

RE Curriculum Overview – Year Two

RE Lead – Miss Y Luther

Term	Topic	Subject Specific Vocabulary	Knowledge and Understanding & Critical Thinking and Personal Reflection Children will be able to:
1	Why is Moses special to Jewish people and how is he a good leader?	Moses, Jewish leader, Protected Jewish People , Ten commandments, Chosen by God – burning bush, Rules, Important	<ul style="list-style-type: none"> • Recognise symbols and other verbal and visual forms of religious expression. • Use some religious words. • Identify some beliefs and features of religion and their importance for some people. • Retell religious stories and suggest meanings for religious actions and symbols. • Begin to identify the impact religion has on believer’s lives. • Identify the things that are important to their own lives and compare these to religious beliefs. • Talk about what they find interesting or puzzling. • Talk about what is of value and concern to themselves and to others. • Reflect on their own feelings, ideas and values. • Express their own views and give simple reasons to support these, in relation to the religious material they learn about. • Reflect on what influences them, making links between aspects of their own and others’ experiences. • Be able to draw meaning from artefacts, symbols and actions. • Value and respect the opinions, views and values of others.
Autumn 2	Hanukkah - How and why do Jews celebrate Hanukkah?	Hanukkah / Festival of lights, Jewish/Judaism, Jerusalem / Israel, Temple , King Antiochus, Judah Maccabee / The Maccabees (army), Oil, Menorah	<ul style="list-style-type: none"> • Identify some ways in which Christians and Jews worship and celebrate special events. • Use some religious words. • Identify some beliefs and features of religion and their importance for some people. • Begin to show awareness of similarities and differences in religions and how it is expressed in different ways. • Retell religious stories and suggest meanings for religious actions and symbols. • Express their views and support them using a plausible reason in relation to the religious material they learn about. • Reflect on their own feelings, ideas, and values and be aware of the experiences and feelings of others, in relation to the religious material studied. • Reflect on what influences them, making links between aspects of their own and others’ experiences. • Be able to draw meaning from artefacts, symbols and actions.
Spring 1	Why is the Bible special to Christians?	Bible, Special, Sacred, Christians, Stories, Worship , Jesus, God, Teachings, Testament,	<ul style="list-style-type: none"> • Identify some beliefs and features of religion and their importance for some people. • Retell religious stories and suggest meanings for religious actions and symbols. • Identify how religion is expressed in different ways. • Begin to identify the impact religion has on believer’s lives.

		Lectern	<ul style="list-style-type: none"> • Identify the things that are important to their own lives and compare these to religious beliefs. • Express their own views and give simple reasons to support these, in relation to the religious material they learn about. • Be able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same. • Reflect on what influences them, making links between aspects of their own and others' experiences. • Ask relevant questions. • Be able to draw meaning from artefacts, symbols and actions. • Value and respect the opinions, views and values of others.
Spring 2	What can we learn from the story of Venerable Bede?	St Bede, Monkwearmouth, Monastery, Monks , Nuns, Bible, Devoted, Anglo-Saxon, Prayers, Benedict Biscop/Bishop, Abbot, Jarrow, Priest, Latin, Greek and Hebrew, Scientist and historian	<ul style="list-style-type: none"> • Identify some ways in which Christians worship and celebrate special events. • Use some religious words. • Identify some beliefs and features of religion and their importance for some people. • Retell religious stories and suggest meanings for religious actions and symbols. • Identify how religion is expressed in different ways. • Begin to identify the impact religion has on believer's lives. • Recognise, name and describe some religious artefacts and places. • Express their own views and give simple reasons to support these, in relation to the religious material they learn about. • Recognise that some questions cause people to wonder and are difficult to answer. • Ask important questions about religion and beliefs. • Be able to draw meaning from artefacts, symbols and actions. • Value and respect the opinions, views and values of others.
Spring 2	How do Christians celebrate Easter?	Easter, Celebrations, Eggs, New life, New beginnings, Church services, Symbolising , Jesus, Sacrifice , Worship	<ul style="list-style-type: none"> • Identify some ways in which Christians worship and celebrate special events. • Use some religious words. • Identify some beliefs and features of religion and their importance for some people. • Recall religious stories and suggest meanings for religious actions and symbols. • Identify how religion is expressed in different ways. • Describe some forms of religious expression. • Identify the things that are important to their own lives and compare these to religious beliefs. • Talk about what is of value and concern to themselves and to others. • Express their own views and give simple reasons to support these, in relation to the religious material they learn about. • Express their views and support them using a plausible reason in relation to the religious material they learn about_ • Reflect on what influences them, making links between aspects of their own and others'

			<p>experiences.</p> <ul style="list-style-type: none"> • Be able to draw meaning from artefacts, symbols and actions. • Value and respect the opinions, views and values of others.
Summer 2	Local Faith	Faith, Belief, Community, Islam, Muslim, Mosque, Imam, Qur'an, Muhammad, Allah, Eid al-Fitr, Ramadan.	<ul style="list-style-type: none"> • Identify which faiths / religions are prevalent within our local community. • Use some religious words. • Identify some beliefs and features of religion and their importance for some people. • Begin to show awareness of similarities and differences in religions and how it is expressed in different ways. • Begin to identify the impact religion has on a believer's daily life. • Retell religious stories and suggest meanings for religious actions and symbols. • Recognise, name and describe some religious artefacts and places. • Express their own views and give simple reasons to support these, in relation to the religious material they learn about. • <i>Reflect on their own feelings, ideas, and values and be aware of the experiences and feelings of others, in relation to the religious material studied.</i> • Ask important questions about religion and beliefs. • Draw meaning from artefacts, symbols and actions. • Value and respect the opinions, views and values of others.