

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
Who should you follow?	Why does Christmas matter to Christians? (Understanding Christianity 1.3)	How do people celebrate the new year?
Key concepts: Judaism; Abraham; Moses; Rabbi; Vicar	Key Concepts: Incarnation	Key Concepts: Celebration; New Year; Rosh Hashanah; Baisakhi
Learning Objective: to explore leaders and how and why they are followed Syllabus Questions addressed: <ul style="list-style-type: none"> • What can I learn from stories from religious traditions? • Should people follow religious leaders and teachings? 	Knowledge Building Blocks Pupils will know that: <ul style="list-style-type: none"> • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary and that he came to bring good news. • Christians celebrate Jesus; birth and that Advent for Christians is a time of getting ready for Jesus' coming. 	Learning Objective: explore the ways that different people and different faiths celebrate New Year Syllabus Questions addressed: <ul style="list-style-type: none"> • Are religious celebrations important to people? • Is God important to everyone?
Possible visits:	Possible visits: Christingle Service at St Peter's Church	Possible visits: Candlemas Service at St Peter's Church

SPRING TERM 4	SUMMER TERM 5	SUMMER TERM 6
<p align="center">Why does Easter matter to Christians? (Understanding Christianity 1.5)</p>	<p align="center">What is the good news Jesus brings? (Understanding Christianity 1.4)</p>	<p align="center">How should you spend the weekend?</p>
<p>Key Concepts: Salvation</p>	<p>Key Concepts: Gospel</p>	<p>Key Concepts: Judaism; Shabbat; Creation</p>
<p>Knowledge Building Blocks Pupils will know that:</p> <ul style="list-style-type: none"> Easter is very important in the 'Big Story' of the Bible. Christians believe Jesus rose again, giving people hope of new life. 	<p>Knowledge Building Blocks Pupils will know that:</p> <p>Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>	<p>Learning Objective: to explore the Shabbat</p> <p>Syllabus Questions addressed:</p> <ul style="list-style-type: none"> Are symbols better than words at expressing beliefs? Does it feel special to belong?
<p>Possible visits: 'Experience Easter' at St Peter's Church</p>	<p>Possible visits: Pentecost Service at St Peter's Church</p>	<p>Possible visits: Visit to Synagogue St Peter's Day Service at St Peter's Church End of Year Service at St Peter's Church</p>

<p>Learning about religion</p> <p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> 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. 	<p>Learning from religion</p> <p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> 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
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