

Brough Primary School – Curriculum Intention Plan 2021 - 2022



<p>Subject: R.E. Year Group: Years 1 and 2</p>	<p>Area of learning: Unit 2.3 Questions, Questions, Questions Focus on Christianity, Judaism and Bahá'í</p>	
<p>Unit 2.3 to be taught over the full term.</p>	<p>Please refer to https://www.hereforschools.co.uk/Page/19378 2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and the Year 1/2 units, where you will find ideas for each lesson, the programme of study and other relevant information to support planning.</p> <p>About this unit This unit encourages children to develop and explore their own Big Questions about how the world and other things came about. Consider some of the answers faith members may offer and celebrate the idea that people may think differently and that it's OK to disagree. Pupils ask what matters to them - questions of meaning, purpose and truth. Use strategies such as Philosophy for Children (P4C), Godly Play and guided visualisations to help children raise their own questions and offer possible answers. By the end of this unit, pupils should be able to ask and respond to ultimate questions, and know the answers that different religions and other worldviews offer.</p> <p>Resources: key religious figures and the key beliefs of chosen faiths, faith visitors, holy books, stories, film clips of stories and faith members</p> <p>Vocabulary <u>Bahá'í</u> unity Bahá'í Faith Most Holy Book Nine-pointed star temple (EYFS) oneness Messenger of God Light of God Word of God Bahá'í community The Golden Rule kindness gentleness Naw-Rúz (New Year)</p> <p><u>Christianity</u> God creation incarnation salvation Christian Bible Jesus church vicar cross Christmas Harvest (EYFS) resurrection gospel Sunday prayer parable creed priest, minister cross, dove, baptism, font, candle creation - Adam, Eve Moses - Ten Commandments Jesus - birth, death and resurrection teacher, disciples, Golden Rule Advent Lent, Good Friday Easter Day</p> <p><u>Judaism</u> God Torah Rabbi Jewish person synagogue Hannukah Star of David (EYFS) G-d Shema Shabbat mitzvot (commandments) mezuzah Abraham Moses Pesach Sukkot</p>	
<p>Term</p>	<p>Years 1 and 2</p>	<p>Key Skills to be taught</p>

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<p>Summer 2022</p>			<p><u>Programme of Study</u></p> <p>Skills and processes in RE to be included in both year groups over the year. The following skills are central to religious education and should be reflected in learning opportunities at all key stages.</p> <p>a) Investigation – this includes:</p> <ul style="list-style-type: none"> ● asking relevant questions ● knowing how to use different types of religious texts as a way of gathering information and how to approach those texts in a critical manner ● knowing what may constitute evidence for understanding religion(s) ● observing and listening <p>b) Interpretation – this includes:</p> <ul style="list-style-type: none"> ● the ability to draw meaning from artefacts, works of art, poetry and symbolism ● the ability to interpret religious language ● the ability to suggest meanings of religious texts <p>c) Reflection – this includes:</p> <ul style="list-style-type: none"> ● the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices <p>d) Empathy – this includes:</p> <ul style="list-style-type: none"> ● the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others ● developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow ● the ability to see the world through the eyes of others and to see issues from their point of view <p>e) Evaluation – this includes:</p> <ul style="list-style-type: none"> ● the ability to debate issues of religious significance with reference to evidence and argument ● weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience <p>f) Analysis – this includes:</p> <ul style="list-style-type: none"> ● distinguishing between opinion, belief and fact; ● distinguishing between the features of different religions <p>g) Synthesis – this includes:</p> <ul style="list-style-type: none"> ● linking significant features of religion together in a coherent pattern
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			<ul style="list-style-type: none"> connecting different aspects of life into a meaningful whole. <p>h) Application – this includes:</p> <ul style="list-style-type: none"> making the association between religions and individual, community, national and international life; identifying key religious values and their interplay with secular ones <p>i) Expression – this includes:</p> <ul style="list-style-type: none"> the ability to explain concepts, rituals and practices the ability to identify and articulate matters of deep conviction and concern and to respond to religious issues through a variety of media <p>j) Collaboration – this includes:</p> <ul style="list-style-type: none"> the ability to work together and learn from each other
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Sequence of learning	Objectives and suggested details provided by the subject leader.
1 and 2	<p>Recall different beliefs and practices, naming key words, key figures and core beliefs</p> <p>What a person from a Christian, Jewish or Bahá'í faith may believe in Recap Christianity and Judaism beliefs, places of worship, holy books etc. Introduce Bahá'í faith beliefs, place of worship, holy books etc.</p>
3 and 4	<p>Unit 2.3 Questions, Questions Questions</p> <p><u>Each week, please refer to</u> https://www.hereforschools.co.uk/Page/19378 2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year1/2 units of learning</p> <p>To consider and make responses to big questions from different worldviews Prior knowledge Recap learning from Year 1 where pupils found out about creation stories from different religions and traditions, attempting to explain how the world began</p>

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	<p>Identify learning questions: What are the Big Questions?</p> <p>Who is god? Where is god? How was the world created? Why do bad things happen? (including death, as appropriate) Pose questions such as: Why don't some people have enough food/shelter? Why do earthquakes happen? Where do religious people look to find some answers to Big Questions? Where do people without a religion get their answers?</p>
5 and 6	<p>Consider and make responses to big questions from different worldviews</p> <p>Enquiry: consider</p> <ul style="list-style-type: none"> • the biggest question they can think of, thinking especially about questions that no one can answer • poems that ask lots of Big Questions • ideas about where the world came from • a non-religious or traditional story about how the world was created • what we can learn from the 'Just So' stories by Rudyard Kipling • puzzling questions; provide information about how Christians and members of another faith might answer these questions • Who Put The Colours In The Rainbow? on YouTube. Discuss answers to the questions from different faith/world perspectives
7 and 8	<p>Retell and suggest meanings for some religious and moral stories and say how they influence people today</p> <p>Dive deeper, question further</p> <p>Ask, think and talk about some Big Questions – truth, creation, God and life</p> <p>Read religious stories looking for clues; how may faith members answer some Big Questions? Interview faith members about their answers to some Big Questions</p>
9	<p>Share ideas and examples of co-operation between people who are different</p> <p>Reflect on learning</p> <p>Is it important to ask Big Questions? Pupils suggest their own answers to some Big Questions; does this raise new ones? Do we need to be able to answer every question? How do people think we should care for the world? What can we all do to make a difference?</p>
10	<p>Share ideas and examples of co-operation between people who are different</p> <p>Demonstrate new understanding</p> <p>Collect ideas from different faiths and make a class display</p> <p>What are our hopes for the world? to include everyone's thinking</p> <p>Suggest meanings for poems, prayers and paintings from different religions; use expressive arts to explore the theme of creation</p> <p>Make-up and share your own 'Just So' story or fable and talk about the question it answers</p> <p>Take a Big</p>

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	Question and illustrate it with a variety of worldview responses and some Big Answers
11	Reflect on Learning (Assessment Lesson) See questions

Learning Outcome/product

This unit (2.3 Questions, Questions, Questions) contributes to the following End of Key Stage statement: Consider and make responses to big questions from different worldviews

Assessment records	List only those children who have not achieved the expected outcomes
	Children working above.

End of unit assessment question

1. Suggest answers to Big Questions from different religious perspectives
2. Describe what different religions believe about god