

## Living Difference IV syllabus-

Prior Learning-

Year R- Birthdays- Celebrations

Year R- Christmas- Nativity

Year R- Harvest

Year R- Mother's and Father's Day

Year R- Easter

Year 1- Harvest Thanking

Year 1- Journeys

Year 1- Change

Year 1- Paschal's Candles

Year 1- Special Places

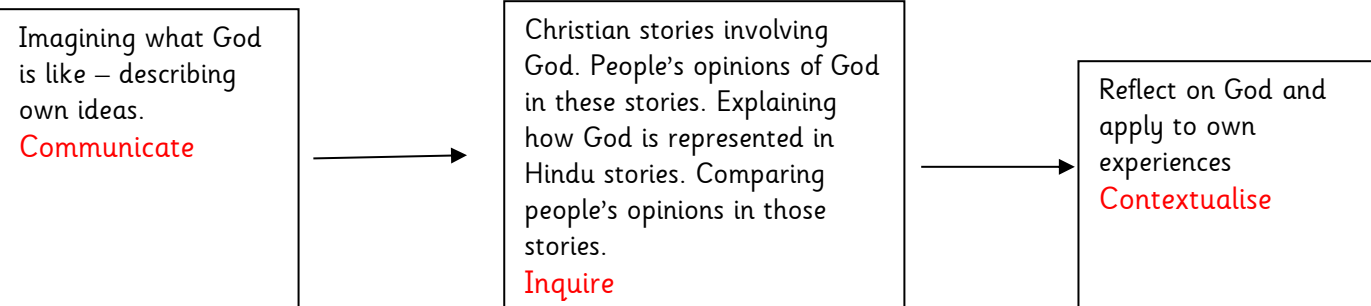
Year 1- Krishna

Children are required to engage with and study aspects of what it means to live life in the Christian traditions, along with a depth study of a second tradition. If the depth study in addition to Christianity is selected from another Abrahamic tradition, an overview study should be designed to include a Dharmic tradition ([see Notes](#)). If there are children from other traditions in the class, the teacher can also include these in an overview study at KS1 as well as study of non-religious perspectives.

## Vocabulary:

God, Christian, Hindu, Rama, Sita, Christianity, Hinduism, Daniel in the lions den, description, differences, roles, compare, opinions, experiences, purpose

## Snapshot overview



R.E. Medium Term Planning

Year Group: Year 2

Term: Autumn 1

Topic: R.E. - Ideas about God

	Learning Objective	Input (including key questions and vocabulary)	Task	Key Learning
Session 1	I can express my ideas about God.	<p><b>Circle of enquiry- Communicate</b></p> <p>Remind children that people that are religious believe in God.</p> <p>Children close eyes and teacher asks them to imagine if God came into the room, what would God be like?</p> <p>Share ideas and discuss.</p> <p>Key questions: Do you think God might be...old/young, big/small, man or woman, seen/unseen, powerful/weak, kind/cruel etc.</p>	Children draw their own representation about God to express their own ideas. Children then label their picture with descriptions.	<b>To be able to communicate my ideas about what God might be like.</b>

<p>Session 2</p> <p>Session 3</p>	<p>I can explain how God is represented in Christian stories.</p> <p>I can explain how God is represented in Hindu stories.</p>	<p><b>Circle of enquiry- Inquire</b></p> <p>Remind children that some people called Christians believe in God. Tell the children that we will listen to a Christian story from the Bible.</p> <p>Children listen to stories involving God in groups Daniel in the Lions Den (Daniel 6).</p> <p>Ask the children what God was like in the stories. How was he represented? Take ideas and write up as a class.</p> <p>Talk about that some people called Hindus believe in many Gods- show images of different Gods. Tell the children that we are going to listen to a story about Rama and Sita (should be familiar from Year 1)- Rama is a Hindu God.</p> <p>Children listen to the story of Rama and Sita. How is Rama portrayed in this story? How is this the same/different to Christian God?</p>	<p>On sugar paper, write up as a class how God is represented in Christian stories.</p> <p>Discuss how this is the same and different to how God is represented in Hindu stories.</p>	<p><b>To be able to say how God is represented in Christian and Hindu stories.</b></p>
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Session 4	I can reflect on the role of God and apply it to my own experiences.	<p><b>Circle of enquiry- Contextualise</b>          Children discuss the roles of God. Remind children of how Gods are portrayed in different religions and what their different qualities are and what makes them special to their religions by sharing sugar paper ideas from last lesson.</p> <p>Discuss important people in own lives and what makes them important? What qualities do they have that make them important? Share ideas in partners. Model drawing someone important to you and writing why they are important.</p>	Children to draw important people from their own lives e.g. parents, family members, friends and write why they are important.	<b>To be able to say why someone is important to them and why.</b>
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Impact:

To be able to discuss their ideas about God.

To be able to listen to stories about God and give opinions on what they thought about God in Christianity and Hinduism.

To be able to reflect on God and apply to their own experiences.