



Year 2 - Religious Education - Programme of Study

Religious Education (RE) is a core subject and an integral part of our curriculum. We are dedicated to providing high quality RE teaching and learning opportunities to reflect the importance of RE within our school. Current Excellent and Good SIAMS (Statutory Inspection of Anglican and Methodist Schools) reports show that each of the schools deliver, within a Christian context, the best educational, spiritual, physical, social and emotional outcomes for children and their families. Each year group has a wide range of exciting and thought-provoking topics that are studied throughout the year, within Christianity (based around 'Understanding Christianity'), as well as units of learning about other faiths.

Our programme of study is in conjunction with the diocesan syllabus and is committed to an approach to teaching RE in which skills are developed through knowledge and understanding and that pupils understand how their learning in RE is progressing and what they need to do to improve it.

Termly Topics/Units

All units start with 'Big questions', where pupils are able to really explore and reflect what their current belief on a topic is; what they already know; what they do not know and most significantly, what they want to find out! This then informs the planning and adaptation of content for the following weeks.

Autumn 1

Topic/Unit: Creation: Digging deeper – Who made the world?

The pupils will explore the Christian creation story, describing God using the creation story, exploring the teachings of the Creation story, making links with Christian's ideas about the world as God's creation, exploring ways in which some Christians look after the world, as well as exploring ways in which we can care for the world.

Knowledge:

- Research of biblical sources.
- Knowledge and understanding of the story of creation.
- Interpretation of biblical scripture.
- Lessons and morals to help guide our choices.
- Understanding of how Christians look after the world.

Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- How do we look after the world?
- What was the sequence of creation?
- What can we learn from the story of creation?
- What do we learn from Adam and Eve's mistakes?

Autumn 2

Topic/Unit: Hinduism

Throughout this unit, pupils will learn about and investigate the beliefs of Hindus and what they believe about God, explore the importance of the story Rama and Sita, as well as investigating what it means to be a Hindu.

Knowledge:

- The beliefs of Hinduism.
- Express religious beliefs (ideas, feelings, etc) in a range of styles.
- Learn words used by believers and suggest what they mean.
- Understanding of the message of Rama and Sita.
- Knowledge and awareness of what it means to be a Hindu.

Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What do Hindus believe?
- Do Hindus believe in God?
- What does it mean to be a Hindu?
- How do the teachings of Hinduism compare/differ to those of Christianity?

Topic/Unit: Incarnation – Why does Christmas matter to Christians?

Please note that this topic crosses over into the Spring 1 term, but the programme of study will be discussed here.

Throughout this unit, pupils will explore the importance of Jesus for Christians, understanding the significance of how Jesus was born, looking at some of the ways in which Christians celebrate Jesus' birth, examining the ways in which Christians express the meaning of Christmas and Incarnation, a look at the importance of giving at Christmas, exploring how some Christians help others at Christmas, as well as comparing the Christian and Jewish winter celebrations.

Knowledge:

- Understanding and explanation of the place of Incarnation within the 'big story' of the Bible.
- Understanding of the reason why Jesus was born.

- Knowledge of the true meaning of Christmas.
- Traditions of Christmas and how it is used to give.
- The Jewish practices during Hanukkah.

Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What is the true meaning of Christmas?
- How do Christians celebrate Christmas?
- Why do people give gifts at Christmas?
- Why did God send his son to earth to be born?
- How do Christians and Jewish people celebrate?

Spring 1

Topic/Unit: Islam

Throughout this unit, pupils will explore what Muslims believe, the importance of prayer in worship, as well as the importance of the mosque within the Muslim community.

Knowledge:

- Muslim beliefs, practices and traditions.
- Suggest reasons for the similar and different beliefs which people hold.
- Knowledge of the importance of prayer to a Muslim.
- Structure and purpose of a Mosque within the Muslim community.
- Comparisons between a Mosque and a church.

Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What do Muslims believe and how is this different to Christian beliefs?
- What rules do Muslims follow?
- Why is prayer so important to Muslims?
- What is the purpose of the Mosque?
- What way does a Mosque always have to face?

Spring 2

Topic/Unit: Salvation – Digging deeper - Why does Easter matter to Christians?

Throughout this unit, pupils will explore the stories of Holy week and Easter, linking the stories of Holy Week and Easter with the idea of Salvation, exploring the impact Salvation has had on some Christians, a look at forgiveness and the impact of forgiveness, as well as looking at why Easter matters to Christian.

Knowledge:

- Knowledge of the Christian belief of Salvation.
- Knowledge of the key events in Holy week.
- Interpretation of biblical texts of Easter.
- Research the meaning of forgiveness and its impact.
- Explore how Christians and Churches commemorate Easter.

Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What does salvation mean?
- What events led up to Jesus death?
- What is Holy week?
- Why is it important to forgive?
- How do Christians celebrate Easter?

Summer 1

Topic/Unit: Judaism

Throughout this unit, pupils will explore and ask questions about what Jewish people believe, the importance of Shabbat, exploring the Havdalah ceremony, a look at identifying features of a synagogue and understand their meaning, as well as asking questions about Jewish life and Shabbat.

Knowledge:

- Jewish beliefs, practices and traditions.
- Knowledge of the Shabbat.
- Understanding of the importance of Shabbat.
- Understanding of the celebration of Havdalah.
- Comparison of similarities/differences between Jewish and Christian practices.

Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What do Jewish people believe and how is this different to Christian beliefs?
- Do Jewish people celebrate Christmas?

- What is Shabbat?
- How do Jewish people celebrate?
- Was Jesus a Jew?

Summer 2

Topic/Unit: God – What do Christians believe God is like?

Throughout this unit, pupils will explore the story of Jonah and the Whale, a look at the nature of God using a biblical story, how to express the nature of God through song lyrics as well as through images, how to use Christian teachings to express the Christian view of God as well as reflecting on Christian views of God.

Knowledge:

- Study of biblical texts and the concept of God.
- Knowledge of the story and meaning of Jonah and the Whale.
- Understanding of the importance of following instructions.
- Knowledge and expression of God through different avenues.

Enquiring minds:

For each unit, it is so important that pupils are able to question and make enquiries related to their learning. Here are some examples of questions that pupils might ask and discuss with regards to this unit:

- What is your view of God?
- What are the teachings of Christianity?
- Why is it important to keep laws and follow instructions?
- How do Christians present God?

Topic/Unit: Worldview and Humanism

Pupils will explore the formation of worldviews and gain an understanding of the various factors that shape individual and collective perspectives. They will study the Shinto religion, learning about its sacred tenets and profound practices. Pupils will contemplate the relationship between humanism and the realm of science, considering how these two realms intersect, influence, and inform one another. This study aims to develop a more nuanced understanding of the complexity and interconnectedness of worldviews, fostering critical thinking, cultural appreciation, and intellectual growth.

Knowledge:

- Formation of worldviews and the factors that influence them.
- Study of the Shinto religion, including its beliefs, practices, and significance.
- Exploration of the intersection between humanism and science and how they mutually influence each other.
- Development of a nuanced understanding of the interconnectedness and complexity of worldviews.

Enquiring minds:

For this unit, students are encouraged to ask questions and engage in discussions related to their learning. Here are some examples of questions they might ask:

- What factors shape our individual and collective worldviews?
- How do the beliefs and practices of Shinto contribute to the formation of worldviews?
- In what ways does humanism intersect with the realm of science
- How does science influence our understanding of humanism and vice versa?
- How do different worldviews impact our perspectives on ethical issues?
- What can we learn from studying and appreciating different cultural and religious worldviews?
- How do worldviews influence our interactions with the natural world?
- How do worldviews shape our understanding of morality and social responsibility?
- What are the similarities and differences between Shinto and other religious systems?
- How can critical thinking and cultural appreciation contribute to our growth as individuals and as a society?

These questions aim to stimulate critical thinking, encourage open-mindedness, and foster a deeper exploration of the topic. Students are encouraged to share their own perspectives, engage in respectful dialogue, and consider multiple viewpoints.