

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

Year 2- Ideas about God

Year 2- Angels

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.

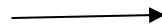
Vocabulary:

Belief, no belief, strong belief, Jesus, Palm Sunday, Christians, Jerusalem, message, leaders, decisions, situations

Snapshot overview

Discussing the concept of belief.
Compare and contrast different people's beliefs about Jesus in the Palm Sunday story.

Communicate
Apply
Contextualise



Reflecting on own beliefs.

Inquire



Discussing how their beliefs would affect their lives and others.

Evaluate

R.E. Medium Term Planning

Year Group:

Year 2

Term: Spring 2

Topic: R.E. – Belief

	Learning Objective	Input (including key questions and vocabulary)	Task	Key Learning
Session 1 and 2	<p>I can identify and discuss the concept of belief.</p> <p>I can compare and contrast different people's beliefs about Jesus in the Palm Sunday story.</p>	<p>Children discuss what they think the word belief means (e.g. Belief is something you think is true or real but you cannot prove). This should start with God / Gods and how people never see them but believe they exist. Can the children think of people, places, concepts that they might believe exist but have never seen? For example: super heroes, ghosts, monsters - ask concept check such as have you actually seen one?</p> <p>Set up a belief cline in the classroom from no belief to strong belief. Make statements such as: superheroes are real, aliens are real, fairies and angels are real, unicorns are real, – have the children place themselves on the cline in line with what they believe.</p> <p>Tell the story of Palm Sunday. http://www.twinkl.co.uk/resource/t-t-19238-palm-sunday-powerpoint As a class discuss different people involved in the story and the different beliefs about Jesus. Children to place statements from the story to the belief cline introduced earlier. <i>Jesus was the son of God.</i></p>	<p>Make decisions about how far they believe some statements which you may or may not believe.</p> <p>Make decisions about how far they believe some of the parts of the story of Palm Sunday</p>	<p>Children to understand the concept of belief.</p> <p>Children to understand people's beliefs in Jesus.</p> <p>Children to be able to discuss what Christians believe about the Palm Sunday story.</p> <p>Children to be able to communicate their beliefs and understand that they may be different to others.</p>

		<p><i>Jesus was the Messiah- explain meaning of Messiah (savour of mankind).</i></p> <p><i>Jesus could make sick people better.</i></p> <p>Circle of enquiry- Communicate, Apply, Contextualise</p>		
Session 3	I can reflect on my own beliefs.	<p>Remind children of Christians beliefs in Jesus</p> <p>Discuss our own beliefs.</p> <p>Model some of your own beliefs with the TA. It could be about anything like life on other planets, God, heaven etc.</p> <p>Does it matter what people believe? What do we think about other beliefs? Explain to children that we have to value and respect others' beliefs because they are important to them.</p> <p>Share beliefs in circle time "I believe that..."</p> <p>Circle of enquiry- Inquire and Evaluate</p>	<p>The children share some of their beliefs with the class.</p> <p>Can they find someone that thinks the same as them?</p> <p>Can they find someone who has a different belief to them.</p>	<p>Children to understand the concept of belief.</p> <p>Children to be able to communicate their beliefs and understand that they may be different to others.</p>

Impact:

To understand what a belief is.

To understand that Christians believe in Jesus.

To understand what Christians believe about the Palm Sunday story.

To share my own belief and understand how other people may believe different things.