

RE Scheme of Work
Year 1 – Autumn 1

Themes: Identity and Daily Life: Belonging

Core Beliefs, Ideas and Symbols: What do Christians say God is like?

Expressions of Faith: Harvest

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Talk about belonging to the class, school, clubs and their families. Unpack the word 'belonging'. How do you show that you belong to a group or club? (Clothes? Emblems? Badges? Etc.) Link to PSHE (special people)</p> <p>Look at PowerPoint on belonging and talk about the different suggestions</p> <p>Make a class list of different groups/clubs that the children belong to (this could be added to throughout the year) – ask the children to illustrate this by drawing themselves in their special clothes or taking part in an activity at their club or group. Make a class book to show which groups/clubs they belong to.</p> <p>Read 'Belonging' Start-Up Religion</p> <p>Discuss the term 'Religion' – can they name any religions? Have they heard of Christianity, Judaism, and Islam, Hinduism, Sikhism or any other?</p> <p>Show images of people wearing items that show they belong, for example:</p> <p>cross - a symbol in Christianity that some Christians wear in jewellery, such as a necklace (Christianity Box – Hall Cupboard + pin brooch and picture in photo pack)</p> <p>hijab - a head scarf worn by some Muslim women</p> <p>kippah - the Hebrew word for a cap worn by some Jews as a sign of respect [to God] when praying or attending a synagogue</p>	<p>Identifies ways in which people show that they belong</p> <p>Begin to understand that religious people belong to a faith</p> <p>Begins to identify examples of items of clothing worn by a religious person to show they belong</p>	<p><u>Belonging</u> What does it mean to 'belong'? Who are the important people in your life?</p> <p><u>PSHE Questions</u> Who are our special people? What makes them special to us? How do people look after us?</p> <p><u>Harvest</u> What will happen to the food you give? Why is it important to share? What are you thankful for?</p> <p>Assessment Opportunities</p> <p>Pupil Voice – ideas about what they think God is like</p> <p>Class book: belonging</p> <p>Resources</p> <p>Belonging PowerPoint</p> <p>Belonging – Start-Up Religion</p> <p>Pictures showing Cross/Hijab/Kippah/Turban</p>

RE Scheme of Work
Year 1 – Autumn 2

Theme: Expressions of Faith: Celebrations Hanukkah (Judaism) and Christmas (Christianity)

Core Beliefs, Ideas and Symbols: God and Creation (Christianity)

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Remind the Children about last term (Harvest). Remind them that Christians give thanks to 'God the Creator'. What does that mean? Can they remember what Christians say God is like?</p> <p>The Creation – Read version from Children's Bible BBC Bitesize The World that God made</p> <p>RE Quest Search in Tell Me About... The Creation https://request.org.uk/restart/2015/03/04/exploring-gods-creation/ See Jack complete his homework – God-made or Man-made?</p> <p>Go on a walk in the school grounds – Take a tick list – Would Christians say it is God Made or Made by Humans? Can you add anything to your list?</p> <p>Start to think about the big question – How can we help to take care of our world? Maybe do some litter picking around the school grounds, talk about how we should treat plants and animals, what can we re-cycle?</p> <p><u>Hanukkah</u> Sunday 28th Nov- 6th Dec (2021) Discuss the children's understanding of 'festival'. Has anyone ever attended a religious festival? (e.g. Christmas, Easter, Diwali, Eid) Where did they go to celebrate? What does it mean to 'celebrate'? How does your family celebrate a special event? Do you wear special clothes? Do you eat special food?</p> <p>Do they remember anything about Hanukkah from last year? Have a Hanukkah afternoon: Introduce the Jewish festival of Hanukkah (Festival of Lights) https://www.bbc.co.uk/bitesize/topics/zvrk2hv/articles/z737dp3 What is</p>	<p>Understand that Christians believe that God made the World</p> <p>Begin to understand God-made/Human-made</p> <p>Understand that we are all responsible for taking care of the world around us</p> <p>Begin to understand the difference between a celebration and a festival</p> <p>Identify Hanukkah as a Jewish festival</p> <p>Begin to understand that light represents the presence of God</p>	<p>Creation God-made Human-made Hanukkah Menorah Latkes Dreidel</p>
		Assessment Opportunities
		<p>Take photographs and collect pupil voice on children's understanding of Hanukkah</p> <p>Pupil Conferencing (Rachel) after your Hanukkah afternoon</p>
		Resources
		<p>What is Hanukkah? BBC Menorah Dreidel game</p> <p>myjewishlearning.com has some background reading for teachers on Hanukkah https://www.youtube.com/watch?v=nq2O5rH8DHE For teachers: Pronunciation of words relating to Hanukkah</p> <p>Tick list for God-made/Made by Humans</p>

<p>Hanukkah? Watch the clip and click on the 'How is Hanukkah celebrated?' sections (Gifts, Hanukiah, Games, Food) Look at the Menorah Make latkes or eat doughnuts (check allergies/intolerances) Decorate the classroom Play Hanukkah music – There is some traditional music on YouTube but try these for a modern alternative https://www.youtube.com/watch?v=qSJCSR4MuhU The Maccabeats – Candlelight – Hanukkah https://www.youtube.com/watch?v=fg51la8Yayc The Maccabeats – Latka Recipe- Hanukkah</p> <p>Play the Dreidel game: use counters or cubes as tokens – could be played in groups or as a whole class TAKE PHOTOGRAPHS PLEASE and pupil voice children's comments</p> <p><u>Christmas</u> (In hall cupboard there are some nativity sets – maybe have one set up in each Year 1 classroom) What do they know already? How do they celebrate Christmas (if they do) in their house? (decorations/trees/presents/food/singing) request.org.uk – look at Christmas Traditions and discuss</p> <p>Tell the children the story of Christmas (various lovely versions at school) BBC Teach: The Christian Story of the First Christmas https://www.bbc.co.uk/teach/class-clips-video/religions-of-the-world/zfxwpg8 pause the clip at 03:04 – can they remember what the Wise Men brought Jesus?</p> <p>Show children a wrapped present – encourage them to think about what might be inside. Discuss presents/gifts. Read big book: Gifts Children to draw a picture of their 'best present' ever</p> <p>What could we give to someone that does not cost any money but makes him or her smile? – make a class list or small display of ideas What would they give to baby Jesus? – encourage them to write or draw their ideas</p>	<p>Understands that groups of people celebrate together to mark the importance of the Christian festival of Christmas</p> <p>Begins to understand how the Christmas story relates to the giving and receiving of Christmas presents</p>	<p>Request.org.uk For Teachers: This website provides information and clips on Christmas that you might find useful</p> <p>The Christmas Story</p> <p>A wrapped present</p> <p>Birth of Jesus (Bible) Luke 2 verse 47</p> <p>The Visit of the Wise Men Matthew 2 verses 1-11</p> <p>Gifts Big Book</p>
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RE Scheme of Work

Year 1 – Spring 1

Theme: Ask Big Questions and Make Connections: Link to PSHE (Right and Wrong) Ways to Live our Lives

Core Beliefs, Ideas and Symbols: Special Books: The Bible – stories from the Old Testament, The New Testament (this will continue into next half term)

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Links with PSHE (Please remember these could be part of your Class Assemblies)</p> <p><u>Key Questions</u></p> <p>What do we mean by right and wrong?</p> <p>When is something fair or unfair?</p> <p>How do we feel when something is wrong and what can we do?</p> <p>Give the children some different scenarios where they need to think about right and wrong. Act some out in the classroom.</p> <p>Sorting Activity: right and wrong classroom situations</p> <p>How should we behave or live our lives?</p> <p>How does God want Christians to behave? How did He set out the rules for how Christians should live their lives? (The 10 Commandments) Look at resource on The 10 Commandments for Children</p> <p>Circle-time book: Why do we need rules? Check</p> <p>Make a set of rules for the classroom based on kind actions/good behaviour. Have names of children in the class and add them to the poster when they follow one or more of the rules.</p> <p>What did they do? How did it make them feel?</p> <p>How did it make them feel when their name was added to the poster?</p> <p>How can the way we behave in school help us know how to behave at home or in the local community? Do you have rules at home?</p> <p>Talk about good behaviour outside school e.g. listening to mummy and daddy, picking up litter, being polite by saying please and thank you, kindness etc.</p>	<p>Understands right and wrong</p> <p>Knows how to behave at school and at home and can suggest rules for a happy classroom</p>	<p>Right and Wrong</p> <p>Christian</p> <p>Commandments</p> <p>Rules</p>
		Assessment Opportunities
		<p>Pupil Voice</p> <p>Pupil conferencing: Can you tell me about right and wrong? What kind of behaviour is right? What did God tell Christians about how to live their lives?</p>
		Resources
		<p>Sorting Activity – right and wrong behaviour</p> <p>The 10 Commandments for children poster</p> <p>R.E Quest video clips</p> <p>YouTube video clips</p> <p>Cut and stick Noah activity</p> <p>Selection of Bibles</p>

<p>There are several books on kindness and citizenship in the Community Room – please refer to booklist for PSHE curriculum (please read as appropriate for issues arising in your own classes)</p> <p>Special Books: The Bible</p> <p>Show some books that are special to you for different reasons.</p> <p>Make a classroom display of precious books and the reasons for different people.</p> <p>What do we know about Christianity so far this year? Remind them about work on ‘What Christians think God is like’, Harvest and Christmas</p> <p>Introduce The Bible</p> <p>Look at some different copies of The Bible.</p> <p>Why is it a special book?</p> <p>https://request.org.uk/restart/2015/12/08/an-introduction-to-the-bible/ - this is a short film of children describing what the Bible is and what it means to them (2:44)</p> <p>What can you remember that the children said?</p> <p>What kind of stories does the bible contain?</p> <p>Can you remember that the Bible was split into two main sections – Can anyone remember what they are called?</p> <p>The Old Testament and The New Testament – remind them about the Creation story (from last term) – let them see if they can find it in any of the Bibles you have available</p> <p>Read/watch a selection of stories over the next few weeks:</p> <p>Old Testament</p> <p>Noah’s Ark</p> <p>https://www.youtube.com/watch?v=qzYjy6lhRag – Noah’s Ark animated story (I suggest you watch any clips prior to sharing with your class to check suitability)</p> <p>https://request.org.uk/restart/2017/06/02/the-story-of-noah/ - this is an interactive story for you to re-order with your class</p> <p>https://request.org.uk/restart/2017/01/10/noah/ - this is a pairs game to play with your class based on the story of Noah (Level 1 is very easy as they get to see the cards)</p>	<p>Talks about a precious book and explains why it is special to them</p> <p>Understands that the Bible is a special book for Christians</p> <p>Begins to understand that the Bible is split into two main parts called The Old Testament and The New Testament</p> <p>Names some stories from the Old Testament</p> <p>Retells the story of Noah</p>	
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<p>Noah's Ark cut and stick activity. Children could write a sentence about the story under the picture.</p> <p>Abraham and Sarah https://request.org.uk/restart/2020/03/26/bible-quest-abraham/ - This tells the story of Abraham and Sarah which leads into how Judaism was formed (You will be learning about the special book: The Torah next half term)</p> <p>Joseph https://www.youtube.com/watch?v=nAE0tjDSHqg – this simple song tells the story of Joseph</p> <p>Chat about these stories, you might like to include some drama to re-tell.</p> <p>New Testament Can you remember what this part of the bible tells us about? Remind the children about the Christmas Story</p> <p>https://request.org.uk/restart/2018/03/07/bible-quest-the-new-testament/ This clip explains about The New Testament and the birth of John the Baptist (Christians believe that he was a messenger from God to tell people about the coming of the Messiah)</p>	<p>Begins to understand that The New Testament tells the story of Jesus and how he lived his life spreading the word of God</p>	
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RE Scheme of Work

Year 1 – Spring 2

Theme: Core Beliefs, Ideas and Symbols: New Testament continued, Special Books: The Torah

Expressions of Faith: Easter (Sunday 17th April 2022)- this will be covered in more detail in Year 2

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>New Testament continued from Spring 1</p> <p>Can you remember learning about the Bible last term? What can you remember? PLEASE PUPIL VOICE SOME RESPONSES</p> <p>What do we know about Jesus? (remind them of the Christmas story) https://request.org.uk/restart/2018/03/07/bible-quest-the-new-testament/ - quick re-cap of the Christmas story if needed (it also explains why Jesus is so special to Christians)</p> <p>Tell the story of John the Baptist</p> <p>Calling the Disciples https://request.org.uk/restart/2018/03/07/bible-quest-the-new-testament/</p> <p>Jesus the Storyteller – Introduce the term ‘Parable’ – These sessions could be taught as part of Class Assemblies Discuss what makes a good story, have they got any favourites? – collect some answers</p> <p>Explain that Jesus used to tell stories and that many of these are written down in the Bible. Explain that he used the stories to tell people about God and to give them some examples of how they should live their lives.</p> <p>The Wise Man and the Foolish Man – Twinkl PowerPoint Learn the song - https://www.youtube.com/watch?v=zAjEjxX-DhA for a version Why do you think Jesus told this story? What do you think he was trying to tell his followers? PUPIL VOICE SOME IDEAS</p> <p>The Lost Coin and The Lost Sheep – https://request.org.uk/restart/2014/12/30/story-time-the-lost-coin-and-the-lost-sheep/</p>	<p>Knows that religious traditions have special books, which are very important to them</p> <p>Knows that Jesus told stories</p> <p>Begins to understand that Jesus told stories as a way of helping people understand God and how they could live their lives and treat each other</p> <p>Begins to understand that the stories that Jesus told contained messages of love, consideration, forgiveness, sympathy, trust, honesty and truth</p>	<p>Bible Parable What was Jesus like? Torah Old Testament Scroll Mantle Yad</p> <p>Assessment Opportunities</p> <p>Pupil Voice What can you tell me about the Bible? What stories do you know from the Bible?</p> <p>Resources</p> <p>Twinkl PowerPoint: The Wise Man and The Foolish Man</p> <p>Twinkl PowerPoint: The Lost Sheep</p> <p>Re:quest website and video clips</p> <p>The Lost Sheep sequencing activity</p>

<p>Twinkl PowerPoint + Mick Inkpen book in Library for The Lost Sheep</p> <p>How do you feel when you have lost something special?</p> <p>What do you do?</p> <p>How do you feel when you find it again?</p> <p>The Lost Sheep sequencing activity</p> <p>Why do you think Jesus told this story? What do you think he was trying to tell his followers? PUPIL VOICE SOME IDEAS</p> <p>Special Books: The Torah</p> <p>Talk about the set of rules that you decided for the classroom based on good behaviour and kind actions</p> <p>WWO activity – Web of Rules</p> <p>Children to stand in a circle, one child holds a ball of wool and starts by saying which rule they think is the most important (to live by) e.g. kindness, respect, helping others etc. – Maybe have these displayed where the children can choose from them.</p> <p>Throw the ball of wool to another person and continue... by the end, a web of rules will have been created.</p> <p>Children could write their rule on a leaf to create a class tree.</p> <p>Can you remember the name of the special book for Christians?</p> <p>The Jewish Religion has its own special book – ‘The Torah’</p> <p>Show the children a replica Torah scroll in its mantle – Can they guess what it is?</p> <p>Watch the clip https://www.bbc.co.uk/bitesize/clips/zw9jxnb - stop the clip at 2:30mins</p> <p>Was the man (the Rabbi) using his finger to read the Torah? Why do you think he was using a special stick? Collect some suggestions</p> <p>Discuss why the Rabbi is using a Yad to read the Torah.</p> <p>What do they notice about the direction the Rabbi reads the Torah in? (from right to left)</p> <p>Carefully undress and examine the scroll and its cover – discuss with the children (collect any Pupil Voice) Talk about the words special and precious – have they got anything that is precious to them? Why is it so special?</p> <p>Let the children hold the Yad and get them to demonstrate how they would use it to read the Torah scroll.</p>	<p>Knows that people worship in different ways</p> <p>Thinks about different rules for living our lives</p> <p>Understands that the ‘Torah’ is special and precious to Jewish people</p> <p>Understands that it is a holy book for Jews</p>	<p>I will contact The Reverend Lucy Sullivan to enquire about coming to read a parable and talk to the children (maybe during an assembly)</p> <p>Replica Torah Scroll Yad</p> <p>BBC Bitesize</p>
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<p>Children to work with a partner or in small groups to make a simple scroll and a Yad – (children could have a go at copying some of the Hebrew letters) Take Photographs</p> <p>Discuss that the Torah is so precious for Jewish people that they cover it with a special cloth called a Mantle, which protects it when it is not being used. The Torah is kept in an Ark or special cupboard in the Synagogue (the special building where Jewish people go to give thanks to God)</p> <p>Children could decorate and make a Mantle to protect their scrolls.</p> <p>Re-cap what they have learnt about the special book 'The Torah'</p> <p>Purple Mash has a short clip about the Torah to help them remember – (in Celebrations and Faith/Judaism)</p> <p>Think about these facts...</p> <ul style="list-style-type: none"> - It contains special rules, songs and stories, teaching Jewish people how to live their lives - It is very precious, wrapped in a mantle to protect it - A Yad is used to read it (again to protect it) - It contains the rules given to Moses - It is written in Hebrew and is read from right to left <p>Can they remember or find out any more information?</p>	<p>Begins to explain about how the Torah is treated and how this shows that it is a special book for Jewish people</p>	
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RE Scheme of Work

Year 1 – Summer 1

Theme: Expressions of Faith: Visit to a Church (Christianity)

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Begin by talking about places that are important to us. Look at card 4 Talking Pictures pack and see notes on reverse. (I need to check these are still in the pack)</p> <p>Discuss the importance of family and places we may go together.</p> <p>Look at card 5 – Talking pictures pack. Discuss welcoming into a family. See notes on reverse of card. *</p> <p>Talk about baptism and the importance for Christians. Watch a Christian baptism on BBC learning zone. Who has been baptised or been to a baptism? Can they explain what happened and why? Remind the children that they will be visiting the Church and to look for the font.</p> <p>Discussion task to map out what the children know/describe about a church. This could be a group or individual exercise and could be repeated at the end of the unit to assess knowledge gained. Look at photograph of church building/outside and in. Ask them to describe what they see and what they think is happening. Remind children that people who go to church are Christians. Do any of the children go to church? Have any of them been to church for a wedding/baptism, special service: harvest/Christmas. Look at the following website which is a valuable resource for learning about Church life www.request.org.uk Build up a sense of anticipation and discuss how the children should behave.</p> <p>When in the church, ask the children to sit quietly to ‘absorb’ the atmosphere. Encourage children to talk about the smells/textures about in the church. Ask the Reverend to talk about the life of the church and the people who look after it.</p>	<p>Describes a place which is important to them and understands that people need/enjoy going to a special place</p> <p>Recognises and identifies some features of a church.</p> <p>Identifies some of the artefacts in a church.</p> <p>Understands the need to show by their behaviour that they have respect for the building and the articles within it</p>	<p>Church Special Service Baptism/Christening What do you think this is used for? Why do Christians have a special building to meet in?</p>
		<p>Assessment Opportunities</p> <p>Mind map at the beginning of this unit of work to establish understanding. Written work at the end of unit to show what they have learnt. Pupil voice (during and after visit)</p>
		<p>Resources</p> <p>Talking pictures pack www.request.org.uk Pictures of a church – showing exterior and interior iPad to take photographs</p>

<p>What is the most important part of the church and why?</p> <p>Take photographs</p> <p>If time during visit – Artefact Hunt?</p> <p>There are many ways to follow up and record information from the visit:</p> <p>A class book</p> <p>A diary of the visit showing different aspects of the visit</p> <p>Display of drawings, writings, photographs, and artefacts</p> <p>Writing a thank you letter</p> <p>Draw the inside of a church, what do the children remember about the church furniture, what is it used for?</p>	<p>Experiences and describes the atmosphere of a church.</p> <p>Asks questions about features of a church and what artefacts are used for in the Christian tradition.</p> <p>Identifies parts of the church they think are important and begins to identify why.</p>	
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RE Scheme of Work

Year 1 – Summer 2

Theme: **Social Action: Putting Beliefs into Action:** Investigating Tikkun Olam (World Repair) (Judaism)

Activities	Intended Outcomes	Key Vocabulary and Questions
		Assessment Opportunities
		Resources

RE Scheme of Work

Year 2 – Autumn 1

Theme: Expressions of Faith: Sukkot (Judaism)

Identity and Daily Life: Shabbat—A day in the life of a Jewish family; what does daily life look like in a Muslim household? Make links.

Activities	Intended Outcomes	Key Vocabulary and Questions
Re-cap ‘Judaism’ – can they remember anything from Reception or Year 1? Remind them of the Jewish festival of Hanukkah (in Year 1 they will have had a Hanukkah afternoon)	Understand that people worship in different ways	What can you remember about Hannukah?
Sukkot (20 th -27 th September 2021) – link with Christian celebration of Harvest Has anyone heard of this festival before? What do they know? What do we mean by the word ‘Festival’? – discuss Christmas, Easter, Hanukkah, Eid etc. as Religious Festivals (perhaps they know some different ones)	Describe some features of important religious festivals	Why is it important to have times of rest?
Look at the PowerPoint on Sukkot and discuss. Read Sukkot book from Library (find out name/author) Tell the story of the Israelites in the Wilderness. Sukkot mentioned in the Bible – Leviticus 23 – God commanded Moses (Festival of Booths) https://www.youtube.com/watch?v=-H7xVW86kqs Explanation of a Sukkah	Explain that Jewish people say thank you to God by celebrating Sukkot	Assessment Opportunities Pupil Conferencing (Rachel) after Sukkot focus Pupil Voice during sessions What can you tell me about the Jewish festival of Sukkot? How do Jewish people prepare for Shabbat?
Make a Year 2 Sukkah in the Year 2 Area – decorate and timetable a time for each group to visit and enjoy their fruit snack in. WWO activity- make group Sukkahs – think about these rules... - it must have 3 walls; - it must have a roof made from something organic; - you should be able to see the sky through the roof; - inside should be decorated with things from the harvest.	Make connections with their own experiences of sharing food with family and friends	Resources Myjewishlearning.com has some background information on Sukkot for teachers YouTube PowerPoint: Sukkot (Twinkl)

<p>TAKE PHOTOS and pupil voice children's ideas of Sukkot</p> <p><u>Harvest</u>: Link to harvest assembly (this is covered in more detail in Year 1) Why do we celebrate harvest? What happens to the food we bring in?</p> <p><u>Shabbat</u> What does daily life look like in a Jewish household?</p> <p>Remember back to Year 1 (The Creation Story) Think about the days of the week – weekdays and weekends. How do you spend your weekends? What is your favourite weekend activity?</p> <p>Explain that Shabbat is a special day where Jewish people think about God Watch this clip from BBC Learning Zone https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-shabbat-the-jewish-day-of-rest/zrkvrj6 Discuss and re-create through drama Children to make posters about Shabbat in pairs or small groups. Consider these things to include in their work: What traditions take place on Shabbat? How does a family prepare? What traditional food might Jewish people eat on Shabbat? Are there any rules about what a Jewish family cannot do on Shabbat?</p> <p>Look at the daily life of a Muslim child: BBC Bitesize has some clips/ Book in Library – find out name and author <ul style="list-style-type: none"> I will find out about having a visitor to talk about daily routines? Introduction to the Five Pillars of Islam (we will go into more detail later in year)</p> <p>How does the daily life of a Muslim child compare to that of a Christian or Jewish child? Ask any of the children about their experiences. What rituals are performed? Are there special days or times of day when rituals happen?</p> <p>What have they found out about the Islamic way of life? How does it differ from their own daily routine?</p>	<p>Describes how the Jewish faith honours Shabbat each week</p> <p>Makes links with their own experience of weekdays/weekends</p> <p>Explores the rituals and daily life of a Muslim child</p> <p>Describes differences and similarities with their own daily routines</p>	<p>Extra Information for Teachers</p> <p>Salat</p> <p>Salat is the obligatory Muslim prayers, performed five times each day by Muslims. It is the second Pillar of Islam.</p> <p>God ordered Muslims to pray at five set times of day:</p> <p><i>Salat al-fajr</i>: dawn, before sunrise</p> <p><i>Salat al-zuhr</i>: midday, after the sun passes its highest</p> <p><i>Salat al-'asr</i>: the late part of the afternoon</p> <p><i>Salat al-maghrib</i>: just after sunset</p> <p><i>Salat al-'isha</i>: between sunset and midnight</p>
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RE Scheme of Work
Year 2 – Autumn 2

Theme: Expressions of Faith: Diwali (Hinduism)

Core Beliefs, Ideas and Symbols: What similarities are there between Judaism, Islam and Christianity?

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Diwali</u> November 4th 2021</p> <p>Share the story of Rama and Sita – Choose which suits your class</p> <ul style="list-style-type: none"> The Story of Diwali by Malachy Doyle https://www.youtube.com/watch?v=jCNNwPaVlaU (7:54) From BBC Teach (WARNING: watch before showing to class to assess suitability) The Story of Rama and Sita e-book (Twinkl) <p>(Resources available in Hinduism Box in Hall Cupboard – images of Rama and Sita and decorations)</p> <p>Children record the story of Rama and Sita – write and draw, cartoon strip, poster, make a booklet – they can choose their own way of recording</p> <p>https://www.youtube.com/watch?v=KZU6M4EisyA CBeebies songs/ What is Diwali?/The Let's Go Club</p> <p>Have a Diwali afternoon, spend time decorating the classroom, make Rangoli patterns outside classroom door or on the playground in chalk, use LED candles around the room and have dancing. Try samosas or pakoras. Look at images of Mehndi patterns and children can design their own ones. (Pictures of Mehndi patterns in Hinduism box in hall cupboard)</p> <p>https://www.youtube.com/watch?v=T7r4Mj8i4kk (Inspiration for Rangoli Patterns)</p> <p>Links with Computing: There is a format for Rangoli and Mehndi patterns on Purple Mash in the 'Celebrations and Faith' section</p> <p>PLEASE TAKE PHOTOS and pupil voice children's comments of what they have found out about Diwali</p>	<p>Retell activities that happen during a Hindu festival</p> <p>Understand the importance of celebrating together for Hindus</p> <p>Retell key elements from the Christmas story</p>	<p>Diwali</p> <p>Rama and Sita</p> <p>Rangoli</p> <p>Mehndi</p> <p>Hindu</p> <p>How do Hindus celebrate the festival of Diwali?</p>
		Assessment Opportunities
		Photographs and Pupil voice of Diwali afternoon
		Resources
		<p>https://www.youtube.com/watch?v=T7r4Mj8i4kk (Inspiration for Rangoli Patterns)</p> <p>https://www.youtube.com/watch?v=KZU6M4EisyA CBeebies songs/ What is Diwali?/The Let's Go Club</p> <p>Purple Mash</p> <p>Information for Teachers</p>

<p>Abrahamic Religions: What similarities are there between Christianity, Islam and Judaism? Investigate. See Resources (Information for Teachers) Look at: Monotheism: The belief that there is only one God (although God might have a different name in Arabic or Hebrew) All have a special building to meet in and worship God – what are the special buildings called in these religions? All have festivals throughout the year to celebrate important occasions in their religion’s past All say prayers as a way of giving thanks Friendship and Unity</p> <p>Create a booklet to record findings.</p> <p>Look at this PowerPoint about different beliefs and think about the final statement – why is this important? Different Beliefs (Twinkl)</p> <p><u>Christmas</u> (Covered in more detail in Y1) Discuss why Christmas is a birthday celebration Talk about the build up to Christmas – Advent, Christingle, Carol service, Nativity scenes etc. Make a class advent calendar with 24 pockets as the lead up to Christmas. Each pocket could have a task to perform or a positive message in it.</p> <p>Retell the Christmas story to a Talk Partner or in small groups</p>	<p>Begin to understand the similarities between Judaism, Islam and Christianity</p> <p>Understand that groups of people celebrate together to mark the importance of the Christian festival of Christmas</p>	<p>Abraham is traditionally considered to be the first Jew and to have made a covenant with God. Because Judaism, Christianity, and Islam all recognize Abraham as their first prophet, they are also called the Abrahamic religions</p> <p>Do Abrahamic religions believe in the same God? A: Yes! The basic, undeniable fact of all three faiths is that they believe in one God. Whether this God is called Elohim, Abba or Allah, the object of that name is the same single, all-powerful, all knowing and benevolent God of all creation.</p> <p>Twinkl PowerPoint (Different Beliefs)</p> <p>Advent: Find out about Advent on RE Quest website – type advent into the search bar for information for teachers. This includes information on the advent candle and wreath, calendars</p> <p>Hinduism Box (Hall Cupboard) Decorations Images of Rama and Sita Picture cards of Mehndi patterns</p>
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RE Scheme of Work
Year 2 – Spring 1

Theme: Expressions of Faith: Look at places of worship: Synagogue (Judaism), Mosque (Islam), Madir (Hinduism), Gudwara (Sikhism)

Core Beliefs, Ideas and Symbols: Special Books—The Qur'an (link to Bible and Torah)

Activities	Intended Outcomes	Key Vocabulary and Questions
<p><u>Places of worship</u> Ask the children about their own experiences of going somewhere to speak to God. Who has been to a Church? A Mosque? A Synagogue? – What was it like? What did you see there? How did it feel inside? Why were you there? What did you do? PUPIL VOICE ANY RESPONSES Remind the children of their visit in Year One to a church. What can they remember?</p> <p>Places of Worship PowerPoint / images of Church, Mosque, Synagogue, Madir and Gudwara – children to have time to look through the images and discuss any similarities and differences</p> <p>Synagogue Clips https://www.bbc.co.uk/bitesize/clips/zcfgkqt</p> <p>Mosque clips https://www.bbc.co.uk/bitesize/clips/z74wmp3 (Resources available in Islam Box in hall cupboard – Visiting a Mosque book (extra copy in library), prayer mats and poster in green box)</p> <p>Gudwara clips https://www.bbc.co.uk/bitesize/clips/z36sb9q https://www.bbc.co.uk/bitesize/clips/z8cd2hv - (explains some of the customs of the Gudwara)</p> <p>Madir – Purple Mash has a Hindu Worship video which shows what happens in a Madir (Hindu place of worship) - Hindu worship of Gods/Goddesses is called Puja</p>	<p>Recalls and names different beliefs and practices</p> <p>Recognises different symbols and actions and key practices associated with religious communities</p> <p>Identifies and makes connections between religious communities</p>	<p>Worship Mosque Synagogue Church Mandir Gudwara Qur'an Bible Torah</p>
		Assessment Opportunities
		<p>What can you tell me about different places of worship – Pupil conferencing</p> <p>Pupil Voice</p>
		Resources
		<p>BBC Bitesize clips PowerPoint – Places of Worship</p> <p>Purple Mash Celebrations and Faith</p> <p>Talking Pictures Pack</p>

RE Scheme of Work

Year 2 – Spring 2

Theme: Core Beliefs, Ideas and Symbols: Significant Religious Leaders, Symbols and Artefacts;

Expressions of Faith: Easter (Sunday 17th April 2022)

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Religious Leaders What is a Prophet? Explain that it is an important person in a religion who inspires others and teaches the will of God</p> <p><u>Isaiah</u> (Christianity) https://request.org.uk/restart/2020/03/26/bible-quest-isaiah/</p> <p>Discuss the message that Isaiah brought, look in a selection of bibles and see if you can find the passage in the Old Testament</p> <p><u>Moses</u> (Judaism) Who was Moses? Key points: Moses in the bullrushes/The 10 plagues of Egypt/Taking the Israelites out of Egypt to the promised land (Canaan)/The 10 Commandments PowerPoint (Moses and the story of the Passover) Read Moses and the Very Big Rescue</p> <p><u>Muhammed</u> (Islam) Who was Muhammed? - No images of Muhammed are permitted as most Sunni Muslims believe that visual depictions of all the prophets of Islam should be prohibited and are particularly averse to visual representations of Muhammad. The key concern is that the use of images can encourage idolatry.</p> <p>He was the prophet and the founder of Islam, at the age of 40 he began to have revelations from Allah that became the basis of the Qur'an</p> <p>Look at the Twinkl PowerPoint : Who is prophet Muhammed? which tells us about where and when he was born and his family (there is a quiz at the end)</p> <p>https://www.bbc.co.uk/bitesize/clips/z9tqb82 - The Islamic Story of the Prophet and the Ants and The Crying Camel</p>		<p>Moses Commandments Israelites Prophet</p>
		Assessment Opportunities
		Resources

<https://www.bbc.co.uk/programmes/articles/58xKpq8HzGhJgbKkm4DR1KT/the-5-pillars-of-islam> There is a video in KS1 Assemblies that teaches about the 5 Pillars of Islam

Make a poster about what you have learnt about the Prophet Muhammed and the Five Pillars of Islam (remind them that there should be no pictures of the prophet Muhammed)

Easter
(Christianity Box in hall cupboard has some imagery in photo pack)

RE Scheme of Work
Year 2 – Summer 1

Theme: **Expressions of Faith:** Eid ul Fitr (Islam)

Social Action: **Putting Beliefs into Action:** Christian Aid

What things can we do to make our world a better place?

Activities	Intended Outcomes	Key Vocabulary and Questions
Purple Mash: Charity Malawi		
		Assessment Opportunities
		Resources

RE Scheme of Work
Year 2 – Summer 2

Theme: Ask Big Questions and Make Connections: What are the Children’s Ideas about God?

How can we help to make our community a happy and safe place to live?

Activities	Intended Outcomes	Key Vocabulary and Questions
		Assessment Opportunities
		Resources