**INTERPRETATION OF PRIMARY RELIGIOUS EDUCATION EXPECTATIONS**

**AUTUMN SECOND HALF TERM**

**YEAR 2**

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| UNIT | EXPECTATION | OUR UNDERSTANDING | PROMPT QUESTIONS |
| 2.2 Mysteries / The Mystery of God | **Talk, wonder and ask questions about the meaning of mystery some mysteries. Recognise that some questions are hard to answer (GD)** | Pupils will talk about the meaning of mystery. A mystery is something you will never understand. Pupils will be given opportunities to wonder about mysteries asking questions about things related to the PB (old pp. 18-20 and new pp. 20-22). The questions in the ‘things to do’ box or ‘pause to talk’ and ‘tasks’ boxes are good ways to give pupils plenty of opportunities to talk about and wonder about mysteries, especially Heaven. In talking about mysteries and Heaven pupils will come to realise that some of their questions are hard to answer particularly if pupils have taken it in turns to try and answer their own or a partner’s question. | I wonder how … ask me some questions about that..  Do numbers ever end?  Which questions are easy to answer? Why are they easy to answer?  Which questions are really hard to answer? Why are they hard to answer?  What do you wonder about heaven? |
|  | **Describe the mystery of God as Trinity, using religious words** | Pupils will know that God is a great big mystery – the biggest mystery of all!  Pupils will be able to describe that there is one God but we can think about God in 3 ways: God the Father, God the Son and God the Holy Spirit. This is called the Trinity. Some pupils may use the word person, as in 3 persons in one God, but the Father, Son, Holy Spirit is the most significant aspect that pupils should describe. | How are you known in 3 ways, but each way is still you?  In what three ways can we think about God?  Why is it called the Trinity?  How is the sign of the cross a prayer to God?  God is love (1 John **4**:8). He wanted to share his love.  How did God the Father share his love?  How did God the Son share his love?  How did God the Holy Spirit share his love? |
|  | **Describe some religious symbols of Advent and Christmas** | While there are many religious symbols associated with Advent and Christmas (see Interpretation of 3.2), for this expectation, pupils will be expected to describe the Advent Wreath, the practise of making Advent promises (if applicable) and the practise of having a nativity scene (or crib scene) in the school, classroom and/or home. Describe here means to say what it is, describe what it looks like (e.g. what is the Advent Wreath made up of?) and to describe how it is used. A picture or photo can be accompanied by a short description. | What do you need to make an Advent Wreath? What are the different parts?  How many candles do you need? What colour are the candles?  Tell me how the Advent Wreath is used?  You have made an Advent promise. Tell me how it helps you?  What do you need to make a nativity or crib scene?  Who or what is included?  How is it displayed? Do you know why? |
|  | **Retell, in any form, one of three stories: Annunciation, Visit of the Shepherds, Visit of the Wise Men** | To retell does not mean learning to write down the story exactly as it appears in the Bible, but means to retell the story in their own words. To retell means to have correct details from the actual story in their own account: the correct sequence, characters and setting (e.g. Bethlehem, manger, house). However, the words ‘in any form’ means that a pupil’s retelling does not need to be a written account, but could be an oral retelling based on an account of the story presented in different media or from memory. Or a pupil could write a sentence for each part of a sequence created in different media. | Tell me the story of …  What happened in the story of …  Who are the characters in the story?  What do they do?  What did the angel say? What did the shepherds say and do?  Can you sequence this story and tell me what happened?  What did the wise men do when they finally saw Jesus? |
|  | **Ask and answer questions about the feelings of the characters in the stories** | Focusing on the feelings of the characters in the stories of God’s chosen people, the pupils are able to both respond to questions and ask questions of the characters. Perhaps to ensure pupils respond and ask, pupils can be given an ask card and a respond card (or on the board) with question starters on one and ‘I think’ on the other. | How do you think Mary felt when she saw the angel Gabriel?  How do you think Mary felt when the angel told her she was to have a baby?  How do you think Mary felt when the angel told her that she was to be the mother of God’s Son?  How did Mary feel after the angel left? How do you know?  Imagine the shepherds that night when the angel appeared. How do you think they must have felt?  What feelings did the wise men have on their long journey?  When the wise men saw Jesus how did they feel?  Did their journey end happily? Why? |
|  | **Suggest answers to questions like, ‘Is it better to be a shepherd or a wise man?’ ‘Why?’** | This expectation is beginning to probe pupils’ understanding of the qualities of the two types of character from the stories of Jesus’ nativity. This will develop in later years into the realisation that the revelation of the Christ-child to shepherds and gentiles (the magi were not Jewish) shows that God is turning the usual human expectations, our thinking and actions upside down – the first witnesses to Jesus were ritually unclean shepherds (shepherds were the ‘low-life’ of first century Palestine, because they kept constant company with animals they were constantly unclean and therefore could not worship in the Temple). The Magi were gentiles, the Jewish Messiah was thought to be the saviour of the Jews not the gentiles. The Magi did not worship the God of Israel – but they recognised the Christ-child and worshipped him.  Pupils will take the question at face value and think about what happens to the shepherds who were out in the nearby fields and what a great surprise it was to be visited by the angels and how wonderful it was for them. On the other hand, the magi or wise men, already knew that something big was happening – the birth of a baby king. They were wise! However they had such a long journey to get to see Jesus. Can pupils say why they’d prefer to be a shepherd or a wise man? | What must it have been like in that field on the first Christmas night?  What did they hear and see?  Why were the shepherds so lucky?  What did they do?  Imagine the journey the wise men had?  Why do you think they went first to Jerusalem?  How do you know they are wise?  What did they do when they saw the baby Jesus?  Why would you have liked to have been one of the shepherds?  Why would you have liked to have been one of the wise men?  Would it good to be wise? |
|  | **Describe what the stories of the Annunciation, Visit of Shepherds/Wise Men tells us about Jesus** | Pupils will be able to describe what we find out about Jesus from the three stories. The focus is on the *beliefs* about Jesus, but there are also some other details that the children can highlight. In the Annunciation, a link can be made by the teacher to the concept of Trinity, because the Holy Spirit is mentioned by the angel as well as Jesus, the Son.  In the Annunciation the angel Gabriel announces the birth of Jesus and Mary is the mother of Jesus. Jesus is named “*the Son of the Most High God*”.  In the Visit of the Shepherds the angel says Jesus will be the “*Saviour*” and will “*bring great joy to all the people.*”  In the Visit of the Wise Men, Jesus is born in Bethlehem. Jesus is a “*king*”. Jesus is brought “gifts of gold, frankincense and myrrh” and he is “*worshipped*”. | What do you learn about Jesus from hearing or reading the story of….?  How was the mother of Jesus?  Who announced Jesus’ birth?  What is special about Jesus?  In what town was Jesus born?  What is a manger?  So where do you think Jesus was born?  What did the angels say about Jesus to the shepherds?  The story of the visit of the wise men tells us that Jesus is a really baby. What words in the story tell you that Jesus is special? |
|  | **Give four examples how the Christmas story is used at home and in church.** | The Christmas story means the birth of Jesus including the visit of the shepherds and the wise men.  If there is little recognition of the Christmas story at home, or little recognition of what happens in church – because of covid-19, then teachers can ask pupils to give examples how the story is used in school (i.e. the story is retold, the classroom has a nativity scene, it is made into a nativity play, the story is used as the theme of class worship, gifts, in the form of cards [presents given to teachers], are exchanged). Four examples could be ‘the story of Christmas is retold in Church or ‘my mum reads the story to me at home’. The church has a crib scene that people can visit. ‘We have a nativity (crib) scene at home on the fireplace or in my bedroom’ etc. Like the wise men, we worship Jesus at school at Christmas time (some may go to Church this Christmas). Like the angels in the story of the shepherds, we sing Christmas carols [covid-19 permitting!] in school. Like Jesus we receive presents at Christmas or like the wise men we give presents to family or friends. |  |