



Medium Term Planning

Year 2

SPRING

2:2 Believing

Key Concepts Overview

Three Lenses of RE (Key Concepts)



Social Sciences



Philosophy

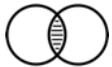


Theology

Second Order Concepts



Empathy



Similarities and Difference



Significance



Written and Oral Expression



Understand Right and Wrong



Cause and Consequence



Rules



Authority



Belonging



Peace



Special, different, rare and unique



Love



Social Sciences

Lenses of RE	Year Group	Unit	Outcomes
	1	1.1 Belonging	<p>Recall some of the symbols, artefacts and rules associated with belonging to a faith group.</p> <p>Recognise some similarities between faith groups.</p> <p>Talk about what it means to belong and understand the importance of a promise.</p>
		1.2 Worship	<p>Recall the important features of a place of worship and say how they are used.</p> <p>Say why a local place of worship is important for many people.</p>
	2	2.1 Lead us not into Temptation	<p>Recognise differences and similarities between school rules and religious rules.</p>
		Easter	<p>Talk about how Christians celebrate the festival of Easter.</p>
		Christmas	<p>Talk about how Christians celebrate the festival of Christmas.</p>
	3	3.1 Remembering	<p>Compare the ways in which religious festivals are celebrated in the community and across the world.</p>
		3.3 Sacred Places	<p>Discover the milestones in life for different religions and respond to the ways in which they offer a sense of identity and belonging.</p>
	4	4.1 Communities	<p>Explain what makes a community.</p> <p>Describe the contribution of a religious group to their community.</p>
		4.2 People who inspire us	<p>Explain what prompts people to commit an ethical cause.</p> <p>Explain and give reasons why a person of faith devoted themselves to a cause.</p> <p>Give examples of altruistic actions in the community.</p>
		Easter	<p>Explain the meaning of the cross for Christians and how it conveys the Easter message .</p>
		Christmas	<p>Explain how and why Christians believe Jesus to be the 'Light of the World.'</p>
	5	5.1 Expressions	<p>Identify the importance of symbolism in the expression of beliefs.</p> <p>Describe different forms of worship and spiritual expression and explain where they might take place.</p>
		5.3 Pilgrimage	<p>Identify and explain why people may participate in a pilgrimage.</p>
	6	6.2 Living a Faith	<p>Explain and give reasons about how personal milestones engender a sense of identity.</p> <p>Discuss and give examples of how participating in rites of passage have an impact on religious communities.</p>
		Easter	<p>Explain the message of Easter for Christians and for the world today.</p>
		Christmas	<p>Compare the celebration of Christmas in religious and secular homes across the world.</p>



Theology

Lenses of RE	Year Group	Unit	Outcomes
	1	1.2 Worship	Recognise which holy books are special to different religions.
		Easter	Recognise and recall the Easter story and know why it's important to Christians .
		Christmas	Recognise and recall the Nativity story and know why it's important to Christians.
	2	2.1 Lead us not into Temptation	Respond respectfully to people of different faiths and cultures.
		2.2 Believing	Recall and name key beliefs from different religions. Recognise similarities and differences between the key beliefs for different faiths. Suggest two examples of religious beliefs that lead into action.
		2.3 Questions, questions	Describe what different religions believe about God.
	3	3.1 Remembering	Explain the link between the rituals associated with celebrations and the stories behind them.
		3.2 Founders of Faith	Recognise key events in the lives of some faith founders and the impact they made. Describe and make links between the teachings of different faith founders.
		3.3 Sacred places	Recognise what makes a place sacred and recognise reasons why.
		Easter	Describe the events of Holy Week and how Christians remember them today.
		Christmas	Talk about the nativity story from Mary's point of view and from the perspective of one of the wise men.
	4	4.3 Our World	Describe what different religions say about the attributes of God.
	5	5.2 Faith in Action	Identify the origins and make connections between different faith teachings. Give a considered response to the challenges of following a faith.
		5.3 Pilgrimage	Describe and show understanding of actions carried out by a pilgrim.
	6	6.1 Justice and Freedom	Discuss barriers to reconciliation and harmony and the power of forgiveness.
6.3 Hopes and Visions		Explain and give examples of how people of different faiths respond to the question 'Who is God?'	

Lenses of RE	Year Group	Unit	Outcomes
 <p><i>Philosophy</i></p>	1	1.3 What a wonderful world	Recall Christian/Jewish beliefs about God and creation stories, adding some details. Retell a creation story using relevant vocabulary and say where the story comes from. Ask their own 'wondering' questions about the world. Talk about ways of caring for the world.
	2	2.1 Lead us not into temptation	Respond sensitively to decisions about what's right and what's wrong.
		2.3 Questions, questions	Suggest answers to Big Questions from different religious perspectives.
	4	4.3 Our World	Reflect and present ideas about the origin of the universe. Offer reasons why it is important to look after the earth.
	6	6.1 Justice and Freedom	Explain their hopes and dreams for a just community and a just world.
6.3 Hopes and Visions		Debate differing faith views about the purpose of life; compare different possible answers and contrast with a secular view.	

Spring Term

Year 2

Unit 2.2: Believing

<i>Prior Learning</i>	<p>This unit builds on work covered in Unit 1.1: Belonging.</p> <p>What do the words 'belong' or 'belonging' mean?</p> <p>What do you belong to? How does it feel to belong to a family/club/school? What promises and commitments did you make when joining the group?</p> <p>What makes a family?</p> <p>What do children belonging to a faith family wear and do?</p> <p>What's it like to be in a faith family?</p> <p>What religious festivals are there?</p> <p>Why do we need rules?</p> <p>What would happen if we didn't have rules?</p> <p>How do values provide rules for living?</p> <p>What is a promise?</p> <p>What promises does a member of another faith make?</p>
<i>End Points</i>	<p>The children will recall different beliefs and practices and they will be able to name key words, key figures and core beliefs.</p> <p><i>This contributes to the following end of key stage statement:</i></p> <p>Recall different beliefs and practices, naming key words, key figures and core beliefs.</p>
<i>Vocabulary</i>	Jesus, God, bible, commitment, inspiration, respect, Allah, Muhammed (pbuh), Qur'an, 5 pillars of Islam, prayer, Lord's Prayer, believe, belief
<i>Focus Religions/ World Views</i>	<p>Religion 1: Christianity</p> <p>Religion 2: Islam</p> <p>World View: Humanism (make links where appropriate)</p> <p>Links can also be made to other Religions and World Views where appropriate (dependent on class beliefs, celebrations/time of year, unit content etc.)</p>

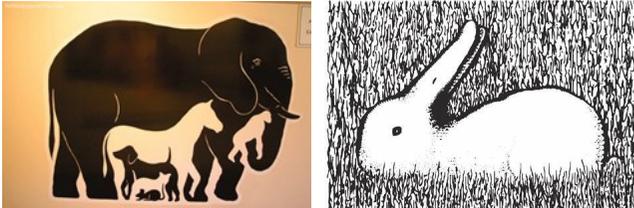
Spring Term

Year 2

Unit 2.2: Believing

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and re-sources
 <p style="text-align: center;"><i>Theology</i></p>	 <p style="text-align: center;"><i>Rules</i></p>  <p style="text-align: center;"><i>Belonging</i></p>	<p style="text-align: center;">1</p> <p style="text-align: center;"><i>What is belief?</i></p>	<p>Overall Objective: To recall and name key beliefs from different religions.</p> <p>Learning Outcomes: I can say what 'belief' means.</p>	 <p>Recap and revisit:</p> <p>EYFS: What do you belong to?</p> <p>Drawing on children's prior knowledge, recap work covered in Unit 1.1: Belonging and discuss groups children belong to; promises and commitments made when joining a community.</p> <p>Introduce new unit: Believing</p> <p>What different faiths can you think of? Different faiths are based on a persons' beliefs?</p> <p>What does belief mean?</p> <p>Discuss the differences between a fact (something that can be proved) and a belief.</p> <p>Provide children with a list of facts and beliefs and ask the children to sort them into the 2 groups. (Appendix 1)</p> <p>Explore promises made when joining groups/communities such as: Rainbows/Cub/Brownies/Guides/Scouts/ Karate ...</p> <p>Watch video clips</p> <p>Allow time for children to share their experiences.</p> <p>Explain what is meant by making a commitment.</p>	<p>Ava's Brownie Promise https://www.youtube.com/watch?v=qxZ4dep9cFE</p> <p>Brownie Promise Ceremony https://www.youtube.com/watch?v=WVIIhTdVK-0</p> <p>Beavers Promise https://www.youtube.com/watch?v=yc4AU2Wod_c</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	  <p>Understand right and wrong</p>  <p>Rules</p>	<p>2</p> <p><i>What do I believe in?</i></p>	<p>Overall Objective: To recall and name key beliefs from different religions.</p> <p>Learning Outcome: I can think and say what I believe in.</p>	<p>Focus Religions: Islam and Christianity Focus World View: Humanism</p> <p><u>Recap and revisit:</u></p> <p>What does 'belief' mean?</p> <p>Talk about what the children believe in and list responses.</p> <p>Where do children get their beliefs and values?</p> <p>Stimulus:</p> <p>Use the statements on Appendix 2 to invite the children to rank order the beliefs in terms of how important they think they are.</p> <p>Activity:</p> <p>Ask children to think about their own lives and what is important to them. Children complete activity about what they believe in. Links could be made to Unit 2:1 Lead Us Not Into Temptation: 'What would make the world a better place? (Equality, fairness, kindness etc.)</p> <p>Children could complete a spider diagram linked to different beliefs or complete simple sentences related to what they believe in. Links could be made to school rules.</p> <p>At Bricknell Primary School we always try our best:</p> <ul style="list-style-type: none"> • Treat each others with kindness and respect • Look after people and property • Make sensible choices and follow instructions <p>Why do we follow and believe in the above rules?</p>	<p>Behaviour-Policy.pdf (bricknellschool.co.uk)</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Rules</p>  <p>Belonging</p>	<p>3</p> <p><i>Do others believe the same as me?</i></p>	<p>Overall Objective: To recall and name key beliefs from different religions.</p> <p>Learning Outcome: I know that some people have different beliefs to me.</p>	<p>Focus Religions: Islam and Christianity Focus World View: Humanism</p> <p>Recap and revisit: Recap the beliefs discussed in the last session.</p> <p>Drama Activity: Appendix 2 Get children to freeze frame and act out in pairs the two most important beliefs from Appendix 2. Discuss why they think they are so important? Do all people agree? Compare children's views with that of adults in the class.</p> <p>Stimulus:</p>  <p>Consider and explore optical illusions: is seeing believing? Do we all see in the same way?</p> <p>Reflection:</p> <p>Dive deeper, question further</p> <p>Is it ok to believe in different things? Children could offer advice to a child asking about differing beliefs. e.g. What do I do if I believe something different to a friend?</p>	<p>Optical Illusions Optics for Kids (optics4kids.org)</p> <p>https://i.pinimg.com/originals/8d/73/43/8d7343eabc0cbd5753cbe33564656ac0.jpg</p> <p>https://th.bing.com/th/id/R.0039a1116d240e2957ba284c21777878?rik=hntxVVIRQpWq2Q&pid=ImgRaw&r=0</p> <p>https://4.bp.blogspot.com/-CIG9wIVyjAA/U578NKs38fl/AAAAAAAAADPk/yD9Rf7ArfAE/s1600/faces-or-vase.jpg</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Rules</p>  <p>Belonging</p>	<p>4</p> <p><i>What do Christians believe?</i></p>	<p>Overall Objective: To recall and name key beliefs from different religions.</p> <p>Learning Outcome: I can recall and name key beliefs from the Christian faith.</p>	<p>Focus Religions: Christianity</p> <p>Recap and revisit:</p>  <p>Ask the children to think and share what they already know about Christianity and what it means to be a Christian.</p> <p>Links made to unit 1:2 Worship</p> <p>Ask the children if any of them are Christian, and if they are, to share some of the things that they do as a Christian e.g. pray, go to church etc.</p> <p>Stimulus: Watch video clip</p> <p>Where do Christian faith members get their beliefs and values? What do Christians believe? List information on Christian beliefs.</p> <p>Questions to think/ discuss</p> <p>What is Christianity? What did Jesus do? What do Christians do? What festivals do Christians celebrate? Do Christians have a holy book? Where do Christians live? Are there different types of Christians? Who are Christians' religious leaders? What symbols do Christians use? What special objects do Christians have? Which places are special for Christians?</p> <p>Activity:</p> <p>Look at artefacts that are important to Christians.</p> <p>Children to sort religious artefacts, places, leaders etc. into 'Christian' or 'non-Christian'</p> <p>Reflection:</p> <p>Reflect on why Jesus is inspirational to Christians today.</p> <p>ICT Opportunity:</p> <p>Children could research in books and / or online to find out more about Christianity and write some sentences about what they find out Christianity for Kids (primaryhomeworkhelp.co.uk)</p> <p><i>Dive deeper, question further</i></p> <p><i>Recognise the Christian beliefs in Mother Theresa' Prayer</i></p>	<p>Information on what Christians believe. https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zvfnkmm</p> <p>Christianity research for children http://www.primaryhomeworkhelp.co.uk/religion/christian.htm</p> <p>Mother Theresa Prayer 'Do it anyway.' https://www.youtube.com/watch?v=FuNcgP4uQYY&t=5s</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Belonging</p>  <p>Rules</p>	<p>5</p> <p><i>What do members of a different faith believe?</i></p>	<p>Overall Objective: To recall and name key beliefs from different religions. To recognise similarities and differences between the key beliefs for different faiths.</p> <p>Learning Outcome: I can recall and name key beliefs from the Muslim</p>	<p>Focus Religions: Islam and Christianity</p> <p>Recap and revisit:</p> <p>What are the key beliefs of the Christian faith? Remind children of the key beliefs discussed in the previous session.</p>  <p>revisit:</p> <p>Ask the children to think and share what they already know about Islam and what it means to be a Muslim.</p> <p>Ask the children if any of them are Muslim, and if they are, to share some of the things that they do as a Muslim e.g. pray, go to mosque etc.</p> <p>Stimulus: Watch video clip</p> <p>Questions to think/ discuss</p> <p>What is Islam?</p> <p>What do Muslims do?</p> <p>What festivals do Muslims celebrate?</p> <p>Do Muslims have a holy book?</p> <p>Where do Muslims live?</p> <p>Who are Muslims' religious leaders?</p> <p>Activity:</p> <p>Have ready a selection of artefacts linked to Christianity from last week and new artefacts related to the Islamic faith. Can children work out what a member of the Muslim faith believes? Sort artefacts into the two different faiths. How are they similar? How are they different? Complete a table in books that show the key beliefs (could include artefacts) of both the Christian and Islamic faiths.</p> <p>Children write down similarities and differences.</p> <p>Visitor opportunity:</p> <p>Ask a local faith member to show something that represents a belief.</p> <p>What are they committed to?</p>	<p>Sikhism</p> <p>The beginnings of Sikhism https://www.bbc.co.uk/bitesize/clips/zc34wmn</p> <p>The Five Ks https://www.bbc.co.uk/bitesize/clips/zc34wmn</p> <p>Hinduism</p> <p>What is Hinduism? https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p</p> <p>Islamism</p> <p>What is Islam? https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zrxgwx</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Belonging</p>  <p>Rules</p>	<p>6</p> <p><i>Why may a piece of sacred writing be important to a believer?</i></p>	<p>Overall Objective: To recognise similarities and differences between the key beliefs for different faiths.</p> <p>Learning Outcomes: I can say why the Lord's Prayer is important to Christians and why the Salah Prayer is important to Muslims.</p>	<p>Focus Religions: Christianity and Islam Focus World View: Humanism</p> <p>Recap and revisit:</p>  <p>Sacred—what does the word sacred mean? Links made to unit 1:2 Worship session 9</p> <p>Stimulus:</p> <ol style="list-style-type: none"> Recite/listen to a simple version of the Lord's Prayer and talk about what a Christian believer might pray for. Listen to Salah Islamic Prayer with English translation What are the key messages in the Islamic prayer? Look at different sacred writing examples (linked to Christianity and Islam) thinking about why they are special. <p>Extension: Explore a simple version of the Apostle's Creed and compare to a belief statement from another faith to identify what members believe.</p> <p>Discussion:</p> <p>What are the key messages in the prayers? Discuss what the different religious writing teaches people. Compare if there are any similarities/differences.</p> <p>Activity:</p> <p>Why might the Lord's Prayer be important to Christians? Why might the Salah Prayer be important to Muslims? After a discussion, the children could write an answer to the above questions. Children could then link it to what they could consider special/ sacred to them and why they would want others to respect it.</p> <p>Dive deeper, question further Consider the similarities and differences in the beliefs of people of different faiths focussing on an aspect such as prayer.</p> <p>Dive deeper, question further Consider the hopes and beliefs expressed in the prayer of St Francis of Assisi; the hymn Make me a 'Channel of you Peace.'</p>	<p>The Apostles' Creed https://www.churchofengland.org/prayer-and-worship/worship-texts-and-resources/common-worship/common-material/apostles-creed</p> <p>The Lord's Prayer for Children https://www.youtube.com/watch?v=O78UfDkGhRs&t=29s</p> <p>Salah Prayer https://www.youtube.com/watch?v=4EvOJX5wIW8</p> <p>Dive deeper, question further Make Me A Channel Of Your Peace - Susan Boyle - Lyrics - Sub ITA - YouTube</p> <p>https://www.youtube.com/watch?v=gUI2EyYIEks</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Belonging</p>  <p>Rules</p>  <p>Special</p>	<p>7</p> <p><i>Do people who don't follow a religion have their own beliefs?</i></p>	<p>Overall Objective: To recall and name key beliefs from different religions.</p> <p>Learning Outcomes: I know that one of the key Humanist beliefs is to seek happiness. I can say what makes me happy.</p>	<p>Focus World View: Humanism</p> <p>Recap and revisit: What holy places of worship have we looked at during this unit? Link to unit 1:2 Worship</p> <p>Stimulus: Watch videos Introduce the idea that some people don't follow a religion but have their own beliefs. Some people follow something called a World View. What's a world view? 1) Share video 'Nobody Stands Nowhere' to explain the concept of World Views. 2) Share a video clip on Humanism. Discuss the beliefs of this World View</p> <p>Explore Humanism: Following 1st link, there are video clips and PowerPoint showing key beliefs of Humanism. Look at the symbol of Humanism—The Happy Human</p>  <p>Humanists believe that human beings can act to give their own lives meaning by seeking happiness and helping others to do the same.</p> <p>Leading a happy life. Explore what makes people happy and how everyone is different/special.</p> <p>Activity: Children could decorate The Happy Human symbol to show what makes them happy and is special/shows their individuality. See Appendix 3</p> <p>Children could come up with a list of what they believe would be important for them to lead a happy life.</p>	<p>Nobody Stands Nowhere - YouTube https://www.youtube.com/watch?v=AFRxFK-FJdos</p> <p>What is humanism? https://understandinghumanism.org.uk/uhtheme/what-is-humanism/?age=5</p> <p>Who are humanists? https://understandinghumanism.org.uk/films/who-are-humanists/</p> <p>Knowledge and belief https://understandinghumanism.org.uk/uhtheme/knowledge-and-belief/?age=5</p> <p>The Happy Human Symbol Outline: https://humanists.uk/humanism/the-happy-human-symbol/</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and re-sources
 <p>Theology</p>	 <p>Authority</p>  <p>Empathy</p>	<p>8</p> <p><i>Is it important for everyone to believe in something?</i></p>	<p>Overall Objective: To suggest two examples of religious beliefs that lead into action.</p> <p>Learning Outcomes: I can give examples of people who have shown commitments to their beliefs. I can say what I am committed to.</p>	<p>Focus Religions: Islam and Christianity Focus World View: Humanism</p> <p><u>Stimulus: Question</u> Dive deeper, question further Is it important for everyone to believe in something?</p> <p>Gather children's responses.</p> <p>Move on to consider how faith and non-faith members show their beliefs through commitment.</p> <p>Explore</p> <p>Explore commitments made by contemporary people of faith, such as ...</p> <p>Mo Farrah (to athletics) Malala Yousafzai (to girls' education) Cat Stevens/Yusuf Islam (to music) Sachin Tendulkar (to cricket) Zac Goldsmith (to the environment) Dalai Lama (to peace and kindness) Jaspreet Kaur (to human rights)</p> <p>Explore commitments made by contemporary people devoting themselves to a cause, such as ...</p> <p>Greta Thunberg Captain Sir Tom Moore Marcus Rashford</p> <p>Discuss and record the characteristics these people show.</p> <p>Activity:</p> <p>Children come up with some of their own commitments:</p> <ul style="list-style-type: none"> -personal -class -school -wider community <p>And provide reasons for their commitments.</p> <p>Reflection and discussion:</p>	<p>Marcus Rashford: Free meals for children should carry on https://www.bbc.co.uk/newsround/53047235</p> <p>Captain Sir Tom Moore: Celebrating the life of a charity fundraising legend https://www.bbc.co.uk/newsround/55904084</p> <p>Greta Thunberg: 16-year-old climate activist inspired international youth movement https://www.bbc.co.uk/newsround/47467038</p> <p>Mo Farah shares tips for young athletes https://www.bbc.co.uk/newsround/31564982</p> <p>All about Malala https://www.bbc.co.uk/newsround/31564982</p> <p>Mother Teresa https://www.youtube.com/watch?v=xXunqd8oAuE</p>

Three Lenses of RE	Second Order Concepts	Lesson Sequence	Learning Objectives	Suggested Activities	Useful links and resources
 <p>Theology</p>	 <p>Empathy</p>  <p>Significance</p>	<p>9</p> <p><i>Why should we respect the beliefs of others?</i></p>	<p>Overall Objective: To recognise similarities and differences between the key beliefs for different faiths.</p> <p>Learning Outcomes: I can explain why it's important to respect the beliefs of others.</p>	<p>Focus Religion: Islam and Christianity Focus World View: Humanism</p> <p> Revisit: Go back to information on Christian and Islam members' beliefs (collated in previous sessions) and talk about what is the same/different.</p> <p>Questioning and Discussion:</p> <p>Why is a key figure (such as Jesus/Muhammad pbuh/Dalai Lama) inspirational to members of another faith? What is their superpower?</p> <p>Reflect on why (Jesus/Muhammad (pbuh)/Dalai Lama ...) is inspirational to faith members today.</p> <p>Lead children to compare the fundamental teachings and personality characteristics. E.g. kindness, helping those less fortunate, forgiveness etc.</p> <p>Link to children- what is their superpower or would they want it to be? E.g. kindness (steer children away from invisibility etc)</p> <p>Explore:</p> <p>Explore how faiths and faith-based charities may work individually/together to help care for the world. E.g Christian Aid, Samaritans, Jewish blind and disabled, Muslim Charity</p> <p>Explore and explain how most charities help anyone regardless of their religious beliefs: link back to helping those less fortunate.</p> <p>Activity:</p> <p>Watch 'Identity and Values' video</p> <p>As a class, discuss reasons why we should respect the beliefs of others. Come back to common similarities within religions/World Views explored.</p> <p>Children create a mind map showing the reasons why they must respect other peoples' beliefs.</p>	<p>Muslim Charity https://muslimcharity.org.uk/</p> <p>Christian Aid https://www.christianaid.org.uk/</p> <p>Samaritans https://www.samaritans.org/support-us/fundraising-appeals/search-christmas/?mscl-kid=9d9b714bcf2a1e9113b110eec1f727ef&utm_source=bing&utm_medium=cpc&utm_campaign=Microsoft+Search+%7C+Christmas+2021+Donation+Appeal+%7C+Main+%7C+Brand&utm_term=samaritans&utm_content=Brand</p> <p>Jewish Blind and Disabled https://www.jbd.org/</p> <p>https://www.youtube.com/watch?v=om3INBWfoxY</p> <p>Identity and Values Video</p>

Session 10

Unit 2.2 Believing

End of Unit Assessment

End Point:

By the end of this unit, the children will recall different beliefs and practices from the Christian and Islamic faiths. They will be able to name key words, key figures and core beliefs.

This contributes to the following end of key stage statement:

Recall different beliefs and practices, naming key words, key figures and core beliefs.

Three lenses of RE	Objectives	End of Key Stage statements:	Assessment Opportunities:
 <p><i>Theology</i></p>	<p>Recall and name key beliefs from different religions.</p>	<p>Recall different beliefs and practices, naming key words, key figures and core beliefs.</p>	<p>Possible end of unit assessment opportunities:</p> <p>A Big Question</p> <p>Big questions (key questions covered throughout the unit)</p> <p>Visit a place of worship and record the practices, key words, key figures and core beliefs.</p> <p>Make an annotated collage displaying the key beliefs, practices, words, figures and artefacts for Christianity and then do the same for Islam.</p>
 <p><i>Theology</i></p>	<p>Recognise similarities and differences between the key beliefs for different faiths.</p>		
 <p><i>Theology</i></p>	<p>Suggest two examples of religious beliefs that lead into action.</p>		

APPENDIX 1 FACT OR BELIEF → YOU CHOOSE!

London is the capital of England	There is a God	Love is very important	Human beings cannot live without water
Pop music is the best music	The Queen of England is called Elizabeth	The world is very beautiful	Dogs have four legs
Cats are very bossy animals	Our school is the best in the world!	Friends are special to us	Burgers and pizza are the best food
$2 + 2 = 4$	There are different religions in the world	Chips taste great and are good for you	Chips are made from potatoes
Cows provide milk	Whales are scary!	Whales live in the sea	Humans need food to live

Appendix 2

WHICH BELIEFS ARE REALLY IMPORTANT?

Below are different beliefs. With a friend choose which 3 beliefs you think are the most important.

I believe that ...

Friends are great and can help us.

It's important to have lots of toys and games.

Love is the most important thing in life.

It's OK to make fun of other children.

Football is more important than helping your friends.

It's OK not to look after our world.

It doesn't matter how much we eat.

Being happy is really important.

Appendix 3

The happy human symbol

