




Year 2 RE Curriculum

	Autumn 1	Autumn 2
Curriculum focus	Christianity	Christianity
Substantive Concepts and Questions	Why is the Bible special to Christians?	How and why is light important at Christmas? What can we learn from the story of St Cuthbert?
Key Vocabulary	Christian; God; Bible; Stories; Old Testament; New Testament; Jesus; Christingle; Light; St Cuthbert	
RE Enquiry and Content	<p><u>Why is the Bible special to Christians? Children learn:</u></p> <p>The Bible is the Holy book of Christians, which tells them about God and Jesus.</p> <p>The Bible was written long ago by many different people and is a library of 66 books of history, songs, poetry, letters and prayers. There are two parts to the Bible: The Old Testament and The New Testament. The Bible is treated with respect. In church, it is read from a lectern.</p> <p>For some Christians, having a Bible has a huge impact on their life - see the story of Marie Jones who saved for 6 years and walked 25 miles to buy one.</p> <p><u>Stories from the Bible:</u></p> <p>Children investigate stories from the Bible: Suggestions: David and Goliath; Noah's Ark; Daniel and The Lion's Den; Jesus Feeds the 5000; The Prodigal Son; The Good Samaritan.</p>	<p><u>How and why is light important at Christmas? Children learn:</u></p> <p>Christians believe Jesus to be 'The Light of the World', bringing light and hope, even in dark times. Light also represents the Star of Bethlehem, which led the 3 Wise Men to Baby Jesus.</p> <p>At Christmas, many churches and schools hold Christingle services.</p> <p>Stars are often put at the top of the Christmas tree and are a popular shape for decorations.</p> <p>Christingles are oranges which have been decorated with a candle, red ribbon and sweets. The lit candle represents Jesus as 'The Light of the World'.</p> <p><u>What can we learn from the story of St Cuthbert? Children learn:</u></p> <p>As a boy shepherd he saw a great light in the sky. Cuthbert believed the light was God calling him to be his servant and so he became a monk. Cuthbert travelled all over Northumbria teaching people how to live good lives and healing people. He was loved for his kindness and generosity.</p>

Year 2 RE Curriculum

	Spring 1	Spring 2
Curriculum focus	Christianity	Christianity
Substantive Concepts and Questions	What does it mean to belong in Christianity?	How do Christians celebrate Easter?
Key Vocabulary	Belonging; Symbols; Baptism; Communion; Worship; Celebration; Easter	
RE Enquiry and Content	<p><u>What does it mean to belong in Christianity? Children Learn:</u></p> <p>Baptism: A symbol of joining the Church. Water is used as a symbol of washing away sins and starting a new life.</p> <p>Worship: Praising God in music, readings, prayer, vows, sermons and ceremonies such as the Eucharist.</p> <p>Symbols: The cross reminds Christians that Jesus died on the cross to save them.</p> <p>Celebrations: Lent, Easter and Christmas are the main religious festivals of the Christian Year.</p>	<p><u>How do Christians celebrate Easter? Children Learn:</u></p> <p>Easter is the oldest and most important Christian Festival, celebrating the death and coming to life again of Jesus Christ. For Christians, the dawn of Easter Sunday with its message of new life is the high point of the Christian year.</p> <p>Christians go to church for a special Easter service. Services sometimes start at midnight of Easter Eve. Candles are used in churches all over the world to start the midnight celebrations. Churches are often filled with flowers on Easter Day - these represent new life.</p> <p>By giving Easter cards and eating a special family meal.</p> <p>By giving chocolate eggs, having Easter egg hunts, decorating an egg. Eggs are used as a symbol of new life.</p> <p>By eating hot cross buns</p> <p>Christians also celebrate Easter in their own homes</p>

Year 2 RE Curriculum

	Summer 1	Summer 2
Curriculum focus	Buddhism	Diversity
Substantive Concepts and Questions	How do Buddhists show their beliefs?	How do Buddhists show their beliefs? What can we learn about our local faith communities?
Key Vocabulary	Buddha; Buddhist Temple; Meditate; Mantra; Worship; Eightfold Path; Lotus Flower; Diversity; Respect; Understanding	
RE Enquiry and Content	<p><u>How do Buddhists show their beliefs? Children learn:</u></p> <p>Buddhists can worship at home or at a temple. At home, Buddhists use a part of a room as a shrine. There will be a statue of Buddha or a mandala, candles, an incense burner, water, food and a bell - engaging all the senses.</p> <p>Meditation is an important part of Buddhist worship. It is a way of calming the mind and body to become peaceful and focused, so the person meditating becomes more aware. Chanting mantras also focuses the mind. Buddhists sometimes repeat mantras while they are using prayer beads, called malas which help them to count the number of times they have repeated the saying.</p> <p>The lotus flower represents purity of the body, speech and mind. According to legend, Buddha's first steps made lotus flowers appear everywhere he walked.</p> <p>In ordained Buddhist communities, monks cast off luxuries to focus on the things that really matter in life. They wear saffron coloured robes, shave their heads and may carry an alms bowl. In ordinary life, Buddhists believe it is important to demonstrate compassion (karuna), generosity, honesty, patience and loving kindness (metta)</p>	<p><u>How do Buddhists show their beliefs? Children learn:</u></p> <p>Buddha's teachings are shown using the 'Wheel of Dharma. Buddhists believe that people can stop suffering if they stop wanting things they don't have, such as fame, money and youth. To do this they try to follow the Eightfold Path: Each spoke on the Dharma Wheel represents one of the instructions.</p> <p><u>What can we learn about our local faith communities?</u></p> <p>This is a unit for the children to investigate diversity in the local area and pick one (or more) faith communities to learn more about.</p> <p>There is scope to allow children to talk about their own faith and to look into the particular faiths of children in the class.</p>

Year 2 RE Curriculum

<p>Benchmark Expectations: Knowledge and Understanding</p>	<p>By Age 7, pupils will:</p> <p>Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions, using simple technical vocabulary.</p> <p>Have simple knowledge of why these beliefs and practices may be important to people.</p> <p>Have simple knowledge of some of the similarities and differences between and within the religious and non-religious worldviews they learn about.</p>
<p>Benchmark Expectations: Critical Thinking (impersonal evaluation)</p>	<p>By Age 7, pupils will:</p> <p>In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.</p>
<p>Personal Reflection (personal evaluation)</p>	<p>Personal Reflection develops pupils' ability to reflect on religious and non-religious worldviews in relation to their own beliefs, values and experiences and the influence of these on their daily life, attitudes and actions. Personal Reflection in RE makes a significant contribution to pupils' spiritual, moral, social and cultural development and pupils can make personal progress through reflection, empathy, developing respect and appreciation of others, but this cannot be assessed. Personal Reflection is essentially private and subjective. Pupils may choose to share these thoughts and ideas within the RE classroom, but these reflections are not used to show progression in RE.</p>