

John of Gaunt Infant and Nursery school

Year 2 RE Long Term Planning

This document contains:

Our Intent, implementation and impact for RE at John of Gaunt

Overview of outcomes to be covered per discipline taken from the New Norfolk RE Syllabus.

Intent

At John of Gaunt we have adopted the Norfolk Agreed Syllabus 2019 and fully support its intention to provide high quality RE teaching that will prepare our pupils for the opportunities, responsibilities and experiences of later life.

We want to teach RE while supporting the rest of our creative topic-based curriculum which helps to provide children with broad and balanced opportunities which promotes spiritual, moral, cultural, mental and physical development.

We aim to support our pupils towards becoming religiously literate.

We believe that pupils who are religiously literate will be:

- Able to make sense of a number of world religions and world views, learning about them through theological, philosophical and human/social science lenses.
- Understand the complex world in which they live and the impact of religious and non-religious worldviews through a multi-disciplinary approach.
- Become critical and free thinkers who are able to express their ideas and insights.
- Are able to make academically informed judgements and observations about religions and world views.
- Understand how religion and belief can shape the global landscape.
- But ultimately become free thinking, critically aware and compassionate pupils.

John of Gaunt Year 2 – RE plan 2023 - 2024

Our RE coverage will:

- provoke challenging questions;
- encourage pupils to explore their own beliefs;
- enable pupils to build their sense of identity and belonging;

- teach pupils to develop respect for others;
- prompt pupils to consider their responsibilities.

- Our teaching will cover these areas to ensure that the children develop a solid foundation of knowledge about a religion to enable them to engage in meaningful and reflective conversations:

<p>Beliefs and teachings (from various religions)</p>	<p>Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can:</p> <ul style="list-style-type: none"> a describe the main beliefs of a religion; <p>describe the main festivals of a religion.</p>
<p>Rituals, ceremonies and lifestyles (from various religions)</p>	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise, name and describe religious artefacts, places and practices; b explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; c observe when practices and rituals are featured in more than one religion or lifestyle.
<p>How beliefs are expressed</p>	<p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name religious symbols and the meaning of them; b learn the name of important religious stories; <p>retell religious stories and suggest meanings in the story.</p>

<p>Time to reflect and personal growth</p>	<p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify things that are important in their lives; b ask questions about the puzzling aspects of life; <p>understand that there are similarities and differences between people.</p>
<p>Values (in your own life and others' lives)</p>	<p>Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at how values affect a community and individuals; b explain how actions can affect other people; <p>understand that they have their own choices to make and begin to understand the concept of morals.</p>

Implementation

RE is planned for and taught every half term, and the Norfolk Agreed Syllabus guidelines are used to ensure children are given a broad and balanced experience of RE using the multi-disciplinary approach using the three key disciplines outlined in the guidance:

Theology	Philosophy	Human/Social Sciences
<p>Thinking through believing</p> <p>It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.</p>	<p>Thinking through thinking</p> <p>It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.</p>	<p>Thinking through living</p> <p>It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.</p>

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In Year 2 children will study Christianity and Islam in depth and Judaism and Hinduism will be encountered for breadth through stories, symbols and festivals

Term	Enquiry Question	Key Discipline	Key vocabulary	Disciplinary knowledge	Religions
Autumn 1	What makes some places special to religious believers?	Philosophy	Sacred Special Church Synagogue Mosque Holy Precious Religious Symbols Artefacts	<ul style="list-style-type: none"> • Reflecting on the practices and places of worship of different religions and beliefs • Investigating by gathering information about religions and beliefs from symbols and resources provided e.g. artefacts, books, photos, video clips, visiting a church etc. • Interpreting by drawing meaning from artefacts and symbols within the places of worship • Analysing the places of worship to sort them into different groups 	Christianity Hinduism Judaism Islam
Term	Enquiry Question	Key Discipline	Key vocabulary	Disciplinary knowledge	Religions
Autumn 2	Why does Christmas matter to Christians?	Theology	Celebration Christmas Jesus Son of God New Testament Nativity Mary Joseph Shepherds Wise Men/Magi / Kings Innkeeper Symbol Sign Light Star	<ul style="list-style-type: none"> • Reflecting on the puzzling aspects of the Christmas story • Empathising with the feelings of those who witnessed the birth of Jesus • Investigating by identifying clues as they appear in the Christmas story, and • Interpreting the possible meanings of those clues • Expressing their ideas about symbolism and comparing their ideas with the ideas of others • Synthesising by linking the clues with Christian beliefs about Jesus 	Christianity

Term	Enquiry Question	Key Discipline	Key vocabulary	Disciplinary knowledge	Religions
Spring 1	Who are Hindu's and how do they live? Part 1	Human and Social Sciences	Hinduism Hindu Diwali Diya Lamp Rangoli Mandir Murtis Deity puja Brahman Trimurti Shiva Vishnu Lakshmi Ganesh symbolism shrines devotion	<ul style="list-style-type: none"> • Reflecting on people who are important to them and why the Trimurti are important to Hindus; • Empathising by considering the thoughts, feelings, beliefs, attitudes and values of Hindus • Investigating by using artefacts / photos to gather information about Hindu belief • Interpreting by drawing meanings from artefacts and symbolism • Synthesising by linking art with Hindu beliefs • Expressing by explaining Hindu rituals and practices associated with the Trimurti 	Hinduism
Term	Enquiry Question	Key Discipline	Key vocabulary	Disciplinary knowledge	Religions
Spring 2	Why does Easter matter to Christians?	Theology	Cross Crucifixion Resurrection Easter Garden Jesus Sin Forgiveness (restoration) Tomb	<ul style="list-style-type: none"> • Reflecting on the Easter celebration and puzzling aspects of the story; on the concept of forgiveness and saying sorry • Empathising by considering how people feel about 'broken' friendships or what Christians might feel about Easter • Investigating the different parts of an Easter Garden and relating them to the Easter account • Interpreting the symbolism contained within an Easter Garden • Synthesising by linking the parts of the Easter Garden with what Christians believe • Expressing their views about Easter 	Christianity

Term	Enquiry Question	Key Discipline	Key vocabulary	Disciplinary knowledge	Religions
Summer 1	Who are Hindu's and how do they live? Part 2	Human and Social Sciences	Hinduism Hindu Diwali Diya Lamp Rangoli Mandir Murtis Deity puja Brahman Trimurti Shiva Vishnu Lakshmi Ganesh symbolism shrines devotion	<ul style="list-style-type: none"> • Reflecting on the importance of prayer for a Hindus and the differences within the Trimurti • Empathising by thinking about what's important for Hindus • Investigating how Hindus pray • Interpreting by suggesting meanings for the different Gods • Expressing by explaining which deity they would associate with most 	Hinduism
Term	Enquiry Question	Key Discipline	Key vocabulary	Disciplinary knowledge	Religions
Summer 2	What are your BIG questions?	Philosophy	Big question Wonder God Heaven Creation Natural world Creation stories Myths Aboriginal / Chinese / African Science / scientist Non-religious belief Muslim Christian Jew Hindu	<ul style="list-style-type: none"> • Reflecting on big questions and beliefs about the world, recognising that some questions about life are difficult to answer • Empathising by developing their ability to wonder about their world and see things from different points of view • Investigating by asking questions about their own and other' feelings and experiences • Interpreting religious language • Evaluating by comparing their own and other people's ideas about big questions 	Christianity Hinduism Judaism Islam Humanist

Theology – Thinking through believing Philosophy – Thinking through thinking Human / Social Sciences - Thinking through living