

Year: 2

Term: SUM 1

Intended learning outcomes:

Children will be able to:

Step 1: express creatively their response to the concept of *God*

Step 2: recognise when they and others think about *God*

Step 3: simply describe the concept of *God*

Step 4: simply describe ways in which the concept of *God* is expressed in Christian and Hindu traditions

Step 5: in simple terms discern something of the value of *God* to Christians and Hindus and the possible value for themselves.

Informed by end of Year 2 expectations

Unit to cover 6 hours

Assessment opportunities:

Evidence can be gathered when pupils:

1. express own ideas about *God*
2. compare responses
3. write definitions
4. identify and discuss characteristics
5. order cards and discuss & Complete speech bubbles to show understanding of concept.

Children to record evidence in their own books.

Theme/Unit: *Ideas about God*

Key concept: *God*

Sequence of activities:

Step 1 – Communicate own responses to concept of *God*

- Children close eyes and teacher asks them to imagine *if God came into the room, what would God be like?*
- Share ideas (if this does not work, try prompt questions). *Do you think God might be ... old or young, big or small, man or woman, seen or unseen, powerful or weak, happy or sad, kind or cruel, etc. Do you think God exists?*
- Children paint, draw, discuss or write poems, etc, expressing own ideas about *God*.

NB: All children's responses should be accepted. Children from some religious backgrounds will NOT draw *God*, for example children who are Muslim.

Step 2 – Apply the concept to different situations

- Discuss: *If you were to think about God – when would that be?*
- Pupils draw and annotate those situations, eg: when scared, happy, sad, in a beautiful place.
- Pupils compare responses.

Step 3 – Inquire into the concept of *God*

- Pupils think about and write their own definitions, descriptions of *God*.
- Brainstorm and collate ideas.
- As a class, discuss whether there can be some common elements which describe a definition.

Step 4a – Contextualise the concept in religious practice and belief for Christians

- Tell some stories which show the nature of *God*, eg: Moses and the burning bush (*Exodus* 3), crossing the Red Sea, Daniel in the lions den (*Daniel* 6), David and Goliath (*Samuel* 1).
- Discussion points – *What did God do in this story? What did the people think about God in this story? What words would you use to describe God in this story?*

Step 4b – Contextualised continued

- Children draw pictures of mum's and dad's roles, eg: cook, chauffeur. Draw two more things mum and dad are good at. Hindus believe there is one eternal spirit called Brahman, but with many images and talents.
- Show Ganesh – Hindus believe *God* is powerful like an elephant. Lakshmi – *God* is generous and kind like this woman. Rama – *God* is brave, *God* fights evil, remind them of story of Ramayana.
- Pupils create displays of Hindu deities and annotate with characteristics.

Step 5 – Evaluate the concept of *God*

- Discuss – *Why do you think God is important to Christians and Hindus?*
- Pupils order cards into priority – for a Hindu, for a Christian, for them, eg: *God helps them, God has power, God loves them, God makes them feel safe.*
- Pupils complete thought bubbles for a Christian, a Hindu, each pupil – *"I think God is ..."*

Resources:

- Bible stories – children's bibles
- RE Quest (website) for Daniel in Lion's Den
- BBC animated tale – Goliath <https://www.youtube.com/watch?v=OrZOWjfoMH8>
- images of Hindu gods (available in the artefact boxes from the RE centre).

RE KS1

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest and respect for different people's faiths, feelings & values.

Moral: developing an interest in investigating and offering reasoned views and an ability to understand and appreciate the viewpoints of others on these issues.

Social: sharing our own experiences and responding to the experiences of others. Developing and demonstrating skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Vocabulary (in bold) and knowledge building blocks:

Children will learn that:

- **Christians** believe in one **God**.
- They talk about him as **God the father** and will pray to him as a **father**
- They also believe that **God has 3 persons; God as father, Son and Holy Spirit**
- **Christians** describe **God in hymns, prayers, stories** and other ways as **powerful, protective** of those who follow him and **loving**
- **Hindus** believe in one eternal spirit, **Brahman**
- **Brahman** is one, but has many different aspects
- These are shown in the different **Hindu Gods and Goddesses**