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| **RE**  **Year 2/3**  **2024 – 2025** | | |
| **Term 1.1**  **Christianity: How have some people served God?** | | |
| Vocabulary | Knowledge | Objectives |
| * Prophet * Old Testament * Moses * Qualities * Leader * Follower | This unit enables pupils to explore Christian teachings and examples of people who have followed the word of God. They will investigate the prophets of the Old Testament and consider why these people chose to listen to God and how they put their beliefs into action. Pupils will also explore ways in which Christians today might follow God’s word and live a life of service – serving God and the community. They might look at inspiring Christians such as Dr Barnardo, Archbishop Desmond Tutu, William Booth and the work of the Salvation Army.  Children should have opportunities to discuss role models in their own lives and how/why some people have inspired them. They may also consider the idea that all people are inspired by others in some way – that the people they look up to will in turn look up to and follow someone who inspires and guides them.  They should be encouraged to make links with prior learning about the Christian concept of a God who has a special relationship with humanity; that God is described as creator and sustainer. One way that God is believed to sustain the world is through revealing his messages to the Prophets. | * I can identify Christian beliefs and values contained within stories. * I can suggest why these prophets chose to listen to and follow God. * I can identify Christians who might be described as people who followed and listened to God. * I can talk about what is meant by vocation. * I can identify role models of the world today. * I can describe qualities that inspirational people might have. * I can discuss what makes a good role model and why. |
| **Term 1.2**  **Christianity: What does it mean to be a disciple?** | | |
| Vocabulary | Knowledge | Objectives |
| * Charity * Disciple * Beliefs * Values * Communities * Charisma | This unit enables pupils to explore what it means to be a follower of Jesus – both at the time of Jesus and today.  References should be made to previous learning about Jesus – ie. That Jesus is special to Christians and is described as a ‘light to the world’, someone who brought hope to the world. This may be a good opportunity to introduce the work Messiah when talking about why some people at the time decided to devote their lives to following Jesus. This should then lead into an exploration of how Christians today might try to follow the example and teachings of Jesus – What does it mean to be a true follower?  Within this unit, pupils will reflect on the qualities that good leaders have and the idea that some people have a ‘charisma’ that attracts followers. | * I can describe what a disciple is. * I can identify beliefs and values in religious teaching. * I can describe how Christians might follow Jesus through charity work. * I can describe what makes a good leader. * I can discuss what motivated people to want to make a difference. * I can share my own desires to make a difference in the world. |
| **Term 2.1**  **Hindu Dharam: Why is family important in Hindu life?** | | |
| Vocabulary | Knowledge | Objectives |
| * Duties * Dharma * Rama * Sita * Authority * Inspiration |  | * I can explain dharma. * I can describe how Hindus celebrate Raksha Bandhan. * I can describe the story of Rama and Sita. * I can identify sources of authority and inspiration. * I can reflect on what our duties are as human beings are and how they link with our families. |
| **Term 2.2**  **Judaism: Who inspires you?** | | |
| Vocabulary | Knowledge | Objectives |
| * Hierarchy * Trust * Moses * Ten commandments * Jewish * Israel | This unit enables pupils to examine the relationship between God and the Jewish people as exemplified in Jewish leaders.  The content focus includes God, Torah and The People and the Land.  Opportunities are provided to explore the leadership of Moses and the events of the Exodus.  Pupils are encouraged to apply the issues studied to examples and qualities of leadership in their lives. | * I can show similarities in religions. * I can identify how religions can be expressed in different ways. * I can describe some key features of religious traditions. * I can say what is right and wrong in my own and other values. * I can ask important questions about religions and beliefs. |
| **Term 3.1**  **Sikhism: Why are Gurus important to Sikhs?** | | |
| Vocabulary | Knowledge | Objectives |
| * Guru * Traditions * Guru Nanak * Wisdom * Guru Granth Sahib * VIP | This unit gives pupils the opportunity to explore the Sikh tradition and its origins with the teachings and example of Guru Nanak and Guru Gobind Singh. Pupils should consider the importance of commitment within Sikhism and how this might be expressed (they will explore these expressions in greater depth in Year 4).  Pupils should understand what is meant by the term ‘guru’ and why the gurus are important role models for Sikhs. They should learn about the Guru Granth Sahib and how/why it is treated with great respect by Sikhs and within the Gurdwara.  There should be a range of opportunities for pupils to reflect on and develop their own understanding of the value of commitment. They should consider how being committed can be both a challenge and a source of meaning and purpose. | * I can develop an understanding of the importance of leaders and founders. * I can identify Sikh beliefs. * I can explain what a Guru is and why the Guru Granth Sahib is treated. * I can identify people who inspire us. * I. can reflect on my own commitments. |
| **Term 3.2**  **Christianity: What do Christians mean by the Holy Spirit?** | | |
| Vocabulary | Knowledge | Objectives |
| * Holy Spirit * Unique * Penetcost * Christian * Values * Inspire | In this unit pupils will explore the Church as a community of people inspired by the Holy Spirit. This should build on their prior learning about the beliefs, values and symbols that unite the worldwide Christian community and the importance of worship. Pupils will learn about what Christians mean by the Holy Spirit and how this might inspire Christians to express their beliefs and values in different ways. There are also opportunities to explore how and why creative abilities such as music and art might be used to express ideas and talents.  Pupils should also reflect on their own unique skills/talents/qualities and how they use these.  They should recognise that these ‘gifts’ are often inspired by someone or something. | * I can explain what Christians mean by the Holy Spirit. * I can identify Christian values exemplifies in the gifts of the spirit. * I can describe how and why Pentecost is celebrated. * I can describe what aspects of being human we should be proud of. * I can discuss what makes me unique. |