

## Year 2 – What makes some people inspiring to others?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p><b>Year 2</b></p> <p><b>Unit Number 2.1</b></p> <p><b>Theme: Leaders</b></p> <p><b>Enquiry Question</b></p> <p><b>What makes some people inspiring to others? Moses and Saint Peter</b></p> <p><b>Religions:</b> Christians and Jewish people</p> <p><b>Non-religious worldviews such as Humanism can also be considered.</b></p> <p><b>Key concepts and words</b> Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation.</p>	<p><b>Knowledge:</b> Pupils will learn some <b>stories of Moses</b> (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the Ten Commandments). They will find out about Moses as a great leader for Jewish people.</p> <p>They will learn some <b>stories about Jesus and Saint Peter</b> (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians). They will find out about Saint Peter as a Christian leader</p> <p>They will consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made.</p> <p>A non-religious leader makes a good point of comparison.</p> <p><b>Skills:</b> Thinking and discussion skills, information gathering skills.</p>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• <b>retell</b> stories of key leaders from Christianity and Judaism, for example Moses, Jesus and Peter. They <b>talk about</b> how these leaders made a difference and how leaders today make a difference to our lives. (A2)</li> <li>• <b>think about</b> the behaviour shown by these leaders e.g. being kind, valuing and respecting others, being trustworthy, courageous, and <b>consider questions</b> about being good, kind, and forgiving (C1);</li> <li>• encounter many examples of simple 'wise sayings' (e.g. from Moses, Jesus or Saint Peter or an appropriate non-religious example) or 'rules for living' harmoniously (e.g. The 10 Commandments). They <b>choose</b> their favourite 'wise sayings' or 'rules for living' from different key leaders and <b>talk about</b> what makes these sayings wise, and what difference it would make if people followed them (A2);</li> <li>• <b>ask and find out</b> how to answer a range of 'how' and 'why' questions about how people practise their religion, including how they follow their leaders by remembering, telling stories, celebrating, praying or making music. Pupils might use exciting photographs or works of art to stimulate their questions (C2).</li> <li>• <b>discuss</b> stories of co-operation from Judaism, Christianity and from different traditions and sources and make a 'Recipe for living together happily' or a 'Class charter for more kindness and less fighting' (C2).</li> <li>• <b>remember, ask questions about and write about</b> their own favourite parts of the stories they have learned, connecting them to ideas about what makes a good leader.</li> </ul>	<p><b>Most pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Recall and name key figures in the stories they studied, saying what they did</b></li> <li>• <b>Recognise what is meant by describing Moses as a great leader, or Peter as a Saint, giving examples of their leadership.</b></li> <li>• <b>Ask questions about leadership and suggest answers</b></li> <li>• <b>Respond to the idea that Moses and Saint Peter were guided by God or given wisdom by God.</b></li> <li>• <b>Express an idea of their own about leadership, linking it to the stories they learned</b></li> <li>• <b>Give an example of what makes a great leader</b></li> </ul>

## Year 2 – What do Jewish people believe about God, creation, humanity and the natural world?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p><b>Year 2</b></p> <p><b>Unit Number 2.2</b></p> <p><b>Theme Believing:</b></p> <p><b>Enquiry Question</b> What do Jewish people believe about God, creation, humanity, and the natural world?</p> <p><b>What are some ways Jewish people show their beliefs and how they belong?</b></p> <p><b>Religions:</b> Jewish people</p>	<p><b>Knowledge:</b> Pupils will learn some Jewish peoples' ideas about God and the story of creation. They will find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat. They will learn about some ways a Rabbi teaches the community about God.</p> <p><b>Skills:</b> Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest meanings in Jewish practice.</p> <p><b>Key concepts and words</b> Religion, Jewish, Judaism, synagogue, symbol, ark, Torah, bimah, shabbat, creation story, worship, holiness, sacred.</p>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• <b>learn these words</b>, which Jewish people use to speak of God: Almighty / Eternal / the G-d of Abraham, Isaac and Jacob. [NB: Jewish people often write 'G-d' to avoid any disrespect to the Almighty.] Note that Jewish people say G-d is invisible, and they make no pictures of G-d (A1)</li> <li>• <b>retell</b> the Jewish story of God's creation of the Earth from Genesis 1, <b>considering</b> ways in which people care for the earth and making links with the Environment and Science (C3).</li> <li>• <b>explore</b> how different people, including Jewish people, have expressed their ideas about God and <b>think and talk about</b> their own ideas about God, linking to enquiry methods from Philosophy for Children (C3).</li> <li>• <b>explore</b> the ways of belonging and beliefs of Jewish people, for example through the Jewish celebration of Shabbat, noticing links to the creation story through the 7<sup>th</sup> day of rest (A1).</li> <li>• work individually using images and / or symbols to <b>express their views</b> about God or in groups, using art, music and poetry to <b>express creatively</b> different viewpoints (C1).</li> <li>• linking to English, pupils <b>use key words</b> (e.g. holy, sacred, scripture, festival, symbol,) to present ideas or write about the Jewish religion (B3);</li> <li>• <b>ask questions</b> about the different ways of speaking of G-d, recognizing that the idea of God is open to different views, and is a mysterious idea – but of huge importance to many people, including Jewish people.</li> </ul>	<p><b>Most pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Recall and name some key words about Jewish beliefs</b> (e.g. God the Creator, Almighty, Eternal)</li> <li>• <b>Retell the story of Genesis 1</b></li> <li>• <b>Suggest a meaning for the story</b></li> <li>• <b>Recognise that different people see different meanings in the story</b></li> <li>• <b>Ask questions about God for themselves – the bigger the better</b></li> <li>• <b>Express an idea of their own about God</b></li> <li>• <b>Find out more about Jewish beliefs and ways of talking about God.</b></li> </ul>



## Year 2 – What does it mean to belong?

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p><b>Year 2</b> <b>Unit Number 2.3</b> <b>Theme: Belonging</b></p> <p><b>Enquiry Question</b> <b>What does it mean to belong?</b></p> <p><b>What is it like to belong to the Christian religion in Nottingham City and Nottinghamshire today?</b></p> <p><b>Religions:</b> <b>Christians</b></p>	<p><b>Knowledge:</b> Pupils will learn about belonging in a family, to a school and in the community. They will gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism. The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity.</p> <p><b>Skills:</b> Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest what it means to belong in various ways.</p> <p><b>Key concepts and words</b> Religion, Christian, church, symbol, Bible, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred.</p>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• <b>learn</b> that being a part of the Christian religion includes some symbols and rituals of belonging, for a baby (Christening) or for a young adult (e.g. Believer's Baptism). (A2)</li> <li>• <b>learn</b> that the story of Jesus getting baptised in the river Jordan is an important story of Christians and carries some messages about belonging. (A2)</li> <li>• linking to PSHE and RSE pupils <b>make lists</b> of the different groups to which they belong, e.g. in school, in the community, and <b>consider</b> the ways these contribute to human happiness. Why does belonging matter, and how can we be good members of different groups? (B1)</li> <li>• <b>learn</b> that there are over 400 churches in Nottinghamshire, and visit one to learn more; <b>ask and think</b> about the question: who belongs here? Does the building belong to God? (B2)</li> <li>• <b>express creatively</b> (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? (B2)</li> <li>• <b>explore</b> ways in which Christians belong, for example, Christenings and Believers' Baptisms, showing why these are important to some Christians and relating them to Jesus' Baptism described in the Gospels (A1)</li> <li>• linking to English and PSHE pupils could play some collaborative team games and <b>talk about</b> how the games put the teaching of the 'Golden Rule' into action (C2).</li> <li>• <b>talk about</b> the fact that many non-religious people also follow the Golden Rule ('treat others how you wish to be treated'), and consider the question: how can all humanity belong together?</li> <li>• <b>write</b> a list of examples of different ways we have of belonging, and say which ones matter most to themselves (C1).</li> </ul>	<p><b>Most pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Retell the story of Jesus being baptised in the river Jordan</b></li> <li>• <b>Suggest some reasons why it matters to people to belong to groups and communities</b></li> <li>• <b>Ask questions about Christenings and Believer's Baptism for themselves</b></li> <li>• <b>Recount how a baby or young adult is welcomed into the Christian community</b></li> <li>• <b>Express an idea of their own about belonging to God – is this important? For Christians?</b></li> <li>• <b>Give an example of their own community life and say why it matters: what groups do you belong to? What do you like about belonging?</b></li> </ul>

## Year 2 – Jewish and Christian Stories

	Intentions: What do we want pupils to learn?	Implementation: What kind of activities will enable learners to achieve?	Impact: What outcomes will pupils achieve?
<p><b>Year 2</b> <b>Unit Number 2.4</b> <b>Theme: Story</b></p> <p><b>Enquiry Question</b> <b>Jewish and Christian Stories: How and why are some stories important in religions?</b></p> <p><b>What can we learn from these stories and from the Torah and the Bible?</b></p> <p><b>Religions:</b> <b>Christians and Jewish people</b> <b>Stories from non-religious worldviews such as Humanism can also be considered</b></p>	<p><b>Knowledge:</b> Pupils will learn Jewish and Christian stories about, for example, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel.</p> <p>They will gain knowledge about the Jewish Bible and the importance of the Torah.</p> <p><b>Skills:</b> Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest what makes ancient stories valuable to some people today.</p> <p><b>Key concepts and words</b> Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, Humanist, God, Creator.</p>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• <b>retell</b> (for example through drama or in pictures) some religious stories with key characters such as Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel and suggest reasons why they are important to Jewish people (and Christians – teach the children that these stories are also in the Christian Bible) (A2);</li> <li>• <b>think about</b> the behaviour shown by these characters e.g. being trustworthy, courageous, persistent, overcoming obstacles, forgiving and <b>explore</b> some of these characteristics creatively. Note that these ‘Bible heroes’ are also people who makes mistakes – but they are forgiven by God (C1)</li> <li>• <b>ask and find out</b> about from where these stories come (The Torah, the Jewish Bible, called the Old Testament by Christians) (B3)</li> <li>• <b>find out</b> about the Torah, its use in synagogues and the symbols which show it is sacred or holy (A3)</li> <li>• <b>consider</b> what is special about the Torah and <b>respond sensitively</b>, relating to their special things (B1).</li> <li>• <b>write</b> an account of their favourite story from the Jewish Bible and suggest what it means to Jewish people and to anyone who likes stories (B2).</li> </ul>	<p><b>Most pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Retell a story from the Jewish Bible skilfully</b></li> <li>• <b>Suggest a meaning for the story</b></li> <li>• <b>Recognise and talk about the role God plays in stories from the Jewish Bible</b></li> <li>• <b>Ask questions about the stories they study, and suggest answers</b></li> <li>• <b>Respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create?</b></li> <li>• <b>Express an idea of their own about some of the big questions the work throws up</b></li> <li>• <b>Give at least two examples of Bible characters who ‘got it wrong’ and say what happened in the story.</b></li> </ul>

