

YEAR 2 RELIGIOUS EDUCATION CURRICULUM FRAMEWORK



Agreed Syllabus Requirements at Key Stage 1

Pupils should have the opportunity to:

- Explore key questions through conceptual enquiry into Christianity whilst also drawing from at least one of Hinduism, Islam or Judaism, as well as non-religious world views as appropriate. Teachers should take the pupils' own background, experiences and questions into consideration.
- Learn about different beliefs about God and the world around them.
- Encounter and respond to a range of stories, artefacts and other religious materials.
- Learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary.
- Begin to understand the importance and value of religion and belief, especially for other children and their families.
- Ask relevant questions and develop a sense of wonder about the world using their imaginations.
- Talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging

AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 3
Is it important to be kind to everyone all of the time?	Why do Christians believe that God gave Jesus to the world?	How important is it for Jewish people to do what God asks them to do?
Key concepts: Gospel	Key Concepts: Incarnation	Key Concepts: Prayer at home
<p>Learning Objective: to re-tell Bible stories that show kindness and to explore how this makes Christians behave towards other people</p> <p>Syllabus Questions addressed:</p> <ul style="list-style-type: none"> • What can I learn from stories from religious traditions? • Should people follow religious leaders and teachings? 	<p>Learning Objective: to reflect on the Christian Christmas story and the reason for Jesus' birth</p> <p>Syllabus Questions addressed:</p> <ul style="list-style-type: none"> • Is God important to everyone? 	<p>Learning Objective: to understand the special relationship between Jews and God and the promise they make to each other</p> <p>Syllabus Questions addressed:</p> <ul style="list-style-type: none"> • Should people follow religious leaders and teachings? • Is God important to everyone?
Possible visits:	Possible visits: Christingle Service at St Mary's Church	Possible visits:

SPRING TERM 4	SUMMER TERM 5	SUMMER TERM 6
<p>How important is it to Christians that Jesus came back to life after his crucifixion?</p>	<p>How special is the relationship Jews have with God?</p>	<p>What is the best way for people to show commitment to God? How do Humanists mark milestones in life?</p>
<p>Key Concepts: Resurrection</p>	<p>Key Concepts: Passover</p>	<p>Key Concepts: Rites of passage and good works</p>
<p>Learning Objective: to re-tell the Easter story and understand what Jesus resurrection means for Christians</p> <p>Syllabus Questions addressed:</p> <ul style="list-style-type: none"> • Is God important to everyone • Are symbols better than words at expressing religious beliefs? 	<p>Learning Objective: to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show god they value their special relationship with him</p> <p>Syllabus Questions addressed:</p> <ul style="list-style-type: none"> • Who do I believe I am? • Does it feel special to belong? 	<p>Learning Objective: to understand different ways that Jews and Christians show their commitment to God</p> <p>Syllabus Questions addressed:</p> <ul style="list-style-type: none"> • Should people follow religious leaders and teachings? • Is God important to everyone? <p>Learning Objective: To understand that Humanists have special ways to mark milestone moments in life</p>
<p>Possible visits: Easter Service at St Mary's Church</p>	<p>Possible visits:</p>	<p>Possible visits: Visit to Synagogue End of Year Service at St Mary's Church</p>

KEY STAGE 1 KNOWLEDGE, SKILLS AND UNDERSTANDING		
<p><u>Enquiry about the Nature of religion & belief</u></p> <ul style="list-style-type: none"> • Talk about signs and symbols that are important to them and other people • Talk about the importance of story and the questions that stories raise • Ask their own questions about God, special people, places and occasions • Show respect for different beliefs and opinions • Use appropriate examples to support their ideas and opinions 	<p><u>Knowledge and Understanding of Christianity</u></p> <ul style="list-style-type: none"> • Recall and recognise the important stories of Christianity – Creation, Christmas & Easter • Recall key Christian beliefs about Jesus and some of the stories he told • Say something about how and why Christians care for the world • Say something about how Christians demonstrate their relationship with God e.g. through baptism and celebrations • Use appropriate examples to support their ideas and opinions 	<p><u>Knowledge and Understanding of Judaism</u></p> <ul style="list-style-type: none"> • Recall stories about key figures from Judaism – Moses & Abraham etc. • Say how stories are an inspiration for Jews • Recall the key features of the synagogue, Shabbat and one other festival (Sukkot or Rosh Hashanah) • Say something about how and why Jewish people care for the world • Use appropriate examples to support their ideas and opinions
<p>Learning about religion</p> <p>Pupils should be enabled to:</p>	<p>Learning from religion</p> <p>Pupils should be enabled to:</p>	

- explore a range of religious stories and sacred writings and talk about their meanings;
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate;
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives;
- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses;
- identify and suggest meanings for religious symbols and begin to use a range of religious words.

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness;
- ask and respond imaginatively to puzzling questions, communicating their ideas;
- identify what matters to them and others, including those with religious commitments, and communicate their responses;
- reflect on how spiritual and moral values relate to their own behaviour;
- recognise that religious teachings and ideas make a difference to individuals, families and the local community