

Year 2												
SACRE Barnsley Agreed Syllabus	AT1: Recall religious stories and symbols applied in everyday life. Suggest a meaning behind a religious story. Use some religious words and phrases to identify the importance of religious faith. Identify two similarities in Christianity and another world religion. Identify a difference between Christianity and another world religion. AT2: Ask and respond sensitively to my peers' questions about their						experiences and feelings. Answer questions appropriately about my experiences and feelings. Create my own question that is difficult to answer (eg How many stars in the sky?). Identify 3 things that I think are good (eg kindness, consideration for others). Identify 3 things that are wrong (eg hurting others, being unkind).					
Question	Christianity and Jewish Faith Q1- Why are these words Special? Sacred Books		Christianity and Jewish Faith Q2- Why are some places special? Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages		Christianity and Jewish Faith Q3- How can faith contribute to Community Cohesion? Beliefs, ethics, family traditions and faith in the community		Christianity and Jewish Faith Q4 - Why are some times special? Festivals and families		Christianity and Jewish Faith Q5 - What can be learned from the lives of significant people of faith? Role models		Christianity and Jewish Faith Q6 - How do I and others feel about life and the universe around us? Ultimate questions	
Overview	In this question pupils learn to name some holy books, the Bible and the Torah and talk about the stories from them that they have heard. <i>In Year 2 pupils talk about how these books should be handled, name different holy books, such as the Bible Quran and the Torah and suggest stories with a special significance. They can talk about why people have favourite stories and books and make links to personal choices.</i>		In this question pupils learn about places of worship, such as Churches and Synagogues, what they are like, and how special they are, and about objects and artefacts associated with them, Pupils find out about places where religious people love to go and remember – and think of their own favourite places <i>In Year 2 pupils can identify special places of worship, what they may be like inside and show an awareness of objects and artefacts within places of worship such as a Pulpit, Chalice, Menorah, and Bimah.. They can also begin to make connections to their own special places.</i>		In this question pupils learn about the ways being religious makes a difference in a family. Pupils learn that our society includes many religions, and all are worth respecting. <i>In Year 2 pupils will identify religious key values which influence how people live their lives and treat others. They will show some awareness of what religions do in the community in which they live. They will explore local places in the area linked to different religions and investigate special days such as Shabbat and Remembrance Sunday</i>		In this question pupils learn to name celebrations and festivals that are special to Christianity and Jewdaism and to themselves. <i>In Year 2 pupils will recognise customs people have at special times and explain the meaning behind them. They will explore celebrations and festivals such as Harvest, Christmas, Easter, Pesach and Hannukah.</i>		In this question pupils take thoughts from some stories of religious founders or leaders and think about what makes these people special <i>In Year 2 pupils will recognise that some roles make people special and can explain why. They begin to recognise that some people in places of worship, such as Vicar, Priests, Ministers, and Rabbi's are trained to teach, support and influence others.</i>		In this question pupils explore the puzzling questions that life in the world gives us, and talk about some answers to them from religion. They talk about the questions they would like to ask God. <i>In Year 2 pupils will talk about creation and the religious beliefs behind this; they will recognise that their own behaviours in the natural world will lead to care or harm of living things.</i>	
Outcomes	1.Pupil can name the sacred book for different religions 2.Pupil recognise the significance of a sacred text and know how to handling it 3.Pupils begin to recognise some stories from the sacred texts 4.Pupils ask questions about why these stories are special and what they might mean 5.Pupils can use the correct religious terminology when talking about what they have learnt		1.Pupils can recognise a place of worship 2.Pupils can talk about why a place of worship is special 3.Pupils can identify special features/objects in a place of worship 4.Pupils can recognise what the objects are used for 5.Pupils can suggest the meaning of the special objects 6.Pupils can talk about the significance of visiting special places 7.Pupils can use the correct religious terminology when talking about what they have learnt		1.Pupils can talk about how key values influences lives 2.Pupils recognise the need for rules within communities 3.Pupils can identify how religion influences communities 4.Pupils can use the correct religious terminology when talking about what they have learnt		1.Pupils can recognise that sometimes are special and talk about why they are special. 2.Pupils can name the key figures in the religious story 3.Pupils can identify traditions/customs in religious festivals 4.Pupils can make links to these traditions and suggest meaning to these 5.Pupils can talk about how these celebrations make others and themselves feel. 6.Pupils can use the correct religious terminology when talking about what they have learnt		1.Pupils recognise people in their family who have helped them 2.Pupil can talk about special people in a place of worship 3.Pupils can compare similarities between people who help us 4.Pupils can talk about what can be learnt from these people 5. Pupils can use the correct religious terminology when talking about what they have learnt		1.Pupils to talk about things that interest or intrigue them 2.Pupils can retell the stories that explore puzzling questions 3.Pupils can talk about how negative actions makes them feel. 4.Pupils can talk about responsibility for each other and the environment 5.Pupils see human as part of the creation story and can identify their role in it. 6.Pupils can use the correct religious terminology when talking about what they have learnt.	
Vocabulary	Christianity Religion Bible Christian Special God Story Version Old Testament Jesus	Jewish Faith Torah Creation Jews Jew Noah Moses Message Meaning Scrolls Ark Yad Cantor Rabbi Daniel	Christianity Special Place Church Chapel Worship Christian Respect Altar Pulpit Chalice Stained glass window Reflection Reverence Incense Interior Exterior Spire	Jewish Faith Synagogue Bimah Aron Hakodesh Screen Menorah Jerusalem David Ark of the Covenant Western Wall Wailing wall Temple mount Scripture Mount of Olives	Christianity Jesus Christians Community Churches Behaviour Promises Caring Helping Local Environment Co-operation Forgiving Truth Honest Disciples Values Prayer	Jewish Faith Worship Synagogue Faith Special Days Mezuzah Sefer Torah Shabbat Rituals Challah Sedar Moses The Ten Commandments Kashrut food laws Mitzvah Kosher	Christianity Artefact Bible Christ Christian Christmas Church/Chapel Community Easter Festival God Harvest Pray/Praying Priest/Vicar/Reverend Jesus Produce Hymn Wheat	Jewish Faith Pesach Occasion Celebrate Hannukah Menorah Plague Moses Tu B'Shevat Sedar plate Dreidels Israel	Christianity Special people Worship Vicar Priest Minister Role Head Teacher Governor Bishop Saint Vestments Objects Artefacts Special Clothes Sermons Special Titles	Jewish Faith Kashrut Kosher Rabbi Mitzvah Joseph Daniel Queen Esther Abraham Isaac/Israel Jacob	Christianity Creation Creator Special Unique Caring Natural beauty Mountains Forests Lakes Hubble Environment God 7 Days Living things Genesis Land Stars	Jewish Faith Anger Judgement Flood Destruction Noah Daniel Abraham Isaac Promise Righteousness Judgement Salvation Sacrifice Duty Obedience Genesis Message

RE Medium Term Plan

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