**Year:** 2

**Term:** Summer 1

Theme/Unit:  *Stories*

**RE KS1**

Key concept: *Story*

Intended learning outcomes:

Children will be able to:

1. Enquire

* Identify and talk about what a story is (Year 1 age-related expectations)
* Describe in simple terms what a story is (Year 2 age-related expectations)

2. Contextualise

* Recognise that religious people have stories (Year 1 age-related expectations)
* Simply describe how story is used by religious people (Year 2 age-related expectations)

3. Evaluate

* Identify and talk about the importance of the stories to religious people (Year 1 age-related expectations)
* Describe in simple terms the value of story to religious people (Year 2 age-related expectations)

4. Communicate

* Talk about their own response to story (Year 1 age-related expectations)
* Describe simply their response to story (Year 2 age-related expectations)

5. Apply

* Identify and talk about how their response to story affects their own lives (Year 1 age-related expectations)
* Identify simple examples of how their response to story affects their own and others’ lives (Year 2 age-related expectations).

Sequence of activities:

**Step 1 – Communicate: *What is a story?***

* Look at and discuss different pieces of writing. Is this a story? Why/Why not?
* What is a story then? What does a story have to have?
* Discuss the concept of stories using the prompt questions.

**Step 2 – Contextualise: *the concept story within the religions being studied***

* Read some Christian stories and Jewish stories. Discuss what makes them stories.
* Why are these stories special to Christians and Jews? How are they presented?
* Would you still find these stories interesting if you weren’t a Christian or a Jew?

**Step 3 – Evaluate: *What is the value of stories to believers? Why are they important?***

* Pupils listen to a scenario where a child is expecting to hear a Christian/Jewish story at Sunday school or the synagogue, but instead the teacher reads a recipe book. Would they be disappointed? Why are the stories important to the children?
* Pupils read statements and discuss whether a Christian child would agree with them. Repeat for a Jewish child.

**Step 4 – Communicate: *What are our responses to stories?***

* Read a story that I like and ask the children why I have chosen that story. E.g. It might make me laugh, or it has happy memories for me, or my Granny used to read it to me.
* What stories do the children like? They share the stories they like and discuss, then write on the thought bubble why they are special to them.

**Step 5 – Apply: *How does what we think about stories affect our lives?***

* Read a letter from the ‘story stealer’ and discuss their responses to it. How would you feel if stories were banned? What would we miss about stories? Would we cope without stories? What would we miss about stories?
* Write to the story stealer to convince them that stories should not be banned.

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

**Spiritual**: providing an opportunity for enjoyment and fascination about their own lives and those of others. Giving opportunities to rejoice and celebrate things that are important to us.

**Moral**: developing an ability to understand and appreciate the viewpoints of others on these issues.

**Social**: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

**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.

**Cross-curricular links:**

**Art**

How stories are represented in art.

**Drama**

Speaking and listening/debating.

**Literacy**

Stories that we have read and learnt about.

**Music**

Opportunities to consider different types of music and the feelings it evokes.

Resources:

* *A* range of Christian and Jewish stories (see teaching pack and website links).
* Story persona dolls – one Christian and one Jewish.

Assessment opportunities:

Evidence can be gathered when pupils:

1. Draw and annotate
2. Draw and annotate
3. Sort and discuss
4. Discuss and write
5. Write and persuade