






Religious Education - Medium Term Planning



Year Group:	Year 2
Unit (hours):	Unit 2.1: The Bible - Why is the Bible such a special book? (10 hours in total - 6 hours Christianity and 4 hours World Faiths).
Term:	Autumn 1.
Christian Concepts:	God - Creation - Fall - People of God - Incarnation - Gospel - Salvation - Kingdom of God (All concepts are visited within this unit with a particular focus on God).
Unit Aims:	<ul style="list-style-type: none"> To widen the children's understanding of the Bible, its contents, presentation and importance to Christians. To begin to develop children's understanding of holy books in the lives of people of all world faiths.
Christian Values:	Faith, Reverence, Respect, Wisdom.
Key Vocabulary:	Bible, Old Testament, New Testament, Holy, Gospel, Word of God, Mary Jones, Dead Sea Scrolls.
Key Skills:	Enquire, Investigate, Analyse, Evaluate.
Ladder of Expectations:	Retell stories using religious words to identify features and expression of religion and begin to ask questions.
Links to Books (to share/enjoy):	The Garden, the Curtain and the Cross.

Unit Sequence:	Learning Quest:	Key Skill(s):	Religious Teaching/Values:	Activity/Evidence:
To Begin With. [1] L1	What is your favourite book and why? 	Analyse	Discuss with the children what their special/favourite books are and why they are special (children may mention here the Bible and holy books from around the world). Display a collection of both your own books and the children's special books, including Bibles and holy books. Introduce your favourite book as the 'Bible'. Discover what the children already know about the Bible.	Look carefully at the books during a circle time, talking about them with the children. <u>Key questions to promote discussion and reflective thinking:</u> Why are these books special? Why are some of these books believed to be holy? How do we look after them? Where do we keep them? When do we look at them? Were they gifts, expensive or heirlooms? Do they evoke memories? Are they your favourite stories? Do they have beautiful pictures? Record the children's responses in Class Reflection Book.

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<p>To Begin With [2] L1</p>	<p>Why is the Bible so important to Christians?</p> 	<p>Investigate</p>	<p>The Bible is the Christian special and Holy Book. Why is it special? Why is it called holy? Ask the children what they already know about the Bible and what questions they have about the Bible.</p> <p>The Bible is the 'biggest story'. It is God's big story from creation through to salvation and revelation. Link the panels of the 'Big Frieze' to the appropriate sections of the Bible.</p>  <p><u>Useful stories when talking about God's Big Story:</u></p> <ul style="list-style-type: none"> • <i>The Garden, the Curtain and the Cross</i> by Carl Laferton. • <i>The Biggest Story</i> by Kevin DeYoung. 	<p>Watch 'God's Story: The Bible' video on the Questful RE Portal.</p> <p>Display a collection of Bibles - old, new, picture Bibles, different sizes and languages.</p> <p><u>Key questions to promote discussion and reflective thinking:</u></p> <p>What do they look like? Are they all the same? How do we know they are special? Are some more special than others?</p> <p>Who uses a Bible? Why? When? Where do we find them? Which Bible do they like best? Why? 'I like ... because ...' Who reads/uses a Bible? Why? When?</p> <p>Record the children's responses in <i>Class Reflection Book</i>.</p>
<p>Christian Concepts (Speaking & Listening). L2</p>	<p>What is the Christian Concept of God?</p>	<p>Explore and Identify</p>	<p>Introduce the idea of the Old and New Testament within the Bible and how God is mentioned throughout the Bible. Explore and explain the metaphor of the Bible as a globe or map.</p>	<p>Enjoy reading and listening to a few of the children's favourite Bible stories.</p> <p><u>Key questions to promote discussion and reflective thinking:</u></p> <p>Which stories do we find in the Old Testament? Which stories do we find in the New Testament?</p> <p>Make links between the children's favourite Bible stories and your frieze of God's Big Story.</p> <p>Create a display of a library shelf of books with the name of the books of the Bible written down the spine of each book. Challenge</p>

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				<p>the children to collect objects which represent the contents of that book of the Bible (refer to Questful RE Portal).</p> <p>Record the children's responses in Class Reflection Book.</p>
Text, Impact, Connection [1]	What did the very first Bible look like?	Investigate	<p>Originally, the Bible was written on many scrolls, not in a book. Jesus read from the scroll of Isaiah when he went to the synagogue. (Luke 4:14-21).</p> <p>Tell the children the story of the discovery of the Dead Sea Scrolls in the caves at Qumran.</p> <p style="text-align: center;"><u>Teacher Story Prompts:</u></p> <p>Ask the children to imagine accidentally discovering, in a cave, clay pots full of Bible scrolls that were over 2000 years old. That is exactly what happened in 1947 to Muhammed edh-Dhib a young man who was looking after goats near Qumran, 13 miles East of Jerusalem. He threw a stone into a cave with the intention of coercing a stray animal to come out, instead he heard the sound of breaking pottery. He went in to investigate and found many jars containing scrolls, including the Book of Isaiah.</p>	<p>Watch 'The History of The Bible' video on the Questful RE Portal.</p> <p>Look at the pictures of the caves in Qumran and the scrolls.</p> <p><u>Key questions to promote discussion and reflective thinking:</u></p> <p>What would you tell your friends? Why do you think they had been hidden? Why are these scrolls so important? What do you think they look like?</p> <p>Children to create a story board from the point of view of the young goat herder on to a scroll.</p> <p>Record individually in RE Exercise Book.</p>
Text, Impact, Connection [2]	How is the Bible used in Church?	Investigate	<p>Ask a member of clergy to bring into school their collection of Bibles. Ask them to talk briefly about how and when the Bible is used in church and in their own daily lives. They could bring the large Bible from the church lectern to show the children.</p>	<p>Provide the children with the opportunity to prepare and ask questions. Take photographs of the children exploring the many different Bibles provided.</p> <p>Challenge the children to design a book jacket for a Bible. Ask them to consider the picture, title and blurb on the back.</p> <p>Watch 'Religious Studies - What is the Christian Holy Bible?' video on the Questful RE Portal. This film draws everything together.</p>

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				Record the children's responses in Class Reflection Book.
Text, Impact, Connection [3]	Why do people want their own Bibles?	Empathise	<p>Read the story of Mary Jones and her Bible. Use the Bible Society resource on the Questful RE Portal.</p> <p>The story and discussions about Mary Jones could possibly make up the content of a school act of Collective Worship. Discuss in what ways the pupils can make a difference through their actions today.</p>	<p>Watch 'Mary Jones' Bible returns to Bala after 216 years' video on the Questful RE Portal.</p> <p>Discuss why Mary made such an effort to get her own Bible.</p> <p><u>Key questions to promote discussion and reflective thinking:</u> Would you have done this? Why? Is there a reason that would make the children behave in this way? Is there something so important that they would save up and walk miles for?</p> <p>Record individually in RE Exercise Book.</p>
World Faiths Link [1]	What is the Jewish holy book like?	Apply	<p style="text-align: center;"><u>Judaism</u></p> <p style="text-align: center;"><u>Teacher Prompts:</u></p> <p>The sacred book of Judaism is the Hebrew Bible (Tanakh). Of greatest importance are the first five books of the Tanakh collectively known as the Torah. These books are Genesis, Exodus, Leviticus, Numbers, and Deuteronomy (also the first 5 books of the Christian Bible) and these writings explain and interpret God's law. The most important scripture in Judaism after the Torah is the Talmud, a collection of traditional Jewish laws along with stories and comments about those laws. Jewish scripture is almost exclusively written in Hebrew.</p> <p>Usually the mantle (cover) on the scroll is decorated with a symbol of the two tablets of stone that Moses brought down</p>	<p>Show the children a Torah Scroll (use artefacts and pictures) ask them to look very carefully.</p> <p>Use Torah Scroll, Torah Scrolls in the Ark and Torah Scrolls in the Synagogue in a Google Image Search to find a wealth of photos.</p> <p>Ask - What is it? What can they tell you about it? Find out what the children already know and then ask what else they would like to find out about it. Make two lists: A) Things they already know. B) Questions they would like to ask.</p> <p>Record the children's responses in Class Reflection Book and refer to the lists adding to them as pupils discover the answers.</p>

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			<p>from Mount Sinai, the Ten Commandments. The laws of Judaism including the Ten Commandments are contained in the Torah scroll and therefore the Torah contains the Jewish rules for living.</p> <p>The people in the film are celebrating Simchat Torah. This is the ninth day of the festival of Sukkot (Harvest) and the whole year cycle of reading the Torah ends and begins again. The final portion of the Torah (at the end of Deuteronomy) is read, the whole scroll is rewound and the first portion of Genesis is read. This means there is no break in the cycle. The scrolls are paraded around the Synagogue seven times with dancing, singing and the waving of flags. Simchat Torah is a very joyful celebration thanking God for the gift of his law and teaching.</p>	<p>Watch 'Torah: The Basics' video on the Questful RE Portal.</p> <p><u>Key questions to promote discussion and reflective thinking:</u></p> <p>Why is the Torah scroll so important to Jews? Who reads the Torah? When is the Torah read? Where is the Torah read? What is a yad? Why is it used? What is written in the Torah?</p> <p>Watch 'Simchat Torah' video on the Questful RE Portal. What do they think is happening? What is being celebrated?</p> <p><u>Discussion Opportunity:</u></p> <p>Is there a book that the children enjoy reading over and over again? Which one? Why? How and why are the Jewish people celebrating reading the Torah from beginning to end and starting all over again?</p> <p><u>Analysing Artwork:</u></p> <p>Look at paintings of Simchat Torah by the Jewish artist Chana Helen Rosenberg. In what ways is the joy of the celebration shown in the artwork?</p> <p>Record the children's responses in Class Reflection Book</p> <p>Use the book <i>Sammy Spider's First Simchat Torah</i> by Sylvia A Rouss to bring everything together.</p>
World Faiths Link [2]	What is the Sikh holy book like?	Apply	The Sikh scripture is a book called the Guru Granth Sahib. There are some clear similarities and differences that can be identified between Christianity and Sikhism.	<p>Children to work out the similarities and differences between the Bible and the Guru Granth Sahib.</p> <p style="text-align: right;">For example:</p>

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			<p>The tenth Guru, Guru Gobind Singh declared that there would be no other living Gurus but instead Sikhs could look to their holy scriptures for guidance, so the holy book became the 'Guru' (teacher).</p> <p>Refer to the Teacher Notes on the Questful RE Portal and share with the children, alongside video clip.</p>	<p>Do Christians take off their shoes in the presence of the Holy Scriptures? Why? Why not?</p> <p>Is the Bible ever read continuously from beginning to end during a festival? Why? Why not?</p> <p>Would a Christian agree with a Sikh that their holy book is always at the centre of their lives? Why? Why not?</p> <p>Record the children's responses in <i>Class Reflection Book</i></p>
Assessment Opportunity	Completion of Questful Learning Map.			