

BOSTON WEST ACADEMY

Y2 RE KNOWLEDGE OVERVIEW



Year 2 - Follow the compulsory units and use the ideas, questions and resource links to plan a term's sequence of learning.

Throughout each unit pupils are given opportunities to:
use some religious words.
retell religious stories and talk about their meanings.
name and talk about some celebrations.
say how people show their beliefs by what they do.
to see the difference between opinion and fact.

Term 1

Being Human – Christianity



Faith in everyday life

What does the Bible say about how Christians should treat others/live their lives?

- Parables (e.g. the Good Samaritan), Creation Story (people should look after what God has made).
- Adam and Eve – making choices
- Humans are created equal and special
- Jesus' teaching – treat each other as special and equal, e.g. the Greatest Commandment (Mark 12:30-31), the Golden Rule (Matthew 7:12)

How can Christian faith and beliefs be seen in the actions of inspirational Christians?

- Examples from the Bible, e.g. Daniel, Noah, David, Esther, Jonah, Mary, the disciples

Key questions

How does faith and belief affect the way people live their lives?

What does the Bible say about how Christians should treat others/live their lives?

How can Christian faith and beliefs be seen in the actions of inspirational Christians?

Key vocabulary

Parables

The Greatest Commandment (Mark 12:30-31)

The Golden Rule (Matthew 7:12)

Inspiration

Prior Learning:

Y1 Christianity units:
God and Community,
Worship and Celebration

Next Steps:

Y3 God – Christianity unit

The ideas we might explore

- Belief that humans are created by God in his image (**Genesis 1:26-27**)
- Belief that humans are created to look after God's creation
- Belief that humans should love God and love their neighbour as themselves (**Mark 12:30-31**)
- Examples of this in the Gospels, e.g. the parable of the Good Samaritan, Lost Son, Lost Sheep (*see also God - Christianity*)
Examples of people who live like this, e.g. Mary (**Luke 1:46-55**), Peter, Paul

Suggested sequence of Learning

Lesson 1 - Recap the Christian creation story taught in year 1 with a focus on humans being created by God in his image and to look after God's creation

Lesson 2 - Teach belief that humans should love God and love their neighbour as themselves (Mark 12 v30,31) The Golden Rule (Matthew 7v12)

Lesson 3 - Parable of the Good Samaritan and how it's an example of humans loving their neighbour

Lesson 3 - Parable of the Lost Son and how it's an example of humans loving God and their neighbour

Lesson 4 - Focus on an example of a person who lives like this from the Bible - Mary (Luke 1 v 46-55)

Lesson 5 - Focus on an example of a person who lives like this from the Bible - choose from Peter, Paul, the disciples, Daniel or David

Term 2

Life Journey – Christianity



Beginning and belonging

What do Christians do to celebrate birth?

- Birth (christening, dedication), meaning of actions and symbols

What does it mean and why does it matter to belong?

- What belonging means to individual Christians in the locality
- The church's role in bringing people together, e.g. during key festivals such as Christmas and Easter

Lesson 2

Key questions

How do people mark important events in life?

What do Christians do to celebrate birth? (christening)

What does it mean and why does it matter to belong?

Key vocabulary

Christening

Baptism

Community

Birth

Festivals

Belonging

Prior Learning:

Next Steps:

The ideas we might 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)
Lesson 1
- 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
Lesson 2
 - 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)
Lesson 3

Suggested sequence of Learning

Lesson 1 - What does belonging mean? Relate to belonging to our school community/class, a club etc.

Introduce pupils to the story of Jesus' baptism (e.g. Luke 3:21-22). Who are the key characters in the story? What are the key events? How do you think the characters in the story feel at various points (e.g. before the baptism, during the baptism, after the baptism) ?

Revisit a clip on Christian baptism:

<https://www.bbc.com/education/clips/zm87tfr> (Christian baptism part 1)

<https://www.bbc.com/education/clips/zr34wmn> (Christian baptism part 2)

<https://www.bbc.com/education/clips/z8b9jxs> (Christian baptism celebrations)

<https://www.bbc.com/education/clips/zhq6sbk> (Christian baptism animated story)

<https://www.bbc.com/education/clips/z6wmpv4> (the Bible and baptism)

Explain that baptism is one way of welcoming somebody into a Christian community. What do pupils think it is about this service that might make someone feel welcome?

Lesson 2- Ways in which Christians mark a sense of belonging—Christening/Baptism

Lesson 3/4- The role of the church community in creating a sense of belonging

Introduce the key text: “And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another...” (Hebrews 10:24-25). Explore some of the ways in which Christians do this church, e.g.: ☒ All-age worship (<http://www.allageworshipresources.org/>; <https://www.barnabasinchurches.org.uk/all-age/>) – explore some of the suggested resources, e.g. prayer activities; ask pupils to try them out and give feedback, then share them with adults in school and get feedback – do different ages get something different from the same activity? How does this connect with the idea of belonging to a Christian community made up of people of all ages who encourage one another? ☒ Messy Church (<https://www.messychurch.org.uk/>) – what are the key elements of Messy Church? (play, sharing a meal, learning about God and Christian community, etc.) How does this connect with the more traditional Holy Communion service? Ask pupils to try out some of the activities (e.g. <https://www.messychurch.org.uk/resources/messy-church-does-science>) – what do they learn about Christianity and God from these activities? [Remember, these are done from a perspective of faith, so you may need to change any ‘we believe...’ language to ‘Christians believe...’] How might Messy Church encourage Christians to feel as though they belong to a Christian community?

Ask pupils to find out what members of local Christian communities do to engage with the wider local community. They could do this by researching church websites/social media accounts or by interviewing members of local Christian communities. E.g. <https://www.streetpastors.org/>; <https://streetpastors.org/locations/lincoln/>; <https://lincoln.foodbank.org.uk/>; <https://www.alivechurch.org.uk/community.html>; <https://www.alivechurch.org.uk/restore.html>; <http://www.sspp.lincs.sch.uk/catholic-life/charity-projects/>; Pupils could roleplay/hot-seat those who carry out this work and those on whom it impacts.

Lesson 5- The churches role in bringing the community together for the festival of Christmas

Term 3

Being Human – Islam



Faith in everyday life

What does the Qur'an say about how Muslims should treat others and live their lives?

- Imam (Faith), Sha'adah (statement of faith)
- Akhlaq (character, moral conduct)
- Serving others, supporting the poor, e.g. Zakah, almsgiving

How can the Muslim faith and beliefs be seen in the actions of inspirational Muslims?

- Stories about Muhammed and other Prophets, e.g. Ibrahim
- Examples of stories and teaching, e.g. Abdullah, the Servant of God

Key questions

What does the Qur'an say about how Muslims should live their lives and treat others?

What do Muslims learn about Allah and their faith through the Qur'an?

What do Muslims believe about serving others and supporting the poor?

How is their faith and belief reflected in stories about inspirational Muslims?

Key vocabulary

Iman

Sha'adah

Akhlaq

Zakah

Ibrahim

Prior Learning:

Y1 Islam units: God and Community, Worship and Celebration

Next Steps:

Y3 God – Islam unit

The ideas we might explore

- **Imam** (faith) – **shahadah** (statement of faith) – ‘there is no God but God, and Muhammad is his prophet’; one of the Five Pillars of Islam; used as a key part of Muslim prayer; connection with belief in the oneness of God (*tawhid*) who has created a universe in harmony and the importance of the prophets (those who guide Muslims along the straight path [*shariah*] 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
- The importance of serving others and showing compassion, e.g. **zakat** (charitable gifts – 2.5% of disposable income annually) – 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

Suggested sequence of Learning

Lesson 1 - Recap learning from Y1—the children learnt about Muslims believing in one God Allah who has 99 names that describe his characteristics and that Allah wants people to live in harmony together and look after the world he created. They set up a mock Mosque in the classroom with prayer mats, call to prayer, performed wudu and prayer rituals. Introduce vocabulary

Lesson 2 - Brief overview of the 5 pillars

Lesson 3 - What does the Qur’an say about how Muslims should live their lives and treat others? What do Muslims learn about Allah and their faith through the Qur’an? The story of prophet Nuh.

Lesson 4 - What do Muslims believe about serving others and supporting the poor? Share story of prophet Mohammad Zakat

Term 4

Life Journey – Islam



Expressions of belonging

What do Muslims do to celebrate birth?

- Birth of a baby as a blessing - aqiqah ceremony, why belonging is special
- Call to prayer (Adhaan) into baby's ear and taste of something sweet
- Shaving of head, weighing of hair

Key Questions

What do Muslims do to celebrate birth?

What do Muslims do to celebrate the birth of a baby?

Key vocabulary

Aqiqah

Adhaan

Prior Learning:

Next Steps:

Y6 Life Journey/Rites of passage – Hinduism and Islam

The ideas we might explore

- Celebrating a new member 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)

Suggested sequence of Learning

Lesson 1 - Recap Christian christening and Baptism. Introduce new vocab and Muslim baby ceremony

Lesson 2 - Recap vocabulary and compare Christian and Muslim ceremony

Term 5 and 6	<u>Key Questions</u>	Prior Learning:	Next Steps:
<p>Places of Worship - Judaism, Islam and Christianity</p> <p>Symbols, architecture, worship, diversity, practices, connections with key beliefs</p>	<p>Choose three key objects, features or symbols and look at:</p> <p>What do they tell us about beliefs about God/humans/ the world around them?</p> <p>How are they used in practice – i.e. what impact have they on the community?</p> <p><u>Key vocabulary</u></p> <p>Synagogue Torah scroll yad Ner Tamid tallit church candle font altar mosque prayer mat qibla minaret Makkah</p>	<p>Y1 visit to Boston Stump and set up mock Christian church and Mosque in classroom</p>	<p>Y3 Visit to a church Y4 visit to a mosque</p>

Suggested sequence of Learning

Lesson 1 - Recap features of a church. Name and identify what they tell us about beliefs and practices.

Lesson 2 - Recap features of a mosque. Name and identify what they tell us about beliefs and practices.

Lesson 3/4 - Introduce features of a synagogue

Lesson 5 - Compare and sort places of worship and features

