



The Religious Education Curriculum Year 2

Intent	<p>At Benjamin Adlard Primary School the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.</p> <p>Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. At Benjamin Adlard, Religious Education plays an important role, along with all other curriculum areas, particularly PSHE, in promoting the spiritual, moral, social, and cultural development of our children. Diversity, equality and Social Education is at the heart of what we do and we don't shy away from teaching the important concepts that pupils need to know in order to be good British Citizens.</p>
Implementation	<p>At Benjamin Adlard Primary School, it has been agreed that having taken into account the requirements and guidelines presented in the Lincolnshire Agreed Syllabus, the following religions have been selected for study:</p> <ul style="list-style-type: none"> • Christianity • Islam • Judaism • Hinduism <p>As Christianity is the predominant religion in the school's pupil population and in the community surrounding the school, Christianity is the chosen faith for Progressed Study.</p> <p>There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.</p>
Impact	<p>The children at Benjamin Adlard Primary School will acquire knowledge of religions and why people choose or choose not to follow a religion. Through their R.E. learning, the children will make links between their own lives and those of others in their community and in the wider world. Through R.E. our children will develop an understanding of other people's cultures, traditions, choices and ways of life, which they are then able to communicate to the wider community. Whilst Learning in R.E, pupils will develop key skills such as debating, questioning and seeking to find answers and information.</p> <p>R.E. will offer our children the means by which to understand how other people choose to live and to understand why they choose to live in that way.</p>

Year 2 – Autumn		Unit 1 – Islam and Christianity – Being Human – Faith in Everyday Life	
Cross Curricular links			
<ul style="list-style-type: none">PSHE – Identify and respect the differences and similarities between people. Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.			
British Values			
<ul style="list-style-type: none">Individual LibertyMutual RespectTolerance of those with different faiths and beliefs			
Unit Overview			
How do Muslims and Christians know how they should live their lives?			
Previous Knowledge acquired - Year 1			
<ul style="list-style-type: none">Know Jesus was sent to Earth by God to fix human mistakesKnow the creation storyKnow what the Bible isKnow stories from the Old and New TestamentKnow who Allah and Prophet Muhammed areKnow what the Qur’an isKnow Allah through the Qur’anKnow why the Church is important to ChristiansKnow practices that take place in the ChurchKnow Christian celebrations			
Progression of knowledge throughout the RE curriculum			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">Know how symbols in the Bible relate to GodKnow how symbols in the story of the baptism of Jesus reveal about the nature of GodKnow visual symbols and visual acts that can be seen in a Christian churchknow language within worship that expresses Christian beliefKnow the features of a Mosqueknow Muslims use Islamic art to	<ul style="list-style-type: none">Know about the Arti ceremonyKnow about the Diwali festivalKnow about the Holi festivalKnow about the Rashka Bandhan festivalKnow about Kumbh MelaKnow about the five pillars of IslamKnow about Eid ul-AdhaKnow about worship in different denominationsKnow about the importance of	<ul style="list-style-type: none">know how Hindus reflect their faith in the way they liveknow what karma isknow how karma drives the cycle of samsaraknow what a Hindu will seek to achieve mokshaknow how the Qur’an teach Muslims about how they should treat othersknow how Muslim family life contributes to following	<ul style="list-style-type: none">Know about the Buddhist holy bookKnow how and where Buddhist worshipKnow about the Four Noble TruthsKnow about the Eightfold PathKnow how Hindus, Muslims, Christians and Sikhs celebrate birth, marriage and deathCompare how Hindus, Muslims, Christians and Sikhs celebrate birth, marriage and death.

<p>show their faith in the Mosque</p> <ul style="list-style-type: none"> • Know the purpose of visual symbols in a Mosque • Know Allah's attributes in the Qur'an • Know about Hindu Gods and Goddesses • Know about the Hindu Shrine and Puja • Know the purpose of visual symbols in a Mandir • Know key figures in Hindu texts 	<p>communal events in Christianity</p> <ul style="list-style-type: none"> • Know what pilgrimage is • Know sites of pilgrimage in Christianity • Know how Jerusalem is important to Jews, Christians and Muslims 	<p>shariah</p> <ul style="list-style-type: none"> • know what the Hadith is • know well known Muslims and how their beliefs impact their lives • know Muslim charities and their links to Muslim beliefs about God • know why man and woman were created in the image of God • know the Ten Commandments • know the Sermon on the Mount 	
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Key skills acquired throughout this unit

- **Investigation and Enquiry**: asking relevant and increasingly deep questions, using a range of sources and evidence, including sacred texts, identifying and talking about key concepts.
- **Critical thinking and reflection**: analysing information to form a judgement, reflecting on beliefs and practices, ultimate questions and experiences.
- **Empathy**: Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others, seeing the world through the eyes of others.
- **Interpretation**: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.
- **Analysis**: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.
- **Evaluating**: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

Key knowledge acquired throughout this unit

- Shahadah is a statement of faith and one of the five pillars of Islam:
- "There is no God but God, and Muhammad is his prophet."
- Shahadah is used as a key part of Muslim prayer. When Muslims recite the shahadah they proclaim:
 - That Allah is the only God, and that Muhammad is his prophet
 - That they personally accept this as true
 - That they will obey all the commitments of Islam in their life
 - Muslims believe in the oneness of God (tawhid) who has created a universe in harmony.
 - The believe that prophets guide then along a straight path that will help keep the universe in harmony.
 - Akhlaq (character, moral conduct) – making good choices, that is, choices that will keep creation in harmony, as God intended.
 - Zakat – Charitable gifts – 2.5% of disposable income annually - The importance of serving others and showing compassion – helping address disharmony in the world, that is, some have more than they need, others don't have enough.
 - Stories about the prophets (e.g. Ibrahim, Nuh, Musa, Isa, Muhammad) – how to care for others and make sure the world is a fair, just and harmonious place

The Five Pillars of Islam

These are the five most important duties for Muslims.



- Christians believe that God created humans in his own image (Genesis 1:26-27)
- They believe that God created humans to look after his creation (Link back to Year 1 – Autumn 1 – The Creation Story)
- Christians believe that humans should love God and love their neighbours as themselves (Mark 12:30-31)

Subject specific vocabulary and definitions (Tier 3 vocabulary)

Bible	The holy book of Christianity ; tells the story of God , Jesus and human beings
Shahadah	Is a statement of faith and one of the five pillars of Islam
Prophet Muhammad	Muslims see him as a God's messenger
Tawhid	One God
Allah	The Arabic word for God
Qur'an	Sacred book to Muslims

Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To know about the Shahadah.	To know why Akhlaq is important to Muslims.	To know how Muslims show compassion (Zakat).	To know and retell stories about the prophets. (Ibrahim, Nuh, Musa, Isa, Muhammad)		To know and retell the stories from the new bible (Mark 12:30-21 - Humans to treat others as neighbours)

Year 2 – Spring		Unit 2 - Islam and Christianity - Life Journey- Beginning and Belonging	
Cross Curricular links			
<ul style="list-style-type: none">PSHE – Identify and respect the differences and similarities between people. Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.			
British Values			
<ul style="list-style-type: none">Individual LibertyMutual RespectTolerance of those with different faiths and beliefs			
Unit Overview			
What do Christians and Muslims do to celebrate birth?			
Previous Knowledge acquired - Year 1			
<ul style="list-style-type: none">Know Jesus was sent to Earth by God to fix human mistakesKnow the creation storyKnow what the Bible isKnow stories from the Old and New TestamentKnow who Allah and Prophet Muhammed areKnow what the Qur’an isKnow Allah through the Qur’anKnow why the Church is important to ChristiansKnow practices that take place in the ChurchKnow Christian celebrations			
Progression of knowledge throughout the RE curriculum			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">Know how symbols in the Bible relate to GodKnow how symbols in the story of the baptism of Jesus reveal about the nature of GodKnow visual symbols and visual acts that can be seen in a Christian churchknow language within worship that expresses Christian beliefKnow the features of a Mosqueknow Muslims use Islamic art to	<ul style="list-style-type: none">Know about the Arti ceremonyKnow about the Diwali festivalKnow about the Holi festivalKnow about the Rashka Bandhan festivalKnow about Kumbh MelaKnow about the five pillars of IslamKnow about Eid ul-AdhaKnow about worship in different denominationsKnow about the importance of	<ul style="list-style-type: none">know how Hindus reflect their faith in the way they liveknow what karma isknow how karma drives the cycle of samsaraknow what a Hindu will seek to achieve mokshaknow how the Qur’an teach Muslims about how they should treat othersknow how Muslim family life contributes to following	<ul style="list-style-type: none">Know about the Buddhist holy bookKnow how and where Buddhist worshipKnow about the Four Noble TruthsKnow about the Eightfold PathKnow how Hindus, Muslims, Christians and Sikhs celebrate birth, marriage and deathCompare how Hindus, Muslims, Christians and Sikhs celebrate birth, marriage and death.

<p>show their faith in the Mosque</p> <ul style="list-style-type: none"> • Know the purpose of visual symbols in a Mosque • Know Allah's attributes in the Qur'an • Know about Hindu Gods and Goddesses • Know about the Hindu Shrine and Puja • Know the purpose of visual symbols in a Mandir • Know key figures in Hindu texts 	<p>communal events in Christianity</p> <ul style="list-style-type: none"> • Know what pilgrimage is • Know sites of pilgrimage in Christianity • Know how Jerusalem is important to Jews, Christians and Muslims 	<p>shariah</p> <ul style="list-style-type: none"> • know what the Hadith is • know well known Muslims and how their beliefs impact their lives • know Muslim charities and their links to Muslim beliefs about God • know why man and woman were created in the image of God • know the Ten Commandments • know the Sermon on the Mount 	
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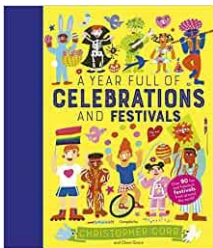
Key skills acquired throughout this unit

- **Investigation and Enquiry**: asking relevant and increasingly deep questions, using a range of sources and evidence, including sacred texts, identifying and talking about key concepts.
- **Critical thinking and reflection**: analysing information to form a judgement, reflecting on beliefs and practices, ultimate questions and experiences.
- **Empathy**: Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others, seeing the world through the eyes of others.
- **Interpretation**: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.
- **Analysis**: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.
- **Evaluating**: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

Key knowledge acquired throughout this unit

- The importance of community (ummah) in Islam; belonging to one community of Muslims worldwide – all Muslims working together in harmony to follow the straight path (shariah)
- Celebrating a new members of the Muslim community (ummah) – the birth of a baby as a blessing, something that Muslims give thanks for
- Whisper the call to prayer (adhaan) into the baby's ear just after they have been born – this reminds them to worship the one God; then the baby is given a taste of something sweet.
- The aqiqah ceremony at 7 days old: mentioned by Muhammad in a collection of his sayings and teachings
- Traditionally, Muslims give a gift of food to the poor as part of the aqiqah ceremony (to help bring about harmony in the world – to rebalance those who have more than they need and those who do not have enough)
- Some Muslims shave the baby's hair at this time as well; the hair is weighed and this weight in silver is given to the poor
- Babies are traditionally given a name at this time; often they are named after Prophets or other important Muslim figures Could compare this with other birth rites, e.g. baptism (Christianity) or brit milah (Judaism)
- Explore the importance of belonging:
 - Different ways in which people belong
 - Reasons why it is helpful to belong
 - Some of the challenges of belonging (or not feeling like you belong)
- Explore ways in which Christians mark a sense of belonging:
 - Baptism – different types of baptism, key features, links with Jesus' baptism, what this tells us Christians think God is like, etc.; also known as christening
 - Service of thanksgiving (for families that want their children to choose whether to be baptised or not for themselves)
 - The role of the church community in creating a sense of belonging – examples of all-age worship (e.g. Messy Church), engagement with the wider local community (e.g. foodbanks, street pastors)

Key book in school



Subject specific vocabulary and definitions (Tier 3 vocabulary)

Christening	A ceremony where a new baby is welcomed into Christianity
Baptism	When water is sprinkled on a baby's head during their Christening
Aqiqah	A Muslim celebration to welcome a new baby into Islam

Celebration	A special day or important event				
Tradition	Passing down beliefs				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To know Muslims celebrate a baby’s birth with the Aqiqah ceremony.		To know Christian’s celebrate birth with a Baptism or Christening.	To explore the importance of belonging to Christians and Muslims.	To explore different ways Christians, mark a sense of belonging e.g. service of thanksgiving, role of the church community.	

Year 2 – Summer		Unit 3 – Christians and Islam - Places of Worship	
Cross Curricular links			
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British Values			
<ul style="list-style-type: none">Individual LibertyMutual RespectTolerance of those with different faiths and beliefs			
Unit Overview			
Where and how do Christians and Muslims worship?			
Previous Knowledge acquired - Year 1			
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Key skills acquired throughout this unit

- **Investigation and Enquiry**: asking relevant and increasingly deep questions, using a range of sources and evidence, including sacred texts, identifying and talking about key concepts.
- **Critical thinking and reflection**: analysing information to form a judgement, reflecting on beliefs and practices, ultimate questions and experiences.
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- **Evaluating**: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

Key knowledge acquired throughout this unit

Key Features and symbols in a mosque:

- Prayer mat:
 - Used during prayer (five times a day); links between regular prayer and Muslim beliefs about God and harmony; preparations for prayer (wudu); prayer facing Makkah; actions and words associated with prayer and ways in which they connect with Muslim beliefs about God and harmony
- Qibla
 - Indicates the direction of Makkah; Makkah as the birthplace of Islam, the site of the Kaabah (Muslims believe this is the first place dedicated to the worship of one God); links between Makkah and the Prophets Ibrahim and Muhammad; used to work out which direction to face when praying; ensures everyone is praying in harmony around the world
- Minaret
 - Tower from which the adhaan (call to prayer) is given; adhaan is sung by a muezzin; minaret ensures this adhaan can be heard as far as possible to make sure as many Muslims as possible know it is time to pray; links with Muslim beliefs about God and harmony.
- Key Features and symbols in a church:

Key features of a church:

- **Candle:**
 - Symbol of Jesus, the light of the world; bringing light into darkness, symbolising goodness/hope in dark times; lit as a form of prayer: prayer = speaking and listening to God – saying, ‘God, you’re awesome’, thank you, sorry, please; lit as a way of remembering someone/something
- **Font**
 - Key feature of baptism; symbolises entry into the Christian community; Jesus’ baptism (Matthew 3:13-17) and its connections with the Christian belief about God as Trinity (Father, Son and Holy Spirit); key elements of a baptism service: promises, prayer, sprinkling of water, candle; different ways in which baptism is performed in different Christian denominations: children/adults, etc.; questions about identity and belonging
- **Altar**
- Table upon which the shared meal of Holy Community (Mass/Eucharist/Lord’s Supper) takes place; symbolises the Last Supper (last meal Jesus shared with his friends); links with Christian beliefs about God and salvation; bread and wine symbolising the body and blood of Jesus; paten and chalice (containers for bread and wine); candles; Bible; different ways in which Holy Communion is celebrated by different Christian denominations

Subject specific vocabulary and definitions (Tier 3 vocabulary)

Prayer Mat	Used during prayer (five times a day); links between regular prayer and Muslim beliefs about God and harmony
Qibla	Indicates the direction of Makkah
Minaret	Tower from which the adhaan (call to prayer) is given
Candle	Symbol of Jesus, the light of the world
Font	Key feature of baptism; symbolises entry into the Christian community
Altar	Table upon which the shared meal of Holy Community (Mass/Eucharist/Lord’s Supper) takes place; symbolises the Last Supper

Minbar	An elevated platform from which an Imam delivers a sermon.				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To recall the importance of the Church to Christians.	To know key features of a church. (Candle, Font)	To know key features of a church (Altar, Vicar)	To recall the importance of the Mosque to Muslims.	To know the key features of a Mosque. (Prayer mat, Qibla)	To know key features of a Mosque. (Minaret, Minbar)