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| <b>Year group:</b> 2 | <b>Subject Area:</b> Religious Education | <b>Unit 1 - Autumn 1:</b> Who is a Muslim and how do they live? | <b>Subject Leader:</b> C Tose |
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| Learning Outcomes  | Future linked knowledge (Y3)  |
|--|---|
| <p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</li> <li>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> <li>Give examples of how Muslims put their beliefs about prayer into action.</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>Think, talk about and ask questions about Muslim beliefs and ways of living</li> <li>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether prayer, respect.</li> </ul> | <p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>Identify some beliefs about God in Islam, expressed in Surah 1</li> <li>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</li> <li>Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.</li> <li>Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</li> </ul> |

| Notes   | Cross-curricular links   | Possible hooks/enrichment activities                    |
|---|--|---|
| When writing Prophet or Muhammad you must write (PBUH) Peace be upon him) | Geography: Looking at a world map to find the countries with the biggest Muslim demographics<br>PSHE: Being kind, respectful and understanding | Visit/talk from a Muslim parent<br>Looking at artefacts |

**Who is a Muslim and how do they live?**

| Lesson Sequence   |  |  |  |  |
|---|--|--|--|--|
| <p><b>Lesson 1</b><br/><b>What is a Muslim?</b><br/>Introductory lesson</p> | <p><b>Lesson 2</b><br/><b>What do Muslims think about God?</b><br/>What really matters? GOD- what does this word mean?<br/>Why is God so important?<br/>Discuss the many names for God</p> | <p><b>Lesson 3</b><br/><b>Who was the Prophet Muhammad and why is he important to Muslims?</b><br/>Discuss how a prophet is a leader for Muslims<br/>Read stories of the prophet</p> | <p><b>Lesson 4</b><br/><b>What can people learn from Muslim holy words?</b><br/>Learn about the Qur'an</p> | <p><b>Lesson 5</b><br/><b>What difference does worshipping God make to Muslims?</b><br/>Introduce and explain the 5 pillars of Islam</p> |

| Key vocabulary   |                       |          |              |                       |
|--|-----------------------|----------|--------------|-----------------------|
| Muslim   | Muslim                | Muhammad | Shahadah     | Ibadah (worship)      |
| Arabic   | Arabic                | Prophet  | Messenger    | Five Pillars of Islam |
| Allah  | Allah                 | Leader   | God          | Salah (prayer)        |
| Shahadah   | Shahadah              | Shahadah | Muhammad     |                       |
| Messenger  | Messenger             |          | Mount Hira   |                       |
| Five Pillars of Islam  | Five Pillars of Islam |          | Angel Jibril |                       |
|  | Qur'an                |          |              |                       |
| Key skills throughout unit   |                       |          |              |                       |
| <ul style="list-style-type: none"> <li>Investigating: Asking relevant questions</li> <li>Reflecting: Reflecting on religious beliefs and practises</li> <li>Expressing: Explaining rituals, ceremonies and practises</li> <li>Interpreting: Drawing meaning from artefacts.</li> </ul> |                       |          |              |                       |

| Year group: 2  | Subject Area: Religious Education   | Unit 2 – Autumn 2: What do Christians believe God is like?   | Subject Leader: C Tose |
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| Prior Knowledge (Y1: Who do Christians say made the world?)  | Learning Outcomes   | Future linked knowledge (Y3 – What is it like for someone to follow God?)  |                        |
| <p><b>Making sense of belief</b></p> <ul style="list-style-type: none"> <li>Retell the story of creation from Genesis 1:1 -2:3 simply</li> <li>Recognise that 'Creation' is the beginning of the big story of the bible</li> <li>Say what the story tells Christians about God, Creation and the world</li> <li>Give at least one example of what Christians do to say thank you to God for Creation</li> </ul> <p><b>Understanding the impact</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask questions about living in an amazing world</li> </ul> <p><b>Make Connections</b></p> <ul style="list-style-type: none"> <li>Give a reason for the ideas they have</li> </ul> | <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Identify what a parable is</li> <li>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as Forgiving Father</li> <li>Give clear, simple accounts of what the story means to Christians</li> </ul> <p><b>Understanding the Impact</b></p> <ul style="list-style-type: none"> <li>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving</li> <li>Give an example of how Christians put their beliefs into practise in worship</li> </ul> <p><b>Make Connections</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring</li> </ul> | <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>Make clear links between the story of Noah and the idea of covenant</li> </ul> <p><b>Understanding the Impact</b></p> <ul style="list-style-type: none"> <li>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</li> </ul> <p><b>Make Connections</b></p> <ul style="list-style-type: none"> <li>Make links between the story of Noah and how we live in school and the wider world</li> </ul> |                        |

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| and the connections they make between the Jewish/Christian Creation story and the world they live in.  | <ul style="list-style-type: none"> <li>Give a reason for the ideas they have and the connections they make</li> </ul>                    |   |  |   |
| <b>Notes</b>   | <b>Cross-curricular links</b>  |   | <b>Possible hooks/enrichment activities</b>  |   |
|  | Music: Learn a Christian song or hymn  |   | Re-enact the story of the Lost Son<br>Learn a Christian prayer and song  |   |
| <b>What do Christians believe God is like?</b>   |  |   |  |   |
| <b>Lesson Sequence</b>   |  |   |  |   |
| <b>Lesson 1</b><br><i>What is the story of the Lost Son?</i><br>Read the story and include some drama activities   | <b>Lesson 2</b><br><i>Is God like a Father? How?</i><br>Relate back to the story of the Lost Son and the fathers forgiveness of his sons | <b>Lesson 3</b><br><i>What is the meaning behind the parable of 'The Lost Son?'</i><br>Explore the concept of God is loving and forgiving, like a parent. Write ideas of how their parents are loving and forgiving | <b>Lesson 4</b><br><i>How do Christians show that they love God?</i><br>Singing songs, praying, reading the Bible, love people, forgive people, care about people, go to Church, be generous | <b>Lesson 5</b><br><i>What happens in school if you do something wrong?</i><br>Explore forgiveness in school and new start/new day idea |
| <b>Key vocabulary</b>  |  |   |  |   |
| Impatient<br>Greedy<br>Inheritance<br>Penniless<br>Parable<br>Forgiveness  | Forgiveness<br>Parent<br>Father<br>Care  | Caring<br>Cuddles<br>Kisses<br>Support<br>Guide   | Hymns<br>Parables<br>Stories<br>Bible<br>Charity<br>Support<br>Guide   | Forgiveness<br>Care<br>Fresh<br>New<br>consequence  |
| <b>Key skills throughout unit</b>  |  |   |  |   |
| <ul style="list-style-type: none"> <li>Investigating: Asking relevant questions</li> <li>Reflecting: Reflecting on religious beliefs and practises</li> <li>Expressing: Explaining rituals, ceremonies and practises</li> <li>Interpreting: Drawing meaning from artefacts</li> <li>Empathising: Considering the thoughts, feelings, experiences, attitudes and beliefs of others. Identify feelings such as love, forgiveness and wonder</li> </ul> |  |   |  |   |

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| <b>Year group:</b> 2 | <b>Subject Area:</b> Religious Education | <b>Unit: 3 – Spring 1:</b> Who is a Muslim and how do they live? | <b>Subject Leader:</b> C Tose |
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| <b>Learning Outcomes</b>  | <b>Future linked knowledge (Y3)</b>  |
|---|--|
| <p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</li> <li>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> <li>Give examples of how Muslims put their beliefs about prayer into action.</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>Think, talk about and ask questions about Muslim beliefs and ways of living</li> <li>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether prayer, respect,</li> </ul> | <p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>Identify some beliefs about God in Islam, expressed in Surah 1.</li> <li>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</li> <li>Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.</li> <li>Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</li> </ul> |

| <b>Notes</b>  | <b>Cross-curricular links</b>  | <b>Possible hooks/enrichment activities</b>             |
|---|--|---|
| When writing Prophet or Muhammad you must write (PBUH) Peace be upon him) | Geography: Looking at a world map to find the countries with the biggest Muslim demographics<br>PSHE: Being kind, respectful and understanding | Visit/talk from a Muslim parent<br>Looking at artefacts |

**Who is a Muslim and how do they live?**

| <b>Lesson Sequence</b>  |   |  |  |  |
|---|---|--|--|--|
| <p><b>Lesson 1</b></p> <p><b>Recall lesson</b></p> <p><b>What is a Muslim?</b></p> <p>Recall prior learning from Spring 1</p> | <p><b>Lesson 2</b></p> <p><b>What are the words of the Shahadah and why are they important to Muslims?</b></p> <p>Order the words of the Shahadah</p> | <p><b>Lesson 3</b></p> <p><b>Why are stories of the Prophet important in Islam?</b></p> <p>Focus on the story of the tiny ants<br/><a href="https://www.bbc.co.uk/bitesize/clips/z9tqb82">https://www.bbc.co.uk/bitesize/clips/z9tqb82</a></p> | <p><b>Lesson 4</b></p> <p><b>Why are stories of the Prophet important in Islam?</b></p> <p>Focus on Muhammad and the Camel<br/><a href="https://www.bbc.co.uk/bitesize/clips/z9tqb82">https://www.bbc.co.uk/bitesize/clips/z9tqb82</a></p> | <p><b>Lesson 5</b></p> <p><b>Why are stories of the Prophet important in Islam?</b></p> <p>Focus on Muhammad and the black stone</p> |

| Key vocabulary  |          |                       |                              |                              |
|---|----------|-----------------------|------------------------------|------------------------------|
| Muslim<br>Arabic<br>Allah<br>Shahadah<br>Messenger<br>Five Pillars of Islam   | Shahadah | Prophet<br>Importance | Prophet<br>Islam<br>Muhammad | Prophet<br>Islam<br>Muhammad |
| Key skills throughout unit  |          |                       |                              |                              |
| <ul style="list-style-type: none"> <li>Investigating: Asking relevant questions, ask increasingly deep and complex questions about religion</li> <li>Reflecting: Reflecting on religious beliefs and practises, respond sensitively</li> <li>Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting.</li> <li>Interpreting: Drawing meaning from artefacts, say what an object or symbol or words mean</li> <li>Applying: See aspects and links with other religions</li> <li>Analysing: Join in discussion about issues arising from the study of religion</li> </ul> |          |                       |                              |                              |

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| Year group: 2 | Subject Area: Religious Education | Unit 4 – Spring 2: Why does Easter matter to Christians? | Subject Leader: C Tose |
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| Prior linked knowledge (FS2)  | Learning Outcomes   | Future linked knowledge (Year 4)  |
|---|---|---|
| <p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>Recognise and retell stories connected with celebration of Easter</li> <li>Say why Easter is a special time for Christians</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>Recognise some symbols Christians use during Holy Week e.g. palm leaves, cross, eggs.</li> <li>Talk about some ways Christians remember these stories at Easter.</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>Talk about ideas of new life in nature.</li> </ul> | <p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation.</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas</li> </ul> | <p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>Recognise the word 'Salvation' and that Christians believe Jesus came to 'save' or 'rescue' people.</li> <li>Offer informed suggestions about what the events of Holy Week means to Christians.</li> <li>Give examples of what Christians say about the importance of the events of Holy Week.</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities.</li> <li>Describe how Christians show their beliefs about Jesus in worship in different ways.</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday'; giving good reasons for their suggestions.</li> </ul> |

| Notes   | Cross-curricular links  | Possible hooks/enrichment activities  |  |  |
|---|---|---|--|--|
|   | English: Role play and re-enacting a story  | Re-enacting parts of Holy Week through role play/puppets<br>Making hot cross buns<br>Make model Easter eggs                             |  |  |
| Why does Easter matter to Christians?   |   |   |  |  |
| Lesson Sequence   |   |   |  |  |
| <b>Lesson 1</b><br><b><i>What is the story of Holy Week?</i></b><br>Introduce the story of Holy Week (Easter Story)   | <b>Lesson 2</b><br><b><i>What were the emotions of Jesus' followers during Holy Week?</i></b><br>Match the emotions to different characters at different times. | <b>Lesson 3</b><br><b><i>What does new life mean?</i></b><br>Connect the ideas of eggs, new life and the belief in Jesus' resurrection. | <b>Lesson 4</b><br><b><i>How do Churches celebrate different parts of Holy Week?</i></b><br>Good Friday Church services, Palm Sunday crosses, Easter Sunday service. | <b>Lesson 5</b><br><b><i>Is it helpful to believe that there is life after death?</i></b><br>Link with the idea that Jesus brings 'Good News'. |
| Key vocabulary  |   |   |  |  |
| Palm Sunday<br>Jerusalem<br>Judas<br>Passover<br>Last Supper<br>Gethsemane<br>Pontius Pilate<br>Barabbas<br>tomb  | Mary<br>John<br>Soldiers<br>Criminals<br>Chief priests  | New life<br>Resurrection<br>Hope<br>Pain<br>Suffering<br>Joy  | Good Friday<br>Palm Sunday<br>Easter Sunday<br>Crosses<br>Giving<br>Receiving  | Good news<br>Hope<br>Sadness<br>Happiness<br>Darkness<br>Light<br>Joyous   |
| Key skills throughout unit  |   |   |  |  |
| <ul style="list-style-type: none"> <li>• Investigating: Asking relevant questions, ask increasingly deep and complex questions about religion</li> <li>• Reflecting: Reflecting on religious beliefs and practises, respond sensitively</li> <li>• Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting.</li> <li>• Interpreting: Drawing meaning from artefacts, say what an object or symbol or words mean</li> <li>• Applying: See aspects and links with other religions</li> <li>• Analysing: Join in discussion about issues arising from the study of religion</li> </ul> |   |   |  |  |

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| <b>Year group:</b> 2 | <b>Subject Area:</b> Religious Education | <b>Unit 5 – Summer 1:</b> What is the good news Christians say Jesus brings? | <b>Subject Leader:</b> C Tose |
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| <b>Prior linked knowledge (Y2 – What do Christians believe God is like?)</b>   | <b>Learning Outcomes</b>  | <b>Future linked knowledge (Y3-What kind of world did Jesus want?)</b>   |
|--|---|--|
| <p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>Identify what a parable is</li> <li>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as Forgiving Father</li> <li>Give clear, simple accounts of what the story means to Christians</li> </ul> <p><b>Understanding the Impact</b></p> <ul style="list-style-type: none"> <li>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving</li> <li>Give an example of how Christians put their beliefs into practise in worship</li> </ul> <p><b>Make Connection</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring</li> <li>Give a reason for the ideas they have and the connections they make</li> </ul> | <p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’</li> <li>Give clear, simple accounts of what Bible texts mean to Christians</li> <li>Recognise that Jesus gives instructions to people about how to behave</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless</li> <li>Give at least two examples of how Christians put these beliefs into practice in the Church community</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>Think, talk and ask questions about whether Jesus’ good news is only good news for Christians</li> </ul> | <p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</li> <li>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’</li> <li>Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for Christians</li> </ul> <p><b>Understand the impact</b></p> <ul style="list-style-type: none"> <li>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</li> </ul> |
| <b>Notes</b>   | <b>Cross-curricular links</b>   | <b>Possible hooks/enrichment activities</b>  |
|  | Englsih: Drama – retelling story  | Possible visit to a church<br>Dramatising the story of Jesus choosing Matthew  |

**What is the good news Christians say Jesus brings?**

| <b>Lesson Sequence</b>   |   |   |  |   |
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| <p><b>Lesson 1</b></p> <p><b><i>Was Jesus a friend to the friendless?</i></b></p> <p>Look at story from Matthew 9:9–13 tell the story of Jesus choosing Matthew the tax collector as one of his 12 disciples, a man nearly everyone disliked</p> | <p><b>Lesson 2</b></p> <p><b><i>Do we need to forgive? What did Jesus teach us?</i></b></p> <p>God forgives people who say sorry. Should we forgive people who say sorry too? Do Christians think Jesus was good news because he gave God’s forgiveness to everyone</p> | <p><b>Lesson 3</b></p> <p><b><i>How do Christians bring ‘good news’ to others?</i></b></p> <p>Look at a Christian Charity that helps the homeless e.g. St George’s crypt in Leeds. Do they bring good</p> | <p><b>Lesson 4</b></p> <p><b><i>How do Christians love God and their neighbour?</i></b></p> <p>Read the story in which Jesus tells Peter he must forgive someone 490 times! (Matthew 18:21–22). What does this say about how important</p> | <p><b>Lesson 5</b></p> <p><b><i>How do Christians put beliefs of forgiveness and peace in a Church?</i></b></p> <p>Where in school do you feel safe/part of a community/at peace?<br/><br/>Look inside a church and</p> |

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|   | who was sorry?                              | news to the friendless?                                   | forgiveness is? How would forgiveness bring peace?   | think about confessions and peaceful worship                       |
| <b>Key vocabulary</b>   |   |   |  |  |
| Team<br>Disciples<br>God news<br>Friend   | Forgive<br>Forgiven<br>Forgiveness<br>Sorry | Good news<br>Homeless<br>Charity<br>Friendship<br>Support | Forgive<br>Forgiven<br>Forgiveness<br>Sorry<br>Peace | Confession<br>Peace<br>Forgive<br>Forgiveness<br>Love<br>Community |
| <b>Key skills throughout unit</b>   |   |   |  |  |
| <ul style="list-style-type: none"> <li>• Investigating: Asking relevant questions, ask increasingly deep and complex questions about religion</li> <li>• Reflecting: Reflecting on religious beliefs and practises, respond sensitively</li> <li>• Expressing: Explaining rituals, ceremonies and practises, explain what words and actions might mean to believers, clarify and analyse with growing confidence aspects of religion which they find valuable or interesting.</li> <li>• Interpreting: Drawing meaning from artefacts, say what an object or symbol or words mean</li> <li>• Applying: See aspects and links with other religions</li> <li>• Analysing: Join in discussion about issues arising from the study of religion</li> </ul> |   |   |  |  |

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| <b>Year group: 2</b> | <b>Subject Area: Religious Education</b> | <b>Unit 6 – Summer 2: What makes some places sacred to believers?</b> | <b>Subject Leader: C Tose</b> |
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| <b>Prior Knowledge (FS2)</b>  | <b>Learning Outcomes</b>   | <b>Future linked knowledge</b>  |
|---|--|---|
| <p><b>Making sense</b></p> <ul style="list-style-type: none"> <li>• Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</li> </ul> <p><b>Understanding impact</b></p> <ul style="list-style-type: none"> <li>• Recognise that some religious people have places which have special meaning for them</li> <li>• Talk about the things that are special and valued in a place of worship</li> </ul> <p><b>Making connections</b></p> <ul style="list-style-type: none"> <li>• Get to know and use appropriate words to talk about their thoughts and feelings when</li> </ul> | <p><b>Making sense</b></p> <ul style="list-style-type: none"> <li>• Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>• Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</li> <li>• Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> </ul> <p><b>Understanding impact</b></p> <ul style="list-style-type: none"> <li>• Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues that show what people believe</li> <li>• Give simple examples of how people worship at a church,</li> </ul> | <ul style="list-style-type: none"> <li>• Year 3 Unit 3 (How do festivals and family life show what matters to a Muslim?)</li> <li>• Year 3 Unit 4 (How do festivals and family life show what matters to a Jew?)</li> </ul> |



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|--|--|--|--|---|
| visiting a church (or other place of worship)<br>• Express a personal response to the natural world.<br>• Talk about somewhere that is special to themselves, saying why | mosque or synagogue<br>• Talk about why some people like to belong to a sacred building or a community.<br><b>Making connections</b><br>• Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas<br>• Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. |  |  |   |
| <b>Notes</b>   | <b>Cross-curricular links</b>  | <b>Possible hooks/enrichment activities</b>  |  |   |
| Thematic unit  | History: Handling artefacts<br>Geography: Locating places of worship in the local area   | Visit to a place of worship – Church, Synagogue or Mosque  |  |   |
| <b>What makes some places sacred to believers?</b>   |  |  |  |   |
| <b>Lesson Sequence</b>   |  |  |  |   |
| <b>Lesson 1</b><br><i>Which places are important to me? Where is a sacred place for believers to go?</i><br>Look at Mosque, Synagogue and Church                         | <b>Lesson 2</b><br><i>Which place of worship is sacred for Christians?</i><br>Look at key areas of a Church, artefacts and discuss denomination of Churches  | <b>Lesson 3</b><br><i>What place of worship is sacred for Jewish people?</i><br>Look at key areas of a Synagogue and artefacts | <b>Lesson 4</b><br><i>Which place of worship is sacred for Muslims?</i><br>Look at key areas of a Mosque and artefacts | <b>Lesson 5 + Lesson 6</b><br><i>How are places of worship similar and different? Why are places of worship important in our community?</i><br>Compare Church, Mosque and Synagogue<br>Look at the nearest Church, Mosque and Synagogue |
| <b>Key vocabulary</b>  |  |  |  |   |
| Happy<br>Safe<br>Memories<br>Sacred<br>Holy<br>Special<br>Connection   | Sacred<br>Worship<br>Church<br>Believer<br>Altar<br>Cross/crucifix<br>Communion table<br>Bible<br>Font<br>Lectern  | Synagogue<br>Ner Tamid<br>Ark<br>Torah scroll<br>Bimah<br>Tallit<br>Tzitzit<br>Tefellin<br>Kippah<br>Hannukiah                 | Mosque<br>Wuzu/wudu area<br>Calligraphy<br>Prayer mat<br>Prayer beads<br>Minbar<br>Mihrab<br>Muezzin                   | All vocabulary taught throughout this unit  |

### Key skills throughout unit

- Investigating: asking relevant questions about what happens in a Church, Synagogue and Mosque, use a wide range of resources to pursue answers.
- Reflecting: reflect on religious beliefs and practises and some big questions, reflect upon relationships, similarities and differences between places of worship.
- Expressing: Explain and describe the ways in which people worship in a Church, Mosque or Synagogue and what the similarities and differences are.
- Interpreting: Draw meaning from artefacts from a Church, Synagogue and Mosque.
- Empathising: Consider the thought, beliefs and values of other religions
- Applying: See links and simple connections between aspects of religion
- Discerning: Relate learning to life using real first hand visits and linking to our local area
- Analysing: Distinguish between the features of different religions
- Synthesising: Linking significant features of religion together in a coherent pattern