












Religious Education Long Term Plan Hadrian Y2

Y2 Religious Education				
Benchmark Expectations by Age 7		Key Links		
<p>Knowledge and understanding - Pupils will:</p> <ul style="list-style-type: none"> • have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary • have simple knowledge of why these beliefs and practices may be important to people • have simple knowledge of some of the similarities and differences between and within the religious and non religious worldviews they learn about <p>Critical thinking - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons.</p>		<p style="text-align: center;"> https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize https://school-learningzone.co.uk/key_stage_two/key_stage_two.html </p>		
Topics		Benchmark objectives	Key skills	Key Vocab
Autumn 1	How and why do Jews celebrate Hanukkah? (Why is Moses special to Jewish people?)	<p>By the end of this unit most children will</p> <ul style="list-style-type: none"> • be able to retell the story behind the festival and begin to understand the symbolism of the festival for 	<ul style="list-style-type: none"> • drawing meaning from artefacts, art, poetry and symbolism • Ask relevant questions. • Suggesting meaning • Making the association between religions and 	<p>Jew / Judaism / Jewish / Hanukkah / hanukkiah / shamash / menorah / dreidel /</p>

		<p>believers</p> <ul style="list-style-type: none"> • identify the main ways in which the festival is celebrated • know some of the cultural differences • understand the religious significance of the festival • connect the ideas of celebrating in their own lives with those of others. 	<p>individual, community, national and international lives of religious texts</p> <ul style="list-style-type: none"> • Thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices • Considering the thoughts, feelings, experiences, beliefs, attitudes and values of others 	<p>Hebrew / Kosher / gelt</p>
<p>Progression</p> 	<p>This unit builds on work completed in Year 1 How and why is the home life important in Jewish life? (Focus Shabbat)</p>			
<p>Teacher Subject Knowledge</p> 	<p>Knowledge - know the story of Hanukkah and its significance to how Jewish people celebration this religious festival today / know how the hanukkah menorah is lit, the blessings said during the lighting and what Jewish people do once the menorah is lit / know how Jewish people celebrate Hanukkah - preparations / playing games / food etc.</p>			
<p>Cross Curricular Links</p>				

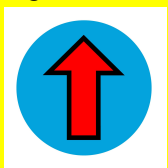
				
<p>Autumn 2</p>	<p>How and why is light important at Christmas?</p>	<p>By the end of this unit most children will:</p> <ul style="list-style-type: none"> · retell stories of birth and suggest meaning for symbols of light in story · suggest meaning for Christingle symbols · ask and respond sensitively to questions about their own and others' experience and feelings connected with light. 	<ul style="list-style-type: none"> • Ask relevant questions • Suggesting meanings of religious texts • Drawing meaning from artefacts, art, poetry and symbolism • Considering the thoughts, feelings, experiences, beliefs, attitudes and values of others • Identifying key religious values and their interplay with secular ones 	<p>Light / angel / star / halo / Christingle</p>
<p>Progression</p> 	<p>This unit builds on what they have learned about Christmas and its meaning and symbolism in EYFS and Year 1.</p>			
<p>Teacher Subject Knowledge</p>	<p>Knowledge - know the Birth story and the symbolism of light / know what a Christingle is and the symbolism of its constituent parts</p>			

				
<p>Cross Curricular</p>  <p>Links</p>	Art / D&T			
Spring 1	How is the Qur'an treated as sacred by Muslims?	<p>By the end of this unit most children will;</p> <ul style="list-style-type: none"> • relate the idea of something precious to something they value in their own lives • explore what or who guides them on how they should live.know that the Islamic holy book is called the Qur'an and explain how it is treated • understand that Islamic people believe that the Qur'an teaches them how God wants them to live • Know what salah is, how is it conducted and its significance for Muslims 	<ul style="list-style-type: none"> • Ask relevant questions • Thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices • considering the thoughts, feelings, experiences, beliefs, attitudes and values of others • drawing meaning from artefacts, art, poetry and symbolism • interpreting religious language • suggesting meanings of religious texts 	<p>Sacred / Qur'an / rules / Allah / Muslim / Islam / rihal / Prophet Muhammad / Arabic / worship / salah / prayer / worship</p>



<p>Progression</p> 				
<p>Teacher Subject Knowledge</p> 	<p>Knowledge - know how to handle the Qur'an respectfully and appropriately / how the Qur'an originated / information about the Prophet Muhammad / the Muslim Creation story / story The Crying Camel / be able to locate Medina and know what the weather is like there / know what salah is and how and when it is performed by Muslims</p>			
<p>Cross Curricular Links</p> 				
<p>Spring 2</p>	<p>How do Christians celebrate Easter?</p>	<p>By the end of this unit most children will;</p> <ul style="list-style-type: none"> • be able to identify a special time they celebrate, • explain simply what celebration mean, • be able to name some of the people in the Easter story and recognise how these people felt during various parts of the story, • be able to talk about the feelings that arise through the story, • retell part of the Easter story, 	<ul style="list-style-type: none"> • Ask relevant questions • Thinking reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs and practices • considering the thoughts, feelings, experiences, beliefs, attitudes and values of others • drawing meaning from artefacts, art, poetry and 	<p>Easter / celebration / symbol / Palm Sunday / Maundy Thursday / Good Friday / Easter Sunday / Lent / Ash Wednesday / Shrove</p>


		<ul style="list-style-type: none"> • respond sensitively to the story characters and their emotions. • understand that Christians prepare for Easter during a period called Lent, • understand that this is a time of contemplation for Christians when they remember Jesus' time in the wilderness, • understand that Christians try to replicate Jesus' sacrifices by giving up something they enjoy during this period of time. • understand the significance of some religious objects and their symbolism, • understand why Holy Week is a special time for Christians, • understand how Christians celebrate this time and how they feel during the various stages, • reflect on ways in which they celebrate Easter / traditions they participate in (all children will participate in Easter egg competition at school), • understand some of the symbols and traditions associated with Easter and their meaning. 	<p>symbolism</p> <ul style="list-style-type: none"> • interpreting religious language • suggesting meanings of religious texts • Developing a personal interest and curiosity in puzzling, searching and challenging questions . 	<p>Tuesday / Holy Week /traditions / Last Supper / tomb / resurrection / cruxifixion</p>
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Progression







This unit builds on learning about Easter from EYFS and Year 1.

<p>Teacher Subject Knowledge</p> 	<p>Knowledge; the event of Holy week in chronological order / know the significance of Holy week for Christians / be able to answer questions about Holy week / know why Christians observe Lent and how Christians remember Jesus time in the wilderness / be able to identify a variety of symbolic objects associated with Easter and know what each one symbolises / know what happens at a church service during the important days of Holy week / know what traditions are important at Easter time and how these traditions are significant for Christians.</p>			
<p>Cross Curricular Links</p> 	<p>Art</p>			
<p>Summer 1</p>	<p>What does it mean to belong in Christianity?</p>	<p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> · have simple knowledge of practices - identify and name some objects and actions connected with the baptism ceremony eg baptism candle, font, water, cross, baptism card, sign of the cross · have simple knowledge of 	<ul style="list-style-type: none"> • Ask relevant questions • Drawing meaning from artefacts, art, poetry and symbolism • Making the association between religions and individual, community, national and international life • Interpreting religious language • Begin to think reflectively about feelings, relationships, experience, ultimate questions, moral issues, beliefs 	<p>Belonging / promises / cross / Jesus / church / baptism / welcome / font / Bible / God / christening / candle / light / love / commitment / parents /</p>

		<p>beliefs:</p> <ul style="list-style-type: none"> - know that parents and godparents promise to God to follow Jesus and bring their child up as a Christian · know that being a Christian means showing love and care to others and helping them · know that Christians take their children to church, pray and read bible with them to help them belong to the Christian church. 	and practices	godparents
<p>Progression</p> 	<p>This unit builds on previous work about Christianity where pupils have been introduced to:</p> <ul style="list-style-type: none"> • the church as a place of worship • Jesus as teacher • The Bible as special because of what it teaches. 			
<p>Teacher Subject Knowledge</p>	<p>Knowledge - know what happens at a baptism service - promises made / how the candle and font are used in the service / about the Christening robe and how these items help Christians think about God / about actions in the Baptism service and what they mean</p>			

				
<p>Cross Curricular Links</p> 	<p>Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about belonging, showing commitment, welcoming others, care for others. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p>			
<p>Summer 2</p>	<p>Why is the Bible special to Christians?</p>	<p>By the end of this unit most pupils should be able to:</p> <ul style="list-style-type: none"> · have simple knowledge of some Christian beliefs about the Bible and its importance · retell religious stories and have simple knowledge of their significance · suggest meanings for religious actions and symbols · express their views and give simple reasons to support these, in 	<ul style="list-style-type: none"> • Asking relevant questions • Beginning to use different types of sources to gather information • Drawing meaning from artefacts, stories etc; suggest meanings for religious texts • Considering the thoughts, feelings, beliefs and experiences of others • Think reflectively about ultimate questions, feelings & experiences; • Developing a personal interest 	<p>Bible / New Testament / God / St Francis / lectern / special / care / holy / Christians / creator / Harvest / worship / respect / Old Testament / Jesus / father church / library / love</p>

		<p>response to the religious material they learn about</p> <ul style="list-style-type: none"> · recognise that some questions cause people to wonder and are difficult to answer 	<p>and curiosity in puzzling, searching and challenging questions .</p>	
<p>Progression</p> 	<p>This unit builds on what they have learned about the Bible from visiting a church and stories from the Bible in EYFS and Year 1.</p>			
<p>Teacher Subject Knowledge</p> 	<p>Knowledge - know the basic structure of the Bible and how its contents are divided / know the Creation story / know how Christians celebrate Harvest and how this links to God as creator / know the story of St Francis of Assisi and his love and respect for God's creation - how this relates to Christian belief in caring for world / know that the Bible is a source of authority for Christians and is read during Christian worship and treated with reverence.</p>			
<p>Cross Curricular Links</p> 	<p>Opportunities will be given in this unit for pupils to reflect on their own ideas, feelings and experiences in relation to their learning about the Christian bible. This work contributes to pupils' own personal development (SMSC development) but should not be assessed.</p>			
<p>Education for a Connected</p>		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	

World (Throughout the year)				
Key texts 	Story of Hanukkah Muslim Creation story The Crying Camel - Quran Story of John the Baptist Christian Creation story Story of St Francis of Assisi The Circle of Days – Reeve Lindbergh Story of Holy Week / Story of Jesus in the Wilderness			