







<p>Autumn 1</p> 	<p><b>Respectful R&amp;W</b> (1 lesson)</p> <p>Exploring big questions relating to Religion and worldviews, children experience agreeing and disagreeing and come up with a class set of guidelines for showing respect in R&amp;W lessons</p> <hr/> <p><b>Why do we need to give thanks?</b> (5 lessons)</p> <p>Using a range of sources including survey data, children learn the beliefs around using offerings to show gratitude. They get hands on with artefacts used during puja and write their own lyrics for a song of thanks.</p>	<p>Autumn 2</p> 	<p><b>What do candles mean to people?</b> (6 lessons)</p> <p>By investigating the many ways light is used in religious and worldview contexts, children explore different festivals through artwork and stories, focusing on candles. They use natural resources to create advent wreaths and explore different Hanukiah to develop their understanding of the symbolism of candles during Hanukkah</p>
<p>Spring 1</p> 	<p><b>How do we know some people have a special connection to God?</b> (6 lessons)</p> <p>Building on their understanding of how people perceive God on Earth, children listen to stories from diverse perspectives about the early lives of significant religious figures. They explore how we recognise that some individuals have a special connection to God by searching for clues in religious stories and comprehending the symbolism within them.</p>	<p>Spring 2</p> 	<p><b>What is a prophet?</b> (6 lessons)</p> <p>Asking questions about the religious stories they read, children find out more about significant people like Abraham, Jonah, Moses, Jesus, Muhamud and Guru Nanak. They look for clues in religious stories and art to understand their characteristics and the promises they shared with humanity. By investigating different perspectives and drawing connections, children create their own definition of a prophet.</p>
<p>Summer 1</p> 	<p><b>How do some people talk to God?</b> (6 lessons)</p> <p>Thinking about the importance of communication in relationships, children look at the different ways people pray and why they think this is important. They explore the objects that some people use during prayer and consider how the whole body is sometimes used in Prayer</p>	<p>Summer 2</p> 	<p><b>Where do some people talk to God?</b> (6 lessons)</p> <p>Building on their learning about prayer and worship, children look at buildings within their local area and beyond. Through investigating, they find out what the features of the buildings might show about people's beliefs about god. Children design their own place of worship based on their learning</p>

Unit:	<u>Why do we need to give thanks?</u>	Class:	KSI – Year 2	Length of unit:	6 lessons	Year/Term:	Autumn 1 Term
Unit outcomes:	<p>chn who are secure will be able to:</p> <ul style="list-style-type: none"> <li>➤ Identify reasons people may feel thankful and how this is expressed.</li> <li>➤ Explain how some people celebrate harvest time.</li> <li>➤ Identify the meaning behind some harvest celebrations and practices.</li> <li>➤ Talk about what Hindu and Christian followers might learn from stories about gratitude.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Explain how some Hindus and Christians show their gratitude to God.</li> <li>➤ Explain how Hindu worship may reflect a person's beliefs about gratitude to God.</li> <li>➤ Recognise how worship through songs can be used to express thanks to God.</li> <li>➤ Express ideas about gratitude using music</li> </ul>				
VOCAB	Deity, disciples, express, festival, mandir, puja, shrine, worship						

Lesson	Question:	Learning Objective	Comments
	Respectful Religion & Worldviews	What are big questions?	
1	How and why do people show thanks?	To identify how and why some people say thank you.	
2	Why is harvest an important time for giving thanks?	To appreciate why harvest is an important time to express gratitude.	
3	How and why do some people thank God?	To identify some of the ways and reasons Hindus and Christians might show their gratitude to God.	
4	How can puja express thanks?	To describe how and why some Hindus use puja to express gratitude to God.	
5	How do some Christians use music to express gratitude?	To describe how Christian worship songs are used to express gratitude to God.	

Unit:	<u>What do candles mean to people?</u>	Class:	KSI – Year 2	Length of unit:	6 lessons	Year/Term:	Autumn 2 Term
Unit outcomes:	<p>chn who are secure will be able to:</p> <ul style="list-style-type: none"> <li>➤ Share examples of where they have seen and experienced candles.</li> <li>➤ Identify three practices associated with Diwali.</li> <li>➤ Understand that some Hindu people use diyas as symbolism.</li> <li>➤ Understand the meaning of Advent to some Christian followers.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Identify what is important to some Jewish people at Hanukkah.</li> <li>➤ Explain what a hanukiah symbolises.</li> <li>➤ Understand their own positionality on what candles mean to them.</li> <li>➤ Provide some examples of what candles mean to some people.</li> </ul>				
VOCAB	Diwali, festival, Hanukkah, prayer, sacred, symbol, temple						

Lesson	Question:	Learning Objective	Comments
1	What are candles?	To express and compare ideas about the meaning of candles.	
2	Who were Rama and Sita?	To recognise why candles are used to represent stories and beliefs.	
3	How are candles used during Diwali?	To know that the festival of Diwali can be celebrated in different ways.	
4	How are candles used during Advent?	To know how some Christian followers might celebrate Advent.	
5	What do candles symbolise at Hanukkah?	To understand why candles are used during Hanukkah.	
6	Why do some people use candles?	To understand what candles mean to people.	

Unit:	How do we know some people have a special connection to God?	Class:	KSI – Year 2	Length of unit:	6 lessons	Year/Term:	Spring 1 Term
Unit outcomes:	<p>chn who are secure will be able to:</p> <ul style="list-style-type: none"> <li>➤ Recognise parts of Jesus' birth story that tell us some people believe Jesus is special.</li> <li>➤ Understand that religious stories can help us learn about religious beliefs.</li> <li>➤ Identify some parts of the story that tell some people that Guru Nanak was special as a baby.</li> </ul>			<ul style="list-style-type: none"> <li>➤ Identify miracles in the stories that tell some people that some children are special.</li> <li>➤ Make comparisons to other stories.</li> <li>➤ Describe why Krishna might be seen as special by some people.</li> <li>➤ Identify parts of the story that tell us that Muhammad is special to some people.</li> <li>➤ Identify a miracle believed to have been performed by Jesus as an adult and the significance in religious stories.</li> </ul>			
VOCAB	Angel Gabriel, Angel Jibril, Brahman, Christian Bible, chosen, Christian, Daniel, encounter, God, guru, Guru Nanak, Hindu, inspire, Krishna, , Last Prophet, messenger, miracle, Muhammad, Old Testament, pbuh (peace be upon him), prophet, revelation, Sikh, special, Tenak						

Lesson	Question:	Learning Objective	Comments
1	How can we tell Jesus is special to some people?	To identify how the Christmas story symbolises that Jesus is special.	
2	Why might some people think Guru Nanak is special?	To investigate why Guru Nanak is seen as special from birth within the Sikh worldview.	
3	How do stories show some people are special?	To identify how some people know that others are special using stories.	
4	How do we know that Krishna is special to some people?	To understand that some people believe certain children are special by exploring a Hindu story.	
5	What can a story tell us about why Muhammad is special to some people?	To understand why Muhammad is special to some people through exploring a story.	
6	Why might some people believe Jesus continued to be special when he grew up?	To investigate a story that shows Jesus as special for some believers.	

Unit:	<u>What is a prophet?</u>	Class:	KSI – Year 2	Length of unit:	6 lessons	Year/Term:	Spring 2 Term
Unit outcomes:	<p>chn who are secure will be able to:</p> <ul style="list-style-type: none"> <li>➤ Identify how some prophets' feelings changed and explain the people's reactions to new prophets.</li> <li>➤ Understand the promises God made to some individuals, including promises shared across the Christian and Jewish worldviews.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Describe the story of the Night Journey and identify common prophets in the Muslim, Christian and Jewish worldviews.</li> <li>➤ Explain Jesus' varied role in the Jewish, Christian and Muslim worldviews, identifying similarities and differences in these perspectives.</li> <li>➤ Describe how a guru might be similar to a prophet.</li> <li>➤ Explain what makes some prophets important to the people in the worldviews they explore.</li> </ul>				
VOCAB	Characteristic, chosen, doubt, messenger, special, Angel Jibril, hesitant, Prophet Muhammad, reluctant, Abraham, Moses, Peace be upon him, Qur'an, Messiah, Yeshua, Jesus, Saviour, eternal, guru, Guru Nanak, Guru Granth Sahib, wisdom						

Lesson	Question:	Learning Objective	Comments
1	What characteristics did some prophets have?	To identify the characteristics of a prophet by exploring a story.	
2	Why were some prophets reluctant to accept their role?	To investigate stories about people's responses to the role of a prophet.	
3	To investigate stories about people's responses to the role of a prophet.	To explore the promises made to some prophets in stories and scriptures.	
4	To explore the promises made to some prophets in stories and scriptures.	To investigate how the role of Muhammad is important to some Muslims using stories and scripture.	
5	To investigate how the role of Muhammad is important to some Muslims using stories and scripture.	To explore the role of Jesus in different worldviews using stories and scripture.	
6	Why might some Sikhs believe Guru Nanak is special?	To explain the importance of Guru Nanak for some Sikhs by looking at key events and teachings.	

Unit:	<a href="#">How do some people talk to God?</a>	Class:	KSI – Year 2	Length of unit:	6 lessons	Year/Term:	Summer 1 Term
Unit outcomes:	<p>chn who are secure will be able to:</p> <ul style="list-style-type: none"> <li>➤ Describe what prayer means.</li> <li>➤ Identify some reasons why people might pray.</li> <li>➤ Explain how some people use their bodies during prayer.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Identify some similarities and differences between the ways in which people pray.</li> <li>➤ Understand why special objects and items of clothing are important to some people when they pray.</li> <li>➤ Draw connections between prayer practices within the Hindu, Muslim and Jewish worldviews.</li> </ul>				
VOCAB	Allah, Brahman, communicate, deity, Hindu, Jewish, mandir, mosque, Muslim, prayer, puja, Qur'an, scripture, shrine, synagogue, Torah, Veda						

Lesson	Question:	Learning Objective	Comments
1	Why do some people talk to God?	To consider why some people might choose to talk to God.	
2	What can prayer mean?	To investigate ways some people pray.	
3	How do some people use their bodies in prayer?	To recognise how different people use their bodies to pray by exploring practices.	
4	What objects do some people use when they pray?	To understand why some people use special objects and clothing during prayer.	
5	How do some Hindu people pray?	To explore Hindu prayer practices and the significance of special objects.	
6	Where do some prayers come from?	To explore where some prayers come from.	

Unit:	<u>Where do some people talk to God?</u>	Class:	KSI – Year 2	Length of unit:	6 lessons	Year/Term:	Summer 2 Term
Unit outcomes:	<p>chn who are secure will be able to:</p> <ul style="list-style-type: none"> <li>➤ To identify some features of mosques and their importance to some Muslims.</li> <li>➤ To explain how the features of an Orthodox Christian church might help some people pray.</li> <li>➤ To make connections between beliefs about the Trinity and Christian places of worship.</li> </ul>			<ul style="list-style-type: none"> <li>➤ To identify some features of a synagogue and discuss their importance.</li> <li>➤ To recognise that community and equality are important values to many Sikh people.</li> <li>➤ To explain what the similarities and differences between places of worship can tell us about some people's beliefs.</li> </ul>			
VOCAB	Alevi, Bible, cem, church, community, dome, equality, gurdwara, Guru Granth Sahib, Langar, mosque, Pagan, place of worship, statue, synagogue, Torah, the Trinity						

Lesson	Question:	Learning Objective	Comments
1	Why do some Muslim people pray in a mosque?	To explore how Muslims pray both individually and in a mosque.	
2	What can Orthodox churches suggest about some Christians' beliefs?	To describe and explain the features of an Orthodox Christian church.	
3	What can we learn by exploring different Christian places of worship?	To compare different Christian places of worship.	
4	Why do some Jewish people go to a synagogue?	To explore the importance of the synagogue to some Jewish people by identifying features that help them pray.	
5	Why do some Sikh people visit a gurdwara?	To discuss why a gurdwara is a special place for some Sikh people by discovering the importance of its different features.	
6	What makes a place important to believers?	To find out why different places are important to people because of their beliefs.	