



**RE Topic:** Questions that puzzle us.

**Year: 2 Term:** Summer 1

## Key Knowledge/Content:

Contributions to spiritual, moral, social and cultural development of pupils and to exploring and promoting British values.

The unit enables pupils to develop:

- **Spiritually-** Beginning to learn simply about and reflecting on important concepts and beliefs that are at the heart of religious traditions; by sharing amazement and wonder; and noticing that a mystery can be answered by a belief.
- **Morally-** Thinking about why people do good or bad things and how we choose to behave in answers to questions.
- **Socially-** Working with others and noticing our similarities and differences.
- **Culturally-** Beginning to notice that people are all different and all similar, including in the ways they respond to mysteries and puzzling questions.

## Links to:

### Prior learning:

To know there many questions in life, in which people cannot agree on the answers.

### Future learning:

To deepen their learning and will answer some questions based around religious beliefs.

## Key vocabulary with definition:

### Prior vocabulary:

- **Belief-** An acceptance that something exists or is true, especially one without proof.
- **Questions-** A sentence worded or expressed to elicit information.

### New vocabulary:

- **Mysteries-** Something that is difficult or impossible to understand or explain.
- **Puzzles -** Cause (someone) to feel confused because they cannot understand.

## By the end of this unit

**All children can: recognise** and name a story or book from a religious tradition that has a mystery in it.

**Most children can: demonstrate** and **talk** about a number of puzzling questions and **notice** what is of concern to themselves and to others.

**Some children can: demonstrate** and **explain** answers to questions such as: what makes life happy? Who do I care for and who cares for me? What do I believe? Does God have all the answers?

## Background understanding for teachers and parents:

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 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.

## Curriculum Driver (one):

Communication

### Evidence outcome:

Feel confident to communicate some answers to some puzzling questions they will encounter during this topics.