



Ferndale Primary and Nursery School

RE: Year 2

<p><u>EXPRESSING</u></p> <p>Know about and understand a range of religious and non-religious worldviews.</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p><u>BELIEVING</u></p> <p>Express ideas and insights about the nature, significance and impact of religious and nonreligious worldviews.</p> <p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.</p>	<p><u>LIVING</u></p> <p>Gain and deploy the skills needed to engage seriously with religious and nonreligious worldviews.</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>
<p><i>1.3 Who is Jewish and what do they believe?</i> Talk about how the mezuzah in the home reminds Jewish people about God. (A3) Retell a story that shows what Jewish people at the festival of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. (A2).</p> <p><i>1.6 How and why do we celebrate special and sacred times?</i> Identify some ways Christians celebrate Christmas/Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion. (A1) Retell stories connected with Christmas/Easter/ Harvest/Pentecost and a festival in another religion and say why these are important to believers. (A2)</p> <p><i>1.2 Who is a Muslim and what do they believe?</i> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. (A1)</p>	<p><i>1.6 How and why do we celebrate special and sacred times?</i> Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. (B1)</p> <p><i>1.3 Who is Jewish and what do they believe?</i> Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. (B1)</p> <p><i>1.2 Who is a Muslim and what do they believe?</i> Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. (B1)</p> <p><i>1.8 How should we care for others and the world, and why does it matter?</i> Identify ways that some people make a response to God by caring for others and the world. (B1)</p>	<p><i>1.3 Who is Jewish and what do they believe?</i> Ask some questions about believing in God and offer some ideas of their own. (C1)</p> <p><i>1.6 How and why do we celebrate special and sacred times?</i> Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied and say why they matter to believers. (C1)</p> <p><i>1.8 How should we care for others and the world, and why does it matter?</i> Talk about issues of good and bad, right and wrong arising from Bible stories and stories from other faiths about caring for others and the world. (C3) Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. (C2) Use creative ways to express their own ideas about the creation story and what is says about what God is like. (C1)</p>



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<p>Retell a story about the life of Prophet Muhammad. (A2) Recognise some objects used by Muslims and suggest why they are important. (A2)</p> <p><i>1.8 How should we care for others and the world, and why does it matter?</i> Retell Bible stories and stories from another faith about caring for others and the world. (A2)</p>			
Language Enrichment	First Hand Experiences	Purpose / Life Skills	Previous Knowledge
<p><u>EXPRESSING</u></p> <p>Jewish Synagogue Torah Bimah Chanukah/ Hanukkah Ark Judaism Shabbat Mezuzah Tenakh</p> <p><u>BELIEVING</u></p> <p>Jewish Synagogue Torah Bimah Chanukah/ Hanukkah Ark Judaism Shabbat</p>	<p>Nativity and Christmas story</p> <p>Cultural dance linked with PE curriculum</p> <p>Religious celebration days – Harvest festival Church</p>	<p>Understanding of different religions and celebrations.</p> <p>Have empathy towards others.</p>	<p><i>1.1 Who is a Christian and what do they believe?</i> Talk about some simple ideas about Christian beliefs about God and Jesus.(A1) Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</p> <p><i>1.6 How and why do we celebrate special and sacred times?</i> Identify some ways Christians celebrate Christmas/Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion. (A1) Retell stories connected with Christmas/Easter/ Harvest/Pentecost and a festival in another religion and say why these are important to believers. (A2)</p> <p><i>1.4 What can we learn from sacred books?</i> Retell stories from the Christian Bible and stories from another faith; suggest the meaning of the stories. (A2).</p> <p><i>1.7 What does it mean to belong to a faith community?</i> Recognise and name some symbols of belonging from their own experiences, for Christians and a least one other religion, suggesting that these might mean and why they matter to believers. (A3) Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean. (A1) Identify two ways people show they belong to each other when they get married. (A1)</p> <p><i>1.6 How and why do we celebrate special and sacred times?</i> Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. (B1)</p> <p><i>1.4 What can we learn from sacred books?</i> Recognise that sacred texts contain stories which are special to many people and should be treated with respect. (B3)</p>



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<p>Mezuzah Tenakh Muslim Islam Allah Prophet Mohammad Mosque Eid, Qu'ran, moon and star, Ramadan, tawhid</p> <p><u>LIVING</u></p> <p>Jewish Synagogue Torah Bimah Chanukah/ Hanukkah Ark Judaism Shabbat Mezuzah Tenakh Muslim Islam Allah Prophet</p>			<p><i>1.1 Who is a Christian and what do they believe?</i> Talk about issues of good and bad, right and wrong arising from the stories. (C3) Ask some questions about believing in God and offer some ideas of their own. (C1)</p> <p><i>1.6 How and why do we celebrate special and sacred times?</i> Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied and say why they matter to believers. (C1)</p> <p><i>1.4 What can we learn from sacred books?</i> Ask and suggest answers to questions arising from stories Jesus told and from another religion.(C1) Talk about issues of good and bad, right and wrong arising from the stories. (C3)</p> <p><i>1.7 What does it mean to belong to a faith community?</i> Respond to examples of cooperation between different people. (C2)</p>
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Mohammad
Mosque
Eid, Qu'ran, moon and
star, Ramadan, tawhid
Christian, God,
creator, Christmas,
Easter, Jesus, church,
alter, font, bible,
gospel

Continual
open/leading
questioning
throughout lessons to
ensure children
understand the topical
vocabulary taught.
Explore new
vocabulary with
children throughout
lessons.
Recap vocabulary at
the start of each
lesson.





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