

RE in KS1: Programme of Study

What do pupils get out of RE at this key stage?

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. They will learn about Sikhs, Muslims and Christians.

Aims and outcomes

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

RE teaching and learning increasingly enables pupils to...

A. Make sense of a range of religious and non-religious beliefs.	B. Understand the impact and significance of religious and non-religious beliefs.	C. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.
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End of key stage outcomes: This RE enables most 7 year olds at the end of year 2 to:

Identify the core beliefs and concepts studied and give a simple description of what they mean.	Give examples of how people use stories, texts and teachings to guide their beliefs and actions	Think, talk and ask questions about whether the ideas they have been studying have something to say to them
Give examples of how stories show what people believe (e.g. the meaning behind a festival).	Give examples of ways in which believers put their beliefs into action	Give a good reason for the views they have and the connections they make.
Give clear, simple accounts of what stories and other texts mean to believers		

Key Question 1.11 Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people?

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Impact: learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief - Identify at least three people from religions who are admired by believers as good followers of God, and remember stories about them Understand the impact - Identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves - give simple spoken examples of inspiration, for example, 'Moses / Jesus / Muhammad inspired people to ... by ...' Make connections - talk about links between the work and the question: who inspires me? 5+ key words to teach: Inspiring, leaders, holy or sacred, Prophet, Lord, Patriarch.	Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes. Don't try to teach all this content: select what is best for your class. Throughout this unit, make connections with pupils' prior learning from earlier in the year. People who inspire others from the Jewish, Christian and Muslim religions - What makes an inspiring leader? Pupils could choose 10 words from a list of 20. Think of examples from sport, fiction, movies and local or personal examples. Ask the children to think about religious leaders: they might be people who are admired because they are good followers of God, or for other similar reasons. What might it mean to be a good follower of God? - Christianity: Share stories from the life and teachings of Jesus and how these are important to Christians today, e.g. Peter and Andrew – the first disciples (Luke 5:1–11), Zacchaeus – how following Jesus changed his life (Luke 19:1–10). - Why do people follow Jesus today? Pupils could select three good reasons from a longer list. - Islam: Share stories and teachings from the life of the Prophet Muhammad, and consider why these are important for Muslim people today. The story of the First Revelation of the Quran, or of Muhammad and the Black Stone, would be good examples. - Judaism: Share stories from the life of Moses, and consider why Moses was a good leader. How do some stories from his life show him as a leader sent by God? Good examples include Moses and the Burning Bush (Exodus 3), leading his people (Exodus 7–14), receiving the Ten Commandments from God (Exodus 20). There are links between these three Abrahamic faiths. Local examples - Investigate local leaders in places of worship, their role in worship, care and the wider community. What are the differences between the great ancient leaders and the local leaders? - Remind pupils of the list of heroes we made at the start of the unit. Can they describe a way a Muslim, Jew or a Christian might be inspired by a story from their faith and use religious vocabulary such as <i>Patriarch</i>, <i>Lord</i> or <i>Prophet</i> to describe who inspires Jews, Muslims and Christians? Note again links between the three Abrahamic faiths. A display idea - Can pupils each contribute to a class display about people who inspire us? Using key words, pictures, simple sayings from the leaders they study and their own ideas, the class might create a wall display about inspiration. Can they talk about how and why stories of religious leaders are important, talk about their own experiences of leaders who they admire and talk about what can be good and bad about following others? - Can some pupils make connections between what they admire in other people and what kind of person they would like to be themselves? What sort of values, qualities or talents would they like to copy?

Unit 1.13 Who are the Humanists and what is their way of life?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Impact: Learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these): Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: - Identify some values important to Humanists: e.g. responsibility, truth, honesty, cooperation, thoughtfulness and compassion. Understand the impact: - Describe the impact of being a Humanist on some ceremonies and celebrations of Humanism Make connections: - Raise questions about and respond simply to key Humanist ideas. 5 key words to teach: Humanist, non-religious, responsible, 'good without God', Golden Rule	Implementation: Ideas and some content for learning: Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes. Humanist ideas and values: what can we learn? Introduce the symbol of the 'Happy Human' - Teach children that in RE we learn about all the different views of the world people have. Some of these are religious views, and some non-religious. Introduce the word 'Humanism': someone who believes in humans and our power to be good (but not in god or gods). - Stories with values messages: Young children in Britain are almost certain to give examples of non-religious fairy stories or fables among their special and well-loved stories. Cinderella, Red Riding Hood and Jack and the Beanstalk, along with whatever is new from Disney. Almost all are stories of the struggle for good and the defeat of evil, with values messages woven in. These stories are, or can be, the foundation of concepts of right and wrong for all of us – and teachers will always discuss the lessons of these stories for that purpose. This is Humanism: exploring with young people how to behave well, often in challenging or even dangerous situations – and the rewards for doing so. - Show two Disney clips of 5 minutes each and see if the children can spot someone who behaved well – kindness, teamwork, telling the truth, generosity, forgiving, being honest. Can they spot people who behaved badly? What if we all did this? - Expand the children's experience by adding one or two of the fables of the Greek writer Aesop, exploring with them the moral lessons that he attached. Ask the children to use the Golden Rule – treat others as you want to be treated – to explain good and bad in the movie clips. - Exploring why people are special could include ranking the reasons, or making them into a 'friendship pie' with different size portions: honest? Fun? Kind? Likes me? Shared interests? Similar families? - Humanists – like everyone – love a party. Find out about how humanists celebrate a new baby, a new year, a new love. Lots of good materials here: http://understandinghumanism.org.uk/uhtheme/celebrations-and-ceremonies/. A really important point for non-religious children is that we can all share in exploring these special times and enjoy reminders of them – Christmas, Diwali and Red Nose Day work for nearly everyone. Discuss why sometimes it seems like money takes over at festivals – but fun is cheap if you are with the right people. - Questions matter to Humanists: many Humanists love science because it can answer our questions. They don't think we need gods or holy books to answer our questions: we have to try and do it ourselves. What big questions do the children have? Provide some questions to be entered on a grid according to being either easy or difficult, interesting or boring. There are activities to encourage children in groups to enjoy our special ability to ask questions. - Wonderful World: we'd better look after it! Show some short extracts from any programme on the natural world by David Attenborough (himself a Humanist) to illustrate its wonder and beauty. Ask children to identify their favourite fish, bird, flower, fruit, insect, wild animal, tree or whatever. We can all enjoy these beauties, even though we cannot make them ourselves! _Martin Palmer and Esther Bissett's Humanist creation story in 'Worlds of Difference' (Blackie Schools, 2000) introduces children to the idea of gradual, natural change and the immensity of time needed for this to take place. This is, of course, very different from the Biblical story in Genesis 1 of creation in six days. - A good question: how can we show that we care for the Earth? Groups of pupils might create a multi-page leaflet to which they all contribute a page showing a wide range of different answers to this question. Note that humanists don't think God will save the planet – or save us. We will have to do this ourselves! - A final display idea: Give children an outline of a human figure, and ask them to 'write in' all the values words that they can think of that they share with the Humanists. Choose from: care, love, sharing, kindness, thinking hard, science, being responsible, other examples.
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Key question 1.10: How and why are some books holy? What can we learn from sacred books and stories?

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Impact: learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these): Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief - identify a belief about God linked to what a holy book says - recognise that sacred texts contain stories which are special to many people and should be treated with respect Understand the impact - recognise how different religions express their respect for their scriptures, giving at least 3 examples of symbols of respect - give simple examples of 'hidden messages' in faith stories, or wise sayings that believers may follow Make connections - think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people - suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories 5+ key words to teach: God, creator, Jesus, Christian, Bible, Torah, Qur'an, holy book, symbol	Implementation: Ideas and some content for learning: Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes. Don't try to teach all this content: select for your class's needs. Throughout this unit, make connections with pupils' prior learning from earlier RE. Examples of holy books: the Jewish Torah, Muslim Qur'an and Christian Bible - Make a display of books for children to think about, including some favourite and famous books. Look at these together, and talk about why some books are especially important to us. Pupils explore in paired talk the books they like best and why. Are they funny? Good to read more than once? Moving? Exciting? Do they tell great stories? Tell the pupils that different religions often have a special/holy book that they love best of all, and show them either artefacts or pictures to do with the Torah, the Bible and the Qur'an. Note that many people learn from books that are not holy, but just great! - Teach the class that these holy books all have stories, wise words, messages for people from that religion from God and ideas about how to live – rules, if you like – inside them. Find out together what stories the children know that come from holy books: do they remember any stories of Moses, Jesus or the Prophet Muhammad? These people are associated with the holy books in Jewish, Christian and Muslim religions. Can the children consider some simple pieces of 'wise advice' from the different books and say what they like about it? - Symbols of respect: teach the children (with artefacts, pictures or videos) that religious people sometimes show their respect for their holy book with some symbols. Examples: a Jewish Torah is handwritten on a scroll, kept in a special place in the synagogue and never touched by hands, but with a pointer called a Yad. A Christian Bible may be read aloud in church. Some churches have the congregation stand as the Gospel is read. Bibles might be leather-bound and gold-leaf decorated. Many Muslims keep the Qur'an wrapped up on a high shelf and never on the floor, opened only with clean hands on a Qur'an stand. But also talk to the pupils about this idea: the best way to respect your holy book is to do what it says, e.g. love, forgive, care, share, be kind, trust in God. A story from each of the holy books to think about - Notice that the books from these three religions tell us stories about God and about the people who try to follow God. Listen to a story from each of the religions, and think and talk about these questions: What does this story mean to believers? Does this story have some hidden messages? How do the stories and messages in these books help people know how to live their lives? - Learn and use the idea of hidden messages: think together about three examples. Here are three suggestions: - Learn from a Jewish story that teaches about God looking after his people (e.g. Call of Samuel, 1 Samuel 3; David and Goliath, 1 Samuel 17; Jonah 1–3). - Learn from a story Jesus told (e.g. The Lost Sheep/Lost Coin, Luke 15) and how to treat each other (e.g. The Good Samaritan, Luke 10). - Learn from a story from Muslim tradition, e.g. Hagar and Ismail and the Well of ZamZam, where an angel provides a spring of water to save a mother and child when they are thirsty. The story expresses the idea that Allah is a caring rescuer of those in trouble, and answers prayers. The story is remembered as a part of the Hajj, the Muslim pilgrimage to Makkah. - Can the pupils retell stories, suggest feelings and reactions of characters at key points in faith stories, suggest meanings in the stories and make a link to beliefs about God from the stories?
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Key question 1.12: What is the 'good news' Christians say Jesus brings? (Gospel)

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Impact: learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes. Don't try to teach all this content: select for your class's needs.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief • tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' • give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Understand the impact • give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) Make connections • think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas 5 key words to teach: God, Jesus, Gospel, incarnation, Christian.	People who change the world • As a part of the way the syllabus balances the study of religions in line with the law, this unit is about Christianity. • Ask pupils to come up with a class list of 12 people (or professions) to change the world: who would they choose and why? The New Testament describes the 12 people Jesus chose – they were not necessarily the kinds of people pupils might expect. Read, dramatise and illustrate the following story about one of Jesus' 'world-changers': Matthew the tax collector (Matthew 9:9–13). Tax collectors were reviled by the Jewish people because they worked for the occupying Roman forces. Explore how and why Matthew's life was changed by his encounter with Jesus, 'friend of the friendless'. (Compare with story of Zacchaeus in Luke 19:1–10; Matthew becomes one of Jesus' 12 disciples.) These accounts are part of the 'Gospel' of Jesus, meaning 'good news'. What was the 'good news' that Jesus brought? Forgiveness, peace, friendship • Forgiveness: Luke 6:37–38. Jesus teaches his followers that God forgives them, but they need to forgive others too. Talk about who needs forgiveness and how people might feel if they are forgiven. Pupils can talk about real life examples if appropriate. Talk about why forgiveness from God is good news for Christians, and why forgiveness from people is important for all of us. What happens if someone does not forgive, compared with if they do? • Peace: John 14:27 Jesus promises his followers peace. Talk about things that stop us having peace (e.g. worry, illness, conflict, fear). Talk about and try out some ways in which people get peace (music, laughter, being quiet, exercise, saying 'sorry' and being forgiven, a hug). How do Christians receive peace from Jesus? If they believe Jesus loves them and forgives them, how does that bring them peace? How is that 'good news' for Christians? • Explore some ways in which Christians try to bring Jesus' 'good news' to others. For example, just like Jesus was 'friend to the friendless', Christians try to help people in need, e.g. through local food banks and working with the homeless – look at the churches that support Bedford Foodbank https://bedford.foodbank.org.uk/locations/ or St George's Crypt, Leeds for a national example https://www.stgeorgescrypt.org.uk/how-we-help • Find out how Christians say 'sorry' to God and receive forgiveness. Sometimes they say 'sorry' in public sometimes in private (remember the 'saying sorry' prayers in Unit 1.1). Sometimes Christians say confession to a priest or vicar. Talk to a Christian to ask about why they say 'sorry', and what difference it makes to them, believing that God forgives them. Build on earlier learning about forgiveness as part of Jesus' 'good news' for Christians. Some examples here: https://www.churchofengland.org/our-faith/our-faith-videos/what-line-lords-prayer-stands-out-you-most-and-why Here's a song of the Lord's Prayer too, very child friendly: https://www.youtube.com/watch?v=e8STLRycSnE • Ask pupils to investigate a church building and find out how it helps Christians remember the ways in which Jesus' life and teaching offers them 'good news': where can Christians find friendship, peace and forgiveness in this place? For example, how is prayer encouraged? (E.g. candles.) Does it feel peaceful? Are there groups who promote friendship in this church? (Note that this leads well into Unit 1.8, which talks about what makes some places sacred to believers.) • Explore the idea that offering friendship to others (especially the friendless), finding ways of being at peace and bringing peace, such as through forgiveness – these are all good things for people, not only Christians. Note that Christians believe they receive these things especially (but not exclusively) through Jesus. These outcomes and activities are abridged from Understanding Christianity, published by RE Today © 2016. Used by permission.

YEAR 2 SUMMER 1

Key question 1.7 + 1.8: Beginning to Learn Islam. Who is Muslim? What do Muslims learn from stories of the Prophet? What can we learn from Muslims in Sandwell? (*God / tawhid / ibadah / iman*) (Double unit)

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Impact: learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these): Teachers will enable pupils to achieve these outcomes, appropriate to their age and stage, so that they can: Make sense of belief - recognise the words of the <i>Shahadah</i> and that it is very important for Muslims - identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and a small number of the 99 Beautiful Names of Allah, and give a simple description of what some of them mean - give examples of how stories about the Prophets show what Muslims believe. Understand the impact - give examples of how Muslims use stories about the Prophets to guide their beliefs and actions (e.g. care for creation, fast in Ramadan, pray 5 times daily) - give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using <i>subhan</i> beads)	Implementation: Ideas and some content for learning Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes. Don't try to teach all this content: select for your class's needs. Muslims believe there is one God only. Muslims say 'Allah' for God (it is the Arabic word for God) - You could start by talking about prayer. What makes prayer special? Many people believe they are talking to God when they pray. God is invisible, but has the power to hear all the prayers. Ask the children to think up good questions about prayer and about God. Make some lists of questions. Talk about where we might find answers to these questions. Muslims find answers revealed to the Prophet in the Qur'an. Here are some useful introductory animations from BBC: https://www.bbc.co.uk/bitesize/topics/zj3d7ty - Introduce the idea that Muslims believe in Allah as the one true God ('Allah' is the word for 'God' in Arabic, not a name). In Islam, the central belief that there is only one God is referred to as <i>tawhid</i>. Muslims always teach the unity of the one true God, Allah (the Arabic word for God). BBC has helpful resources here. Begin from this site: https://www.bbc.co.uk/bitesize/topics/zj3d7ty <i>Iman</i> means belief, and it is expressed in the words of the <i>Shahadah</i> ('There is no god except Allah, Muhammad is the Messenger of Allah'). Find out about the <i>Shahadah</i>, and how this is the most important belief for Muslims. It is part of Muslims' daily prayers, and also called out as part of the call to prayer (<i>adhan</i>). Its words are incorporated into the <i>adhan</i>, is seen as the best first words for a baby to hear, so it is often whispered into babies' ears soon after birth. Talk about why it is used in these ways, and how it shows what is most important to Muslims. To be a Muslim is to submit willingly to God – to allow Allah to guide them through life. - Muslims believe it is impossible to capture fully what God is like, but they use 99 names for Allah to help them understand Allah better. Explore some of the names and what they mean; look at some of them written in beautiful calligraphy. Ask the pupils to choose one of the names, and to think about what the name means and how this quality might be seen in their life or the lives of others. Respond to the sentence starters: <i>One beautiful name found in the Qur'an for Allah is ... If I was ... I would ... If other people were ... they would ...</i> Ask the pupils to create some calligraphy around a 'beautiful name' of Allah; ask them to explain why this characteristic of God might be important to a Muslim. Examples might include: Merciful / Giver of Peace / Creator / Giver of Life / The Protector / The Knower of Secrets / The Majestic / The Care-Taker. - Look at calligraphy and listen to <i>nasheeds</i> (e.g. by Dawud Wharmsby Ali) that express ideas about God and Muhammad, e.g. calligraphy showing some of the 99 names of Allah; <i>I am a Muslim</i> by Zain Bhikha; share the words of the <i>Shahadah</i>; listen to the <i>adhan</i>. Give pupils a way to respond to their own big questions, e.g. writing a class 'big questions' poem or a 'Where is God?' poem: can they describe one of the beliefs that Muslims hold about God? Muslims follow the example of Messenger of God, called Muhammad. His example is found in the <i>sunnah</i>. - Remind pupils that the <i>Shahadah</i> says Muhammad is God's messenger (many Muslims say 'Peace be upon him' after his name, or write 'PBUH'). Examine the idea that stories of Muhammad are very important in Islam. They say a lot about what the Prophet said
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YEAR 2 Curriculum Content

Make connections • think, talk about and ask questions about Muslim beliefs and ways of living • talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too 5 key words to teach: Allah, Muslim, Islam, Prophet, Qur'an	and did, and these stories often teach Muslims an inspiring lesson. Muslims follow Allah (God), but they learn a lot from Muhammad's example. Remind children that Islam also teaches that Allah has sent many prophets to earth: Muhammad is the last prophet. • Give examples of some stories of Muhammad, e.g. he was considered very wise (Prophet Muhammad and the black stone) and he believed in fairness and justice for all (Bilal, the first muezzin, was a slave to a cruel master. The Prophet's close companion, Abu Bakr, freed him and made him the first prayer caller of Islam. See www.natre.org.uk/primary/good-learning-in-re-films/). Talk about how these stories might inspire people today. • Revisit the <i>Shahadah</i> – it says Muhammad is God's messenger. Now find out about the message given to Muhammad by exploring the story of the first revelation he received of the Holy Qur'an on the 'Night of Power'. Find out about how, where, when and why Muslims read the Qur'an, and work out why Muslims treat it as they do (wrapped up and put on a stand, wash your hands before you handle it, learn it, do what it says, etc.). There are many online versions children could hear. • Tell some stories of the Prophet, and use some good literacy learning activities to make sure the pupils understand them and are thinking for themselves. You might use the BBC's programmes for 5–7s in the Religions of the World series on Islamic stories: start here - https://www.bbc.co.uk/bitesize/topics/zj3d7ty/articles/zfwphow. These are stories that help to show how Muslims think of God, and how following God shows them ways to behave, e.g. Muhammad and the Cat, or Muhammad and the Crying Camel. Can you arrange for the pupils to talk to Muslims about what they believe about God? The Five Pillars of Islam: simple starting points • Introduce the idea of the Five Pillars as examples of <i>ibadah</i>, or worship. Reciting the <i>Shahadah</i> is one Pillar. Another is prayer, <i>salah</i>. Look at how Muslims try to pray regularly (five times a day). Find out what they do and say, and why this is so important to them. What difference does it make to how they live every day? (Note that pupils will learn about all of the Five Pillars in more depth at KS2, so only introduce them at this point.) Again, the BBC's animations of the Five Pillars from the Religions of the World series will be helpful: https://www.bbc.co.uk/teach/class-clips-video/religions-of-the-world/zfxwpg8 • Reflect on what lessons there might be from how Muslims live: how do they set a good example to others? Consider whether prayer, respect, celebration and self-control are valuable practices and virtues for all people to develop, not just Muslims. Prayer beads: Subhah and Subhanallah, bringing the learning together • Show the class a string of <i>subhah</i> beads. Teach them that the word '<i>Subhanallah</i>' means 'Glory be to God'. The beads, often 99 in number, are used to praise God, remembering the Islamic 99 beautiful names of Allah. They are passed through the fingers as Muslims pray or recite 'Glory be to God' or remember God's 99 names. • Explore what the concept of God means for the children themselves. Identify the objects that are most precious to them, or work as powerful reminders of what matters. Why are they precious? How does it show? Ask pupils to each contribute one thought, image or idea about God, drawn or written onto a cardboard 'bead' to a classroom display. We all have different thoughts, and we can learn from each other. You might tell the pupils that the Muslim communities in the UK add up to around 4 million people, 6.3% of the population. There are an estimated 2130 mosques. It is the second biggest religion in the UK and in the world (to make sense of the numbers: there are about 27 million Christians according to the 2021 Census, and about 50,000 churches). Tell them that of the UK was 100 people, 6 would be Muslims. Show examples of Muslim life in Sandwell.
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YEAR 2 Curriculum Content

YEAR 2 SUMMER 2

Key question 1.9: Holy Places: Where and how do people worship? What makes some places sacred to believers?

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Impact: learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning. Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes. Some schools will work from two religions in this unit, others from all three.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief - recognise that there are special places where people go to worship, and talk about what people do there - identify at least 3 objects used in worship in 2 religions, giving a simple account of how they are used and what they mean Understand the impact - talk about why some people like to belong to a sacred building or a community Make connections - think, talk and ask good questions about what happens in special places including a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas 5 key words to teach: Sacred place, holy building, Church, Mosque, Synagogue	Throughout this unit, make connections with pupils' prior learning from earlier in the year: how do places of worship connect with Christian and Muslims/Jewish beliefs and practices studied? E.g. key stories of Jesus are shown in a church, including clear links to Easter; mosques are used as a place of prayer, and often contain calligraphy; many Jewish symbols are seen in synagogues and in the home. Connect the work to children's own 'special places'. These clips will help: Synagogue: https://www.bbc.co.uk/bitesize/topics/zqbw2hv/articles/zsdhtrd Mosque: https://www.youtube.com/watch?v=GW7pHFCJl8 Christian: https://www.bbc.co.uk/bitesize/topics/zdykixs/articles/zpk6xbk RE Today's poster pack 'What Happens in...' is a super resource too. Sacred and holy places: find out! - Talk about how the words 'sacred' and 'holy' are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why. Do they have any things that are holy and sacred? Look at photos of different holy buildings and objects found inside them: can pupils work out which objects might go inside which building, and talk about what the objects are for? Match photos to buildings, and some keywords. - Talk about why it is important to show respect for other people's precious or sacred belongings (e.g. the importance of having clean hands; treating objects in certain ways or dressing in certain ways). Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship. While visiting, ask questions, handle artefacts, take photos, listen to a story, sing a song, etc. Pupils should explore the unusual things they see, do some drawings of details and collect some keywords. - Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives. Look carefully at objects found and used in a sacred building, drawing them carefully and adding labels, lists and captions. Talk about different objects with other learners. Notice some similarities and differences between places of worship and how they are used, talking about why people go there: to be friendly, to be thoughtful, to find peace, to feel close to God. Symbols and signs: look and learn - Explore the meanings of signs, symbols, artefacts and actions and how they help in worship. Church: altar, cross, crucifix, font, lectern, candles and the symbol of light; specific features from different denominations as appropriate: vestments and colours, icons, Stations of the Cross, baptismal pool, pulpit. Synagogue: Ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, Tallit (prayer shawl) and kippah (skullcap), hanukiah, bimah. Mosque/masjid: wudu, calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin. - Explore how religious believers sometimes use music to help them in worship, e.g. Christians and Jewish people sing Psalms, hymns and prayers. These may be traditional or contemporary, with varied instruments and voices. Music can be used to praise God, thank God, say 'sorry' and prepare for prayer. Muslims do not use music so freely, but still use the human voice for the prayer call and to recite the Qur'an in beautiful ways. - Listen to some songs, prayers or recitations that are used in a holy building, and talk about whether these songs are about peace, friendliness, looking for God, thanking God or thinking about God. How do the songs make people feel? Emotions of worship include feeling excited, calm, peaceful, secure, hopeful, etc. - Use the idea of community: a group of people, who look after each other and do things together. Are holy buildings for God or for a community or both? Talk about other community buildings, and what makes religious buildings different from, say, a library, museum or school. Learn and use the word 'sacred', meaning 'a religious kind of special'.