

Year 2

	Autumn	Spring	Summer
Question	<p>How and why do we celebrate special and sacred times?</p>	<p>What can we learn from sacred books?</p>	<p>What does it mean to belong to a faith community?</p>
Aspects	<p>In this unit children will learn to:</p> <ul style="list-style-type: none"> . Identify a special time they celebrate and explain simply what celebration means. . Talk about ways in which Jesus was a special person who Christians believe is the Son of God. . Identify some ways Christians celebrate. Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. . Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. . Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. . Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. . Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr. 	<p>In this unit children will learn to:</p> <ul style="list-style-type: none"> . Talk about some of the stories that are used in religion and why people still read them. . Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books. . Recognise that sacred texts contain stories which are special to many people and should be treated with respect. . Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. . Ask and suggest answers to questions arising from stories Jesus told and from another religion. . Talk about issues of good and bad, right and wrong arising from the stories. . Suggest their own ideas about stories from sacred texts and give reasons for their significance. 	<p>In this unit children will learn to:</p> <ul style="list-style-type: none"> . Talk about what is special and of value about belonging to a group that is important to them. . Show an awareness that some people belong to different religions. . Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. . Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. . Identify two ways people show they belong to each other when they get married. . Respond to examples of co-operation between different people. . Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences. . Identify some similarities and differences between the ceremonies studied

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Key Vocabulary	Chanukah Christmas disciples Easter Eid-ul-Fitr Good Friday Palm Sunday Shabbat Sukkot Pesach	Arabic ark Bible Hebrew arables Qur'an sacred Synagogue Tanakh Torah yad	baptism belonging ceremony christening Christian community Muslim Promise Symbol wedding

RE Skills

Investigation – this includes: asking relevant questions.

Reflection – this includes: the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions.

Empathy – this includes: developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view.



Expression – this includes: the ability to articulate ideas, beliefs and values; the ability to respond to religious ideas, beliefs and questions through a variety of media.

Self-understanding – this includes: the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.