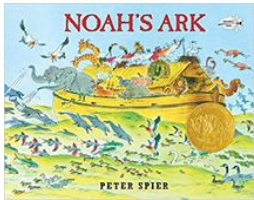
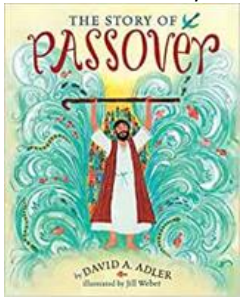




## Curriculum Coherence – Year 2 RE

In line with The RE Agreed Syllabus, 2018–2023 Bedford Borough, Central Bedfordshire and Luton

Term 1 Autumn 1		
Unit 1.3: Who is Jewish? What do they believe and how do they live?		
INTENT	IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b></p> <p>-Who are the Jewish people?</p> <p>-What do Jewish people believe?</p> <p>-How does the way they live show their beliefs?</p> <p>-Which Jewish artifacts to you observe and what is their purpose?</p> <p>-What is Passover/Pesach?</p> <p><b>VOCABULARY</b></p> <p><b>Core Vocabulary</b> - Passover, Menorah, Skull cap, prayer shawl, Star of David, symbol, Hanukah, rabbi, prayer, salt water, synagogue, Torah, bitter herb, lamb shank, parsley, seder plate, matzos, slave, Hebrew</p> <p><b>Ambitious Vocabulary</b> – Pesach, Shalom, tikkun olam, Mazel tov, kosher, kippah</p> <p><b>Values</b> – hope, freedom, unit, belonging, respect, friendship, kindness, peace, understanding, courage, determination, trust, thoughtfulness, happiness</p>	<p><b>ACTIVITIES</b></p> <p>- Chn will retell the story of Moses and Passover in the own words.</p> <p>- Chn will go on a Pesach trail to remind them about the story and be able to retell it, link it to the immersive room.</p> <p>- Chn will role play the story of Moses and Passover.</p> <p>- Chn discuss and comment on the use of the seder plate and how it links to the story of Passover. How does this show us what Jewish people believe?</p> <p>- Chn write storyboard comic about the story of Moses and the Passover.</p> <p>- Chn link their understanding of the value to hope to the story of Noah and the Rainbow.</p> <p>- Chn experience artefacts linked to the Jewish religion and understand why they are important to Jewish people.</p> <p>- Chn will taste Matzah crackers and experience a Sedar plate.</p> <p>- With the use of a persona doll and artefacts pupils will ask big questions about the Jewish religion.</p>	<p><b>OUTCOMES</b></p> <p>Making sense of belief:</p> <ul style="list-style-type: none"> <li>recognise the words of the Shema as a Jewish prayer</li> <li>retell simply some stories used in Jewish celebrations (e.g. Hanukkah or Pesach)</li> <li>give examples of how the stories used in celebrations (e.g. Shabbat, Pesach) remind Jews about what God is like, talking about beliefs and the Torah</li> </ul> <p>Understanding the impact:</p> <ul style="list-style-type: none"> <li>give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukkah, Pesach)</li> <li>make links between Jewish ideas of God found in the stories of the Torah and how people live</li> <li>give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</li> </ul> <p>Making connections:</p> <ul style="list-style-type: none"> <li>ask some questions about what Jewish people celebrate and why</li> <li>talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people</li> <li>give a good reason for their ideas about whether any of these things are good for them too</li> </ul>
<p><b>SMSC links</b></p> <p><b>Spiritual</b> - focusing upon values which have been recognised throughout history as having enduring worth.</p> <p><b>Moral</b> - emphasising the value of diversity and of engaging with issues of truth and justice, as well as identifying and combating discrimination.</p> <p><b>Social</b> - consideration of the influence of beliefs upon lifestyles, actions and behaviours.</p> <p><b>Cultural</b> - exploring the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices.</p>		
<p><b>SKILLS</b></p> <p>Develop their knowledge and understanding of Judaism and worldviews, recognising the local, national and global contexts. T</p> <p>Use basic subject-specific vocabulary.</p> <p>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.</p>	<p><b>READING OPPORTUNITIES</b></p> <p>Noah and the Rainbow</p>  <p>Moses and the story of Passover</p> 	<p><b>Prior learning:</b></p> <p>F6: Which stories are specially valued and why? (EYFS)</p> <p>Unit 1.6 What makes a place significant? (Year 1 Summer 1)</p> <p>Unit 1.8 What makes a book special? (Year 1 Spring 1)</p> <p><b>NEXT STEPS IN LEARNING</b></p> <p><b>Lower KS2:</b></p> <p>Unit L2.1 What, How and why do people worship? (Year 3 Spring 2)</p> <p>Unit L2.2 Why is life like a Journey? (Year 4 Summer 2)</p> <p><b>Upper KS2:</b>(currently taught in middle school)</p> <p>Unit U2.4: How and why do some people inspire others?</p> <p>Unit U2.10: What will make our community a more respectful place?</p> <p>Unit U2.12: How does faith enable resilience?</p> <p><b>KS3:</b></p> <p>Unit 3.8: It's my life: what should I do with it?</p> <p>Unit 3.10: Do prophets still influence us today?</p> <p>Unit 3.19: Sharing one world: are religions part of the problem or the solution?</p>

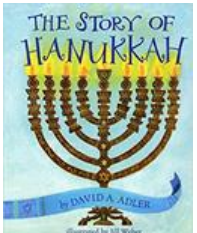
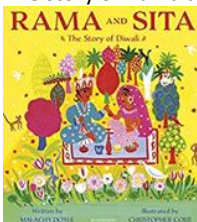
		Unit 3.20: What will make our community a more respectful place?
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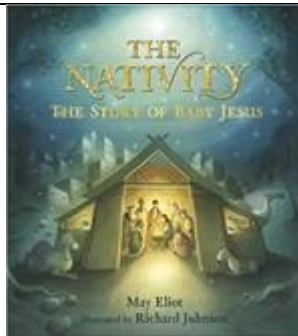
**LINKS**

- Geography – link to Israel, Egypt and to our unit of UK and beyond.
- History – link to future lesson in year 3 about Egypt and the slaves
- Modern foreign languages – link to Hebrew
- Design Technology – experiencing new foods and evaluating experience
- Drama – role play
- Computing – immersive room linked to retelling the story of Passover.



## Curriculum Coherence – Year 2 RE

Term 1 Autumn 2		Unit 1.7: How and why do we celebrate significant times? What makes some celebrations sacred to believers?
INTENT	IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b></p> <p>-What is celebration and why do people celebrate together?</p> <p>-What is Diwali and why do Hindus celebrate it?</p> <p>-What is Holi and why do Hindus celebrate it?</p> <p>-How are Holi and Diwali similar and different celebrations for Hindus?</p> <p>-What is Hanukah and Rosh Hashanah and how do Jewish people celebrate this?</p> <p>-What is Eid and why do Muslims celebrate it?</p> <p>-What is epiphany and how does this link to the Christian story of the nativity?</p> <p>-What is a Christingle and which symbols does it represent for Christians?</p> <p><b>VOCABULARY</b></p> <p><b>Core Vocabulary</b> - Celebration, Diva lamp, Diwali, Henna, Holi, Qur'an, Qur'an stand, prayer beads, Prayer Mat, Prayer hat, Ramadan, Eid, Arabic, Mosque, Islamic patterns/art, Hanukkah, Menorah, Judaism, Islam, Hinduism, Christingle, Nativity</p> <p><b>Ambitious Vocabulary</b> – Rosh Hashana, dreidel, epiphany, commitment, rangoli, incarnation</p> <p><b>Values</b> – hope, happiness, belonging, love, sharing, patience, friendship, unity, peace, understanding, respect</p>	<p><b>ACTIVITIES</b></p> <p>- Chn will create a piece of artwork linked to their favourite celebration and explain why it is so important to them.</p> <p>- Chn will design and create their own stick people puppets, to role play and retell the story of Rama and Sita.</p> <p>- Chn create a piece of art work to reflect their understanding of Holi and use their sense to describe the experience that Holi brings for Hindus.</p> <p>- Chn experience artefacts linked to the Islam religion and understand why they are important to Muslim people.</p> <p>- Chn experience artefacts linked to the Hinduism religion and understand why they are important to Hindus people.</p> <p>- Chn discuss and comment on the use of the shrines in Hinduism. How does this show us what Hindus people believe?</p> <p>- Chn will experience an RE day for Diwali.</p> <p>- Chn experience artefacts linked to the Rosh Hashana and Hanukah and understand why they are important to Jewish people.</p> <p>- Chn will taste pomegranate for Rosh Hashana and link it to Jewish belief.</p> <p>- With the experience of the Nativity play, pupils will be able to retell the story and link it to the Christian belief about epiphany.</p> <p>- Chn will create Christingles for the service and link it to the symbols of Christian belief.</p>	<p><b>OUTCOMES</b></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>recognise a special time pupils celebrate and explain simply what celebration means</li> <li>identify and name at least three different religious festivals, giving two facts about each one</li> <li>identify a belief that connects to a festival, e.g. 'they do it because they believe ...'</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>give simple examples of the ways a festival makes a difference, e.g. to emotions, to families</li> <li>talk about features in festival stories that made people feel happy or sad and compare them with pupils' own experiences</li> <li>notice and suggest a meaning for some symbols used in the celebrations they learn about, e.g. light, water, signs of togetherness</li> </ul> <p>Make connections</p> <ul style="list-style-type: none"> <li>think, talk and ask good questions about big days in different religions</li> <li>talk about links between how people celebrate today and old stories</li> <li>notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts</li> </ul>
<p><b>SMSC links</b></p> <p><b>Spiritual</b> - emphasising the value of positive relationships and developing a sense of community; encouragement to pupils to develop their own views and ideas on religious and spiritual issues.</p> <p><b>Moral</b> - promoting racial and religious respect, community cohesion and personal integrity through studying a range of ethical issues, including those that focus on justice.</p> <p><b>Social</b> - encouraging acceptance of diversity of opinion and practice.</p> <p><b>Cultural</b> - exploring the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices.</p>		
<p><b>SKILLS</b></p> <p>Develop their knowledge and understanding of religions and worldviews, recognising the local, national and global contexts.</p> <p>Use basic subject-specific vocabulary.</p> <p>Raise questions and begin to express their own views in response to the material they learnt.</p> <p>Make links between religious practices in celebrations to stories from holy texts or religious beliefs.</p> <p>Compare and contrast different types of celebrations in a variety of religions.</p>	<p><b>READING OPPORTUNITIES</b></p> <p>The Maccabees and the story of Hanukah</p>  <p>The story of Rama and Sita</p>  <p>The Nativity story</p>	<p><b>Prior Learning:</b></p> <p>F2: Why is Christmas special for Christians? (EYFS)</p> <p>F6: Which stories are specially valued and why? (EYFS)</p> <p>Unit 1.2 Why does Christmas matter to Christians? (Year 1 Autumn 1)</p> <p>Unit 1.5 What is Easter and why does it matter to Christians? (Year 1 Spring 2)</p> <p><b>NEXT STEPS IN LEARNING</b></p> <p>Unit 1.4 Who and What do Muslims believe? (Year 2 Summer 2)</p> <p><b>Lower KS2:</b></p> <p>L2.11: What are the deeper meanings of the festivals? (Year 3 Autumn 1)</p> <p>Unit L2.7 How is faith expressed in Hindu communities and traditions? (Year 3 Autumn 2)</p> <p>Unit L2. 6 How do festivals and family life show what matters to Jewish people? (Year 3 Spring 1)</p>



**Upper KS2:**(currently taught in middle school)  
Unit U2.3: Values: what matters most to Humanists and Christians?  
Unit U2.5: How do Christians decide how to live?  
Unit U2.8: How is faith expressed in Islam?

**KS3:**  
Unit 3.8: It's my life: what should I do with it?  
Unit 3.20: What will make our community a more respectful place?  
Unit 3.22: Should happiness be the purpose of life?

#### LINKS

Math – using doubling and halving skills for a game of dreidel  
Design Technology – experiencing new foods and evaluating experience; follow a Jewish recipe; design and create natural stick puppets  
Drama – role play and retell the story through puppets, role play through the KS1 Nativity play  
Music – singing linked to the Nativity story in the KS1 Christmas play, singing and performing in the Christingle service (choir and instrumentalists)  
Forest School – using natural resources to create puppets  
Modern foreign languages – link to Arabic

## Curriculum Coherence – Year 2 RE



### Term 2 Spring 1

### Unit 1.12: What is the 'good news' Christians say Jesus brings? (Gospel)

#### INTENT

#### IMPLEMENTATION

#### IMPACT

##### KNOWLEDGE

-What do Christians believe about Jesus?  
-Who were Jesus and his disciples?  
-How does the gospel teach Christians how to behave?  
-What is the gospel?  
-Why do Christians see the gospels as 'good news'?  
-Why do Christians see Jesus' actions as good news?  
- What does friendship, forgiveness and peace mean to you?  
- Why do Christians see friendship, forgiveness and peace as important? How are these three offers good news?  
-Why is a church a special place for Christians and other people?

##### VOCABULARY

**Core Vocabulary** - Jesus, Church, Gospel, peace, prayer, forgiveness, friendship, peaceful, God, priest, vicar, belief, followers, bible, charity

**Ambitious Vocabulary** – confession, sacred space, disciples, apostles

**Values** – hope, unity, understanding, respect, courage, determination, trust, friendship, cooperation, kindness, thoughtfulness, patience, happiness, peace

##### ACTIVITIES

- Chn will role play and retell the story from the gospels from Matthew 9:9–13  
-Chn will create posters/class mobile to model examples of 'good news'  
-Chn write examples of 4 types of peace and link it to Christian beliefs.  
-During our visit to St. Albans Cathedral, pupils will experience what it is like in a church and link this both to our Science topic of Everyday Materials, as well as what is in a Church. Identifying symbols, artefacts, artwork, stain-glass windows, spaces, etc. and linking this to why Christians see church as a peaceful place.  
- During the visit we will also create stain glass windows and discuss how the windows tell stories from the bible.  
-Chn will participate in a class discussion about helping the helpless (with a focus on Christian charity work) and link it to both Christian beliefs about Jesus' teachings and to the pupil's playground behaviours, as well as to the wider community. (Possible link to charity work with year 2 cake sale).  
-Chn create a forgiveness candle display and link it to the purpose and importance of forgiveness for Christians and others.

##### OUTCOMES

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
- recognise that Jesus instructs people about how to behave

Understand the impact:

- give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless
- 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

#### SMSC links

**Spiritual** - consideration of how religions perceive the value of human beings, and their relationships with one another, with the natural world, and with God.

**Moral** - exploring the influence of family, friends and media on moral choices and the ways in which society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.

**Social** - provision of activities for working collaboratively.

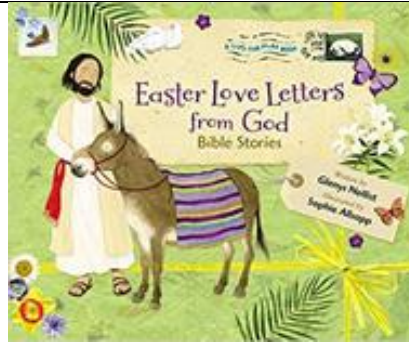
**Cultural** - enabling pupils to encounter people, literature, the creative and expressive arts and resources from differing cultures.

<p><b><u>SKILLS</u></b></p> <p>Develop their knowledge and understanding of Christianity and worldviews, recognising the local, national and global contexts.</p> <p>Use basic subject-specific vocabulary.</p> <p>Raise questions and begin to express their own views in response to the material they learnt.</p> <p>Make links between Christian artefacts, symbols and stain glass windows found in the church and what Christians believe.</p> <p>Experience first-hand a Christian place of worship and reflect on this experience.</p>	<p><b><u>READING OPPORTUNITIES</u></b></p> <p>The Gospels in the Bible:</p> <p><i>Matthew 9:9-13</i></p> <p>Matthew 18:21–22</p> <p>The story of St. Albans</p> <p>The parable of the Good Samaritan</p> <p>Luke 6:37–38.</p> <div data-bbox="560 520 776 714"> </div> <div data-bbox="776 485 969 714"> </div>	<p><b><u>Prior Learning:</u></b></p> <p>F6: Which stories are specially valued and why? (EYFS) Unit 1.8 What makes a book special? (Yr 1 Spring 1)</p> <p><b><u>NEXT STEPS IN LEARNING</u></b></p> <p><b>Lower KS2:</b></p> <p>Unit 1.11 What is the deeper meaning of religious festivals? (Year 2 Spring 2) Unit L2.4 What kind of world did Jesus want? (Year 3 Summer) Unit L2.3: What is the 'Trinity' and why is it important for Christians? (Year 4 Autumn 2) Unit L2.10: For Christians, what was the impact of Pentecost? (Year 4 Summer 1)</p> <p><b>Upper KS2:</b>(currently taught in middle school)</p> <p>Unit U2.4: How and why do some people inspire others? Examples from religions Unit U2.5: How do Christians decide how to live? 'What would Jesus do?' Unit U2.12: How does faith enable resilience?</p> <p><b>KS3:</b></p> <p>Unit 3.7: Why are people good and bad? Unit 3.13: What makes a person inspirational to others? Unit 3.16: What is so radical about Jesus? Unit 3.18: What does it mean for Christians to believe in God as Trinity?</p>
<p><b><u>LINKS</u></b></p> <p>Science – St. Albans Cathedral visit (linked to Materials Unit) we focus on the types of materials used to build the Cathedral and why they would have used these materials.</p> <p>History – The story of St. Albans and the historical story behind the cathedral</p> <p>Design Technology – creating forgiveness candles for display</p> <p>Drama – role play and retell the stories and experiences, role play through the story of St. Albans</p> <p>Art – creating stain glass windows during visit to St. Albans visit</p> <p>Modern Foreign languages - Latin</p>		



## Curriculum Coherence – Year 2 RE

Term 2 Spring 2		Unit 1.11: Who is an inspiring person and what religious stories inspire?
INTENT	IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b></p> <p>-What does inspire mean?</p> <p>-Who is inspiring and what qualities do they have?</p> <p>-Do we need inspirational people?</p> <p>-How do people become inspiring to others?</p> <p>-Which people are inspirational? (Religious and non-religious).</p> <p>-Why do Christians see Jesus as inspirational?</p> <p>-Why do Muslims see Prophet Muhammad as inspirational?</p> <p>-Why do Sikhs see Guru Nanak as inspirational?</p> <p><b>VOCABULARY</b></p> <p><b>Core Vocabulary</b> - God, inspire, Jesus, follow, teach, leader, hero, worship, behavior, messenger, Jesus, Guru Nanak, Prophet Muhammad, Church, vicar, Bible, cross, crucifixion, Easter, Good Friday, Easter Sunday</p> <p><b>Ambitious Vocabulary</b> – inspirational, aspire, parables, prophet</p> <p><b>Values</b> – determination, courage, hope, unity, belonging, trust, honesty, kindness, love, friendship, respect, responsibility</p>	<p><b>ACTIVITIES</b></p> <p>- Chn identify what makes a person inspirational.</p> <p>-Pupils identify who inspires them and explain why in an inspirational wanted poster.</p> <p>-pupils design a song linked to how Christians see Jesus being inspirational.</p> <p>-chn are able to retell the stories linked to what Jesus is like (from this unit and the previous unit).</p> <p>- pupils will create a group cake poster linked to exploring how Guru Nanak is inspirational for Sikhs.</p> <p>-chn will experience retelling the stories linked to the Prophet Muhammad and how this links to how Muslims see him as an inspirational person.</p> <p>-visit a local place of worship in Shefford and investigate a local religious leader. (This will also be linked to how a church changes at Easter time).</p> <p>-immersive room experience of different examples of Christian churches to compare to local visit of church</p> <p>-pupils will create a piece of artwork linked to the Easter story and link this to how Christians see Jesus as being an inspirational leader.</p>	<p><b>OUTCOMES</b></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>Identify at least three people from religions who are admired as good followers of God</li> <li>describe stories that are told by and about special people in two religions</li> <li>identify a belief about a religious leader</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>understand why some people inspire others</li> <li>identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves</li> <li>give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to ... by ...'</li> </ul> <p>Make connections</p> <ul style="list-style-type: none"> <li>think, talk and ask good questions about leadership and inspiration</li> <li>notice and find out about the different ways leaders are admired in different religions</li> <li>talk about links between the work and the question: who inspires me?</li> </ul>
<p><b>SMSC links</b></p> <p><b>Spiritual</b> - creating time and space in lessons for wonder and reflection.</p> <p><b>Moral</b> - emphasising the value of diversity and of engaging with issues of truth and justice, as well as identifying and combating discrimination.</p> <p><b>Social</b> - encouraging acceptance of diversity of opinion and practice.</p> <p><b>Cultural</b> - enabling pupils to encounter people, literature, the creative and expressive arts and resources from differing cultures.</p>		
<p><b>SKILLS</b></p> <p>Develop their knowledge and understanding of Christianity and worldviews, recognizing the local, national and global contexts.</p> <p>Use basic subject-specific vocabulary.</p> <p>Raise questions and begin to express their own views in response to the material they learnt.</p> <p>Make links between Christian and Muslim artefacts, symbols found in the church and what Christians believe.</p> <p>Experience first-hand a Christian place of worship and reflect on these experiences.</p>	<p><b>READING OPPORTUNITIES</b></p> <p>Luke 19: 1-20 story about Zacchaeus</p> <p>Story of the Good Samaritan</p> <p>The Sikh stories of The Milk and the Jasmine Flower and Duni Chand and the Silver Needle</p> <p>The story of the ant and the crying camel and the Prophet Muhammad</p> <p>The Easter Story</p>	<p><b>Prior Learning:</b></p> <p>Unit F5: Which places are specially valued and why? (EYFS)</p> <p>Unit F6: Which stories are specially valued and why? (EYFS)</p> <p>Unit 1.8 What makes a book special? (Year 1 Spring 1)</p> <p>Unit 1.5 Why does Easter matter to Christians? (Year 1 Spring 2)</p> <p>Unit 1.6 What makes some places significant? (Year 1 Autumn 1)</p> <p>Unit 1.12 What is the good news Jesus brings? (Year 2 Spring 2)</p> <p>Visit to St. Albans Cathedral in start of Spring term of Year 2</p> <p><b>NEXT STEPS IN LEARNING</b></p> <p><b>KS1:</b></p> <p>Unit 1.4 Who is a Muslim? What do they believe and how do they live? (Year 2 Summer 2)</p> <p><b>Lower KS2:</b></p> <p>Unit L2.4 What kind of world did Jesus want? (Year 3 Summer)</p> <p>Unit L2.3: What is the 'Trinity' and why is it important for Christians? (Year 4 Autumn 1)</p> <p>Unit L2.10: For Christians, what was the impact of Pentecost? (Year 4 Spring 2)</p>



Future visit to St. Albans Cathedral (Year 4 Roman Festival) and visit of the Bedford Faith tour (Year 4)

**Upper KS2:**(currently taught in middle school)  
 Unit U2.4: How and why do some people inspire others?  
 Examples from religions  
 Unit U2.5: How do Christians decide how to live? 'What would Jesus do?'  
 Unit U2.12: How does faith enable resilience?

**KS3:**

**Unit 3.3:** How are Sikh teachings on equality and service put into practice today?  
 Unit 3.7: Why are people good and bad?  
 Unit 3.10: Do prophets still influence us today?  
 Unit 3.13: What makes a person inspirational to others?  
 Unit 3.16: What is so radical about Jesus?  
 Unit 3.20: What will make our community a more respectful place?  
 Unit 3.21: The Buddha: how and why do his experiences and teachings have meaning for people today?

**LINKS**

History – The story of Jesus, Guru Nanak and the Prophet Muhammad

Drama – role play and retell the stories and experiences

Art – creating artwork linked to the Easter story and Jesus as an inspirational person

Modern Foreign languages – Arabic (linked to Quran)

Music – singing and designing new lyrics to the song

English – speaking and listening linked to opinions and class discussions, as well as asking questions. Exposure to new vocabulary and different religious texts and stories.

Computing – immersive room experience of Churches as places of worship



## Curriculum Coherence – Year 2 RE

Term 3 Summer 1		Unit 1.10: How should we care for the Earth? Why does it matter?
INTENT	IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b></p> <p>-What is human-made versus natural?          -Who should care for the Earth? Who should be responsible? Why?          -Who created the Earth?          -What do Christians, Jews and Muslims believe about the Earth being created?          -Was the Earth created?          -How can we fix the problem?          -Where is God?</p> <p><b>VOCABULARY</b></p> <p><b>Core Vocabulary</b> - Natural, Human-made, Big questions, God, Earth, Beauty, Jewish, Muslim, Christian, Thanksgiving, Muhammad (pbuh), Creator, Creation, Creative</p> <p><b>Ambitious Vocabulary</b> - Steward, Khilafah, Tikun Olam, Tu B'shevat, Origins, appreciate</p> <p><b>Values</b> – hope, kindness, friendship, happiness, respect, belonging, unity, cooperation, courage, understanding, trust, honesty, sharing, peace</p>	<p><b>ACTIVITIES</b></p> <p>- Chn look at different natural and man-made items, discuss if they are alive or never alive, if they were created. Create artwork linked to these items.</p> <p>-Ask big questions about creation and whether we are created by God or not</p> <p>-Debate the importance of taking care of our world - use of immersive room to share images of the world (positive and destructive).</p> <p>-look at different religious stories and texts from Christianity, Judaism and Islam to understand what believers think we should do to take care of our Earth. (Links to school museum opportunities)</p> <p>-Link in current understanding of the plastics problem and climate change from our Seaside Topic this term, with this RE unit.</p> <p>- design an animal care poster linked into taking care of nature and the environment</p> <p>-design a garden or natural quiet space as a group for the school (links to forest school)</p> <p>-Discuss and create artwork for the question 'Where is God?' links with school museum.</p>	<p><b>OUTCOMES</b></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>identify a story or text that says something about the beautiful Earth</li> <li>give an example of a key belief some people find in one of these stories (e.g. that God loves the world because it is God's creation)</li> <li>give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>give an example of how people can show that they care for the Earth, making a link to a creation story</li> <li>give examples of how Christians and Jews can show care for the Earth</li> <li>say why Christians and Jews might look after the natural world</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>think, talk and ask questions about what difference believing in God makes to how people treat the natural world</li> <li>give good reasons why everyone (religious and non-religious) should look after the natural world</li> </ul>
<p><b>SMSC links</b></p> <p><b>Spiritual</b> - consideration of how religions perceive the value of human beings, and their relationships with one another, with the natural world, and with God.</p> <p><b>Moral</b> - highlighting the importance of rights and responsibilities and developing a sense of conscience and the need to anticipate the consequences our actions.</p> <p><b>Social</b> - enabling pupils to articulate their own and others' ideas on the above in open dialogue and in a consultative way.</p> <p><b>Cultural</b> - promoting racial and inter-faith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how co-operation can support the pursuit of the common good.</p>		
<p><b>SKILLS</b></p> <p>Develop their knowledge and understanding of Christianity, Judaism, Islam and worldviews, recognising the local, national and global contexts linked to the importance of caring for our world.</p> <p>Use basic subject-specific vocabulary.</p> <p>Raise questions and begin to express their own views in response to the material they learnt.</p> <p>Make links between Christian, Jewish and Muslim texts to how people behave towards the environment.</p>	<p><b>READING OPPORTUNITIES</b></p> <p>Text from the Bible/ Torah – Genesis 1</p> <p>Bible- Psalm 8</p> <p>Islamic Stories – Muhammad and the Cat</p> <p>Siddhartha and the swan</p> <p>Wonderful World music lyrics by Simon Fishy</p>	<p><b>Prior learning:</b></p> <p>Unit F5: Which places are specially valued and why? (EYFS)</p> <p>Unit 1.9 How can we show we care for others? (Year 1 Summer)</p> <p><b>NEXT STEPS IN LEARNING</b></p> <p><b>Lower KS2:</b></p> <p>Unit L2.4 What kind of world did Jesus want? (Year 3 Summer)</p> <p>Unit L2.12 How and why do people try to make the world a better place? (Year 4 Autumn)</p> <p><b>Upper KS2:</b>(currently taught in middle school)</p> <p>Unit U2.3: Values: what matters most to Humanists and Christians?</p> <p>Unit U2.4: How and why do some people inspire others?</p> <p>Unit U2.10: What will make our community a more respectful place?</p> <p><b>KS3:</b></p> <p>Unit 3.6: Should Christians be greener than everyone else?</p> <p>Unit 3.11: Why is there suffering in the world?</p>

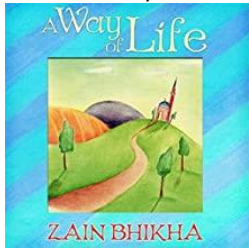
		Unit 3.20: What will make our community a more respectful place?
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**LINKS**

- Music – Listen to ‘Wonderful World’ by Simon Fishy and discuss the lyrics and meaning behind the song linked to our natural world.
- Science/Forest school – Links to nature, growing plants, living versus not living, natural versus human-made, gardening – how do plants grow?
- Design Technology – junk modelling, designing and creating a garden to care for at school.
- Art – sketching natural objects, create artwork linked to the question ‘Where is God?’
- Modern Foreign languages – Arabic and Hebrew words linked to Islam and Judaism
- Geography – Plastic problem in the ocean linked with our unit of the Seaside and how religious and non-religious people need to worry about climate change and the environment
- Forest School – design and create a natural calm/reflective place and building a bug hotel, school garden
- Computing – immersive room opportunities



## Curriculum Coherence – Year 2 RE

Term 3 Summer 2		Unit 1.4 Who is Muslim? What do they believe and how do they live?
INTENT	IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>-Who is a Muslim?</li> <li>-What do they believe?</li> <li>-How do Muslims live?</li> <li>-Who is the Prophet Muhammad (pbuh)?</li> <li>-What do Muslims believe about Allah (God)?</li> <li>-What happens in a Mosque?</li> <li>-How and why do Muslims pray?</li> <li>-What are the five pillars of Islam?</li> </ul> <p><b>VOCABULARY</b></p> <p><b>Core Vocabulary</b> - God, Arabic, Prophet Muhammad, Islam, Muslims, Ramadan, Qur'an, prayer mat, prayer beads, peace, calligraphy, Ramadan, messenger, inspire</p> <p><b>Ambitious Vocabulary</b> - Allah, Iman, wudu (washing), Salah (prayer), Zakat (charity), sawm (fasting), Hajj (pilgrimage to Mecca), tawhid (only one God), Shahadah, adhan (call to prayer), subhah beads (prayer beads)</p> <p><b>Values</b> – respect, tolerance, understanding, peace, kindness, belonging, unity, trust, hope, happiness, thoughtfulness</p>	<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>- Chn will learn about who a Muslim is through the use of a persona doll Hussan each week.</li> <li>-immersive room experience of a variety of Mosques to understand better a Muslim place of worship (British and other countries).</li> <li>-Pupils will ask questions and experience different artefacts that are linked to Islam and worship.</li> <li>-Identify who is important to their lives and link to the belief about Allah (God) for Muslims.</li> <li>-Experience what the Shahadah is for Muslims and identify 4 words that are most important to them.</li> <li>-Discover what Muslims believe about Allah and identify 4 names that they think best links to their understanding of God.</li> <li>-experience a few of the stories linked to the Prophet Muhammad (pbuh) and explain why these stories help Muslims to live their lives.</li> <li>-understand that Islam is built on 5 pillars of belief (this is the first introduction to this idea and will be built upon in later years).</li> <li>-create a piece of artwork that is linked to Islamic art and focus on Islamic art in school museum</li> <li>-design a cardboard bead that show the pupil's understanding of God and links it to what a Muslim might believe about God. (Display activity).</li> </ul>	<p><b>OUTCOMES</b></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>• recognise the words of the Shahadah and that it is very important for Muslims</li> <li>• identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</li> <li>• give examples of how stories about the Prophet Muhammad show what Muslims believe about him</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>• give examples of how Muslims use the Shahadah to show what matters to them</li> <li>• give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> <li>• give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using subhah beads)</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• think, talk about and ask questions about Muslim beliefs and ways of living</li> <li>• talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</li> <li>• give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too</li> </ul>
<p><b>SMSC links</b></p> <p><b>Spiritual</b> - consideration of how religions perceive the value of human beings, and their relationships with one another, with the natural world, and with God.</p> <p><b>Moral</b> - promoting racial and religious respect, community cohesion and personal integrity through studying a range of ethical issues, including those that focus on justice.</p> <p><b>Social</b> - consideration of the influence of beliefs upon lifestyles, actions and behaviours.</p> <p><b>Cultural</b> - building bridges between those of different cultural and religious backgrounds, so as to act to combat intolerance and extremism.</p>		
<p><b>SKILLS</b></p> <p>Develop their knowledge and understanding of Islam and worldviews, recognising the local, national and global contexts.</p> <p>Use basic subject-specific vocabulary.</p> <p>Raise questions and begin to express their own views in response to the material they learnt.</p> <p>Make links between Muslim artefacts, symbols, worship and what Muslim believe.</p> <p>Introduction to the religion of Islam and some of the basic beliefs and practices to understand 'who is a Muslim'.</p>	<p><b>READING OPPORTUNITIES</b></p> <p>I am Muslim by Zain Bhikka</p>  <p>Prophet Muhammad and the Black Stone</p> <p>Bilal, the first Muezzin</p> <p>Prophet Muhammad and the camel</p> <p>Prophet Muhammad and the cat</p>	<p><b>Prior Learning:</b></p> <p>Unit F6: Which stories are specially valued and why? (EYFS)</p> <p>Unit 1.8 What makes a book special? (Yr 1 Spring 1)</p> <p>Unit 1.6 What makes a place significant? (Yr 1 Autumn 1)</p> <p>Unit 1.11 Who is an inspiring person and who inspires? (Yr 2 Spring 2)</p> <p><b>NEXT STEPS IN LEARNING</b></p> <p><b>Lower KS2:</b></p> <p>Unit L2.9 How do festivals and worship show what matters to Muslims? (Year 4 Autumn 2)</p> <p>School visit to experience first-hand what happens in a Mosque (Faith Tour in Bedford Year 4)</p> <p><b>Upper KS2:</b>(currently taught in middle school)</p> <p>Unit U2.4: How and why do some people inspire others?</p> <p>Unit U2.8: How is faith expressed in Islam?</p> <p>Unit U2.11: Why do some people believe in God and some people not?</p> <p>Unit U2.12: How does faith enable resilience?</p>

		<b>KS3:</b> Unit 3.2: Core and diverse Islam: what is universal and what is different? Unit 3.10: Do prophets still influence us today? Unit 3.20: What will make our community a more respectful place?
<b><u>LINKS</u></b> English – speaking and listening through discussions and debates about beliefs and ideas learnt. History – look at the timeline of the start of Islam and Prophet Muhammad. Design Technology – create a cardboard bead linked to ‘Who is God’ display Art/Math – a focus on Islamic art in places of worship and the symmetrical patterns. Geography - Locational Knowledge – Counties/Cities/Countries – Where is Mecca/Medina? Modern Foreign languages – Arabic vocabulary Computing – immersive room experience of a variety of Mosques in Britian and in other countries School museum – visit Islamic artwork and compare to other examples seen		