**Year 2 R.E Curriculum – Summer Term 2**

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| **Theme: What makes some places sacred to believers?** | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | **Links across the curriculum** |
| **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 three objects used in worship in two religions and give a simple account of how they are used and something about what they mean  Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship  **Understand the impact**:  • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe  • Give simple examples of how people worship at a church, mosque or synagogue  • 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 a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas  • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. | | | **Keyword** | Definition | **Keyword** | Definition | Speaking and listening-  discussing, explaining and questioning. |
| Sacred | A place/ object connected to God |  |  |
| Psalm | A sacred song/hymn |  |  |
| Hymn | A religious song/poem of praise to God |  |  |
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| **Prior knowledge:** *What specifically have pupils learned that is relevant to this unit that they are building upon?* | | | | | **Future knowledge:** *What specifically will pupils learn in the future that is relevant to this unit?* | | |
| How should we care for the world and for others, and why does it matter? Year 1 | | | | | How and why do people try to make the world a better place? | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | **Key Skills** | |
| 1. To consider which places are special to pupils and how some places are considered holy/sacred to some people. | | * Churches, synagogues and mosques are considered to be holy/sacred places. * To know what these holy places look like inside. | | | | * Investigative and reflective skills | |
| 1. To explore the main features of the holy places including a church and one other place of worship. | | * Know the main features inside a church and in other place of worship. | | | | * Investigative skills | |
| 1. To identify similarities and differences between places of worship. | | * Know how places of worship are similar and different and how they are used (to be peaceful and close to God) | | | | * Analysing and interpretive skills | |
| 1. To explore how music is used by different religious believers. | | * Music is used as a way of worshiping and praising God (Christians and Jews use psalm, hymns and prayers). | | | | * Interpretive skills | |
| 1. To understand the idea of community, holy buildings can be seen a place for God and community as well as schools /libraries. | | * Know places can be used to encourage a sense of ‘community’. | | | | * Evaluation and synthesising skills | |
| **Themes** | **Where these are covered:** | | | | | | |
| **Make sense of belief** | * Lesson 1 and 2 | | | | | | |
| **Understand the impact** | * Lesson 2, 3 and 4 | | | | | | |
| **Make connections** | * Lesson 5 | | | | | | |