



Religious Education Directory- To Know You More Clearly

| Year 2 Autumn 1  | <u>Topic Title: Creation and Covenant</u>  | Key Vocabulary   |
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| <p><b><u>RED Expected Outcome:</u></b></p> <p><b>Understand:</b><br/>By the end of this unit of study, pupils will be able to:</p> <p>Retell in any form the Noah story (Genesis 6:9-9:17), focusing on Noah and God’s promise to all living creatures in the sign of the rainbow (Gen 9:8-17).</p> <p>Know that psalms are prayed/sung to praise God and recognise that they are a different literary form in scripture.</p> <p>Understand the term ‘stewardship’ and what it means for caring for God’s world.</p> <p>Correctly use religious words and phrases to talk about the Sacrament of Baptism, as a sign of Jesus’ love for all people and a welcome into the Christian family.</p> <p>Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament.</p> <p><b>Discern:</b><br/>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>Responding to the way God’s gift of Creation is expressed in a variety of creative and artistic ways, e.g., art, music, or poetry and talk about the reason for their response.</p> <p>Expressing a point of view, with a relevant reason, about why we care for God’s world, making simple</p> | <p><b>Hear</b><br/>By the end of this unit of study, pupils will have encountered the following key texts:</p> <ul style="list-style-type: none"> <li>• The story of Noah, focusing on God’s covenant (promise) with Noah and all living beings in the sign of the rainbow (Gen 9:7-17).145</li> <li>• LS 71 ‘Through Noah, who remained innocent and just, God decided to open a path of salvation. In this way he gave humanity the chance of a new beginning. All it takes is one good person to restore hope!’</li> <li>• Psalm 139 in praise of God’s Creation of each of us and his love for us.</li> </ul> <p><b>Believe</b><br/>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• God makes a covenant (promise) with Noah to save all living things.</li> <li>• That people in the story of Noah turned away from God and chose to act badly; this is behaviour called sin.</li> <li>• The Sacrament of Baptism is when a person becomes part of the Christian family and promises to love God.</li> <li>• That the Christian Bible is split into two parts, the Old Testament, and the New Testament.</li> </ul> <p><b>Celebrate</b><br/>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Psalms are prayers to praise God.</li> <li>• Sacraments are living signs of Jesus’ love for all people.</li> <li>• Baptism is the first sacrament which welcomes people into the Christian family.</li> </ul> <p><b>Live</b><br/>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Ways in which we can show care for God’s world (stewardship) as part of our care for each other.</li> <li>• How a baby is baptised in the Catholic Church.</li> </ul> | <p>God<br/>Noah<br/>covenant<br/>sin<br/>psalm<br/>sacraments<br/>baptism<br/>Father<br/>Bible<br/>Old<br/>Testament/New<br/>Testament</p> |



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| <p>connections with God’s promise to all living creatures in the story of Noah.</p> <p>Exploring the meaning of symbols used in an infant’s baptism in the Catholic Church.</p> <p><b>Respond:</b><br/>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Considering what they could do to care for God’s world in their own lives and in the life of their local community. (RVE)</p> <p>Reflecting on the gift of Creation (awe and wonder). (RVE)</p> <p>Reflecting on how actions can help or harm themselves and others and what this could mean for their friendship with God.</p> |   |  |   |   |                              |
| <p><b>Possible Community Links:</b></p>   | <p><b>Previous Learning Experiences:</b></p> <p>EYFS- God made our beautiful world and everything in it.<br/>God made me.<br/>Y1 - Creation</p> | <p><b>Future Learning Experiences:</b></p> <p>Y3- Creation<br/>Y4- Abraham<br/>Y5- Moses<br/>Y6- 2<sup>nd</sup> creation account</p> | <p><b>Cross curricular links:</b></p> <p>Science – Animals including humans</p> | <p><b>British Values:</b></p> <p>Mutual respect</p> |                              |
| <p>Year 2 Autumn 2</p>  | <p><b>Topic Title: <u>Prophecy and Promise</u></b></p>  |  |   |   | <p><b>Key Vocabulary</b></p> |



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| <p><b><u>RED Expected Outcome:</u></b></p> <p><b>Understand:</b><br/>By the end of this unit of study, pupils will be able to:</p> <p>Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke.</p> <p>Know that a prophet or prophetess communicates God’s message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.</p> <p>Identify Zechariah’s special message about John’s future (Lk 1:76).</p> <p>Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born.</p> <p>Recognise that the Church teaches that Mary is the mother of God who prays for them and with them.</p> <p>Describe some ways that Christians prepare for Jesus’ coming at Christmas during the season of Advent for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare for Christmas. (RVE)</p> <p><b>Discern:</b><br/>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>Talking about Isaiah’s picture language about light and darkness (Is 9:1-2) and making simple</p> | <p><b><u>Hear</u></b><br/>By the end of this unit of study, pupils will have encountered the following key texts:</p> <ul style="list-style-type: none"> <li>• The Annunciation of John the Baptist (Lk 1:5-20)</li> <li>• The Annunciation of Jesus (Lk 1:26-38)</li> <li>• The Visitation (Lk 1:39-50, 53)</li> <li>• The birth of John the Baptist (Lk 1:57-58)</li> <li>• Zechariah’s voice is restored (The circumcision of John the Baptist) (Lk 1:59-66, 67,76)</li> <li>• The Birth of Jesus (Lk 2:1-8)</li> </ul> <p>Including, for the season of Advent:</p> <ul style="list-style-type: none"> <li>• Is 7:14, 9:1-2, 5-7 (Extracts from the book of Immanuel)</li> </ul> <p><b><u>Believe</u></b><br/>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• That prophets and prophetesses communicate God’s message inspired by the Holy Spirit. John the Baptist is born to be a prophet.</li> <li>• Christians believe that the person Isaiah spoke of was Jesus. In Isaiah’s words, Christians recognise Jesus as a light in the darkness and Immanuel, ‘God-with-us’.</li> <li>• Advent is the season when Christians prepare for the coming of Jesus Christ at Christmas.</li> <li>• That Mary is the mother of God and our mother who is trusted with all our prayers.</li> </ul> <p><b><u>Celebrate</u></b><br/>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Some words of Mary’s prayer, the Magnificat (Lk 1:46-50, 53) in which she gives thanks to God and prays for his just world to come.</li> <li>• Advent is a time Christian preparation for Jesus’ coming.</li> <li>• That the Advent wreath is a symbol of the coming of the light.</li> <li>• How the Christmas story is celebrated in song: carol services.</li> </ul> <p><b><u>Live</u></b><br/>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• About some daily/weekly commitments that enable Christians to live in a way that prepares them for Jesus’ coming.</li> <li>• Advent preparations in different cultures.</li> <li>• The meaning and interpretations of the candles/wreath in different cultural contexts.</li> <li>• How Catholic Social Teaching (CST) can help to guide Christians to ‘share the light’ with others</li> </ul> | <p>Advent<br/>Advent wreath<br/>Annunciation<br/>Isaiah<br/>John the Baptist<br/>Magnificat<br/>prophet<br/>Zechariah</p> |
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| <p>links with Jesus.</p> <p>Saying what they wonder about the Holy Spirit and how baby John the Baptist, Mary, Elizabeth, and Zechariah felt.</p> <p>Talking about how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas. (RVE)</p> <p>Listening to different traditions and interpretations of the meaning of the Advent wreath. (RVE)</p> <p><b>Respond:</b><br/>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Talking about Mary’s prayer, the Magnificat (Lk 1:46-50, 53) and how they can make the world fairer. For example, how they could fill the hungry with good things in Advent<sup>147</sup> or what choices they could make in Advent to support local and global communities in need and to care for Creation (CST). (RVE)</p> <p>Using artistic expressions to create a personal response to Isaiah’s picture language about light and darkness (Is 9:1-2</p> |   |   |  |   |
| <p><b>Possible Community Links:</b></p>   | <p><b>Previous Learning Experiences:</b></p> <p>EYFS-The Annunciation/The Nativity/The Shepherds visit the manger</p> | <p><b>Future Learning Experiences:</b></p> <p>Y3- Catholic Mass/The Annunciation to Joseph</p> <p>Y4-Elijah/the preaching of John The Baptist</p> | <p><b>Cross curricular links:</b></p> <p>Music – Christmas music</p> | <p><b>British Values:</b></p> <p>Mutual respect</p> |



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|   | <p>Y1-The Annunciation/The Visitation/Birth of Jesus</p>   | <p>Y5- Jesus - the fulfilment of the promise to David<br/>Y6- Women of the old testament – ‘true protagonists of salvation history’</p> |  |  |
| <p><b>Year 2 Spring 1</b></p>   | <p><b>Topic Title: Galilee to Jerusalem</b></p>  |   |  | <p><b>Key Vocabulary</b></p>   |
| <p><b>RED Expected Outcome:</b></p> <p><b>Understand:</b><br/>By the end of this unit of study, pupils will be able to:</p> <p>Retell, in any form, the story of John the Baptist and the baptism of Jesus.</p> <p>Begin to recognise ‘parables’ as a literary form in Scripture with reference to the parable of the lost sheep (Lk 15:4-7) and how Jesus uses them to teach people about God.</p> <p>Recognise that everyone is tempted to make bad choices (sin), but that God loves and forgives all people.</p> <p>Begin to recognise that the miracles of Jesus are signs that he is the Son of God.</p> <p>Correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and to others is important.</p> <p><b>Discern:</b></p> | <p><b>Hear</b><br/>By the end of this unit of study, pupils will have encountered the following key texts:</p> <ul style="list-style-type: none"> <li>• The preaching of John the Baptist (Lk 3:2-6, 10-17)</li> <li>• Jesus is baptised (Lk 3:21-22)</li> <li>• The Temptation in the wilderness &amp; Jesus begins to preach (Lk 4: 1-15)</li> <li>• Cure of a paralytic (Lk 5:17-26)</li> <li>• The choice of the twelve (Lk 6:12-16)</li> <li>• The calming of the storm (Lk 8:22-25)</li> <li>• Parable of the lost sheep (Lk 15:4-7)</li> </ul> <p>For the Feast of the Epiphany</p> <ul style="list-style-type: none"> <li>• Matt 2:1-12: The visit of the Magi</li> </ul> <p><b>Believe</b><br/>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• John the Baptist is a prophet who calls people back to God by encouraging them to say sorry. Baptism is a sign of forgiveness.</li> <li>• That when people make bad choices (sin), they turn away from God. Jesus teaches that God loves and forgives and that being sorry helps us to change and become better people.</li> <li>• Jesus’ miracles are signs that show he is the promised one (Messiah).</li> <li>• Jesus’ parables are simple comparisons that invite people to know more about God.</li> <li>• Jesus brings healing in different ways.</li> </ul> <p><b>Celebrate</b><br/>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• How water is used as a symbol of a new start in the Sacrament of Baptism.</li> <li>• How Catholics say sorry to God in prayers:</li> <li>• Act of Sorrow (Contrition)</li> <li>• Asking for forgiveness in the ‘Our Father’</li> </ul> |   |  | <p>baptism<br/>John the Baptist<br/>miracle<br/>parable<br/>temptation<br/>sin<br/>sorrow<br/>forgiveness<br/>reconciliation</p> |



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| <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:<br/>Looking at artistic representations of Jesus’ baptism and talking about images used for God the Father, Jesus (God the Son), and the Holy Spirit and notice how they are connected.</p> <p>Making simple links with Isaiah and John the Baptist as prophets, and their openness to the Holy Spirit.</p> <p>Talking about water as a symbol of a new start (reconciliation), thinking about the Sacrament of Baptism and the story of Noah.</p> <p><b>Respond:</b><br/>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Reflecting on what it feels like to say sorry and to be forgiven. (RVE)</p> <p>Talking about ways they and others show that they are sorry. (RVE)</p> <p>Considering what people might want to say sorry to God for and how praying can be part of this (e.g., through making a simple Act of Sorrow)</p> | <p><b>Live</b><br/>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• The importance of saying sorry to God and to others.</li> <li>• The importance of showing you are sorry, for example, through practical Acts of Penance.14</li> </ul> |  |  |   |  |
| <p><b>Possible Community Links:</b></p>   | <p><b>Previous Learning Experiences:</b></p> <p>EYFS The visit of the Magi<br/>Glory be is a special prayer<br/>Jesus was born for everyone<br/>Y1 -Jesus visits the temple</p>   | <p><b>Future Learning Experiences:</b></p> <p>Y3- Miracles and parables<br/>Y4- Saint Peter and that Jesus is messiah<br/>Y5- beatitudes</p> | <p><b>Cross curricular links:</b></p> <p>PSHE – What makes a community?<br/>PSHE – A Journey in Love</p> | <p><b>British Values:</b></p> <p>Mutual respect</p> |  |



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|   | <p>Y6- Expand on a variety of miracles. Sacraments are meetings points of God.</p>  |  |  |
| <p><b>Year 2 Spring 2</b></p>   | <p><b>Topic Title: Desert to Garden</b></p>   |  | <p><b>Key Vocabulary</b></p>   |
| <p><b>RED Expected Outcome:</b></p> <p><b>Understand:</b><br/>By the end of this unit of study, pupils will be able to:</p> <p>Recognise what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us.</p> <p>Recognise that Lent is a time for reconciliation and forgiveness.</p> <p>Correctly use religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God’s forgiveness.</p> <p>Correctly use religious words and phrases to talk about the symbols of light and water in the Easter Vigil Mass.</p> <p><b>Discern:</b><br/>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>Looking at works of art to recall the story of Holy Week studied in the previous year.</p> | <p><b>Hear</b><br/>By the end of this unit of study, pupils will have revisited and encountered the following key texts:</p> <ul style="list-style-type: none"> <li>• Jesus enters Jerusalem (Lk 19:28-38*)</li> <li>• The last supper (Lk 22:7-23*, 28-34)</li> <li>• The Crucifixion and death of Jesus (Lk 23:33-46*)</li> <li>• The angel’s message (Lk 24:1-8*)</li> <li>• Peter at the tomb (Lk 24:9-12)</li> </ul> <p>*Texts studied in Year One</p> <p><b>Believe</b><br/>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• That Jesus gave us the Sacrament of Reconciliation to heal and restore our friendship with God and through this ourselves.</li> <li>• That Lent is a time of preparing our hearts and minds for Easter through reconciliation and forgiveness.</li> <li>• The Easter Vigil Mass is the high point of the year and is rich in symbols of light and darkness.</li> </ul> <p><b>Celebrate</b><br/>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Some prayers and actions that are ways in which Catholics turn back to God, in the Sacrament of Reconciliation, for example, a simple Examen or an act of sorrow and in the Penitential rite, for example, the Kyrie Eleison (Lord have Mercy).</li> <li>• Some simple words, actions, and symbols of the Easter Vigil, focusing on light and water.</li> </ul> <p><b>Live</b><br/>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• The importance of saying sorry to God and to others.</li> <li>• That prayer can help people say sorry for their sins.</li> </ul> |  | <p>Easter Vigil<br/>forgiveness<br/>Kyrie Eleison<br/>reconciliation<br/>sin</p> |



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| <p>Considering some examples of reconciliation and peacebuilding in art, e.g., reconciliation outside Coventry Cathedral.</p> <p>Listening to different sung versions of the Kyrie Eleison and talking about what the words mean.</p> <p>Talking about links between the symbols of light and water at the Easter Vigil and what the symbols remind them of, for example, the story of Creation, the Sacrament of Baptism or Advent</p> <p><b>Respond:</b><br/>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Thinking about what forgiveness means to them. (RVE)</p> <p>Thinking about how making bad choices can harm themselves and others and why saying sorry matters. (RVE)</p> <p>Reflecting on how Jesus teaches people to forgive.</p> | <ul style="list-style-type: none"> <li>• That making bad choices damages relationships and damages them.</li> </ul>  |   |  |                               |
| <p><b>Possible Community Links:</b></p>  | <p><b>Previous Learning Experiences:</b></p> <p><b>EYFS:</b> Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love</p> | <p><b>Future Learning Experiences:</b></p> <p>Y3- Eucharist at the Last Supper<br/>Y4- Jesus as the servant-Messiah.<br/>Y5- Ash Wednesday, temptation repentance<br/>Y6-Symbolism within St John's account</p> | <p><b>Cross curricular links:</b></p> <p>Music – Sacred Music</p> <p>D&amp;T- Dips and dippers</p> <p>Science - Plants</p> | <p><b>British Values:</b></p> |



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|  | <p>everyone (great commandment).<br/>Caring for others<br/>New life<br/><b>Y1 –</b><br/>Temptation/The Last Supper/The Easter story</p>  |  |  |                              |
| <p><b>Year 2<br/>Summer 1</b></p>  | <p><b>Topic Title: To the Ends of the Earth</b></p>  |  |  | <p><b>Key Vocabulary</b></p> |
| <p><b>National Curriculum Objectives:</b><br/><b>Understand</b><br/>By the end of this unit of study, pupils will be able to:<br/>Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost.<br/><br/>Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church.<br/><br/>Retell the story of the Conversion of Saul (Acts 9:1-19).<br/><br/>Recognise that the description of the fruits of the Spirit is taken from one of St Paul’s letters (Gal: 5:22).<br/><br/>Recognise that Christians believe the Holy Spirit opens their heart to God, helping them to pray and develop habits of good behaviour towards themselves and other people.<br/><br/>Name the fruits of the Holy Spirit and make simple links between the lives of some saints or</p> | <p><b>Hear</b><br/>By the end of this unit of study, pupils will have revisited and encountered the following key <b>texts</b>:<br/> <ul style="list-style-type: none"> <li>• Jesus appears to the apostles and the Ascension (Lk 24:36-53)</li> <li>• Pentecost and Peter talks to the crowd (Acts 2:1-9, 12-13)</li> <li>• Conversion of Saul (Acts 9:1-19)</li> <li>• Fruits of the Holy Spirit (Gal 5:22-23)</li> </ul> <b>Believe</b><br/>By the end of this unit of study, pupils will know that the Church teaches:<br/> <ul style="list-style-type: none"> <li>• God is love. Love is God’s first gift poured into our hearts by the Holy Spirit.</li> <li>• The fruits of the Spirit are the visible signs that a person is led by the Holy Spirit.</li> <li>• The fruits of the Spirit are love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control.</li> </ul> <b>Celebrate</b><br/>By the end of this unit of study, pupils will know:<br/> <ul style="list-style-type: none"> <li>• In all prayers, Christians welcome the Holy Spirit and open their hearts to God.</li> <li>• Christians pray to the Holy Spirit for help (‘Come Holy Spirit’).</li> </ul> <b>Live</b><br/>By the end of this unit of study, pupils will know:<br/> <ul style="list-style-type: none"> <li>• That there are different symbols of the Holy Spirit in art: wind, fire, and dove, e.g., Taizé,</li> </ul> </p> | <p>Holy Spirit<br/>Ascension<br/>Pentecost<br/>Saul<br/>prayer<br/>Fruits of the Spirit<br/>love<br/>joy<br/>peace<br/>patience<br/>kindness<br/>generosity<br/>faithfulness<br/>gentleness<br/>self-control</p> |  |                              |

holy people and how the fruits of the Holy Spirit were shown in their lives.

**Discern**

By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:

Saying what they wonder about the story of the appearance of the resurrected Jesus to the apostles and imagining how the apostles were feeling at the Ascension (Acts 1:6-11) or saying what they wonder about the story of Saul.

Saying what they wonder about the fruits of the Holy Spirit.

Sharing their personal response to different symbols of the Holy Spirit (wind, fire, dove) in art and say why they respond in that way, making links with images studied in previous branches (e.g., Taizé representations of the Holy Spirit, Marlene Scholz's 'Blessed Trinity'). (RVE)

Listening to and asking questions about the stories and the example of a saint whose life shows examples of building peace in the world. (RVE)

**Respond**

During this unit of study, pupils will be invited to respond to their learning, for example by:

Hearing the words of Come Holy Spirit and thinking about what it means to open your heart to God.



Marlene Scholz's 'Blessed Trinity'.

- The example of a saint who showed examples of peacebuilding in their lives, e.g., St Catherine of Siena, St Bernardine of Siena (IHS), St Rita of Cascia, St John Henry Newman, Pope St Pius X, St Francis of Assisi. Some examples of saints and holy people who lived the fruits of the Holy Spirit in their lives, e.g., St Oscar Romero, St Teresa of Avila.



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| <p>Considering why many people pray and share stories of prayer from different religious communities as appropriate. (RVE)</p> <p>Considering how the fruits of the Holy Spirit could transform their own lives and through them, help the lives of others in their family and wider community.</p> |   |   |                                       |                               |
| <p><b>Possible Community Links:</b></p>   | <p><b>Previous Learning Experiences:</b></p> <p>EYFS- The Story of Pentecost</p> <p>Y1- The road to Emmaus/</p> | <p><b>Future Learning Experiences:</b></p> <p>Y3- Road to Emmaus/Paul's letter to the Corinthians/The Holy Trinity</p> <p>Y4- The Apostle's creed/Communion of Saints</p> | <p><b>Cross curricular links:</b></p> | <p><b>British Values:</b></p> |



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|   | The Ascension/Pentecost  | Y5- The Sacrament of Confirmation<br><br>Y6- Appearance to Mary Magdalene/Appearance to the disciples/The Resurrection |  |  |
| Year 2 Summer 1   | <b>Topic Title: Dialogue and Encounter</b>   |  |  | <b>Key Vocabulary</b>  |
| <p><b>RED Expected Outcome:</b></p> <p><b>Understand:</b><br/>By the end of this unit of study, pupils will be able to:</p> <p>Say what the story of the Good Samaritan teaches about how Christians should live. (RVE)</p> <p>Describe an initiative Christians work on together locally and globally in the service of others. (RVE)</p> <p>Make simple links and connections between some Jewish religious laws, beliefs, worship, and life (e.g., Keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes)</p> <p>Talk about respecting the beliefs of people from different communities in their local area. (RVE)</p> <p><b>Discern:</b><br/>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> | <p><b>Dialogue</b><br/>By the end of this unit of study, pupils will have encountered the following key text:</p> <ul style="list-style-type: none"> <li>• The parable of the Good Samaritan (Lk 10:25-37)</li> </ul> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• Christians should collaborate in service of humanity.</li> </ul> <p>By the end of this unit of study, pupils will know about Christianity locally through:</p> <ul style="list-style-type: none"> <li>• Learning about their local Christian community.</li> <li>• Learning about ways Christians where they live come together to support the local Community.</li> </ul> <p><b>Encounter</b><br/>By the end of this unit of study, pupils will have encountered the following:</p> <ul style="list-style-type: none"> <li>• Recognise links and simple connections between some Jewish religious laws, beliefs, worship, and life. (e.g., keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes).</li> <li>• Recognise that most Jewish religious words are in Hebrew (the original language of the Torah and other sacred Jewish/Christian texts).</li> <li>• Listen to the religious experiences of others from different communities in the class and the local area.</li> </ul> |  |  | <p>Samaritan<br/>Sabbath<br/>Shabbat<br/>synagogue<br/>neighbour<br/>respect</p> |



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| <p>Considering an answer, with relevant reasons, to the question 'Who is my neighbour?' (RVE)</p> <p>Exploring some examples of Hebrew calligraphy, for example, through the work of a sofer (scribe), and asking 'I wonder' questions about what they have seen.</p> <p>Listening to the stories and experiences of others from different communities in the class and the wider community. (RVE)</p> <p><b>Respond:</b><br/>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Reflecting on the question 'Who is my neighbour?' in their life and wondering about how they can act as a good Samaritan in their local community. (RVE)</p> <p>Reflecting on how communities could be transformed if people acted as good neighbours. (RVE)</p> |   |   |  |  |
| <p><b>Possible Community Links:</b></p>   | <p><b>Previous Learning Experiences:</b></p> <p>EYFS- A simple life of St Peter and St Paul/local faith community – music, food, clothing</p> <p>Y1- Christianity/Judaism – The Torah</p> | <p><b>Future Learning Experiences:</b></p> <p>Y3- Exodus/ The Jewish festival of Passover/Islam – artistic expression of beliefs</p> <p>Y4- St Paul/five pillars of Islam</p> <p>Y5- Writers of the Bible/Judaism –</p> | <p><b>Cross curricular links:</b></p> <p>Science - Materials</p> | <p><b>British Values:</b></p> <p>Tolerance</p> <p>Mutual respect</p> |



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|  |  | Tanakh, Shema and Mezuzah<br><br>Y6- Worldview/<br>Dharmic beliefs,<br>practices, and way<br>of life |  |  |
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