


**R.E.– Year 2 – Spring Term 1: - MTP**

**Unit 1:9 – Questions that puzzle us**

**Key vocabulary: Beliefs, puzzles, mysteries, questions, big ideas**

National Curriculum	Week	NC – Coverage <i>Guidance from Wolverhampton SACRE 2021-2026</i>	Disciplinary Knowledge	Factual Knowledge	Activity Outline
<p>The RE curriculum is locally determined by each Standing Advisory Council on RE. (SACRE), which is responsible for producing its local Agreed Syllabus for RE. Academies and free schools are contractually required by the terms of their funding agreements to make provision for the teaching of RE.</p> <p>At Northwood Park Primary School we follow Wolverhampton’s SACRE 2021-2026</p> <p><b><u>Subject Content – Key Stage 1</u></b></p> <p>The Focus of RE for KS1 enables children to develop their knowledge and understanding of religions and worldviews. They find out about simple examples of religion that are drawn from local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. The RE curriculum is engaging and interactive, using story, music, drama, activity, teamwork, thinking structures and language work to enable deepening engagement from</p>	<p>1</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves</p>	<p>Learn that sometimes puzzles and mysteries are interesting even if we ‘don’t know’</p>	<p>I know that Christians believe that God is the creator and god knows the answers to mysteries and puzzles.</p>	<p><b><u>Thinking about mysteries. What do we do if we don’t know? What questions would you put in a mystery box? Travelling to find an answer</u></b></p>  <p>Using a mystery work of art to think about big questions. • Begin this session with a mystery box. Teach pupils the word ‘mystery’: a puzzle that is important, but we can’t be sure of the answer. In your box, you might have any of many mystery object. Here’s one example. A picture postcard by Salvador Dali like this one. Put it on the whiteboard and ask children to think of all the questions</p>


<p>every child. The aim of RE is expressed in age appropriate outcomes for most 7-year old's. The Aim of RE in Wolverhampton: knowing, expressing, gaining skills. Specifically, pupils should be taught to:</p> <p style="text-align: center;"><b>A. Know</b></p> <p style="text-align: center;"><i>Know about and understand religions and Worldviews:</i></p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities</p> <p style="text-align: center;"><b>B. Express</b></p> <p style="text-align: center;"><i>Express ideas and insights into religions and worldviews:</i></p> <p>B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make</p> <p>B2. Observe and recount different ways</p>					<p>they would like to ask the painter. Consider together which are the 'biggest' questions – tricky to answer and really make us wonder? When we don't know the answers, what can we do? How can we find out? One way would be to ask the artist, the maker. • Teach the children that Christians believe God is the maker, so God knows the answers to mysteries and puzzles. Introduce the idea – to be elaborated upon later in the unit - of asking God a question. Do some children have a great one already? Travelling to find an answer: fantastic facts • One memorable and graphic way to help children think about puzzling out a mystery is to walk a 'clue trail' round school. This is quite easy to set up. Ask teachers and other adults what for a 'fantastic fact'. • Use 6 clues of 'secrets' about a member of staff – the Head was once on TV with Simon Cowell, or the premises officer has been swimming with dolphins in Florida. Tell the class we are going to walk round school looking for clues,</p>
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<p>of expressing identity and belonging, responding sensitively for themselves</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p style="text-align: center;"><b>C. Gain</b></p> <p><i>Gain and deploy the skills for learning from religions and worldviews:</i></p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>					<p>which will all be hanging up on red cards, to find the answer to the mystery: what is Mr Jones' fantastic fact? Put the cards where sharp eyed children won't miss them, and take the walk together, collecting 6 or so pieces of information, and working out the secrets. • Tell the children that there are some questions we have to live with for a long time before we are sure of the answers. Plenary • In the plenary, tell the children again what a mystery is. Discuss how bigger questions may take a longer time to answer. Ask the children to think of what they would put in the 'mystery box' – things which are interesting, but where the answer is uncertain.</p>
<p><b>Where the unit fits in:</b></p> <p>This unit uses material from Christianity and other religious traditions to explore 'big questions' that children might want to ask, including some religious or spiritual questions. It will enable pupils to see that some big questions</p>	<p><b>2 &amp; 3</b></p>	<p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in</p>	<p>Learn that some questions are puzzling or interesting even when we don't know the answer. Think about the idea of 'big questions' Choose some questions they think are bigger than others</p>	<p>I know that different pictures of objects/places can make us think of different questions.</p> <p>e.g. How do flowers grow? What makes the sun come up in the morning?</p>	<p style="text-align: center;"><b><u>What are the most puzzling questions we can think of? Who can help us answer puzzling questions?</u></b></p> <p>Each class to create a 'Why book' composed of children asking different questions Class teachers could give chn a range of pictures to look at and think of questions to generate. Record a few in RE</p>

<p>have no certain and agreed answers, but they are interesting and important. There are opportunities for pupils to share their own beliefs, ideas and values in simple ways. This unit will introduce some Christian answers to some of these questions, but the more important objective is to enable children to enjoy thinking about 'mystery' or puzzling questions. At first glance this unit can seem daunting to teachers, but in practice it is often found to be surprising for the depth of learning with which infants engage in this kind of RE.</p>		<p>response using words, music, art or poetry</p>			<p>books and then the rest to be collated in a 'Why book' over the next 2 lessons.  Puzzling Questions: getting started: • Give children a big question mark each, or put a huge one in the centre of 'circle time'. Talk about what makes a 'big question' giving some examples to sort out: which of these is the biggest question: - What type of animal is this? / Why are there different sorts of animals on this earth? - Do you like to eat sweets? / Why are sweets so tasty? - What colour is the chair? / What is the chair made of? / What is the story of this chair? etc • Ask children (think / pair / share is good) to think of four big questions, one each about themselves, other people, the Earth and God. Get them written into the question marks, or onto the whiteboard. Choose together which ones are the biggest of all. • Then introduce the idea that sometimes life makes us ask questions we don't know the answers to: encourage pupils to think of some examples from their own experience e.g. How does the</p>
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					What questions would you like to ask the person who knows everything? What are the biggest, most huge, giant questions you can think of?
	4	<p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry</p>	Think about the questions they would like to ask God, or the person who knows everything.	<p>I know that a Christian belief is that God created everything.</p> <p>I know that a puzzling question about God can help me to understand the world.</p> <p>e.g. Why does it rain? Why can't we fly? Where does love come from?</p>	<p><b><u>What questions would you like to ask the person who knows everything?</u></b>  <b><u>What are the biggest, most huge, giant questions you can think of?</u></b></p> <p>If you could ask God four questions, what would you ask? • It is worth spending some time on this, and having TAs to write down what children say, and put it on the whiteboard. • Remind children of the mystery box, from the start of this unit, and tell them that today we want to put into the box the biggest questions we can think of. One way of thinking up these huge questions is to imagine we can ask them to the person who knows everything: some people say that's God. • Ask the children to think / pair / share and come up with the questions they would like to ask God. Celebrate them</p>

					<p>all, write them into question marks and talk about them. You might show the children Tom's poem. Do they think he is good at RE? Which is his biggest question? Plenary • In the plenary, remind children that Christians believe God knows all the answers. Ask them to keep thinking about their big questions. Add all the 'questions for God' to the 'Why Book.'</p>  <p>A child's poem on lined paper. The text reads: "A child to God / God why dont you / come to play? / God why do you / make it rain? / How do I know / you are real? / Do you know / how I feel?" To the right of the text is a simple drawing of a person with a blue body and red skirt.</p>
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