

Year 2 Curriculum Map						
Autumn		Spring		Summer		
1.3 Who is Jewish and what do they believe?	1.6 How and why do we celebrate special and sacred times? (part 2)	1.2 Who is a Muslim and what do they believe? (part 2)	1.1 Who is Christian and what do they believe? (part 2)	1.4 How can we learn from sacred books?	1.8 How should we care for the world and others and why does it matter?	
Religious Education Objectives		Key knowledge	Core Vocabulary	POP tasks	Links to Curriculum Drivers	Resources/ planning
<b>Autumn 1</b> 1.3 Who is Jewish and what do they believe? <b>Strand: Believing</b> Know about and understand a range of religions and worldviews , so that they can: Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals		Talk about the fact that Jewish people believe in God <input type="checkbox"/> Recognise some ways that Jewish people remember God Say some ways that Jewish people remember God and stories involving God through stories and actions at Chanukah and Shabbat (A3). <input type="checkbox"/> Choose some objects that might be used specifically in a Jewish household. (A3)	mezuzah, Shabbat, Star of David., challah bread, seder plate,	Talk about how Shabbat is a special day of the week for Jewish people (B1) Give some examples of what Jewish people might do to celebrate Shabbat (B1).	<b>Community</b>	
<b>Autumn 2</b> 1.6 How and why do we celebrate special and sacred times? (part 2) <b>lesson 4-6</b> <b>Strand: Expressing</b> Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: <input type="checkbox"/> explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities <input type="checkbox"/> express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues		Note similarities and differences between the celebration of Eid-ul-Fitr and Easter or Pesach (B3)	Pharaoh, Passover, Pesach, Eid ul fitr, Holy week, Moses, Muhammad, Ramadan, charity, Mosque.	Discuss Similarities and differences in groups Place three on the floor; labelled Eid-ul-Fitr, Easter and Pesach. Read out statements and/or show pictures of things that happen or are remembered at Id-ul-Fitr, Easter and Pesach.	<b>Community</b> Understanding why festivals are celebrated	

□ appreciate and appraise varied dimensions of religion.					
<b>Spring 1</b> 1.2 Who is a Muslim and what do they believe? (part 2) <b>lesson 4-9</b> <b>Strand : Believing</b> Know about and understand a range of religions and worldviews , so that they can: Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals	Identify some ways Muslims pray and worship Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel Make links between what the Holy Qur'an says and how Muslims behave.	Allah, Muhammad, prophet, Ramadan, Eid ul Fitr, Mosque, pray, Qu'ran,	Discuss between two/three options what is important to Muslims and what is important to me	<b>Community</b>	
<b>Spring 2</b> 1.1 Who is Christian and what do they believe? (part 2) <b>(lessons 4-7)</b> <b>Strand: Believing</b> Know about and understand a range of religions and worldviews , so that they can: Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals	Share what the stories about Jesus say about good, bad, right and wrong Talk about issues of good and bad, right and wrong related to the stories Ask some questions about believing in God Explain some ideas of my own about God  Make links between a story about the life of Jesus and what Christians believe and do as a result of this		Make links between a miracle/story of Jesus and what Christians believe and do as a result of this		
<b>Summer 1</b> 1.4 How can we learn from sacred books? <b>Strand: Living</b> Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can: <ul style="list-style-type: none"> <li>• find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively</li> </ul>	Independently give reasons why a holy book is considered to be 'holy'. (A2) Talk about the meaning of at least two teachings of Jesus, recognising that they come from the Christian tradition. Suggest a meaning for the story of Prophet Muhammad and the Black Stone		Re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story □ Notice and respond sensitively to how people from different faiths still tell the story of Jonah today Suggest answers to questions	<b>Community</b> <b>Visit to place of worship</b> .	

<ul style="list-style-type: none"> <li>enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all</li> <li>articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.</li> </ul>	<p>issues of good and bad, right and wrong arising from the teachings (C3).</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect</p>		<p>arising from the story of Jonah</p>		
<p>Summer 2</p> <p>1.8 How should we care for the world and others and why does it matter?</p> <p><b>Strand: Living</b></p> <p>Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:</p> <ul style="list-style-type: none"> <li>find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively</li> <li>enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all</li> <li>articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.</li> </ul>	<p>Give examples what Jesus said about the importance of people</p> <p>Identify two examples of religious believers caring for people</p> <p>Identify the links between the teaching in the Torah and caring</p> <p>Answer questions such as what would it be like if everyone followed the golden rule?</p> <p>Describe different ideas about what God might be like from reading the creation story</p> <p>Share their own creative ideas about what the creation story says about God</p>	<p>Bible, Torah,</p>	<p>Re-tell Bible stories and stories from another faith about caring for others and the world</p> <p>Begin to make links about how believers put their belief into action through caring for the world and others.</p>		