



Subject- Religious Education



Threshold Concepts and Milestones

Threshold Concept	Year 2	Content
<p>Understand beliefs and teachings This concept involves understanding the key teachings of various religions.</p>	<ul style="list-style-type: none"> • Describe some of the teachings of a religion • Describe some of the main festivals or celebrations of a religion. 	<p>COMMUNITY: How do we treat each other in a community?</p> <p>IMPORTANT PEOPLE: What does Jesus teach Christians through telling his parables of The Good Samaritan and The Lost Sheep</p>
<p>Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.</p>	<ul style="list-style-type: none"> • Recognise, name and describe some religious places and practices. 	<p>SACRED PLACES: Looking at a mosque and a church and other significant places of worship, talk about what makes them sacred.</p>
<p>Understand how beliefs are conveyed This concept involves understanding how books,</p>	<ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. 	<p>SACRED PLACES: What makes a place sacred? Talk about places that are special to you and why. What makes them so important? Create a mood board of the special places you have, showing why</p>

<p>scriptures, readings and other important means of communication are used to convey beliefs.</p>		<p>they are special to you. Share ideas and agree the characteristics of a special place as a class.</p> <p>What makes certain buildings sacred? Looking at pictures and using pupils' own experiences, talk about what makes religious buildings sacred.</p> <p>CHURCH VISIT - What makes the church sacred? Look for religious symbols and explain why they are seen as important.</p>
<p>Reflect This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<ul style="list-style-type: none"> • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. 	<p>SACRED PLACES: Why do people visit certain religious buildings? Understand why some people visit certain religious places and how this plays an important role in their lives.</p> <p>COMMUNITY: Which communities do people belong to? Why are they important? How do they work?</p> <p>IMPORTANT PEOPLE: How do the different characters in the parables feel?</p>
<p>Understand values This concept involves an appreciation of how many people place values as an important aspect of their lives.</p>	<ul style="list-style-type: none"> • Explain how actions affect others. • Show an understanding of the term 'morals'. 	<p>COMMUNITY: Understand the effect a community has on individuals and the role each person plays in the community</p> <p>IMPORTANT PEOPLE: What is the right and wrong thing to do when looking at the parables? Who acted in a way that we would?</p>

PRESENTATIONS:

SACRED PLACES: Mood board for special places with reasons why.

COMMUNITY: Individuals to share their hexagons with others and talk about their roles and the roles of others within that community.

IMPORTANT PEOPLE: Re-enact the story of the Good Samaritan, bringing the story up to date

ACTIVITIES:

SACRED PLACES:

Children think about a special place, a place where they feel peaceful and calm. They draw, find pictures, find materials etc that they associate with their place and create a mood board.

As a class, share special places. What makes them special? What are the characteristics that all places have? Display the characteristics.

Talk about a sacred place. What makes it sacred?

VISIT: Church

Organise a visit to a sacred place.

During this visit, pupils will have the opportunity to listen to someone explaining why this place is sacred to the people that belong there. Following the visit, pupils should have the opportunity to record their learning and ideas and then share them with the class. Does this place fit the characteristics we decided upon?

COMMUNITY:

1. Which communities do people belong to?

Prepare a bag of things from your life that tells pupils something about who or what you belong to. This could include multiple things such as family photos, a wedding ring, tickets to a play or gig you attended with a friend, mementos from a holiday with friends, objects from a club you belong to etc. Ask the pupils to talk about what each thing shows about you. If two adults can do this together, it is fun

to have the pupils guess who owns which object. Talk about how this shows some of the groups you belong to, like families, friends, hobbies, clubs.

Choose a story that is well known to the pupils, for example a traditional tale. Explore the different communities that the main character would say they belong to e.g. family, friends. In groups using a large sheet of paper ask the pupils to draw a picture of the character with the people, places and groups that they are part of written or drawn around them.

Show the pupils a picture of the school or class and explain that this is a community that all of you belong to. Give examples of what that means to you as a teacher e.g. friends, people who help you when you are finding things difficult, shared values. Next give examples of what you do together as a school.

Sit the pupils in a circle. Take some blank hexagons and draw a picture of a pupil or write their name on it. Place the hexagon in the middle of the circle and invite the pupil to come and choose some hexagons and write on them the names of communities that they are part of. Place them around the hexagon, one touching each side of the hexagon.

Discuss what it is like to be part of these communities. Ask what do you do in each of these communities, what do you like to celebrate, what ideas or values do you share?

Provide several sets of hexagons for each table and invite each child to create their own hexagon tessellation to show the communities that they belong to. Remind them they can use blank hexagons to draw or write on any communities that they belong to but are not shown on a hexagon.

Can the whole table link their tessellations together because they belong to the same community? Talk about how a community works.

IMPORTANT PEOPLE:

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-the-good-samaritan-and-the-lost-sheep/zr7wxyz>

This film focuses on Christianity and narrates the story of the Good Samaritan & the Lost Sheep.

This film tells the story of man robbed and left by the road and the kind Samaritan who looked after him, and the lost sheep who was found and recovered to the flock.

Watch the film on Christianity from the BBC website Religions of the World.

Discuss with the children why Jesus told the stories he did and what were the important messages in the 2 stories. Tell the children that we call these messages morals. Can they think of any other stories that give us a message (The Hare and the Tortoise). Discuss with the children why it is right to care for everyone and treat everyone fairly

Activity - Children in groups to make and act out their own story like The Good Samaritan.

What is going to happen? Who should help but doesn't? What person will help that will be a surprise?