

# RE Curriculum Overview

# Year 2

## Learning Outcomes KS1

### Make sense of a range of religious and nonreligious beliefs

Identify the core beliefs and concepts studied and give a simple description of what they mean.

Give examples of how stories show what people believe (e.g. the meaning behind a festival).

Give clear, simple accounts of what stories and other texts mean to believers.

### Understand the impact and significance of religious and nonreligious beliefs

Give examples of how people use stories, texts and teachings to guide their beliefs and actions.

Give examples of ways in which believers put their beliefs into action.

### Make connections between religious and non-religious beliefs, concepts, practices and ideas studied

Think, talk and ask questions about whether the ideas they have been studying have something to say to them.

Give a good reason for the views they have and the connections they make.

Term	Theme	What I will know and remember	Vocabulary	Key texts/stories
1	1.6 Who is a Muslim and how do they live?	I can recognise the words of the Shahadah and that it is very important for Muslims. I can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean. I can give examples of how stories about the Prophet show what Muslims believe about Muhammad. I can give examples of how Muslims use the Shahadah to show what matters to them.	Shahadah Zakat Muslims Haij Islam Sawm Salah Tawhid Ramadan Prophet	Muhammad and the cat.

<u>End of unit assessment</u>				
<u>Working towards</u>		<u>Working at</u>	<u>Working above</u>	
2	1.3 Why does Christmas matter to Christians?	<p>I can give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>I can recognise that stories of Jesus' life come from the Gospels.</p> <p>I can give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>I can decide what I personally have to be thankful for, giving a reason for my ideas.</p> <p>I can think, talk and ask questions about Christmas for people who are Christians and for people who are not.</p>	Incarnation Jesus Mary Joseph Shepherds Advent Secular Religious Birth Celebration	Angel appearing to Joseph (Matthew 1:18-25)  Visit of the wise men (Matthew 2:1-12).  The birth of Jesus: LUKE 1:26-38, 2:1-20, MATTHEW 1:18-2:12
<u>End of unit assessment</u>				
<u>Working towards</u>		<u>Working at</u>	<u>Working above</u>	
3	1.6 Who is a Muslim and how do they live? Part 2.	<p>I can give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).</p> <p>I can give examples of how Muslims put their beliefs about prayer into action.</p>	Muslim Shahadah Zakat Haij Islam	'Stop, Look, Listen: Water, Moon, Candle, Tree and Sword' (C4 learning:

		<p>I can think, talk about and ask questions about Muslim beliefs and ways of living.</p> <p>I can talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.</p> <p>I can give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>Prophet Salah Sawm Ramadan Allah</p>	<p><a href="https://shop.channel4learning.com/?page=shop&amp;cid=13&amp;pid=1647">https://shop.channel4learning.com/?page=shop&amp;cid=13&amp;pid=1647</a></p> <p><a href="http://www.bbc.co.uk/religion/galleries/salah/">www.bbc.co.uk/religion/galleries/salah/</a></p>	
<p><b><u>End of unit assessment</u></b></p>					
<b><u>Working towards</u></b>		<b><u>Working at</u></b>	<b><u>Working above</u></b>		
4	1.5 Why does Easter matter to Christians?	<p>I can recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p>I can recognise that Jesus gives instructions about how to behave.</p> <p>I can give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>I can think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>	<p>God Salvation Saviour Resurrection Eternal Life Secular Easter Worship Good Friday Religious</p>	<p>John 12:12-15: Jesus' entry into Jerusalem</p> <p>Luke 22:47-53: Jesus' betrayal and arrest</p> <p>Luke 23:26-56: crucifixion, death and burial</p> <p>Luke 24:1-12: finding the empty tomb</p> <p>John 20:11-23: Jesus appearing to Mary Magdalene &amp; the disciples.</p>	
<p><b><u>End of unit assessment</u></b></p>					
<b><u>Working towards</u></b>		<b><u>Working at</u></b>	<b><u>Working above</u></b>		

5	1.4 What is the 'good news' Christians believe Jesus brings?	<p>I can tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news.</p> <p>I can give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>I can recognise that Jesus gives instructions to people about how to behave.</p> <p>I can give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</p> <p>I can give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</p> <p>I can think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p>	<p>Christians</p> <p>Jesus</p> <p>Matthew</p> <p>Fishermen</p> <p>Disciples</p> <p>Tax collector</p> <p>Peace</p> <p>Forgiveness</p> <p>Apostles</p> <p>Prayer</p>	<p>Matthew 9:9-13: Jesus calls a tax Collector to be his disciple</p> <p>Luke 6:37-38: Repentance and forgiveness are available to all</p> <p>John 14:27: Jesus gives peace</p> <p>Luke 11:9-13: God is like a loving father</p> <p>Matthew 13:45-46: A pearl of great price</p> <p>Luke 11:9-13</p> <p>Luke 17:11-19</p>
<u>Working towards</u>		<u>End of unit assessment</u>	<u>Working at</u>	
			<u>Working above</u>	

6	1.8 What makes some places sacred to believers? (C,M)	<p>I can recognise that there are special places where people go to worship, and talk about what people do there.</p> <p>I can identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.</p> <p>I can identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p> <p>I can give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe.</p> <p>I can give simple examples of how people worship at a church, mosque or synagogue.</p> <p>I can talk about why some people like to belong to a sacred building or a community.</p> <p>I can think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas.</p> <p>I can talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>	<p>Worship</p> <p>Jewish</p> <p>Holy</p> <p>Christian</p> <p>Muslim</p> <p>Community</p> <p>Mosque</p> <p>Sacred</p> <p>Church</p> <p>Synagogue</p> <p>Place of worship</p> <p>Shabbat</p>	<p><a href="http://www.truetube.co.uk/film/holy-cribs-synagogue">www.truetube.co.uk/film/holy-cribs-synagogue</a></p>
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Working towards

End of unit assessment

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