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| **Year 2** | **Beliefs**  | **Practices**  | **Forms of expression**  |
| **Can you tell what somebody believes by what they look like?** | **What is special to faith communities?** | **How does what believers do show what they believe?** |
|  | **Day 1 (Autumn A)** | **Day 2 (Autumn B)** | **Day 3 (Spring A)** | **Day 4 (Spring B)** | **Day 5 (Summer A)** | **Day 6 (Summer B)** |
| Key content (Bradford guidance) | Special places, days and objects  | Special places, days and objects | Show understanding of the meanings of stories and symbols relating to the topics covered Key teachings | Key teachings | Key teachings including a non-religious world view | Show understanding of the meanings of stories and symbols relating to the topics covered |
| Key content Drivers for the day  | Places of worship (visit to a church and a mosque) Finding out about the Bible and the Quran  | Prayer and objects linked to prayer – prayer rituals. The Lord’s prayer – what does it mean?Prayer mat Praying towards Mecca Hindu prayer Objects linked to a church and a mosque  | **Good overcoming evil** David and Goliath (Christianity and Judaism)Dawud and Jalut (Islam) What do the stories teach us?How are they similar? How are they different? Hinduism - The story of Prahada and the festival of Holi (March) | Resurrection - Easter, palm Sunday, lent and Holy Week Sikhism - Vaisakhi (April)  | The stories of Moses – and the 10 commandments (Christianity and Judaism) 5 pillars of Islam Religious symbols and their meaning  | Story from Islam Buddhism and Hinduism – The blind men and the elephant  |
| Key skills Children will be given opportunities to….(Bradford guidance) | Recognise that others' identity and experiences are important to them | Recognise that some 'deep' questions are about meaning and purpose.  | Recognise and respond to examples of others' values, attitudes and commitments and share their own.Recognise that some 'deep' questions are about meaning and purpose.  | Recognise and respond to examples of others' values, attitudes and commitments and share their own.Recognise that some 'deep' questions are about meaning and purpose.  | Recognise and respond to examples of others' values, attitudes and commitments and share their own.Recognise that some 'deep' questions are about meaning and purpose.  | Recognise that others' identity and experiences are important to them |
| P4C |  |  |  |  |  |  |
| PSHE |  |  |  |  |  |  |
|  | Useful website - https://www.reonline.org.uk/ |