Year 2

Subject Specific Links – English – studying religious stories and texts; discussing key questions; recording in a variety of ways; Arts – Expressing responses to different stimulus creatively; History /Geography – understanding historical/geographical and cultural factors
Enrichment/Personal development – Range of quality wider opportunities; Trips to different localities eg London, York, Scarborough; Use a range of social skills
SMSC/ Cultural Capital – Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect; investigate moral and ethical issues; offer reasoning views; appreciate cultural influences; participate in culture opportunities; understand, accept respect and celebrate diversity and protected characteristics
Careers – Ordained church minister, religious leader, place of worship staff, Church historians
British Values – Individual liberty, Mutual respect and Tolerance
Equality – As new concepts and views are introduced, provide support to ensure equal access and inclusion for all
Independence – Promote independent thinking and discussion skills ; Self-belief, motivation, self-control, coping skills, resilience, persistence and resolving conflict developed throughout school life
Community – Range of Visits and visitors to enhance learning; Appreciate diverse viewpoints; Participate in the local community
Outdoor learning – Forest School, Reflection Spaces, Outdoor collective worship space

RE teaching and learning should enable pupils to…

A. Know about and understand a range of religious and non-religious worldviews.	B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.	C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.

End of key stage outcomes

RE should enable pupils to:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Year 2 - RE **Autumn Term**

Unit 1.2 Who is a Muslim and what do they believe?

Prior Learning: Bible stories told in collective worship, EYFS units; Year 1 units

Key Essential Skills and knowledge:

BELIEVING: Theological Lens

Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammad (A2).

Recognise some objects used by Muslims and suggest why they are important (A2).

EXPRESSING: Human/Social Science Lens

Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).

Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave

- Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bhikha;
- Share the words of the Shahadah, listen to the Call to Prayer.
- Give children a way to respond to their own big questions e.g writing a class big questions poem or a 'Where is God?' poem.
- Describe one of the beliefs that Muslims hold about God e.g. tawhid.
- Share the story of the revelation of the Holy Qur'an
- Talk to Muslims about what they believe about God.
- Explore what the concept of God means for the children themselves.
- Identify the objects that are most precious to them. Why are they precious? How does it show?
- Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf. Why are these important?
- Share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr. Why do Muslims celebrate?

Sticky Knowledge:

- Muslims believe in one God called Allah and they have 99 names for Allah
- Muslims believe that all things are created in harmony and God wants them to stay this way, which is the job of humans and God gives humans a straight path to follow (shariah) because it is difficult to keep things in harmony.
- To stay on the straight path Muslims should study the Qu'ran, study the natural world and follow the teachings of the Prophets
- Prophet Muhammad is very important in the Muslim faith
- Muslims have special objects that are important to their faith
- Ramadan and Eid-ul-Ftr are important celebrations for Muslims

Vocabulary:		
Islam	Star	Call to Prayer Revelation
Muslim	Calligraphy	Angel Jibril
Allah	99 Names Mosque/Masjid Imam	Qur'an
Muhammad	Prayer Mat	Holy
Prophet	Wudu	Mount Hira
Peace Be Upon Him (PBUH)	Dome	Arabic
Inspired	Minaret	Precious
Crescent	Shahadah	

Sequence:

- What do we think about God?
- Who was the Prophet Muhammad, and why is he important to Muslims?
- What stories of the Prophet do Muslims love to tell?
- What makes a place or an object special to us? And to Muslims?
- What is a mosque, and what happens at a mosque?
- How and why do Muslims pray and worship at the mosque?
- Mosques near where we live: What can we find out?
- What can we learn from Muslim holy words?
- What happens at the celebration of Eid-ul-Fitr, and why?

• Who is a Muslim, and what do they believe? Final learning ideas
Thinking Deeper: To further consider own views and views of others.
Resources: North Yorkshire Syllabus and R.E planning units, NATRE Unit 15 & 17

Year 2 - RE **Autumn Term**

Unit 1.3 Who is Jewish and what do they believe?

Prior Learning: Bible stories told in collective worship, EYFS units; Year 1 units

Key Essential Skills and knowledge:

BELIEVING: Theological Lens

Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).

Talk about how the mezuzah in the home reminds Jewish people about God (A3).

EXPRESSING: Human/Social Science Lens

Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).

LIVING: Philosophical Lens

Ask some questions about believing in God and offer some ideas of their own (C1).

- Discuss what precious items they have in their home. Why are they important?
- Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful.
- Talk about remembering what really matters: how do people make a special time to remember?
- Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema i.e. God is one, creator and cares for all people.
- Look at a Mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home?
- Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day). Consider the importance and value of celebration and remembrance in children's own lives; learn about the festival of Chanukah the stories and meanings associated with it; find out about how the 9-branched Chanukiah links to the story of Chanukah.
- Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves.

Sticky Knowledge:

- Judaism is a religion that started over 4000 years ago and Abraham and Moses are significant people.
- Moses received 10 commandments from God which are the rules Jews follow
- A mezuzah is a scroll which is placed in a Jew's home to remind them of their faith and important rules
- Pesach is a celebration that reminds Jews that God looked after them during the Passover
- When Jews walked through the wilderness they put up 'Sukkots' for their shelter

Vocabulary:	
Jewish person	Shabbat Shalom Torah
G-d	Hebrew
Star of David	Synagogue
Symbol	Rabbi
Meaning	Challah
Mezuzah	Seder meal Chanukah Chanukiah
Scroll	Dreidel
Shema	Oil
Shabbat	
Kippah	

Sequence:

- What is precious to us? What is precious to Jewish people?
- What does a mezuzah remind Jewish people about?
- How and why do Jewish people celebrate Shabbat?
- What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah?

Thinking Deeper: To further consider own views and views of others.

Resources: North Yorkshire Syllabus and R.E planning units, NATRE Unit 9

Year 2 - RE **Spring Term**

Unit 1.5 What makes some places sacred?

Prior Learning: Bible stories told in collective worship, EYFS units; Year 1 units

Key Essential Skills and knowledge:

BELIEVING: Theological Lens

Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).

EXPRESSING: Human/Social Science Lens

Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).

Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).

Identify similarities and differences between different religious and non-religious worldviews (B3).

LIVING: Philosophical Lens

Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1).

- Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred?
- Talk about why it is important to show respect for other people's precious or sacred belongings (including the importance of having clean hands or dressing in certain ways).
- Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship.
- Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives.
- Notice some similarities and differences between places of worship and how they are used.
- Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g.church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross; baptismal pool; pulpit; synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkiah, bimah; mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.

Sticky Knowledge:

- People who believe different things go to different places of worship (Christian – Church; Muslim – Mosque; Jew – Synagogue)
- There are important objects in places of worship and they have unique uses.
- In places of worship, you can see special symbols and hear important stories
- People sing special songs in places of worship to show what they believe in

Vocabulary:

Sacred/Holy
Worship
Symbol
Altar
Cross/Crucifix
Font
Lectern
Icons
Stations of the cross Pulpit
Holy Week Jerusalem
Palm Sunday
Last Supper
Betrayal
Arrested
Denial
Good Friday Crucifixion
Tomb
Easter Sunday Resurrection
Mosque/Masjid Wudu
Calligraphy
Prayer mat
Prayer beads
Minbar
Mihrab
Muezzin
Synagogue

Sequence:

- Where do I feel safe? Where is a sacred place for believers to go?
- Which place of worship is sacred for Christians?
- Which place of worship is sacred for Jewish people?

• Which place of worship is sacred for Muslims? • How are places of worship similar and different? • Why are places of worship important to our community?
Thinking Deeper: To further consider own views and views of others.
Resources: North Yorkshire Syllabus and R.E planning units. NATRE 9

Year 2 - RE **Summer Term**

Unit 1.8 How should we care for others and the world and why does it matter?

Prior Learning: Bible stories told in collective worship, EYFS units; Year 1 units

Key Essential Skills and knowledge:

BELIEVING: Theological Lens

Re-tell Bible stories and stories from another faith about caring for others and the world (A2).

EXPRESSING: Human/Social Science Lens

Identify ways that some people make a response to God by caring for others and the world (B1).

LIVING: Philosophical Lens

Creatively express their own ideas about the creation story and what it says about what God is like (C1).

Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2).

Talk about issues of good and bad, right and wrong arising from the stories (C3).

- Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone
- Consider the idea that we all have special gifts we can use to benefit others.
- Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer
- Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the children can suggest times when it has been followed and times when it has not been followed.
- Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like, and what these stories tell believers about God and creation
- Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account

Sticky Knowledge:

- Christians and Jews use stories from their faith to learn how should care for other people
- Christians and Jews read stories to learn how to care for the world
- The 'Golden Rule' (treat others as you would like to be treated) is an important rule that many religious people follow
- The creation story from the Bible teaches about why the earth is important

Vocabulary:	
Unique	Inspired
Important	Mother Theresa
Teachings	Dr Barnardo
Values	Creation
Benefits	Spoiled
Responsibilities	Environment
Caring	Representatives
Gifts	Tikkun
Serving	Olam
Alms	Heal
Zakat	Duties
Charity	Golden rule
Tzedakah	

Sequence:

- Should we care for everyone?
- What do Christians believe about caring for people?
- What do some religions say about caring for other people?
- How have some people shown they cared? How is the golden rule an encouragement to care?
- What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?

Thinking Deeper: To further consider own views and views of others.

Resources: North Yorkshire Syllabus and R.E planning units. NATRE 12