



## **Year 2 - Religious Education - Programme of Study**

Religious Education (RE) is a core subject and an integral part of our curriculum. We are dedicated to providing high quality RE teaching and learning opportunities to reflect the importance of RE within our school. Current Excellent and Good SIAMS (Statutory Inspection of Anglican and Methodist Schools) reports show that each of the schools deliver, within a Christian context, the best educational, spiritual, physical, social and emotional outcomes for children and their families. Each year group has a wide range of exciting and thought-provoking topics that are studied throughout the year, within Christianity (based around 'Understanding Christianity'), as well as units of learning about other faiths.

Our programme of study is in conjunction with the diocesan syllabus and is committed to an approach to teaching RE in which skills are developed through knowledge and understanding and that pupils understand how their learning in RE is progressing and what they need to do to improve it.

### **Termly Topics/Units**

All units start with 'Big questions', where pupils are able to really explore and reflect what their current belief on a topic is; what they already know; what they do not know and most significantly, what they want to find out! This then informs the planning and adaptation of content for the following weeks.

#### **Autumn 1**

Topic/Unit: Creation: Digging deeper – Who made the world?

The pupils will explore the Christian creation story, describing God using the creation story, exploring the teachings of the Creation story, making links with Christian's ideas about the world as God's creation, exploring ways in which some Christians look after the world, as well as exploring ways in which we can care for the world.

#### **Knowledge:**

- Research of biblical sources.
- Knowledge and understanding of the story of creation.
- Interpretation of biblical scripture.
- Lessons and morals to help guide our choices.
- Understanding of how Christians look after the world.

#### **Enquiring minds:**

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- How do we look after the world?
- What was the sequence of creation?

- What can we learn from the story of creation?
- What do we learn from Adam and Eve's mistakes?
- Who made the world?
- How did the universe come to be?
- Who made the world?
- How does the Harvest festival bring people together?

## **Autumn 2**

Topic/Unit: Incarnation – Why does Christmas matter to Christians?

Throughout this unit, pupils will explore the importance of Jesus for Christians, understanding the significance of how Jesus was born, looking at some of the ways in which Christians celebrate Jesus' birth, examining the ways in which Christians express the meaning of Christmas and Incarnation, a look at the importance of giving at Christmas, exploring how some Christians help others at Christmas, as well as comparing the Christian and Jewish winter celebrations.

Knowledge:

- Understanding and explanation of the place of Incarnation within the 'big story' of the Bible.
- Understanding of the reason why Jesus was born.
- Knowledge of the true meaning of Christmas.
- Traditions of Christmas and how it is used to give.
- The Jewish practices during Hanukkah.

Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What is the true meaning of Christmas?
- How do Christians celebrate Christmas?
- Why do people give gifts at Christmas?
- Why did God send his son to earth to be born?
- How do Christians and Jewish people celebrate?
- What is puzzling about the story?
- Where is religion around us?
- Why does Christmas matter to Christians?
- What do Christians remember at Christmas?

## **Spring 1**

Topic/Unit: Hinduism

Throughout this unit, pupils will learn about and investigate the beliefs of Hindus and what they believe about God, explore the importance of the story of Rama and Sita, as well as investigate what it means to be a Hindu.

Knowledge:

- The beliefs of Hinduism.
- Express religious beliefs (ideas, feelings, etc) in a range of styles.
- Learn words used by believers and suggest what they mean.
- Understanding of the message of Rama and Sita.
- Knowledge and awareness of what it means to be a Hindu.

### Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What do Hindus believe?
- Do Hindus believe in God?
- What does it mean to be a Hindu?
- How do the teachings of Hinduism compare/differ to those of Christianity?
- As the world's oldest religion, how may it have influenced other world religions? Why is there suffering in the world?
- How do Hindus explain suffering?

## **Spring 2**

Topic/Unit: Salvation – Digging deeper - Why does Easter matter to Christians?

Throughout this unit, pupils will explore the stories of Holy week and Easter, linking the stories of Holy Week and Easter with the idea of Salvation, exploring the impact Salvation has had on some Christians, a look at forgiveness and the impact of forgiveness, as well as looking at why Easter matters to Christian.

### Knowledge:

- Knowledge of the Christian belief of Salvation.
- Knowledge of the key events in Holy week.
- Interpretation of biblical texts of Easter.
- Research the meaning of forgiveness and its impact.
- Explore how Christians and Churches commemorate Easter.

### Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What does salvation mean?
- What events led up to Jesus' death?
- What is Holy week?
- Why is it important to forgive?
- How do Christians celebrate Easter?
- Why does Easter matter to Christians?
- How do you celebrate Easter bringing people together?
- Is it fair to pay for other people's bad behavior?
- How does Jesus' example inspire Christians to forgive others?

## **Summer 1**

Topic/Unit: Judaism

Throughout this unit, pupils will explore and ask questions about what Jewish people believe, the importance of Shabbat, exploring the Havdalah ceremony, a look at identifying features of a synagogue and understand their meaning, as well as asking questions about Jewish life and Shabbat.

Knowledge:

- Jewish beliefs, practices and traditions.
- Knowledge of the Shabbat.
- Understanding of the importance of Shabbat.
- Understanding of the celebration of Havdalah.
- Comparison of similarities/differences between Jewish and Christian practices.

Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What do Jewish people believe and how is this different to Christian beliefs?
- Do Jewish people celebrate Christmas?
- What is Shabbat?
- How do Jewish people celebrate?
- Was Jesus a Jew?
- How do Jewish people unite during Havdalah? Why is that important?
- Why might people of no faith celebrate religious festivals?
- What is philosophy?

**Summer 2**

Topic/Unit: God – What do Christians believe God is like?

Throughout this unit, pupils will explore the story of Jonah and the Whale, a look at the nature of God using a biblical story, how to express the nature of God through song lyrics as well as through images, how to use Christian teachings to express the Christian view of God as well as reflecting on Christian views of God.

Knowledge:

- Study of biblical texts and the concept of God.
- Knowledge of the story and meaning of Jonah and the Whale.
- Understanding the importance of following instructions.
- Knowledge and expression of God through different avenues.

Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What is your view of God?
- What are the teachings of Christianity?
- Why is it important to keep laws and follow instructions?
- How do Christians present God?
- What do Christians believe God is like?
- How do Christians belong to their faith family?
- What might Christians learn from this story?
- Why is it important to keep laws and follow instructions?

Topic/Unit: Worldviews including Shinto and Humanist beliefs

Throughout this unit, pupils will look at how worldviews are shaped. will study Shinto religion and consider how humanism is linked to science.

Knowledge:

- Shinto beliefs, practices and traditions.
- Understand Humanist beliefs
- Look deeper at how people express their views

Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- Why do people have different views about the idea of God?
- How do humanists express their beliefs in modern Britain?
- How do the beliefs and practices of Shinto contribute to the formation of worldviews?