**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 some mysteries. Recognise that some questions are hard to answer.**  Links to learning objective: ‘Know what is meant by a mystery and reflect on some’;  ‘Know what is meant by a mystery. Reflect on some mysteries’ (old TB p. , new TB p. 26) | [The beginning of this unit provides opportunities for the teacher and pupils to recognise how wonder full life is! As the poet Mary Oliver (1935-2019) said ‘*Truly, we live with mysteries too marvellous to be understood’* (from the poem *Mysteries, Yes*). Oliver’s poem is a good starting point for teachers to appreciate the meaning of mystery for people of faith. Mysteries are not problems to be solved – the use of the word mystery by people of faith is not used in the same way as ‘detective mystery’! Mysteries are things we shall never get to the bottom of, as Oliver suggests, *we live with mysteries*. People of faith know that life is often mysterious, it cannot be explained, and this does not signal the inadequacy of faith or religion nor a failure of intelligence or science, life simply is like this! As Oliver says, ‘*Let me keep my distance, always, from those who think they have the answers. Let me keep company always with those who say “Look!” and laugh in astonishment, and bow their heads.*’ The idea that mystery cannot be fully understood or explained is an essential idea because God is mystery, or as we might say to pupils ‘God is a great big mystery!]  The unit begins by suggesting how we might wonder about the number of stars in the sky at night. Here teachers can make a link with the previous unit when Abraham is asked to consider the stars in the night sky and the promise to Abraham that he would have many descendants. It then goes on to give Steve Turner’s poem about Heaven. Turner’s poem gives plenty of scope for creative writing or artwork by pupils on what Heaven could be like.  The resource pointed to in the previous unit ‘Big questions, little questions’ from RE Today gives good activities for creative questioning that will allow pupils to differentiate easy questions from questions that are hard to answer. See ***RE Ideas: God*** pp. 8-9, 12 from RE Today.  The ‘Things to do’ page (old PB, p. 20) and ‘Pause to talk’ and ‘Tasks’ page (new PB, p. 22) provide activities that will engage pupils in work to meet the expectation. | RE Ideas: God 9781905893768 - RE Today  RE Ideas: God pp. 8-9, 12.  What is heaven like? How would you describe it? |
|  | **Describe the mystery of God as Trinity, using religious words**  Links to learning objective: ‘Know the Trinity is a great mystery – three persons in one God. Reflect on ways we can think about the Trinity’ (TB p. and new PB p. 8). | Pupils are expected to describe what the Trinity is. Pupils will typically say that there is ONE God that we know or can think of in THREE different ways, as God the Father, God the Son and God the Holy Spirit. Traditionally, Christians describe the mystery of the Trinity as being three persons in one God.  Teaching pupils about what the Trinity is has often used visual aids, like the Shamrock, that is one leaf with 3 parts. The PB, uses the idea of how Peggy or Susan is a daughter, a mother and a sister; in other words, how Peggy or Susan is known in 3 different ways while remaining Peggy or Susan. Those scientifically inclined often use how water is a liquid, a gas and a solid while still being water. Using this idea, giving examples, and allowing the pupils to try this out is a good way of getting them to think how one thing can remain what it is while being known in 3 different ways.  Teachers can point to the Sign of the Cross as a formula for remembering the Trinity or teach pupils the ‘Glory Be’ prayer that is in the PB.  Pupils who go further than a basic description may include the ‘work’ of each person of the Trinity from the WTL PB (see old PB, p. 22-23, new PB p. 24) HOWEVER, *theologically* this chronological separation of the work of each person is very *BAD theology* because it is *God* who creates, redeems (rescues us, saves us) and sanctifies (makes us a holy people) not each person of the Trinity alone. | Lucky Irish Shamrock  Patrick's Day   Great for Car image 1  How is Peggy/Susan known in 3 ways?  Can you be known in 3 ways like Peggy/Susan?  What picture or image can you create or find that would be a good way of showing a trinity? |
|  | **Describe some religious symbols of Advent and Christmas**  Links to learning objective:  ‘Know that in Advent we prepare to celebrate the birth of Jesus. Think of ways to prepare for his birth’ (new PB p. 29). | Pupils move beyond recognising symbols of Advent and Christmas where recognising is the same as naming, pointing to, labelling, highlighting, drawing etc. to describing what it is, what parts it has and how it is used.  The key Advent symbol is the Advent Wreath. Make an Advent Wreath with the class showing the different parts of it. Pupils will be able to say what it is and, if given a diagram label the parts of it – candles, greenery, - and say how it is used: Advent is the 4 Sundays before Christmas and each Sunday 1 candle is lit. By all means, explore the meaning of the Advent Wreath, but this is NOT required by the expectation.  The key Christmas symbol is the nativity scene (Christmas crib). Pupils will be able to say what it is, what it is made up of and how it is used. Pupils will describe how it is used by saying things like it is placed on the prayer table in class or the hall or near the altar or in a side chapel in church or on the fireplace or a table at home. Other pupils might say it is used to remind us of Christmas or the first Christmas.  Teachers can incorporate these two symbols into a wider activity on the symbols of Advent and the symbols of Christmas. Advent symbols can include pupil Advent promises and Advent Calendars.  Symbols of Christmas can include, with the nativity scene, a star, an angel, a gift.  Alongside work on the symbols of Christmas there is a good set of activities from RE Today in ***RE Ideas: Christmas*** pp. 6-9 ‘*Why do Christians give gifts at Christmas?’* | How do we use the Advent Wreath?  How long does Advent last?  What do we do with each candle?  When do we light the rose/pink candle?  Who would you put in the nativity scene?  Would you put any animals in it? Why?  What’s a manger?  Make an Advent Wreath for Your Family : 19 Steps (with Pictures) -  Instructables  Christmas Nativity Set - Full 10 inch Real Life Nativity Set Including  Figurines, Lighted Manger Stable, Animals and Original Gifts of Christmas :  Amazon.co.uk: Home &amp; Kitchen |
|  | **Retell, in any form, one of three stories: Annunciation, Visit of the Shepherds, Visit of the Wise Men**  Links to learning objective: | 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 *simply* means to have some details from the actual story in their own account: sequence, characters, but not everything. 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.  **https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the%20christian-story-of-the-first-christmas/z7fp382**  For lesson notes on this story and others in the BBC Religions series see:  <https://www.natre.org.uk/uploads/Member%20Resources/Religions%20of%20the%20World%20-%20Teachers%20notes%20UPDATED-converted%20280519.pdf>  The lesson notes also include a series of good activities to use with the story.  It is open to teachers to ask pupils to retell more than one story, but only one is required to meet the expectation. | Tell me the story of the angel’s visit to Mary.  What happened in the story?  Who are the characters in the story?  What do they do?  What did Mary/Joseph/Angels/Shepherds/Wise Men do?  What did the Shepherds bring to Jesus?  What did the Wise men bring?  Can you sequence this story and tell me what happened?  What can you tell me about Jesus? |
|  | **Describe what the stories of the Annunciation, Visit of Shepherds/Wise Men tells us about Jesus**  Links to learning objectives: ‘Know that God chose Mary to be the mother of Jesus. Reflect on what the angel said to Mary and Joseph. ‘Know about the birth of Jesus. ‘‘Think about why it is important for us.’ ‘Know that the wise men came to worship Jesus.’ ‘Think of ways we can respond to the gift of Jesus and show our love for him.’ | What do we learn about Jesus from the stories of the Annunciation, Visit of the Shepherds and Wise Men?  Using the story of the Annunciation in the PB pupils might say that we learn that he was to be called Jesus [Jesus means ‘God saves’], that he was Mary’s son, that he was really special [an angel announced his birth to Mary]. Some pupils might say that Jesus was God’s son though it is not mentioned in the PB version of the story!  Visit of the Shepherds: from the story in the PB pupils might say that Jesus was a baby, his bed was a manger [an open wooden box for animal feed], he is a saviour; his birth is good news, he brings joy.  Visit of the Wise Men: from the story in the PB pupils might say that Jesus was a king, he was really special [the wise men gave him precious gifts]; Jesus is a gift to the world.  In addition to exploring the story of the visit of the wise men to Jesus, there is a good set of activities in ***RE Ideas: Christmas*** pp. 6-9 ‘Why do Christians give gifts at Christmas?’ from RE Today that teachers could use to supplement work on the visit of the wise men.  Allow pupils to experience gold and the smell of incense – talk about how expensive they were and how they are gifts fit for a king. | In pairs, make a list of what you learn about Jesus from the story?  What is the most important thing you have learned? Why is it the most important? |
|  | **Ask and answer questions about the feelings of the characters in the stories**  Links to learning objectives on the Annunciation, Birth of Jesus, Visit of the Shepherds and Wise men. | This expectation can be met through repeated exposure to the stories from reading, role playing the stories and hot seating characters. The new PB has useful ‘Pause to talk’ and ‘Task’ sections that provide good examples of questions to ask pupils and opportunities pupils have to ask their own questions. |  |
|  | **Suggest answers to questions like, ‘Is it better to be a shepherd or a wise man?’ ‘Why?’**  Links to learning objectives on the Visit of the Shepherds and Wise men. | This expectation can be explored when working with the stories of the shepherds and wise men and asking pupils to think about the sort of people they were, the work of the different groups, their journey to Jesus and their feelings.  Luke tells us that the first visitors to Jesus were the Shepherds – would you have liked to have been the first to visit Jesus? Why?  What about being a shepherd, a poor person out in the fields, looking after sheep in all weathers all year round, is this better than being a wise man living in a palace with money enough to bring expensive gifts?  What about it: a practical person, looking after animals or an educated person gazing at the stars?  What about their journeys: the shepherds were in nearby fields, the wise men came from another land and had a long journey?  Pupils can be encouraged to think about the gifts given to Jesus and whether they’d prefer to be one of the wise men or not? | Were shepherds rich or poor?  What do you think shepherds smelled like? Why?  Would you have liked to be the first to see Jesus? Why?  How come God chose shepherds to be the first to see Jesus? |
|  | **Give two examples how the Christmas story is used at home and in church.** | Pupils will be able to suggest that the story of Christmas is read in Church at Christmas – Christians hear the story of Jesus’ birth at Mass or in a service where carols are sung and the story of Jesus’ birth is read. The Church also displays the nativity scene.  At home: some homes display a nativity scene of the first Christmas – there is use of the ‘travelling crib’ at home – we celebrate the birthday of Jesus by exchanging presents. Some parents read the Christmas story to their children at Christmas time.  It is open to teachers to steer the learning so to encourage pupils to think that the story of Christmas encourages us to think of people in need [like how the poor shepherds were the first to see Jesus] and that we practise generosity by showing that we love our neighbour. |  |