



Teacher note:
The Owl in the text is a prompt to allow her to ask the question or invite children's questions.



Key Stage 1 Medium Term Planning

Year: 2		Term: Autumn 1
Theme: What did Jesus teach?		Religion: Christianity (Gospel)
Key question for this enquiry: Is it possible to be kind to everyone all of the time?		
Learning Objectives: We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Revisit Session 1 - What does it mean to be kind? Listening to Jesus' teachings, do you think you are kind to everyone all of the time or is this something you need to work on? How can you be a better friend? Can we work on being kind to everyone in our class all of the time? Make a Kindness Charter or poems reflecting how to be kind and read one each morning in the class reflection time. * Schools could use Jigsaw Jo instead of puppet. www.jigsawpshe.com		Step 1 Engagement (1 lesson) Introduce Sofia Owl. Her name means 'wisdom'. You can ask her any questions (show children envelope templates downloaded from USB). She will also ask us big questions as we learn RE. Circle Time: What does it mean to be kind? Who are you kind to? Who is it easy to be kind to? Do you think you are a kind person? What makes it tricky for you to be kind? Is it possible to be kind to everyone all of the time? Use Sofia Owl as the talking object. Puppet scenario with a puppet having done something wrong by hurting a friend. How does he feel? What could he do now? How does the hurt puppet feel? Was the puppet right to hurt the other one? Tell the children the rest of the scenario, explaining what the other puppet had done prior to this act, e.g. the puppet pushed his friend over as he had said unkind words to him. Should the puppet have done this? How did it feel to be on the receiving end? Children to make a Conscience Alley, deciding what the puppet could/should have done. The class forms two lines facing each other. One person (the teacher or a participant) takes the role of the protagonist and walks between the lines as each member of the group whispers their advice. When the protagonist reaches the end of the alley, they make their decision. Qu: Is it easy to be kind all of the time? Use Activity Sheet 1 to draw an occasion when you were kind to someone even though it was difficult.
Step 3 Evaluation (1 lesson) Revisit key question: Is it possible to be kind to everyone all of the time? Jesus tells Christians to be kind to everyone. How do they achieve this? Possible Christian visitor (e.g. Salvation Army/Christian Aid) to discuss how Jesus' teachings affect their day to day life now. Use Activity Sheet 1. Children complete each of the boxes.		BRIDGE: KINDNESS
Step 2 Investigation (3 lessons) Introduce key question: Jesus taught us to be kind to everyone but is it possible to be kind to everyone all of the time? Could Jesus be kind all of the time? Tell the story of The Kind Man (The Good Samaritan, Luke 10: 25-37). Show the children pictures from the story and ask them which part of the story they think is the most important and why? Explain that the Samaritan was seen as an enemy/diskind. Qu: Is it easy to be kind to someone you don't know/someone considered as an enemy/diskind? Qu: Why do you think Jesus told this story (parable)? Christians believe Jesus could be kind to everyone because God was helping Him. They believe He is God on earth. Teach the children that one of Jesus' most important teachings was 'Love your neighbour as yourself' (Mark 12:28-31). Discuss what this means and what it might look like in everyday life. Jesus meant everyone is your neighbour. Read some statements that might be ways to be kind to people and show love. Ask them to stand if they agree. If they disagree they should sit down. Relate each example back to the idea of loving your neighbour: - Mummy asks you to help her lay the table. You are watching TV so it's okay not to help. - A new child has started in your class and you ask them to play a game with you at playtime. - It's your birthday and you have given sweets to the class. You don't give them to a child who said an unkind word to you yesterday. Activity: Children to draw the part of the story of The Kind Man which they think is the most important and write why. Explain to the children that in the previous lesson we heard one of Jesus' stories about being kind. Today we are going to listen to/watch another story which is about Jesus acting in a kind way. Tell the story of Jesus healing the Paralysed Man (Mark 2: 1-12) or watch animation www.bbc.co.uk/education/clips/z3mgkqt Who showed kindness in the story? Jesus? The man's friends? The crowd? What message does this story give us? Why do you think Jesus showed kindness to someone he didn't know? How was Jesus able to do this, even though it was difficult? Children to draw and write a simple storyboard, showing the events of the story. What do these stories teach us about how Christians believe we should treat others? In groups, children to have a shoe box and either small world figures or make their own props and act out the story of Jesus healing the paralysed man. Children could decide their own script or make speech bubbles for the characters. Activity: Children to think about one of the stories they have heard and then make up their story which they think demonstrates when it was difficult for someone to show kindness, but they overcame this. What would Jesus want a Christian to do in this situation?		
Evidence in Discovery RE Journals: Activity Sheet		

Teacher note: Gospel

Christians believe Jesus' Incarnation is 'good news' for all people. (Gospel means 'good news'.) His life, teaching and ministry embody what it is like to be on of the people of God, what it means to live in a relationship with God. Jesus' example and teaching emphasise loving one's neighbour - particularly the weak and vulnerable - as part of loving God. From 'Understanding Christianity' Church of England



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Key Stage 1

Medium Term Planning

Year: 2		Term: Autumn 2
Theme: Christmas - Jesus as a gift from God		Religion: Christianity (Incarnation)
Key question for this enquiry: Why do Christians believe God gave Jesus to the world?		
Learning Objectives: We are learning to reflect on the Christmas story and the reasons for Jesus' birth.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Discuss what we have learnt about Christians' beliefs about Christmas and the reason for Jesus' arrival on Earth. Christians believe Jesus came to teach everybody to love one another and be kind to each other. Q: How do I show love to the world? Activity: Children to fill in third heart template and finish the sentence: I show love to the world by...		Step 1 Engagement (1 lesson) Have Sofia Owl dressed in a superhero cape Make a list of superheroes and talk about reality and fiction. Read the story 'George saves the world by lunchtime' (Eden Project Books). Why did George need to save/rescue the world? What problems does the world face? How can they be solved? Can they be solved by super heroes like Spiderman? What props would you need to save the world e.g. flying cape, magic wand, magical powers to be kind and loving? Explain to the children that Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as the time of his birth. (Make sure Jesus is not seen as a superhero by emphasising that God thought the world needed someone to 'save it' so Jesus came to help people see what they could do to make the world better.)
Step 3 Evaluation (1 lesson) Revisit key question: Why do Christians believe God gave Jesus to the world? Discuss how God wanted Jesus to save/help the world, not by himself, but by teaching others to love each other and their world, helped by God. Activity: Children fill in the first 2 heart templates: 1) My picture of the Christmas story 2) Christians believe God gave Jesus to the world so that...		BRIDGE: SAVE/RESCUE Step 2 Investigation (3 lessons) Recap the Christian belief that God gave Jesus to the world to save/help it. Does the world need to be saved/rescued? Do people need to be saved/rescued? Look at problems in the world, using pictures from the book 'George saves the world by lunchtime' and other examples. Who has caused these problems? Recap that Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as a time of his birth. Discuss how Christians prepare/look forward to Christmas? Use two Advent calendars, one commercial, the other depicting a traditional Christmas scene. Which ones are about the Christian story of Christmas? Tell the Christmas story, using props/story bag and then look again at the Advent Calendars and discuss which are represented in the story. When baby Jesus was visited in the Christmas story did He have a wand/flying cape/ magical powers? If not, how was He going to save/rescue the world? What was God's plan? Christians believe Jesus is God in human form so He has God's love and power and does not need magical powers. Recap Bible stories we have shared that show examples of Jesus showing love and kindness, e.g. story of paralysed man, story of Zacchaeus, etc. What was Jesus teaching through His actions? How can showing love to people save/rescue them? Draw out that Jesus came to teach everybody to love one another and be kind to each other and in this way the world would become a better place. 'Love your neighbour as yourself' (Mark 12:28-31). Christians believe God gave Jesus to the world to save/rescue it. Do children have any questions for Sofia Owl ? Use envelope cards.
Evidence in Discovery RE Journals: Activity Sheet.		

Teacher note: Incarnation

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. For Christians, Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. *From 'Understanding Christianity' Church of England*



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Key Stage 1

Medium Term Planning

Year: 2		Term: Spring 1
Theme: Prayer at home		Religion: Islam
Key question for this enquiry: Does praying at regular intervals help a Muslim in his/her everyday life?		
Learning Objectives: We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Children to think about a goal they want to commit to. How can we reach our goal? E.g. hard work, commitment. On Activity Sheet 2, draw a picture of themselves achieving the goal with 3 key words to express how it feels to have achieved it. Display. Link to Jigsaw - Dreams and Goals Puzzle www.jigsawpshe.com if you are using Jigsaw PSHE.		Step 1 Engagement (1 lesson) Sofia Owl is setting us a challenge. Explain to the children that today we are going to make a real effort to keep fit. During the day we are going to stop what we are doing when I ring the chime/bell, face the same way and keep fit to music. We will do this 5 times during the day and each time we will do a different exercise. We all choose to do this because we believe it's important to keep fit and we are making a commitment to keeping fit and healthy. At end of day - ask questions: How did you feel? Did it interrupt your day? Did you find it easier to learn afterwards? Would you choose to do that every day? NB: If possible repeat this exercise every day for the week. (You are trying to establish that it takes a lot of effort and commitment to exercise 5 times every day). Children record answers.
Step 3 Evaluation (1 lesson) Introduce key q: Does praying at regular intervals everyday help a Muslim in his/her everyday life? Recap on the learning of the Investigation on Activity Sheet. Task 1: In the box, children draw/write what they remember about the Muslim prayer routine. Task 2: Children cut out 3 bubbles and stick on the task sheet i.e. the 3 things they think praying 5 times a day would help Muslims with. Explain their reasons next to one bubble. Then complete the last box: Why might praying 5 times a day be difficult?		BRIDGE: COMMITMENT Step 2 Investigation (3 lessons) Explain to the children that we showed a real commitment to keeping fit. Run through the routine, recapping the direction we faced, the call to exercise (bell/chime), doing it regularly, etc. Show children a clip of Muslims praying (without sound). Q: what are these people doing? Draw out similarities between our exercise routine (physical movement, facing the same way, all moving together, etc). Teach children that these people are Muslims and they are praying. Children could try out the different prayer postures. How would you feel doing this five times a day? www.bbc.co.uk/education/clips/zsqvcdm Do the children have any questions for Sofia? Use envelope cards from Discovery RE USB stick. Teacher to lead a stilling exercise and children to focus on a piece of work or a calm picture. Discuss with the children about how calming your mind can help you to focus and still your busy thoughts (see Calm Me exercises in Jigsaw. www.jigsawpshe.com if you are using Jigsaw PSHE). Watch DVD prayer extract again (with sound) to show children as well as the postures, prayers are being said to focus on God (Allah) and talk to him. Ask children how would this help a Muslim to focus? Through learning about Muslim prayer, teach who, when, where, what, why? (Because God has asked them to and it says this in the holy book, the Qur'an). Possibly talk to a Muslim visitor about prayer. Using a picture of the different stages, label what each action symbolises and why it is significant. What impact might praying five times a day have on a Muslim's daily life? Do children have any questions for Sofia Owl?
Evidence in Discovery RE Journals: Stick the completed Activity Sheets in their journals.		



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Key Stage 1

Medium Term Planning

Year: 2		Term: Spring 2
Theme: Easter - Resurrection		Religion: Christianity (Salvation)
Key question for this enquiry: How important is it to Christians that Jesus came back to life after His crucifixion?		
Learning Objectives: We are learning to re-tell the Easter story and understand what Jesus' resurrection means for Christians.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Discuss how it's okay to believe in different things. There's no right or wrong answer. Christians believe Jesus came back to life to show them that there is life after death in heaven and Christians therefore celebrate this. The Easter egg is a symbol of new life to remind them of this and Christians send Easter cards to celebrate. Activity: Make cards to show their own ways of symbolising new life. Add a personalised message to a special person.		Step 1 Engagement (1 lesson) Have Sofia Owl 🦉 in a woolly hat/scarf and explain she is waiting for Spring to come and Winter to end. Why? Share a story (maybe a personal example using a photo of a lost pet/relative) with the children about what happens when we die (alternatively start with seasons, reflecting how nature seems to die in the winter and returns to life in the spring). Reassure children and discuss children's beliefs, including heaven if that is what they come up with. Talk about how, even if we can't see the person, we can see them inside our head and in our memories. 🦉 Questions: Have you ever lost a pet or someone close to you? How do you help yourself remember them? How do you cope with sad feelings? End lesson with happy memories.
Step 3 Evaluation (1 lesson) Show children the Activity Sheet with 4 boxes, the first depicting the cross, the second depicting the tomb with the boulder and the third box: What do Christians believe happened next? Ask them to draw/write their answer (in box 3) and an alternative explanation in box 4. Can they add their own thoughts? Do they think Jesus actually came back to life? (box 4) Watch the Easter story to reiterate what Christians believe, e.g. 'Good Friday and Easter eggs' www.bbc.co.uk/education/clips/z63b87h		BRIDGE: RESURRECTION/HEAVEN Step 2 Investigation (3 lessons) Sofia Owl 🦉 has an Easter egg and shares it. Begin by sharing an Easter egg with the class as a symbol of Easter. Tell the children the Easter story and stop after the crucifixion. That's the end of the story - or is it? But it must be the end of the story as Jesus died. Share hot cross buns with the children as another symbol of the Easter story. Read the final part of the story and Sofia Owl 🦉 asks the key question: How important is it to Christians that Jesus came back to life after His crucifixion? Refer to our thoughts during the first lesson about what happens when we die. Q: How can we find out if Jesus did come back to life? Share stories of resurrection appearances in Bible e.g. the walk to Emmaus (Mark 16:12-13) and Jesus at the beach barbecue (John 21: 1-14). If possible, talk to Christian visitor - what do they believe? Is it possible that Jesus was in heaven? Did He literally come back to life? Perhaps one explanation is that He was missed so much people believed they could see Him or they kept His memory in their heads very clearly. Christians have different beliefs about this but all Christians believe in Jesus' resurrection as this proves to them that they can also have life after death. An Easter egg is a symbol of new life. Christians believe Jesus was given to people by God to die to rescue/save them from suffering because they do wrong things sometimes. Jesus was sent to 'save' people, forgive them for their 'sins' and offer them 'salvation' (life after death). Do children have any questions for Sofia Owl? 🦉 Use envelope cards from Discovery RE USB stick.

Evidence in Discovery RE Journals: Activity Sheets.

Teacher note: Salvation

Jesus' death and resurrection effect the rescue (or salvation) of humans. Christians say he opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored.

From 'Understanding Christianity' Church of England



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Key Stage 1 Medium Term Planning

Year: 2		Term: Summer 1
Theme: Community and Belonging		Religion: Islam
Key question for this enquiry: Does going to a mosque give Muslims a sense of belonging?		
Learning Objectives: We are learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Together children design either a game or a ceremony that the whole class can join in with to feel a sense of belonging.		Step 1 Engagement (1 lesson) Sofia Owl 🦉 shares with children how she feels like she belongs in this class in Year 2. 🦉 Qu: Do you get a sense of belonging from being in our class? How? Can you help other people feel like they belong? Whole class activity to reinforce team experiences/sharing time together. e.g. Circle time or parachute games. Ask qu: Do I feel like I belong? Do I have a stronger sense of belonging being part of the circle? Why? Use Sofia Owl 🦉 as the talking object in Circle Time. Explore the idea that if we're not in our classroom do we still feel like we belong? Discuss how the feeling of belonging is inside us but we might get a stronger sense of belonging when we are in our actual classroom/school or other special place. Where else do we get a sense of belonging? Draw this place. Children could draw Sofia Owl's 🦉 special place where she feels she belongs.
Step 3 Evaluation (1 lesson) First show children Activity Sheet picture cards of Muslims praying in different contexts, including Hajj. 🦉 Qu: Which Muslim would feel the strongest sense of belonging? Why? Do Muslims need to be together to pray in order to have a strong sense of belonging? Do Muslims have a sense of belonging even if they are on their own praying? Are they on their own? Focus on picture of Muslims praying at Grand Mosque in Makkah during Hajj. Explain circles, Ummah (community). Activity: Children to have copies of the picture cards from the Input and choose the one which they feel answers the key question and complete Activity Sheet. Teach that Muslims believe that praying together in groups brings greater blessings than praying alone. The prophet Muhammad said, 'Prayer at home is counted once, prayer at the local mosque is equivalent to twenty-five prayers (Hadith: Sunan Ibn Majah - Book of mosques and Congregations tradition number 1403).		Step 2 Investigation (3 lessons) Show an extract of DVD of Friday prayers in the mosque. www.bbc.co.uk/education/clips/z74wmp3 or using Pathways of Belief DVD - Islam/Hinduism and Sikhism. 🦉 Explore - Who are these people? What are they doing? Where are they? Why are they doing it together? Introduce key question: Does going to the mosque give Muslims a sense of belonging? Can children explain what is happening to Sofia Owl? 🦉 Either visit a mosque or show children a virtual tour of a mosque. Talk about mosque school and other activity, not just prayer and worship ("See teacher note below). www.bbc.co.uk/education/clips/z6wfgk7 Look at different pictures of mosques, explaining that inside they all have similar things e.g. Grand mosque in Makkah/ Islamic Centre in Bournemouth. Set up washing routine (wudu), in which children can participate. Muslim visitor to show children how s/he performs ritual washing before prayer. www.bbc.co.uk/education/clips/zfhyr82 🦉 Qu: Is it only in the mosque where Muslims pray? Look for other examples, prayer mats and compasses
Evidence in Discovery RE Journals: Activity Sheet.		

Teacher note:

When visiting places of worship, you are welcome to download 'Crossing the Bridges' Interactive materials to enhance RE learning. www.discoveryschemeofwork.com/crossing-the-bridges/



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Key Stage 1

Medium Term Planning

Year: 2		Term: Summer 2
Theme: Hajj		Religion: Islam
Key question for this enquiry: Does completing Hajj make a person a better Muslim?		
Learning Objectives: We are learning to understand what happens during Hajj and to explore the importance of this to Muslims.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Sofia Owl invites children to write her a postcard. What would your most special journey be and why? Write a postcard home describing how it feels to be in that special place and why. Draw the place on the front of the postcard. Display around map of the world.		Step 1 Engagement (1 lesson) Sofia Owl describes a special journey she has been on. Circle time - have you ever been on a special journey? When, where, why, with whom? What made it special? Teacher to share a special journey they went on for a specific reason. Show the children a suitcase and explain that Sofia is packing her bag as she is going away. Can we guess where she's going by looking for clues and what she'll do when she gets there? E.g. camera, map, an invite, greetings card and present, money, ticket, etc. Children to work out that Sofia is going to see her Grandma as it's her birthday. Qu: Why is this important to her? How do you think she feels? Why is she going to make the effort? Do you think she will feel different afterwards? What is she most looking forward to? Children role-play Sofia's journey and the reunion with Grandma. (Could use Sofia Owl or if you are using Jigsaw PSHE at your school you could use Jigsaw Jo instead of Teddy www.jigsawpshe.com)
Step 3 Evaluation (1 lesson) Ask key question: Does completing Hajj make a person a better Muslim? Children to vote and then work in talking partners with opposing viewpoint and share their reasons. Teacher to then share reasons for Muslims completing Hajj: Commitment/because God asks them to/one of the 5 Pillars/sense of achievement/sense of belonging to world Muslim community/(Ummah)/opportunity to pray with thousands of other Muslims and to visit special places e.g. where Muhammad lived/ gain better understanding/learn more/have become a better Muslim as they have done what God wanted them to do. But what about Muslims who can't afford to go? Activity Sheet: Complete		BRIDGE: JOURNEYS WITH MEANING Step 2 Investigation (3 lessons) Mystery suitcase - who does it belong to? Where are they going? Teacher to show the children the objects in the case and children to explore further with pictures of the objects on their tables. e.g. Hajj robes, map of Makkah (Mecca), Qu'ran, small stones, spring water, umbrella, picture of the Grand mosque in Makkah. Children to watch an extract of Hajj and begin to make links between the lost suitcase and the journey they are watching. www.bbc.co.uk/education/clips/z8jpycw Teacher to explain the relevance of Makkah and the Grand Mosque, recapping previous learning. Show children where Makkah is on map/globe. Teacher to explain the significance of different events that take place during the journey. Qu: How do you think these Muslims feel? Why are they doing it? Explain to children that by completing Hajj, Muslims are showing a commitment to God (Allah). God is really important to Muslims and they are prepared to make lots of effort to show him this. Hajj is one of the 5 pillars and one of the 8 doors to heaven. Clips to support the teaching of Hajj: Day 1 of Hajj www.bbc.co.uk/education/clips/zx8n34j Day 2 of Hajj www.bbc.co.uk/education/clips/zpqvcdm Day 3 of Hajj www.bbc.co.uk/education/clips/zvt4wmn
Evidence in Discovery RE Journals: Activity Sheet		