

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?	Should you wear religious symbols?	Is it important to celebrate the new year?
Key concepts: Judaism; Abraham; Moses; Rabbi; Vicar	Key Concepts: Symbols; Belonging	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? 	Learning Objective: to explore the variety of ways people can express beliefs by what they wear Syllabus Questions addressed: <ul style="list-style-type: none"> • Are symbols better than words at expressing religious beliefs? • Who do I believe I am? 	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

Is Easter important for the church?	Can stories change people	How should you spend the weekend?
Key Concepts: Easter; Baptism; Church; Lent	Key Concepts: Christianity; Judaism; Old Testament (story of Joseph); New Testament (story of Zacchaeus)	Key Concepts: Judaism; Shabbat; Creation
Learning Objective: to explore how the church celebrates Easter Syllabus Questions addressed: <ul style="list-style-type: none"> • Are religious celebrations important to people? • Is God important to everyone? • Are symbols better than words at expressing religious beliefs 	Learning Objective: to explore the way that Old Testament and New Testament stories show that people are changed Syllabus Questions addressed: <ul style="list-style-type: none"> • Who do I believe I am? • What can I learn from stories from religious traditions? 	Learning Objective: to explore the Shabbat Syllabus Questions addressed: <ul style="list-style-type: none"> • Are symbols better than words at expressing beliefs? • Does it feel special to belong?
Possible visits: ‘Experience Easter’ at St Peter’s Church	Possible visits: Pentecost Service at St Peter’s Church	Possible visits: Visit to Synagogue St Peter’s Day Service at St Peter’s Church End of Year Service at St Peter’s Church

KEY STAGE 1 KNOWLEDGE, SKILLS AND UNDERSTANDING

Enquiry about the Nature of religion & belief	Knowledge and Understanding of Christianity	Knowledge and Understanding of Judaism
<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 	<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 	<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
Learning about religion Pupils should be enabled to: <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; 		Learning from religion Pupils should be enabled to: <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

- 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.

- 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