

Manor Primary School
RE Year 2 Autumn term.
The Christian Bible: Stories from the Old and New Testament.

Overview of the Learning

In this unit children will:

In this unit of learning pupils will be learn about stories from the Old and New testament. Children will be asked to draw on their own experience and understanding of storytelling and story-writing. They learn about how important it was for Jesus to tell stories as a means of teaching about God.

Core Aims

- know that Jesus told stories as a way of teaching people about God and how they should behave;
- know and retell some well-known parables of Jesus and explain their meaning;
- Explain why characters in the stories might respond or behave in different ways, depending on their point of view.
- Understand how the Bible is divided up and why it is important for Christians.

Pupils should be taught

- To explore a range of religious stories and sacred writings and talk about their meanings
- Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
- Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
- Identify and suggest meanings for religious symbols and begin to use a range of religious words.

Expectations

Children can:

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Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences.

Make links between beliefs and sources, including religious stories and sacred texts.

They begin to identify the impact religion has on believers' lives.

They describe some forms of religious expression.

Pupils identify what influences them, making links between aspects of their own and others' experiences.

They ask important questions about religion and beliefs, making links between their own and others' responses.

They make links between values and commitments, and their own attitudes and behaviour.

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RE. Year 2 .Spring Term.

What does it mean to belong to the Sikh Family?

Overview of the Learning

In this unit of learning pupils will be learning about the historical and living aspects of Sikhism. Children are given the opportunity to learn about current beliefs, practices and lifestyles by studying the holy days, artefacts, festivals and leaders. There are also opportunities for children to respond to some of the key ideas and values of the religion they are studying, and to develop their understanding of their importance for those who belong to the religion. This unit extends and deepens children's knowledge about beliefs and practices by enabling them to experience the atmosphere of a place of worship (Gurdwara).

Core Aims

- know about the basic beliefs and practices of a religion and retell the events of the main festivals;
- name certain religious artefacts and understand how and when they are used;
- name a key religious leader and the events of his or her life;

Pupils should be taught

- explore a range of religious stories and sacred writings and talk about their meanings
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives

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<ul style="list-style-type: none"> • describe the main features of the religious building they have visited, exploring how it is used by the members of the faith community; • identify symbols and explain their meaning; • know that the building is special to the people who use it; 	<ul style="list-style-type: none"> • explore how religious beliefs and ideas can be expressed through the arts and communicate their responses • identify and suggest meanings for religious symbols and begin to use a range of religious words. •
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<p>Expectations</p> <ul style="list-style-type: none"> • Children can reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness • ask and respond imaginatively to puzzling questions, communicating their ideas • identify what matters to them and others, including those with religious commitments, and communicate their responses • reflect on how spiritual and moral values relate to their own behaviour • recognise that religious teachings and ideas make a difference to individuals, families and the local community.
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RE. Year 2. Summer Term.
 Rituals in my life and the lives of others

<p>Overview of the Learning</p> <p>In this unit:</p> <p>In this unit, children will explore patterns in their own lives, contrasting them with those of their friends, and those who share a religious faith. It questions how personal beliefs affect a way of life. The unit refers to the children's own experiences, as well as involvement by practising members of particular faith(s). Children will gain an insight into the influence of faith within a practising group and find out how tradition and ceremony is part of their religious life. It links to the lives of any who follow their own set of beliefs.</p>
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<p>Core Aims</p> <ul style="list-style-type: none"> • describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others 	<p>Pupils should be taught to</p> <p>Pupils should be taught to:</p>
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- identify and begin to describe the similarities and differences within and between religions
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them
- describe and begin to understand religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding
- use and interpret information about religions from a range of sources

- reflect on what it means to belong to a faith community, communicating their own and others' responses
- respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- discuss their own and others' views of religious truth and belief, expressing their own ideas
- reflect on sources of inspiration in their own and others' lives.

Expectations

Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.

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