

# Thorpepark Academy

## Religion, Belief and Values

<b>Year Group:</b> 2 <b>Term:</b> Spring 1	<b>Unit 2.2</b> <b>Theme:</b> Believing <b>Concept:</b> God, sacred, holy, belief, religion	<b>Religion:</b> Christianity, Judaism <b>Worldview:</b> Humanism
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### Key Question: What is True?

**About this unit:** This unit builds on children's learning in Unit 1.1 Belonging, taking a theological focus, about how beliefs are expressed. Introduce key figures from Old and New Testaments, alongside stories from other religious traditions; focus on key beliefs demonstrated in the stories and the commitments that stem from those beliefs. By the end of the unit, pupils should be able to associate core beliefs with key figures and artefacts from two religions. There are opportunities to talk about British Values. Also see the KS1 Easter unit which may follow.

### Links to British Values

<b>Democracy</b> ✓	<b>Rule of Law</b> ✓	<b>Individual Liberty</b> ✓	<b>Mutual Respect</b> ✓	<b>Tolerance of people of different faiths and beliefs</b> ✓
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### Links to SMSC

<b>S</b> ✓	<b>M</b> ✓	<b>S</b> ✓	<b>C</b> ✓
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### Hull and East Riding Agreed Syllabus

Relate end of Key Stage 1 expectations pupils should be able to...

Exploring	Learning outcomes by the end of KS1 pupils should be able to
<b>Theology</b> What do people of faith believe?	Name some beliefs of two different faiths Recognise beliefs that are the same for different faiths
<b>Theology</b> What are the different ways in which people of faith express their beliefs?	Describe how religious people may express their beliefs in action consider a prayer or text that expresses belief

### Skills

#### Theology

Ask and respond to questions  
Explore questions  
Express ideas  
Recognise similarities and differences  
Respond sensitively

#### Prior Learning

Recap work covered in Unit 1.1: Belonging; groups pupils belong to - promises / commitments made when joining a community

#### Future Learning

Year 3 Unit 3.2: Founders of faith

#### Sticky knowledge

Belief is trust, faith and confidence in something or someone

#### Key Vocabulary


Christianity, Judaism, prayer, belief, values, faith, God, holy, sacred, Bible, Torah, Humanists, world views,

<ul style="list-style-type: none"> <li>. I can express my own belief and say where it comes from.</li> <li>. Christians believe in 1 God and that Jesus was his son. Christians believe that Jesus will forgive them.</li> <li>. Jews believe in 1 God and one way they show their belief is by being grateful for what they have.</li> <li>. Non-religious people believe there isn't a god. Humanists believe in being good and acting for everyone</li> <li>. Religious and non-religious people show their beliefs by the commitments they make</li> </ul>	<p>personal view, forgiveness, gratitude, religious/non-religious, commitment, golden rule</p>
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**Resources**

Various artefacts from Christianity and Judaism (PPA room) Website links within planning below

	<b>LO</b>	<b>Lesson outline</b>
<p><b>Lesson 1</b></p> <p style="color: purple;">Ask Questions</p>	<p><b>LO:</b> To know what belief is</p> <p><b>Sticky Knowledge:</b> Belief is trust, faith and confidence in something or someone</p> <p><b>Skill:</b> Ask and respond to questions</p> <p>Explore questions</p>	<p><b>Mini Question:</b> What do I believe in?</p> <p><b>Recap:</b> Discuss groups they may belong to such as school, their family, etc</p> <p><b>Lesson Outline:</b></p> <p>Discuss the differences between a fact (something that can be proved) and a belief is a trust, faith and confidence in something or someone. .</p> <p>Provide children with a list of facts and beliefs and ask the children to sort them into the 2 groups.</p> <p>Explore promises made when joining groups/communities such as: Rainbows/Cub/Brownies/Guides/Scouts/ Karate ...</p> <p>Watch video clips for <a href="https://www.youtube.com/watch?v=WVIIhTdVK-0">https://www.youtube.com/watch?v=WVIIhTdVK-0</a> <a href="https://www.youtube.com/watch?v=yc4AU2Wod_c">https://www.youtube.com/watch?v=yc4AU2Wod_c</a></p> <p>Allow time for children to share their experiences.</p> <p>Explain what is meant by making a commitment.</p> <p>In floor books: Have the sticky knowledge on a sticker in floor books. Children write a sentence about someone/something they believe in using/finishing the sentence starter: Something/Someone I believe in is...because ...</p> <p><b>Finishing Thinker:</b> What is a fact? What is a belief?</p>
<p><b>Lesson 2</b></p> <p style="color: purple;">Ask Questions</p>	<p><b>LO:</b> To begin to know what they believe in.</p> <p><b>Sticky Knowledge:</b> I can express my own belief and say where it comes from</p> <p><b>Skill:</b> Ask and respond to questions</p> <p>Explore questions</p>	<p><b>Mini Question:</b> What do I believe in?</p> <p><b>Recap:</b> What is a fact? What is a belief?</p> <p><b>Lesson Outline:</b></p> <p>Talk about what the children believe in and list responses. Introduce the idea of different worldviews based on different life experiences.</p> <p>Share the animated video 'Nobody Stands Nowhere' (Theos Think Tank) <a href="https://www.youtube.com/watch?v=AFRxFK-FJdos">https://www.youtube.com/watch?v=AFRxFK-FJdos</a></p> <p>Give children a list of beliefs/values – honesty, being kind, owning up to things etc. Ask children to put them in order of what they believe to be the most important.</p>

		<p>Ask children: Where do you get your beliefs and values from? Children discuss with TP</p> <p><b>In floor books:</b></p> <p>Children complete activity about what they believe in and where they get their beliefs from.</p> <p>Children could complete a spider diagram linked to different beliefs or complete simple sentences related to what they believe. Links could be made to School rules.</p> <p><b>Challenge:</b> Do we all have the same beliefs? Why/why not?</p>
<p><b>Lesson 3</b> Investigate and Dig Deeper</p>	<p><b>LO:</b> To explore differing beliefs</p> <p><b>Sticky Knowledge:</b> I can consider that my belief may be different to others.</p> <p><b>Skill:</b> Ask and respond to questions Explore questions</p>	<p><b>Mini Question:</b> Do others believe the same as me?</p> <p><b>Recap: Class beliefs from last week.</b></p> <p><b>Lesson outline:</b></p> <p>Consider and explore optical illusions: is seeing believing? Do we all see in the same way?</p>  <p>e.g.</p> <p>and/ or other optical illusions: <a href="https://th.bing.com/th/id/R.0039a1116d240e2957ba284c21777878?rik=htnxVVIRQpWq2Q&amp;pid=ImgRaw&amp;r=0">https://th.bing.com/th/id/R.0039a1116d240e2957ba284c21777878?rik=htnxVVIRQpWq2Q&amp;pid=ImgRaw&amp;r=0</a></p> <p>What do you see? Faces or vases? <a href="https://4.bp.blogspot.com/-CIG9wIVyjAA/U578NKs38fI/AAAAAAAAADPk/yD9Rf7ArfAE/s1600/faces-or-vase.jpg">https://4.bp.blogspot.com/-CIG9wIVyjAA/U578NKs38fI/AAAAAAAAADPk/yD9Rf7ArfAE/s1600/faces-or-vase.jpg</a></p> <p><b>In floor books:</b></p> <p>Stick a different optical illusion in children's book and they state what they see.</p> <p>Is it the same or different to someone else on their table?</p> <p>Children answer the following question in floor books: Is it ok to believe in different things? Yes, because... /No, because...</p> <p><b>Challenge:</b></p> <p>Give a scenario where 2 friends believe different things. E.g. A child has broken a pencil in class. The child who broke the pencil thinks he should just hide it but his friend thinks he should own up. What do you think they should do? Why?</p>
<p><b>Lesson 4</b> Investigate and Dig Deeper</p>	<p><b>LO:</b> To know what Christians believe and how they show their beliefs</p> <p><b>Sticky Knowledge:</b> Christians believe in 1 God and that Jesus was his son. Christians believe that Jesus will forgive them.</p>	<p><b>Mini Question:</b> What do Christians believe?</p> <p><b>Recap:</b> Do we have to be able to see something to believe it? Do we all have the same beliefs?</p> <p><b>Lesson Outline:</b></p> <p>Watch the following video to outline Christian beliefs with the children: BBC – What is Christianity? Clip. Emphasise that Christians believe in one God and that Jesus was his son.</p>

	<p><b>Skill:</b> Respond sensitively</p>	<p>Work like a theologian. Explore a text from the Bible and consider its meaning for Christians.</p> <p>Jonah and the whale watch the video:  <a href="https://www.youtube.com/watch?v=gW5TRRproj0">https://www.youtube.com/watch?v=gW5TRRproj0</a></p> <p><b>In floor books:</b></p> <p>Children could draw a picture of Jonah and the Whale. Children answer the following question. What does this Christian bible story teach Christians to believe?</p> <p>(It teaches them to believe in Jesus and that even if someone does something wrong, if they say sorry (repent) then Jesus will forgive them.)</p> <p><b>Reflection:</b></p> <p>Look at the Lord's prayer and highlight the part:</p> <p><i>Forgive us our sins  as we forgive those who sin against us.</i></p> <p><b>Discuss What does that mean?</b></p> <p><b>In floor books</b></p> <p>Glue the Lord's prayer in one side of the floor book. Have scenarios of wrong doing and children to write what Christians would do. (Adults could scribe what children say with children's first name or initials.)</p> <p><b>Challenge:</b></p> <p><i>Where do Christians get their beliefs from? (God, the bible, priest/vicar/Reverend, bible stories)</i></p>
<p><b>Lesson 5</b>  Investigate  and Dig  Deeper</p>	<p><b>LO:</b> To know what Jews believe and how they show their beliefs</p> <p><b>Sticky Knowledge:</b> Jews believe in 1 God and one way they show their belief is by being grateful for what they have.</p> <p><b>Skill:</b> Respond sensitively</p>	<p><b>Mini Question:</b> What do Jews believe?</p> <p><b>Recap:</b> What did the Story of Jonah and the whale help Christians to believe?</p> <p><b>Lesson Outline:</b></p> <p>Explain how In Judaism, the story of Jonah represents the teaching of teshuva, which is the ability to repent and be forgiven by God. Discuss how this is the same belief as Christians.</p> <p>Remind the children that Jews worship in a synagogue. Use the following website to share what else Jews believe.  <a href="https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zh77vk7#:~:text=What%20do%20Jews%20believe%20in,him%20for%20looking%20after%20them.">https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zh77vk7#:~:text=What%20do%20Jews%20believe%20in,him%20for%20looking%20after%20them.</a></p> <p>Jews also believe that God chose them to have a special relationship with him. They must devote themselves to God and love one another.</p> <p>Another belief they have is to be grateful for what they have -hakarathatov Watch the following video:  <a href="https://www.reformjudaism.org/teaching-children-about-being-grateful-what-they-have-hakarathatov">https://www.reformjudaism.org/teaching-children-about-being-grateful-what-they-have-hakarathatov</a></p> <p>Discuss what being grateful means. Similar to being thankful for.</p> <p><b>Activity in floor books:</b></p> <p>Have a large gratitude jar (real or an A3 image of one). Children to have slips of paper which say Today I am grateful for... Each child completes add to floor book or take photo of if using a real jar and add examples in Floor books</p> <p>This could be an ongoing jar and could be displayed near the RBV display.</p>



Similar activity could be to have a jar in each child's book and they draw and label what they are grateful for.

**Challenge:** Where do Jews get their beliefs from? (From the Torah, Jewish stories, Rabbis)

**LO:** To know that people who do not follow a religion have their own beliefs and how they show them.

**Sticky Knowledge:** Non-religious people believe there isn't a god. Humanists believe in being good and acting for everyone

**Skill:** Respond sensitively

**Mini Question:** Do people who don't follow a religion have their own beliefs?

**Recap:** How do Jews and Christians both believe they should act?

**Lesson Outline:**

Share a video clip on Humanism.

<https://understandinghumanism.org.uk/what-is-humanism/?age=5>

Discuss the beliefs of this worldview via the following links. [Who are humanists? » Understanding Humanism](#)

[Knowledge and belief » Understanding Humanism](#)

In floor books:

Look at the following slogan which has been used to describe Humanism in 6 words:



What do you think this means? (Thinking about everyone's needs, treating everyone the same, helping others).

Draw a picture/symbol of being good and acting for everyone. Label/describe it.

**Challenge:** Are there any similarities between Humanists, Christians and Jews?

**Lesson 6**

Interpret and Analyse

**Lessons**

7 & 8 Evaluate and Review

**LO:** To compare what different faiths and world views believe and how they show their beliefs

**Sticky Knowledge:** Religious and non-religious people show their beliefs by the commitments they make

**Mini Question:** Is it important for everyone to believe in something?

**Recap:** What do Humanists believe? (You can be good without God and can act for everyone -

**Lesson Outline:**

Gather children's initial responses.

Move on to consider how faith and non-faith members show their beliefs through commitment.

Explore commitments made by contemporary people of faith, such as ... Choose one or two.

**Skill:** Recognise similarities and differences

- Mo Farrah (to athletics)
- Malala Yousafzai (to girls' education)
- Cat Stevens/Yusuf Islam (to music)
- Sachin Tendulkar (to cricket)
- Zac Goldsmith (to the environment)
- Dalai Lama (to peace and kindness)
- Jaspreet Kaur (to human rights)

Explore commitments made by contemporary people devoting themselves to a cause, such as ...

- Greta Thunberg
- Captain Sir Tom Moore
- Marcus Rashford

Discuss the characteristics these people show.

**RBV display or in RBV floor books:**

Children to come up with what we as a class/school should be more committed to. Children to come up with some commitments (share out to children so they only have to focus on writing one out of the following):

- personal
- class
- school
- wider community

**Challenge:** provide reasons for their commitments.

**LO:** To reflect on whether everyone believes the same and why we should respect the beliefs of others

**Skill:** Respond sensitively  
Express ideas

**Mini Question:** Why should we respect the beliefs of others?

**Recap:** Do all people believe in something?

**Lesson Outline:**

**Explore The golden rule of the world religions**

**THE GOLDEN RULE**

Exploring differences and commonalities and working together on the basis of shared values is a vital part of living together well in a diverse society.

Each faith tradition has teachings about the importance of treating others as we ourselves would wish to be treated. These teachings inspire and underpin engagement of people of different faiths with others and their social action for the wellbeing of society. These teachings are sometimes called the Golden Rule. There are equivalents in non-religious belief writings.

The Inter Faith Network for the UK has worked with its member bodies since 1987 for inter faith understanding and cooperation in the UK. The Golden Rule quotations here were drawn together by it, with the assistance of its Faith Communities Forum. The Act of Commitment by the Faith Communities of the UK, developed with the Inter Faith Network, reflects other values that the faith communities saw as held in common  
[www.interfaith.org.uk/resources/act-of-commitment](http://www.interfaith.org.uk/resources/act-of-commitment)

<p><b>Baha'i faith</b> Lay not on any soul a load which ye would not wish to be laid upon you, and desire not for any one the things ye would not desire for yourselves. This is my best counsel unto you, did ye but observe it. <i>Baha'u'llah, Baitings, 128</i></p>	<p><b>Buddhism</b> Just as a mother would protect her only child with her life, even so let one cultivate a boundless love towards all beings. <i>Khandoko Parha, From the Metta Sutta</i></p>
<p><b>Christianity</b> Do to others as you would have them do unto you.* <i>Luke 6:31</i></p>	<p><b>Hinduism</b> This is the sum of duty: do naught to others which if done to thee would cause thee pain. <i>Mahabharata 5.1517</i></p>
<p><b>Jainism</b> I forgive all beings, may all beings forgive me, I have friendship towards all, malice towards none. <i>Pratikraman Sutra 35:49</i></p>	<p><b>Judaism</b> What is hateful to you, do not do to your fellow man. <i>Talmud, Shabbat 31a</i></p>
<p><b>Sikhism</b> No one is my enemy, and no one is a stranger: I get along with everyone. <i>Sri Guru Granth Sahib p.1299</i></p>	<p><b>Spiritualism</b> We are all part of the universal creative force and therefore one family in God. [...] Spiritualists try to understand the needs of others and help all people regardless of race, colour or creed. <i>Brotherhood of Man, Spiritualists' Second Principle</i></p>
<p><b>Islam</b> No one of you is a believer until he desires for his brother that which he desires for himself. <i>Al-Nawawi's Forty Hadith, 13</i></p>	<p><b>Paganism</b> The wholeness of nature is experienced as unconditionally sacred.**</p>
<p><b>Zoroastrianism</b> That nature only is good when it shall not do unto another whatever is not good for its own self. <i>Dadistan - Dink 94.5</i></p>	

**Lesson 9**  
Reflect and Respond

<https://www.interfaith.org.uk/uploads/Golden-Rule-Poster-2021.pdf>

Which is worded in different ways but for all faiths means the same thing:  
Treat others as you would want to be treated.

E.g. Christianity: do unto others as you would have them do unto you.

Judaism: What is hateful to you, do not do to your fellow man.

Humanism: Do to other people what you would like them to do to you.

Discuss school rules and being kind, treating people fairly.

**In floor books:** children rewrite this golden rule in their own words, e.g.

My golden rule: To say nice things, like I do.

To be helpful, like I am, etc. Or this could be done as a double page spread in floorbooks.

**Challenge:** How does the golden rule teach us? (To treat each other the way we would like to be treated.)