

## RE– Year 2

### Content

Areas of study (Lincolnshire Agreed syllabus)	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<ol style="list-style-type: none"> <li>1. Understanding Christianity – Salvation</li> <li>2. Understanding Christianity - Incarnation</li> <li>3. Islam – Being Human</li> <li>4. Islam – Life journey</li> <li>5. Thankfulness</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand how people say thank you and can show this through celebrations</li> <li>2. Investigate how the Qur’an and Muslim faith and beliefs is demonstrated in Muslim life</li> <li>3. Reflect upon the events of Easter and Christmas and make links to Christians’ actions and beliefs</li> </ol>	<p style="text-align: center;"><b><u>Term 1</u></b></p> thankfulness festival celebrations community celebrate	<p style="text-align: center;"><b><u>Term 1</u></b></p> belong faith Charitable giving	<p style="text-align: center;"><b><u>Term 1</u></b></p> harvest gratitude God
		<p style="text-align: center;"><b><u>Term 2</u></b></p> thankful celebrate symbol	<p style="text-align: center;"><b><u>Term 2</u></b></p> belong belief traditions	<p style="text-align: center;"><b><u>Term 2</u></b></p> gratitude harvest Sukkot Judaism
		<p style="text-align: center;"><b><u>Term 3</u></b></p> Harmony Together community	<p style="text-align: center;"><b><u>Term 3</u></b></p> belong faith Charitable giving	<p style="text-align: center;"><b><u>Term 3</u></b></p> ummah-community shahadah- statement of faith tawhid-oneness of God shariah- straight path Akhlaq-character, moral conduct
		<p style="text-align: center;"><b><u>Term 4</u></b></p> Muslim Islam family	<p style="text-align: center;"><b><u>Term 4</u></b></p> belong belief traditions	<p style="text-align: center;"><b><u>Term 4</u></b></p> unmah zakat-charitable giving Prophet-messenger/inspired teacher of the will of God shariah- straight path adhaan- call to prayer aqiqah ceremony- 7

		<p><b>Term 5</b></p> <p>Easter dead alive love soldier nails spear crown thorns</p> <p><b>Term 6</b></p> <p>baby manger Christmas rich poor</p>	<p><b>Term 5</b></p> <p>crucifixion sacrifice</p> <p><b>Term 6</b></p> <p>relationship peace harmony</p>	<p><b>Term 5</b></p> <p>salvation sin resurrection</p> <p><b>Term 6</b></p> <p>salvation incarnation advent</p>
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**Knowledge**

**Substantive Knowledge**

Thankfulness – Christianity Term 1  
 Do you only have to say thank you if you believe in God?  
 Lesson 1: To know that Christians in Lincolnshire show thankfulness in September time because this is when we gather in the harvest.  
 Explore images of the local area of Boston. Explore what thankfulness and gratitude mean and why September’s harvest is a reason to be thankful.  
 Lesson 2: To understand why Christians in Lincolnshire give food to those who are less fortunate  
 Know that Christians create harvest displays at the front of their churches before giving their food to those who are less fortunate. Make connections to Y1 where they learnt about the importance of Muslims showing charity and how charity is also important to Christians.  
 Appreciate and be thankful for the fruits of the earth.  
 Lesson 3 To know why Christians in Lincolnshire celebrate by singing, giving donations and saying prayers.

**Disciplinary Knowledge**

Understanding believers  
 \*Know how to approach sources of authority from which people derive their beliefs.  
 \*To interpret sources of authority  
 Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita).  
 Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).

Working as a community:  
 \*Know ways in which context affects ways of living  
 \*To analyse data that shows ways in which context affects ways of living  
 Be able to identify that different people have different beliefs about the world around them.  
 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.

Sing harvest songs and write harvest prayers – why do we do this? Why is it important to say thank you to God by performing these actions?

[Harvest at local church- explore senses of touch, colour, smell, sound, stillness.](#)

#### **Lesson 4: To know about Harvest for Christians in Sri Lanka**

Christians in Sri Lanka: harvest time occurs in late December and early January, so for Christians there, harvest time is around the time they are celebrating the birth of Jesus at Christmas (possible visit from Revered Sadarshan vicar at Wyberton)

#### **Lesson 5 To know what the painting Dalit Madonna (Jyoti Sahi) is**



Look at the painting and make connections with harvest and baby Jesus being a gift from God at harvest time. The knowledge Jesus gave people through his stories was like spiritual food – just like a harvest. Children to recreate the art work and articulate the connection between Christmas and Harvest

#### **Thankfulness – Christianity Term 2**

**Do you only have to say thank you if you believe in God?**

#### **Lesson 1 Know that Jesus was a Jew**

Know that Jesus would have celebrated Sukkot- the festival of the booths. Jews believe in one god Yaweh and Jesus was a Jew and would have celebrated Sukkot with Mary and Joseph, he would have believed in one god – Yahweh and that as Jew people they were chosen to be God's people Know that Jews believe that they are God's chosen people

#### **Lesson 2 To know the story of Moses as a baby**

(Use the Prince of Egypt movie extracts)

#### **Lesson 3 To know the story of the burning bush**

(Use the Prince of Egypt movie extracts)

Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc)

Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.

Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage.

#### Working as a thinker

**\*Know different** ways in which humans seek knowledge/wisdom

**\*To reason using evidence**

Be able to ask questions about the world around them.

Be able to make connections between using their senses and what they know about the world around them.

Use reasons to support personal opinions about religions and beliefs

Lesson 4 To know the story of the exodus

(Use the Prince of Egypt movie extracts)

**Lesson 5 To know that Jews remember the time in the desert by celebrating Sukkot – the festival of the booths.** Jews believe God protected Moses and the Israelites by providing food and shelter;

**Lesson 6 To know how Jews in England celebrate sukkot today.**

Jews make sukkot (booths) are created out of leaves and branches and you should be able to see the sky out of the top – they should be flimsy, temporary structures to reflect the experience of the people of Israel in the desert; the festival involves four key plants: the Etrog (a citrus fruit), a palm branch, a myrtle branch and a willow branch as symbols of God's protection during their time in the desert

Know that Jesus and his family would have celebrated Sukkot to thank God for protecting the Jewish people

### **Islam Terms 3-4**

**How do Muslims follow the straight path?**

**\*Lesson 1: To retrieve knowledge of who Allah and Muhammad are to Muslims**

Retrieval from Y1 That there is one God = Allah

**\*Lesson 2 To know that there are 99 names for Allah but not 100**

Children to understand that there are not 100 names as you can never really understand what God would be like

**Lesson 3 L.O: To understand the terms Iman (faith ) and Shahadah ( statement of faith ).**The world and people are supposed to be in harmony

**Lesson 4: L.O: To understand the importance of harmony to Muslims**

**Lesson 5: L.O: To understand how stories about the prophets show to care about others.** The Prophet Muhammed receiving the Qur'an so he could support others following God The importance of community (ummah) in Islam; belonging to one community of Muslims worldwide – all Muslims working together in harmony to follow the straight path (shariah)

**Lesson 6: L.O: To know examples of stories which demonstrate making the world fair and harmonious.** Revisit the story of Muhammad and the spider from Y1 learning

**What does it mean to belong to the Ummah?**

**Lesson 1: L.O To know how Muslims welcome a baby into the Ummah**

When a baby is born into a Muslim community (ummah), certain traditions are followed and carried out including traditionally naming the child after a prophet or important Muslim figure.

**Lesson 2: To understand that people choose babies names for a purpose.**

Look at the meaning for different names – some in the class. When someone names a baby, where or they get it from? Babies are traditionally given a name at this time; often they are named after Prophets or other important Muslim figures

**Lesson 3: To understand what life is like to be a Muslim child in Boston**

**Lesson 4: What it means to be a Muslim child in Pakistan**

**Lesson 5 – 6 – disciplinary knowledge development**

**L.O To understand Muslim celebrations in Boston**

Look at how Eid al Fitr is celebrated in the Ummah community in Boston/Peterborough

**L.O To understand Muslim celebrations in Qatar**

Look at how Eid al Fitr is celebrated by the ummah in Qatar. Compare to UK celebrations

**Christianity: Term 5-6**

**Who was Jesus according to Christians?**

**Lesson 1 L.O Know that Easter is very important in the ‘big story’ of the Bible.**

Read the story The Good Artist from Y1 and then children to look at the Easter story – what is resurrection? What is salvation?

**Lesson 2 LO To understand that Jesus showed that he was willing to forgive all people, even for putting him on the cross.**

children to look at the Easter story and what Christians believe that means for Christians today and forgiveness

**Lesson 3: L.O Christians believe Jesus builds a bridge between God and humans.**

Draw a hill on the left and a hill on the right. One side draw stick people and the other write God. Christians believe that to get to God (to go to heaven) there is only one way. Draw the cross acting like a bridge. In this lesson children to understand that Christians believe Jesus rose again, giving people hope of a new life.

**Lesson 4-6 Disciplinary skills**

**Why does Christmas matter to Christians?**

**Lesson 1 L.O To know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem.**

**Lesson 2 To understand that the Bible points out that his birth showed that he was extraordinary** (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). Look at the message of being visited by Kings and then by the lowest class shepherds – who does this teach

Term 5

**Lesson 4: To work as a thinker to ask questions**

In this lesson children to reflect on the events of Easter and to think about the questions that they would like to ask the different people who were part of the Easter story

**Lesson 5 L.O to make connections between the Easter story and Jesus’ parable of the lost son.**

Children to hear the story of the lost son that Jesus told. Why did he tell this story? Children to correlate this to the message in the Easter story

**Lesson 6 L.O to use evidence to explain who Jesus was according to Christians.**

Have poster prompts up around the room of Bible stories that the children know: Noah’s Ark, Moses, the lost son, the Easter Story etc can children use evidence to answer the Big question?

<p>Christians that Jesus is for? He and his message is for everyone according to Christians</p> <p><b>Lesson 3: To understand why Christmas is important to Christians</b> Children to retell the Christmas story using Luke’s Gospel</p> <p><b>Lesson 4 To know that advent for Christians is a time of getting ready for Jesus’ coming.</b> Children to retell the Christmas story orally then move on to why modern Christmas today count down the days until Christmas – the days until they remember Jesus arriving to save the people to be able to go to heaven (revisit the diagram from T5 lesson 3)</p> <p><b>Lesson 5 -6 Disciplinary</b></p>	<p><b>Term 6</b></p> <p><b>Lesson 5 To make connections between Christmas and Easter.</b> Which one do the children think is more important? Which one is more important to Christians. Look at the sources of authority to decide which festival is more important to Christians.</p> <p><b>Lesson 6 L.O To decide why Christmas matters to Christians.</b> Using disciplinary knowledge of working as a thinker, children to use evidence and their own opinions to decide why they think Christmas matters to Christians.</p>	
<b>Concepts</b>		
<b>God</b>	<b>Behaviour</b>	<b>Holy books</b>
<b>ASSESSMENT</b> <b>KNOW MORE, REMEMBER MORE, DO MORE...</b>		
<p>In this unit of learning, progress has been made when a learner knows more. This ‘distance travelled’ from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.</p>		