David is Jewish. Write his answer to “How special is your relationship with God?”**



**I have a special relationship with God...**

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## Year 2 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 2 Summer 1	How special is the relationship Jews have with God?	Comments
<b>WORKING TOWARDS</b>  (Level 1)	I can tell you what an agreement is. I can remember a story about a person important to Jews. I can talk about an agreement Jewish people make with God and say if this is important.	
<b>Year 2 expectation WORKING AT</b>  (Level 2)	I can explain why agreements are important and why they should be kept. I can tell a story about Abraham or Moses and say why one of these men is important to Jews today. I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.	
<b>WORKING BEYOND</b>  (Level 3)	I can explain agreements and contracts and say how I would feel if one was broken. I can start to explain what makes Jewish people believe they have a special relationship with God and understand the roles of Abraham and Moses in this. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how special that might be for them.	

I am proud that I .....

.....

.....

### My TINT Box

**To improve next time I will** .....

.....

.....

.....

## Exemplification

Year 2: Summer 1 - Judaism

Enquiry: How special is the relationship Jews have with God?

These are examples of the style of answer for each expectation. The content could be different.

### WORKING TOWARDS

An agreement is like a promise. You say you will do something and the other person says they will do something in return.

Moses is important to Jews because he was given the Ten Commandments on the mountain and God told him to give them to the people so they knew how to be good.

Jewish people try to be good and keep the Ten Commandments. They don't murder anyone and they have a special day to do no work and think about God. This is important so that God is pleased with them.

### Year 2 expectation

### WORKING AT

Agreements are important because you have promised to do something so you should do what you say, keep your word. Then people trust you.

The story of Abraham nearly killing Isaac was a bit scary but thankfully the ram got stuck in the bushes just in time so God saved Isaac and Abraham killed the ram. This shows God looked after Isaac and Abraham. It tells Jews they can trust God.

Jews believe that they have a special relationship with God and to say thank you they try to be good and not work on the Sabbath so they spend time praying and thinking about God, go to the synagogue and spend time at home.

### WORKING BEYOND

I would be really upset if my teacher broke a promise to the class. It says on the wall in our class charter that if we behave well all week we get extra golden time and I would be really cross if we had earned it and didn't get it. It wouldn't be fair and I would lose trust in my teacher.

Jews believe important people in history like Abraham and Moses taught them that God wants to look after the Jewish people as they are special to Him. He saved them from being slaves in Egypt and gave them the 10 Commandments. Moses had the job of leading them out of slavery and Abraham was the first person to have this special agreement with God.

When Jews go in their houses they touch the mezuzah to remember their special God. They thank God by trying to keep the Ten Commandments, by going to the Synagogue and by not eating pork. It must feel pretty special to be God's chosen people, especially when they remember that God helped their ancestors get free from being slaves in Egypt.

## Year 2: Summer 1 - Judaism

### Enquiry: How special is the relationship Jews have with God?

SMSC				
Spiritual	Moral	Social	Cultural	
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (The Covenant)	✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
<b>Skills</b> Interpretation Empathy	<b>Skills</b> Investigation Application	<b>Skills</b> Discernment Analysis Evaluation	<b>Skills</b> Expression Reflection Synthesis	
<b>Attitudes</b> Curiosity Appreciation Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> Open-mindedness	<b>Attitudes</b> Self-awareness	
Attainment descriptors				
<b>WORKING TOWARDS</b> (Level 1)	I can tell you what an agreement is. I can remember a story about a person important to Jews. I can talk about an agreement Jewish people make with God and say if this is important.			
<b>WORKING AT</b> <b>Year 2 expectation</b> (Level 2)	I can explain why agreements are important and why they should be kept. I can tell a story about Abraham or Moses and say why one of these men is important to Jews today. I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.			
<b>WORKING BEYOND</b> (Level 3)	I can explain agreements and contracts and say how I would feel if one was broken. I can start to explain what makes Jewish people believe they have a special relationship with God and understand the roles of Abraham and Moses in this. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how special that might be for them.			
Resources needed for this Enquiry				
Bible Stories (Old Testament): Covenant of Abraham (Genesis 17), Birth of Isaac (Genesis 21), Escape from Egypt (Exodus 20: 1-17) mezuzah The Shema www.bbc.co.uk/education/clips/zqkq6sg: Shema				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		



**Year 2**

**Summer 1**

**Theme:**

Community and Belonging

**Key Question:**

Does going to a mosque give Muslims a sense of belonging?

**Religion:**

Islam









**Teacher note:**  
The Owl in the text is a prompt to allow her to ask the question or invite children's questions.



## Key Stage 1

### Medium Term Planning

Year: 2		Term: Summer 1
<b>Theme:</b> Community and Belonging		<b>Religion:</b> Islam
<b>Key question for this enquiry:</b> Does going to a mosque give Muslims a sense of belonging?		
<b>Learning Objectives:</b> We are learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.		
Teaching and Learning Activities		
<p><b>Step 4 Expression (1 lesson)</b></p> <p>Together children design either a game or a ceremony that the whole class can join in with to feel a sense of belonging.</p>		<p><b>Step 1 Engagement (1 lesson)</b></p> <p>Sofia Owl 🦉 shares with children how she feels like she belongs in this class in Year 2. 🦉 Qu: Do you get a sense of belonging from being in our class? How?</p> <p>Can you help other people feel like they belong?</p> <p>Whole class activity to reinforce team experiences/sharing time together. e.g. Circle time or parachute games. Ask qu: Do I feel like I belong? Do I have a stronger sense of belonging being part of the circle? Why? Use Sofia Owl 🦉 as the talking object in Circle Time.</p> <p>Explore the idea that if we're not in our classroom do we still feel like we belong? Discuss how the feeling of belonging is inside us but we might get a stronger sense of belonging when we are in our actual classroom/school or other special place. Where else do we get a sense of belonging? Draw this place. Children could draw Sofia Owl's 🦉 special place where she feels she belongs.</p>
<p><b>Step 3 Evaluation (1 lesson)</b></p> <p>First show children Activity Sheet picture cards of Muslims praying in different contexts, including Hajj.</p> <p>🦉 Qu: Which Muslim would feel the strongest sense of belonging? Why?</p> <p>Do Muslims need to be together to pray in order to have a strong sense of belonging? Do Muslims have a sense of belonging even if they are on their own praying? Are they on their own?</p> <p>Focus on picture of Muslims praying at Grand Mosque in Makkah during Hajj. Explain circles, Ummah (community).</p> <p>Activity: Children to have copies of the picture cards from the input and choose the one which they feel answers the key question and complete Activity Sheet.</p> <p>Teach that Muslims believe that praying together in groups brings greater blessings than praying alone. The prophet Muhammad said, 'Prayer at home is counted once, prayer at the local mosque is equivalent to twenty-five prayers (Hadith: Sunan ibn Majah - Book of mosques and Congregations tradition number 1403).</p>		<p><b>BRIDGE: BELONGING</b></p> <p><b>Step 2 Investigation (3 lessons)</b></p> <p>Show an extract of DVD of Friday prayers in the mosque. <a href="http://www.bbc.co.uk/education/clips/z74wmp3">www.bbc.co.uk/education/clips/z74wmp3</a></p> <p>or using Pathways of Belief DVD - Islam/Hinduism and Sikhism.</p> <p>🦉 Explore - Who are these people? What are they doing? Where are they? Why are they doing it together? Introduce key question: Does going to the mosque give Muslims a sense of belonging?</p> <p>Can children explain what is happening to Sofia Owl? 🦉</p> <p>Either visit a mosque or show children a virtual tour of a mosque. Talk about mosque school and other activity, not just prayer and worship (*See teacher note below). <a href="http://www.bbc.co.uk/education/clips/z6wfgk7">www.bbc.co.uk/education/clips/z6wfgk7</a></p> <p>Look at different pictures of mosques, explaining that inside they all have similar things e.g. Grand mosque in Makkah/ Islamic Centre in Bournemouth.</p> <p>Set up washing routine (wudu), in which children can participate. Muslim visitor to show children how s/he performs ritual washing before prayer. <a href="http://www.bbc.co.uk/education/clips/zfhyr82">www.bbc.co.uk/education/clips/zfhyr82</a></p> <p>🦉 Qu: Is it only in the mosque where Muslims pray?</p> <p>Look for other examples, prayer mats and compasses</p>
<b>Evidence in Discovery RE Journals:</b> Activity Sheet.		

#### Teacher note:

When visiting places of worship, you are welcome to download 'Crossing the Bridges' interactive materials to enhance RE learning. [www.discoveryschemeofwork.com/crossing-the-bridges/](http://www.discoveryschemeofwork.com/crossing-the-bridges/)



Year 2: Summer 1 - Islam

Enquiry: Does going to a mosque give Muslims a sense of belonging?

Name:

Class:

What is happening in this picture?

I think that this picture shows the strongest sense of belonging because ...

If I were a Muslim I would prefer to pray..... alone or at the mosque with others. Why?

**Year 2: Summer 1 - Islam**

**Enquiry: Does going to a mosque give Muslims a sense of belonging?**

Pictures of Muslims praying in different contexts, including at work, Hajj, in a mosque, at home, on the street, etc.











## Year 2 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 2 Summer 1	Does going to a mosque give Muslims a sense of belonging?	Comments
<b>WORKING TOWARDS</b>  (Level 1)	I can start to explain how it feels to belong. I can use the right words to describe what Muslims do and feel when they attend prayer at the mosque. I can start to explain when Muslims might feel like they belong.	
<b>Year 2 expectation WORKING AT</b>  (Level 2)	I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.	
<b>WORKING BEYOND</b>  (Level 3)	I can explain how carrying out actions that are important to my group helps to remind me that I belong. I can describe how a Muslim achieves a sense of belonging through praying. I can put myself in a Muslim's position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why.	

I am proud that I .....

.....

.....

### My TINT Box

**To improve next time I will** .....

.....

.....

.....



## Exemplification

Year 2: Summer 1 - Islam

Enquiry: Does going to a mosque give Muslims a sense of belonging?

These are examples of the style of answer for each expectation. The content could be different.

### WORKING TOWARDS

I don't like feeling left out. I like it when we play whole class games or have a circle time because we all listen to each other and I feel like I am part of it.

When Muslims go to the mosque they have a special wash first and then they stand in lines and pray. They wear hats and kneel down or even lie down. I think they feel like they belong because they are with other Muslims.

I think Muslims might feel like they belong when they go on family outings or to the mosque.

### Year 2 expectation

### WORKING AT

I go to Beavers in the church hall and when I go in there I know that I am going to have fun with my friends. Even if we go outside for activities we always start and end the meeting there. It feels safe.

I think praying in mosques gives a sense of belonging because they are worshipping with others who feel the same. They are all lined up facing the same way, a bit like when we are in assembly, and they all believe in the same God so that must feel like belonging to the same team.

If I were a Muslim I would rather pray at the mosque because it would feel good to have people to watch if I forgot what to do, and I think it would feel like being part of a team or a family, all facing the same way, believing in the same God, doing the same movements and being there with my family.

### WORKING BEYOND

I feel like I belong to my class when I go to School Council as my class representative and come back and tell everyone what happened. They trust me and I feel like I am an important part of the class.

I think praying in a mosque gives a sense of belonging because they are worshipping with others who believe and feel the same. They are also in a place specially built to worship God. Praying here shows respect to God. Knowing that all Muslims face the same way when they pray also makes them feel like they are part of a big family.

If I were a Muslim I would feel close to God in a mosque. I would be praying with others who have the same beliefs as me. I would want to thank God for all He has done for me, I would not want to forget Him. I think it would feel a bit like being in a whole-school celebration assembly because then there is a good atmosphere, we all have the same uniform and sing the same songs and are all in lines.

**Year 2: Summer 1 - Islam**

**Enquiry: Does going to a mosque give Muslims a sense of belonging?**

SMSC				
Spiritual	Moral	Social	Cultural	
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (prayer in the Qur'an/ pillar of Islam)	✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
<b>Skills</b> Interpretation <b>Empathy</b>	<b>Skills</b> <b>Investigation</b> <b>Application</b>	<b>Skills</b> <b>Discernment</b> Analysis <b>Evaluation</b>	<b>Skills</b> Expression <b>Reflection</b> Synthesis	
<b>Attitudes</b> <b>Curiosity</b> Appreciation Wonder	<b>Attitudes</b> <b>Critical awareness</b>	<b>Attitudes</b> <b>Open-mindedness</b>	<b>Attitudes</b> <b>Self-awareness</b>	
Attainment descriptors				
<b>WORKING TOWARDS</b> (Level 1)	I can start to explain how it feels to belong. I can use the right words to describe what Muslims do and feel when they attend prayer at the mosque. I can start to explain when Muslims might feel like they belong.			
<b>WORKING AT</b> <b>Year 2 expectation</b> (Level 2)	I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.			
<b>WORKING BEYOND</b> (Level 3)	I can explain how carrying out actions that are important to my group helps to remind me that I belong. I can describe how a Muslim achieves a sense of belonging through praying. I can put myself in a Muslim's position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why.			
Resources needed for this Enquiry				
Parachute: optional www.bbc.co.uk/education/clips/z74wmp3: Friday prayers in the mosque 'Pathways of Belief; Islam, Hinduism and Sikhism': DVD/Video www.bbc.co.uk/education/clips/z6wfgk7: Going to the mosque www.bbc.co.uk/education/clips/zfh9r82: Wudu - Preparations for prayer Prayer mat				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		



**Year 2**

**Summer 2**

**Theme:**

Rites of Passage and Good Works

**Key Question:**

What is the best way for a Jew to show commitment to God?

**Religion:**

Judaism







**Teacher note:**  
The Owl in the text is a prompt to allow her to ask the question or invite children's questions.



## Key Stage 1

### Medium Term Planning

Year: 2		Term: Summer 2
<b>Theme:</b> Rites of Passage and Good Works		<b>Religion:</b> Judaism
<b>Key question for this enquiry:</b> What is the best way for a Jew to show commitment to God?		
<b>Learning Objectives:</b> We are learning to understand how Jews show their commitment to God.		
Teaching and Learning Activities		
<p><b>Step 4 Expression (1 lesson)</b></p> <p>Sofia Owl 🦉 invites the children to make a similar pie chart relating to the things/beliefs/people in the children's lives they are most committed to. Colour in sections to show relative importance and around the outside write how they try to show these commitments. Children's commitments may or may not include religion/God.</p> <p>Display as a wheel of commitments.</p>		<p><b>Step 1 Engagement (1 lesson)</b></p> <p>Sofia Owl 🦉 gives the quiz to children asking them: At what age are you old enough to e.g. own a pet/get married/go to the shop on your own/ride your bike to school with your friends/make a cup of tea etc.</p> <p>Discuss in talking partners and feed back to class. Notice the differences in opinions.</p> <p>Children make a timeline of their lives so far, marking all the milestone moments when they became old enough to e.g. start nursery/start school, etc. (Could make concertina books).</p> <p>🦉 Then ask: when are you old enough to decide on your religion? Write up their answers and display next lesson (Bar/Bat Mitzvah). This is about being old enough to take responsibility and know what you believe in.</p>
<p><b>Step 3 Evaluation (1 lesson)</b></p> <p>Make a class list of all the ways children can think of that Jews show their commitment to God and discuss why they do this. (Covenant). Reinforce using pictures e.g. Bar Mitzvah/tree planting.</p> <p>Task: Give children the Activity Sheet. First they choose the ways they think are the 4 most effective ways for Jews to show their commitment to God. Stick the pictures on the Activity Sheet and label each section.</p> <p>Then they colour in the sections proportionately to show which they think is the most important way (colour whole slice), next most important (colour less of slice but still a lot, etc. so that they visually represent the most to least important ways. Fill in as if you were a Jew making these decisions.</p> <p>Children may colour all sections fully or equally to show their thinking that all these ways are just as valid and that there is no best way.</p> <p>Scribe their reasoning.</p>		<p><b>BRIDGE: COMMITMENT</b></p> <p><b>Step 2 Investigation (3 lessons)</b></p> <p>🦉 What is the best way for Jews to show commitment to God?</p> <p>What do we know already about how Jews show their commitment to God? Recap previous lessons.</p> <p>Covenant: Ten Commandments/leading good life Shabbat/Seder/Synagogue/worship/Torah/ Festivals/homelife, etc.</p> <p><a href="http://www.bbc.co.uk/education/clips/zdb9jxs">www.bbc.co.uk/education/clips/zdb9jxs</a> Judaism at home <a href="http://www.bbc.co.uk/education/clips/zd9jxnb">www.bbc.co.uk/education/clips/zd9jxnb</a> Meet a Jewish family</p> <p>🦉 What else can we learn about ways Jews show their commitment to God?</p> <p>Sofia Owl 🦉 has a mini Torah scroll.</p> <p>Preparing for Bat Mitzvah <a href="http://www.bbc.co.uk/education/clips/zqnc82p">www.bbc.co.uk/education/clips/zqnc82p</a></p> <p>Preparing for Bar/Bat Mitzvah <a href="http://www.bbc.co.uk/education/clips/zm7tfg8">www.bbc.co.uk/education/clips/zm7tfg8</a></p> <p>Teach about the Bar and Bat Mitzvah ceremonies and why these are important to young Jews. How do they show commitment to God? (Check children understand what commitment looks and feels like in their own lives.)</p> <p>Mitzvot - doing good and helping others. Sofia Owl 🦉 could share a good deed or children could tell her their good deeds in Circle Time.</p> <p>Mitzvah Day (3rd Sunday in November) <a href="http://www.mitzvahday.org.uk">www.mitzvahday.org.uk</a></p> <p>There are 613 rules/suggested ways this can be done <a href="http://www.jewfaq.org.uk/613.htm">www.jewfaq.org.uk/613.htm</a></p> <p>🦉 Qu: How does it help them in their commitment to their faith?</p> <p>Doing good in the world could be a way of showing commitment to God. <a href="http://www.wjr.org.uk">www.wjr.org.uk</a></p> <p>Looking after the environment could be a way of showing commitment to God who they believe created the world.</p> <p>Tree planting ceremony Tu B'Shevat <a href="http://www.beliefnet.com">www.beliefnet.com</a> <a href="http://www.bbc.co.uk/education/clips/z834wmn">www.bbc.co.uk/education/clips/z834wmn</a> The synagogue <a href="http://www.bbc.co.uk/education/clips/zqkq6sg">www.bbc.co.uk/education/clips/zqkq6sg</a> The Shema</p>
<b>Evidence in Discovery RE Journals:</b> Activity Sheet		

#### Teacher note: (Humanism Link)

You may like to introduce a link to Humanism in this enquiry (see overview map for website information) suggesting that some people who do not believe in God do have meaningful ceremonies to mark rites of passage.



**Year 2: Summer 2 - Judaism**

**Enquiry: What is the best way for a Jew to show commitment to God?**

**Name:**

**Class:**

**Stick on 4 pictures to show the 4 ways that you think are the best ways for Jews to show their commitment to God. Label each section of the circle to explain what each picture shows.**

**The Wheel of Commitment**

**I think ...**

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**I think ...**

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**I think ...**

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**I think ...**

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**Imagine you are a Jew deciding which is the best way to show commitment to God. Colour in each quadrant to show which you think is the most important way.**

**For example:**

- colour in the whole section if you think that is the most important way
- for the next most important way, colour less of the section in but still a lot
- colour all the sections equally if you think that they are all equal and there is no best way

**Tell someone why you have chosen to colour the quadrants in these ways.  
(Teacher to scribe answers)**

**Year 2: Summer 2 - Judaism**

**Enquiry: What is the best way for a Jew to show commitment to God?**



**Abraham**



**Moses**



**Shema**



**10 Commandments**



**Dreidel**



**Torah/Rabbi**



**Kind to animals**



**Chanukah**



**Seder**



**Planting trees**



**Seder**



**Synagogue**



## Year 2 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 2 Summer 2	What is the best way for a Jew to show commitment to God?	Comments
<b>WORKING TOWARDS</b>  (Level 1)	I can name some things that I have done at certain ages and can tell you something that is important to me. I can name some things that are special to Jews. I can start to express an opinion about what might be important to Jews.	
<b>Year 2 expectation</b> <b>WORKING AT</b>  (Level 2)	I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life. I can talk about one of the ways Jews show commitment to God. I can talk about a way that Jews show commitment to God and say why this might be important.	
<b>WORKING BEYOND</b>  (Level 3)	I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me. I can describe some ways that Jews choose to show commitment to God and am starting to understand that they may do this in different ways. I can express an opinion on which ways I think might be best for Jews to show their commitment to God and start to give my reasons.	

I am proud that I .....

### My TINT Box

**To improve next time I will** .....

.....

.....

.....

## Exemplification

Year 2: Summer 2 - Judaism

Enquiry: What is the best way for a Jew to show commitment to God?

These are examples of the style of answer for each expectation. The content could be different.

### WORKING TOWARDS

I lost my first tooth last week and I can get my rabbit out on my own now. This is important to me as I want to look after him myself.

Jews follow the Ten Commandments; the synagogue and the family are important to them.

They have a special ceremony called Bat Mitzvah. I think this is important because it makes a Jewish girl feel grown up.

### Year 2 expectation

### WORKING AT

I can ride my bike with stabilisers now. I couldn't ride it last year because I was too little. I can't have my own dog yet because I wouldn't be old enough to go out walking with it on my own. I love ballet and go every week.

Jews show commitment to God by going to the Synagogue to worship God. The men wear prayer shawls and everybody covers their heads to show respect. Some Jews are stricter than others about going to synagogue. It's their choice.

I think it might be fun to go to the Synagogue because if I were Jewish this would please my parents as well as God. It might be tricky sometimes though if I had to miss football.

### WORKING BEYOND

I think you need to be a teenager to do some things like drive or leave school because you have to be very grown up and responsible. I am committed to playing the piano, playing rugby and my family. Playing rugby is the most important because I want to play for England so I practice every lunchtime. My mum makes me practice the piano but I don't really want to.

There are lots of ways that Jews can show their commitment to God. They pray and worship at home and follow the Torah. They have rules about food and resting on a Saturday. Some Jews choose to look after nature as this is God's creation and this is really important to them. Other Jews place more importance on going to the Synagogue. It's up to them.

I think God would probably be most pleased if Jews helped other people and looked after the environment because then the world He created would be a better place for everybody.

## Year 2: Summer 2 - Judaism

### Enquiry: What is the best way for a Jew to show commitment to God?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (613 rules)	✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
<b>Skills</b> Interpretation <b>Empathy</b>	<b>Skills</b> <b>Investigation</b> <b>Application</b>	<b>Skills</b> <b>Discernment</b> <b>Analysis</b> <b>Evaluation</b>	<b>Skills</b> Expression Reflection <b>Synthesis</b>	
<b>Attitudes</b> Curiosity Appreciation Wonder	<b>Attitudes</b> Critical awareness	<b>Attitudes</b> <b>Open-mindedness</b>	<b>Attitudes</b> <b>Self-awareness</b>	
Attainment descriptors				
<b>WORKING TOWARDS</b>  (Level 1)	I can name some things that I have done at certain ages and can tell you something that is important to me. I can name some things that are special to Jews. I can start to express an opinion about what might be important to Jews.			
<b>WORKING AT</b> <b>Year 2 expectation</b>  (Level 2)	I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life. I can talk about one of the ways Jews show commitment to God. I can talk about a way that Jews show commitment to God and say why this might be important.			
<b>WORKING BEYOND</b>  (Level 3)	I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me. I can describe some ways that Jews choose to show commitment to God and am starting to understand that they may do this in different ways. I can express an opinion on which ways I think might be best for Jews to show their commitment to God and start to give my reasons.			
Resources needed for this Enquiry				
Ten Commandments list www.bbc.co.uk/education/clips/zdb9jxs: Judaism at Home www.bbc.co.uk/education/clips/zd9jxnb: Meet a Jewish Family www.bbc.co.uk/education/clips/zqnc82p: Preparing for Bat Mitzvah www.bbc.co.uk/education/clips/zm7tfg8: Preparing for Bar/Bat Mitzvah www.jewfaq.org/613.html: Doing Good and Helping Others www.wjr.org.uk: Doing good in the world could be a way of showing a commitment to God www.bbc.co.uk/education/clips/z834wmn: The Synagogue www.bbc.co.uk/education/clips/zqkq6sg: The Shema				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		



**Year 2**

**Summer 2**

**Theme:**  
Hajj

**Key Question:**  
Does completing Hajj make a person  
a better Muslim?

**Religion:**  
Islam







**Teacher note:**  
The Owl in the text is a prompt to allow her to ask the question or invite children's questions.



## Key Stage 1

### Medium Term Planning

Year: 2		Term: Summer 2
Theme: Hajj		Religion: Islam
<b>Key question for this enquiry:</b> Does completing Hajj make a person a better Muslim?		
<b>Learning Objectives:</b> We are learning to understand what happens during Hajj and to explore the importance of this to Muslims.		
Teaching and Learning Activities		
<p><b>Step 4 Expression (1 lesson)</b></p> <p>Sofia Owl 🦉 invites children to write her a postcard. What would your most special journey be and why? Write a postcard home describing how it feels to be in that special place and why. Draw the place on the front of the postcard. Display around map of the world.</p>		<p><b>Step 1 Engagement (1 lesson)</b></p> <p>Sofia Owl 🦉 describes a special journey she has been on. Circle time - have you ever been on a special journey? When, where, why, with whom? What made it special? Teacher to share a special journey they went on for a specific reason. Show the children a suitcase and explain that Sofia is packing her bag as she is going away. Can we guess where she's going by looking for clues and what she'll do when she gets there? E.g. camera, map, an invite, greetings card and present, money, ticket, etc. Children to work out that Sofia is going to see her Grandma as it's her birthday. Qu: Why is this important to her? How do you think she feels? Why is she going to make the effort? Do you think she will feel different afterwards? What is she most looking forward to? Children role-play Sofia's journey and the reunion with Grandma. (Could use Sofia Owl or if you are using Jigsaw PSHE at your school you could use Jigsaw Jo instead of Teddy www.jigsawpshe.com)</p>
<p><b>Step 3 Evaluation (1 lesson)</b></p> <p>🦉 Ask key question: Does completing Hajj make a person a better Muslim?</p> <p>Children to vote and then work in talking partners with opposing viewpoint and share their reasons.</p> <p>Teacher to then share reasons for Muslims completing Hajj: Commitment/because God asks them to/one of the 5 Pillars/sense of achievement/sense of belonging to world Muslim community/(Ummah)/opportunity to pray with thousands of other Muslims and to visit special places e.g. where Muhammad lived/ gain better understanding/learn more/have become a better Muslim as they have done what God wanted them to do. But what about Muslims who can't afford to go?</p> <p>Activity Sheet: Complete</p>		<p><b>BRIDGE: JOURNEYS WITH MEANING</b></p> <p><b>Step 2 Investigation (3 lessons)</b></p> <p>Mystery suitcase - who does it belong to? Where are they going?</p> <p>Teacher to show the children the objects in the case and children to explore further with pictures of the objects on their tables. e.g. Hajj robes, map of Makkah (Mecca), Qu'ran, small stones, spring water, umbrella, picture of the Grand mosque in Makkah.</p> <p>Children to watch an extract of Hajj and begin to make links between the lost suitcase and the journey they are watching. www.bbc.co.uk/education/clips/z8jpycw</p> <p>Teacher to explain the relevance of Makkah and the Grand Mosque, recapping previous learning. Show children where Makkah is on map/globe.</p> <p>Teacher to explain the significance of different events that take place during the journey.</p> <p>🦉 Qu: How do you think these Muslims feel? Why are they doing it?</p> <p>Explain to children that by completing Hajj, Muslims are showing a commitment to God (Allah). God is really important to Muslims and they are prepared to make lots of effort to show him this. Hajj is one of the 5 pillars and one of the 8 doors to heaven.</p> <p>Clips to support the teaching of Hajj: Day 1 of Hajj www.bbc.co.uk/education/clips/zx8n34j Day 2 of Hajj www.bbc.co.uk/education/clips/zpqvcdm Day 3 of Hajj www.bbc.co.uk/education/clips/zvt4wmn</p>
<b>Evidence in Discovery RE Journals:</b> Activity Sheet		

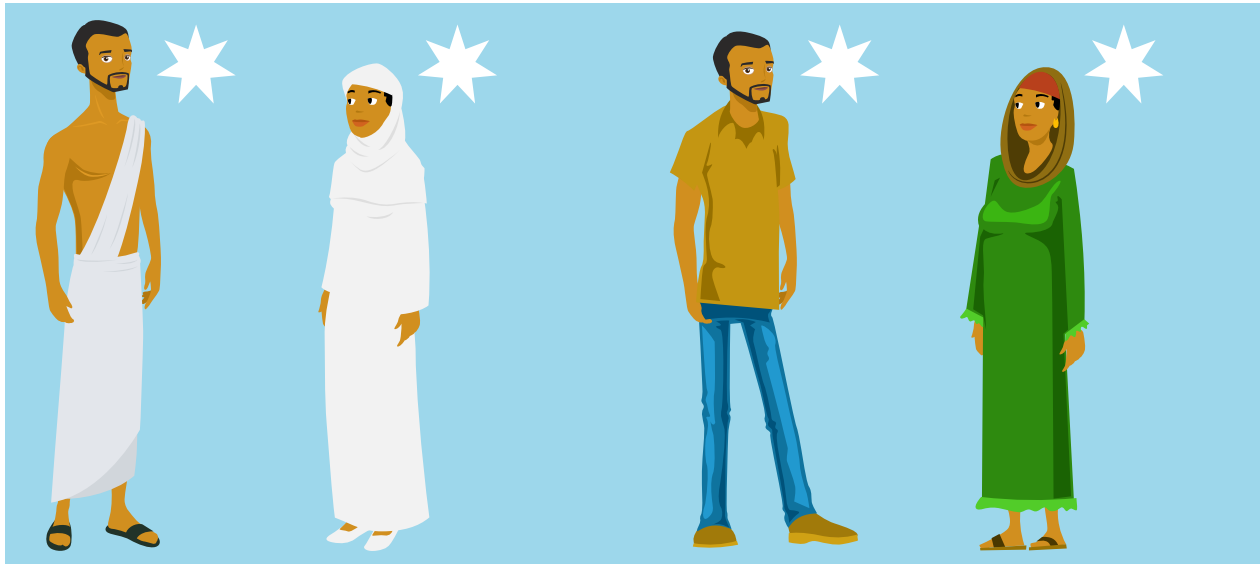


**Year 2: Summer 2 - Islam**

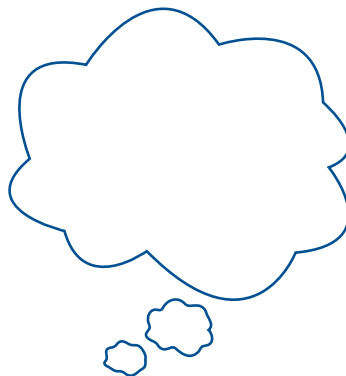
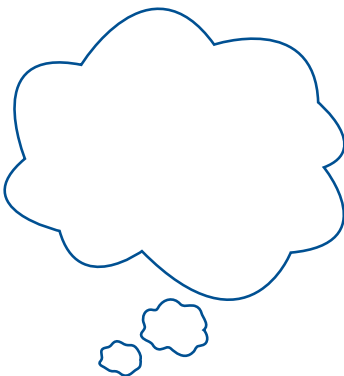
**Enquiry: Does completing Hajj make a person a better Muslim?**

**Name:**

**Class:**



1. Draw 3 things that are important to Muslims when they go on Hajj, for example, rituals, clothes, places.



2. How would Muslims feel on the Hajj? Fill in the thought bubbles

3. Colour in the star next to the picture showing who you think is the best Muslim

4. Why did you choose that person?

5. Can you tell who is a 'good' Muslim by looking at them?



## Year 2 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 2 Summer 2	Does completing Hajj make a person a better Muslim?	Comments
<b>WORKING TOWARDS</b>  (Level 1)	I can tell you about a special journey I have made. I can use the right words to tell you about some parts of the Hajj. I can start to imagine how it might feel to be on the Hajj.	
<b>Year 2 expectation</b> <b>WORKING AT</b>  (Level 2)	I can tell you about a special journey and why it was special to me. I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. I can start to think about the significance of Hajj to a Muslim.	
<b>WORKING BEYOND</b>  (Level 3)	I can explain why a journey was special to me and how I felt about it. I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God. I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.	

I am proud that I .....

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### My TINT Box

**To improve next time I will** .....

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## Exemplification

Year 2: Summer 2 - Islam

Enquiry: Does completing Hajj make a person a better Muslim?

These are examples of the style of answer for each expectation. The content could be different.

### WORKING TOWARDS

We went on holiday to Spain last year and it was the first time I had been on a plane.

When Muslims go on Hajj they wear special white robes. They pray at the Grand Mosque and pray on the mountain.

I think it would be really hot and sticky running between the hills and even hotter praying on the mountain in the sun. I think Muslims would get tired but feel pleased that they were there.

### Year 2 expectation

### WORKING AT

We flew to America so that mum could see her sister and I could meet my cousins. It was special because I have never been there before and it was the first time I've met them.

Throwing stones at the pillars is important because Muslims are showing they are trying to lead good lives by fighting off evil/bad things. Praying on Mount Arafat is important to Muslims as then they feel close to God. This is very personal even though they are with thousands of other Muslims.

I think Hajj is important to Muslims because they believe they are doing their duty to God by completing one of the 5 pillars.

### WORKING BEYOND

The most special journey I have been on was when my Mum and I drove to see my Grandad in Brighton. He came out of hospital and was getting better so I was really pleased to see him because secretly I thought he might not get well again and that was scary.

Completing the Hajj shows you have put in the effort for God. Praying on Mount Arafat with thousands of other Muslims would help Muslims feel close to God. Suffering in the heat would help them feel they were making an effort to show their commitment. They may have to save up for ages as it costs a lot to go on Hajj.

I think some Muslims may feel like they are better Muslims after doing the Hajj because they will have put lots of effort in for God. They will have travelled a long way and visited holy places. They will have done this to show God they love Him and are thankful for all He has done. They will feel like God will be pleased with them because they are completing one of the 5 pillars which is what God wants them to do. They are doing as God asks so feel like they have shown commitment. (I think there are lots of other ways to be a good Muslim though because some Muslims can't afford to go all the way to Makkah.)

**Year 2: Summer 2 - Islam**

**Enquiry: Does completing Hajj make a person a better Muslim?**

SMSC			
Spiritual	Moral	Social	Cultural

British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (Hajj as a pillar of Islam)	✓	✓	✓

Skills and attitudes focus for this enquiry			
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
<b>Skills</b> Interpretation <b>Empathy</b>	<b>Skills</b> <b>Investigation</b> <b>Application</b>	<b>Skills</b> Discernment Analysis <b>Evaluation</b>	<b>Skills</b> <b>Expression</b> <b>Reflection</b> Synthesis
<b>Attitudes</b> <b>Curiosity</b> Appreciation Wonder	<b>Attitudes</b> <b>Critical awareness</b>	<b>Attitudes</b> <b>Open-mindedness</b>	<b>Attitudes</b> <b>Self-awareness</b>

Attainment descriptors	
<b>WORKING TOWARDS</b> (Level 1)	I can tell you about a special journey I have made. I can use the right words to tell you about some parts of the Hajj. I can start to imagine how it might feel to be on the Hajj.
<b>WORKING AT</b> <b>Year 2 expectation</b> (Level 2)	I can tell you about a special journey and why it was special to me. I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. I can start to think about the significance of Hajj to a Muslim.
<b>WORKING BEYOND</b> (Level 3)	I can explain why a journey was special to me and how I felt about it. I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God. I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.

Resources needed for this Enquiry
Small suitcase and Teddy, camera, map, invitation, greetings card, present, money and ticket (might be useful for this topic). Mystery suitcase - Hajj robes, map of Makkah, Qur'an, small stones, water, umbrella, picture of Grand Mosque in Makkah <a href="http://www.bbc.co.uk/education/clips/z8jpycw">www.bbc.co.uk/education/clips/z8jpycw</a> : Hajj Pilgrimage <a href="http://www.bbc.co.uk/education/clips/zx8n34j">www.bbc.co.uk/education/clips/zx8n34j</a> : Day 1 of Hajj <a href="http://www.bbc.co.uk/education/clips/zpqvcdm">www.bbc.co.uk/education/clips/zpqvcdm</a> : Day 2 of Hajj <a href="http://www.bbc.co.uk/education/clips/zvt4wmn">www.bbc.co.uk/education/clips/zvt4wmn</a> : Day 3 of Hajj

Teacher reflection on this unit	
WWW (What went well)	EBI (Even better if)

