

Year 2 - RE

Caring for the natural world	Valuing new life	Worship and ceremonies	Belonging to a group	Storytelling through sacred writings	Showing kindness and goodness
<p>EXPLORE</p> <p>Ex1 - Learners should be able to link faith stories about the natural world with beliefs, attitudes and action.</p>	<p>EXPLORE</p> <p>Ex2 - Learners should be able to identify stories symbols, and other visual forms of expression of significance to faith communities and describe how they are used.</p>	<p>EXPLORE</p> <p>Ex2 - Learners should be able to identify actions, gestures and rituals used as part of worship and ceremonies and suggest why they might be important to believers.</p>	<p>EXPLORE</p> <p>Ex4 - Learners should be able to identify faith groups that people might belong to and to suggest what difference that might make to the lives of believers.</p>	<p>EXPLORE</p> <p>Ex5 -Learners should be able to recall faith stories with meaning and explain how they might be used within faith communities to teach believers how to live</p>	<p>EXPLORE</p> <p>Ex6 -Learners should be able to identify individuals who are respected by faith communities and link their attitudes and behaviour to their role as an example for the faith community.</p>
<p>ENGAGE</p> <p>En1 - Learners should be able to identify important teachings from faith stories and demonstrate how these might impact on the lives of believers.</p>	<p>ENGAGE</p> <p>En2 - Learners should be able to link stories, symbols and other visual forms of expression to faith communities making clear links with important beliefs.</p>	<p>ENGAGE</p> <p>En3 - Learners should be able to link actions, gestures and rituals to faith stories and beliefs.</p>	<p>ENGAGE</p> <p>En4 - Learners should be able to recall activities around belonging to faith communities and explore what this might say to a believer.</p>	<p>ENGAGE</p> <p>En5 - Learners should be able to identify the important ideas from these stories and suggest what impact they might have on the life of a believer.</p>	<p>ENGAGE</p> <p>En6 -Learners should be able to identify important examples from faith stories and link these to the way believers might behave.</p>
<p>REFLECT</p> <p>R1 - Learners should be able to identify personal responses to the natural world showing how ideas about right and wrong can influence behaviour.</p>	<p>REFLECT</p> <p>R2 - Learners should be able to identify what they value and show how they might express this symbolically.</p>	<p>REFLECT</p> <p>R3 - Learners should be able to identify actions, gestures or rituals from their own experience and suggest how this might express what is important to them</p>	<p>REFLECT</p> <p>R4 -Learners should be able to identify groups that they themselves belong to, to say how they show they belong, and what difference this makes to their lives</p>	<p>REFLECT</p> <p>R5 -Learners should be able to identify important ideas from stories with meaning and explain how different people might respond.</p>	<p>REFLECT</p> <p>R6 - Learners should be able to identify people they believe to be good examples and suggest how these people might influence their own attitudes and behaviour.</p>
<p>How do people show they care about the world?</p> <p>What do faith communities believe about the world?</p>	<p>How do people show what is important to them?</p> <p>What stories, symbols and visual forms of expression are important to members of faith communities?</p>	<p>How do people use actions, gestures and rituals in their daily lives?</p> <p>What do these actions, gestures and rituals mean and why are they important to believers?</p> <p>How can you show what or who is important to you through actions, gestures and rituals?</p>	<p>What difference does it make to belong?</p> <p>What difference does it make to belong to a faith community?</p>	<p>Why do people tell stories that have a meaning?</p> <p>Why do faith communities value stories that have meaning for them?</p> <p>What can stories tell you about important things in life?</p>	<p>What makes a person good?</p> <p>Who do believers think is good?</p> <p>How can you be good?</p>

<p><u>Caring for our world</u> Talk about what is found in a garden and who cares for it. Give pupils opportunity to focus and reflect through natural objects – flowers, leaves, stones, shells etc. Ask pupils to choose one and think about where it came from, how it's made and who looks after it. Look at pictures of different gardens and talk about the similarities and differences, e.g. formal gardens, wildlife gardens, vegetable gardens. Discuss whether a garden needs tending, or whether it grows flowers and foods on its own. Visit and explore a park. Talk to the park keeper or a gardener about the work involved in creating and maintaining a garden. Draw pictures or create a collage of a garden with the plant and animal life which might be found there.</p> <p><u>Faith Stories</u> Find out about stories and teachings from religious traditions regarding the care of the land. What Christianity teaches that Adam and Eve were given the earth by God for them to look after it and care for it. Discuss</p>	<p><u>Caring for People</u> Talk about babies and how special they are to their parents /carers. Look carefully at some 'new baby' cards and talk about the messages they give. Invite a parent with a young baby to talk about how they care for him / her. Make a class card for a baby, each child writing a message with their hopes for the baby. Read the story of the birth of Jesus. Explain that this story is important to Christians because they believe that Jesus was a special baby because he was God's Son. Questions and discussion: In the story, who thought that Jesus was a special baby? (You may like to talk about how Mary and Joseph knew he was special - the angel's visits.) Talk about how Mary and Joseph showed that Jesus was special to them. Start a class frieze to show who thought Jesus was a special baby.</p> <p><u>Stories and Symbols</u> Read the story of the shepherds. Questions and discussion: In this part of the story, who thought that Jesus was a special baby? How did the shepherds know he was special? What did the angels say was special about this new baby?</p>	<p><u>Gestures and Rituals</u> Talk about why everyone meets together and what they do. Encourage pupils to think about different rituals during assembly e.g. lighting a candle, singing hymns, praying, listening to stories and music, thinking about other people's ideas, looking at beautiful things, taking part, watching and appreciating the contribution of others. Play extracts of a variety of music used in school worship and encourage the children to talk about how each one makes them feel. Discuss whether we all respond in the same way and why/why not. A popular piece of music could be played again and children could draw pictures of what it makes them think about. Talk about the different responses. If you have a visual focus in school worship, talk about whether and why they find this helpful. As a class, look at and talk about pictures of people involved in different aspects of religious worship e.g. singing, praying, playing musical instruments, dancing. Draw out some of the similarities and differences in the way they worship.</p> <p><u>Faith Rituals</u> Christians: Hands – raised in prayer, clapping in rhythm, hands together, palms up, making the</p>	<p><u>Where I belong</u> Make a list of groups that children belong to. This could include family, class, school, Brownies, Cubs, a faith group, an interest e.g. ballet or karate. Using hoops for each type of group ask two children to stand in any circle which they belong, showing that they belong to more than one. Ask pupils to bring to school something that shows they belong to a group such as a badge or certificate. Use a camera to take photos of any groups children belong to in school for example their class, friendship group or sports team. Children choose one photograph or group and write a paragraph to say how 'belonging' to that group makes them feel.</p> <p><u>Belonging to a faith community</u> Discuss with children that religious parents feel it is a great privilege and responsibility that their family belongs to a faith community. For them the concept that a child is a gift from God is central and it is important to welcome babies into the faith community. You may recap Baptism (from Year 1 Belonging unit) but the focus here is on the Muslim Aqiqah ceremony. (pupils working at greater depth may be able to compare both ceremonies). Basic Aqiqah facts: As soon as a baby is born into it is</p>	<p><u>My Special Books</u> Introduce a favourite book and explain reasons for choice. Invite librarian to talk. Discuss reasons for books being special to people. Children can talk about their favourite book and say why it's special to them. Talk about how they treat it/ look after it. Talk about stories with meanings/morals – what do these stories tell us?</p> <p><u>Special Faith Books</u> Invite a Christian to talk about/ answer questions about how the Bible is special to them - when they read it, where they keep it, why it is important to them, etc. Choice of activities through which children can give some reasons why the Bible is special to a Christian, e.g. tell the group, make a list, write or role play as if they were a Christian explaining it to someone, draw pictures with captions. Demonstrate how the Qur'an is treated and read by Muslims, including washing hands before use. If possible, invite a Muslim to do this. Choice of activities which enable children to show knowledge of how Muslims show that the Qur'an is special to them, e.g. demonstrate or explain how the Qur'an is treated. Let the children see and talk about Arabic writing. They could try to copy or decorate a word or</p>	<p><u>Being a Good Person</u> Sit children in a circle and play a game to draw out qualities of people who are good. At first think about other children within the class then expand their ideas to types of people they think are good e.g. teachers, nurses, doctors, vets, religious leaders, police etc. What makes these people good? What qualities and attributes do they have? Represent some of their views in a wall display. Sit children in a circle and play a game to draw out qualities of people who are good. At first think about other children within the class then expand their ideas to types of people they think are good e.g. teachers, nurses, doctors, vets, religious leaders, police etc. What makes these people good? What qualities and attributes do they have? Represent some of their views in a wall display.</p> <p><u>Good People from Faith stories</u> Introduce children to some creative storytelling. People of faith often learn how to be good from stories. Tell stories such as: *The boy who threw stones at trees – Islam *Guru Nanak, the jasmine flower and the milk – Sikhism.</p> <p>Talk about the stories asking questions about what the pupils can learn about people of faith</p>

<p>the story/s and confirm understanding – what happened? What pupils liked.</p>	<p>What did the shepherds do to show that they thought he was special? Continue with the frieze.</p>	<p>sign of the cross, sharing peace by shaking hands, holding a bible, breaking bread, elevating a host. Bodies – standing or kneeling, head bowed, swaying or dancing to music songs, processing in church with a cross, lighting a candle for prayer. Muslims: Hands – using prayer beads (subha). Bodies – removing shoes for prayer, washing before prayer (wudu), standing in rows for prayer, moving through prayer positions (rak'ahs). Give pairs or small groups of children a picture to look at in more detail or an action to focus on. Ask them to discuss and share ideas about what the people in the picture are doing, how they are expressing themselves and what they might be looking at, listening to, saying or singing. They could also talk about how they think the people are feeling. Ask each group to share their observations and ideas. As a class, talk about the similarities and differences in the way people worship and why this might be.</p> <p>If possible, visit a local place of worship (or two contrasting ones) and look at some of the imagery (stained glass windows, cross, altar, prayer cushions etc.) which helps people to worship God. Talk about which building (if two visited) and which images would help them to think about God, and why. Did they all choose the same? Why/why not? Encourage children to share their own experiences of worshipping with others if they have any experience or wish do so. What do they enjoy/find helpful about their place of worship/type of service? Talk about why people sometimes like to pray or think</p>	<p>welcomed into the Ummah.(Muslim community). The father whispers the Adhan (call to prayer) into the baby's right ear and the Iqamat (shorter version) into the baby's left ear. A small amount of honey or sugar is placed onto the baby's tongue to symbolise the characteristics hoped for. On the seventh day after birth the Aqiqah ceremony is held – the baby's head is shaven, the hair is weighed and equivalent amount of silver is given to the poor to symbolise the family sharing their good fortune and happiness with others. The baby is also given its name which is usually chosen from the Qur'an or from a list of great Muslims of the past. The baby is then given some dates, salt, sugar and water to taste which is symbolic for how they are going to experience the reality of life. Use a multi-sensory approach to exploring the ceremony. Watch, hear, talk and act out what happens when a Muslim baby is born. Listening – to the call to prayer, talk about why the words are spoken, whisper some good advice into another pupils ear.</p>	<p>phrase as beautifully as they can.</p> <p>Storytelling from Faiths Read examples of Psalms. Talk about the feelings they evoke and what they say about God. Listen to psalms being sung. Children to choose a psalm or extract that they enjoyed and make a picture of what they see when they think about it, or compose some music to play as it is read. Write own psalms/poem or learn to sing a simple psalm, e.g., Fill your hearts with joy and gladness. Tell a story from the Bible for example the story of the lost sheep (Luke 15, v1-7). Discuss what the story tells Christians about God. Ask children have they ever lost anything precious? How did it make them feel? Act out the story in groups. Children could write their own explanation of meaning. Read part of a Sura (e.g. "Look at the birds, held poised in the midst of the air. Nothing holds them up but the power of Allah" ; 88: 17-20 "Look at the camels how they are created and at the sky how it is raised high, and at the mountains how they are fixed firm, and at the earth how it is spread out") Talk about what it tells a Muslim about God. Match these suras to characteristics of God using cards saying, e.g. "Made a beautiful world", "Looks after living things". Time allowing there could be creative work based on the extract. Make a special class book of poems and stories.</p>	<p>think goodness is, and represent some part of each story in a creative way. Explore these stories over four weeks to ensure pupils have a good understanding. This could involve literacy, drama and art. Discuss with children examples of people today who they admire. Why do they admire them? Are they similar to any of the people from faith communities that have been shared above? Encourage children to make practical suggestions about how they can express their concern for others, and treat each other with fairness and as of equal value. Ideas and suggestions can be represented on the wall in a chain of rings or circles.</p>
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		<p>about God on their own. Explore some of the things which might help them to concentrate and feel close to God? e.g. closed eyes, music, a picture or icon, prayer beads, some words from a hymn or special book.</p> <p>Encourage the children to share anything they want to about when they like to be on their own to think and what they use to help them.</p>			
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Year 2 Topic Coverage

<u>Autumn</u> <u>Me, My World and I</u>			<u>Spring</u> <u>My family and wider community</u>			<u>Summer</u> <u>Worship and People</u>		
<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>	<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>	<u>Explore</u>	<u>Engage</u>	<u>Reflect</u>
Ex1 Ex2	En1 En2	R1 R2	Ex3 Ex4	En3 En4	R3 R4	Ex5 Ex6	En5 En6	R5 R6
<u>Vocabulary – Subject Specific</u>								
Engage with, Talk about, Listen to, Find out about, Explore, Ask questions, Recognise, Listen and respond, Ask and respond imaginatively to questions, Discuss Consider, Talk, Share, Observe								
<u>Vocabulary - Topic Specific</u>								
Faith Story Belief Attitudes Action Teachings Believers Natural World Influence Community Create Reflect Explore Care Identify Symbols Express Special Jesus Mary Joseph Shepherds God Adam Eve Angel Baby Birth			Actions Gestures Worship Rituals Belief Candle Hymn Prayer Appreciate Worship Differences Similarities Palm Peace Church Cross Muslim Prayer Beads (Subha) Imagery Stained Glass Windows Altar Service Icon Special Book Community Belong Baptism Call to Prayer			Faith Teach Important Believer Impact Respond Meaning Christian Bible Islam Qu’ran Arabic Psalms Precious Sura Mountain Earth God World Attitude Behaviour Community Qualities Represent Sikhism Guru Nanak Islam Attributes		

I will learn...

how and why we need to look after our world.

that nature and the natural world is precious.

that the world is important and should be looked after.

that stories from special books can teach people how to care for the world.

that Christians believe that God gave them the world to look after.

how to recognise important symbols of faith.

that Christians believe that Jesus is God's son.

that people meet together for lots of different reasons.

that people share that time together for a purpose.

that people can have different emotions to where and how they share.

that people meet together sometimes for worship

that worship is a time to meet together and share beliefs.

that there are different places that people meet for worship.

that different religions have a different special book (Bible / Qu'ran)

how to recognise symbols of some places of worship (Christian / Islam)

that there are similarities and differences between places of worship.

that there are similarities and differences between experiences e.g. Baptism / Agigah.

how prayer can be important to individuals

that there are different rituals associated with different religions.

how to respect other religious beliefs, worship and rituals.

how to ask questions about the similarities and differences

that they can share their own beliefs.

that Christians read a special book called the Bible

that Muslims read a special book called the Qu'ran..

that Qu'ran is written in Arabic.

that these books are precious and important so should be treated that way.

that Psalms can be found in the Bible.

that Bible stories can help people learn and understand.

that Christians use the name God but Muslims refer to God as Allah

how they can be a good person by recognising the qualities of a good person.

That 'people who help us' are good people.

how stories from special books can teach people good qualities.