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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/ | | | | | |