



Religious Education
Year 2



Cornwall Syllabus (NATRE Unit)	1.1 (Unit 10)	1.4 (Unit 13)	1.6 (Unit 15)	1.6 (Unit 16)	1.6 (Unit 17)	1.8 (Unit 18)
National Curriculum	Following Cornwall Agreed Syllabus					
Cornwall Agreed Syllabus	Making Sense of Beliefs: Identify the core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believe Understanding the Impact: Give examples of how people give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into action Making Connections: Think, talk and ask questions about whether the ideas they have been studying have something to say to them Give a good reason for the views they have and the connections they make					
Title of Unit (Enquiry Question)	What do Christians believe God is like? 	What do Christians believe is the Good News that Jesus brings? 	Who is a Muslim and how do they live? - Part 1 	Why does Easter matter to Christians? 	Who is Muslim and how do they live? - Part 2 	What makes some people and places in Cornwall sacred? (CK4rE – Cornwall Syllabus Unit) 
Unit Link	Year 1 - What do Christians believe	Year 2 - What is the "good news" that Christians say Jesus brings? - Part 1	Year 2 - Who is a Muslim and how do they live? Part	Year 2 - Why does Easter matter to Christians Learning Pathway – NATRE	Year 2 - Who is a Muslim and how do they live? Part	

	God is like? Learning Pathway – NATRE	Learning Pathways – NATRE	1Learning Pathway – NATRE		2Learning Pathway – NATRE	
Religion	Christianity 	Christianity 	Islam 	Christianity 	Islam 	Christianity 
Ways of Knowing	 LOOKING AT STORIES  LOOKING AT INTERVIEWS  EVALUATING ARGUMENTS  REFLECTING ON YOUR OWN POSITION  COMING TO CONCLUSIONS	 EXAMINING TEXT  ASK QUESTIONS  EXPRESSING IDEAS  LOOKING AT STORIES  EXPLORING CASE STUDIES  LOOKING AT INTERVIEWS  COMING TO CONCLUSIONS  OBSERVATION	 LOOKING AT STORIES  EXAMINING TEXT  COMING TO CONCLUSIONS  EXPRESSING IDEAS  LOOKING AT INTERVIEWS	 LOOKING AT STORIES  OBSERVATION  EXPRESSING IDEAS  COMING TO CONCLUSIONS  EVALUATING ARGUMENTS  REFLECTING ON YOUR OWN POSITION	 LOOKING AT STORIES  EXAMINING TEXT  COMING TO CONCLUSIONS  EXPRESSING IDEAS  LOOKING AT INTERVIEWS	 ASK QUESTIONS  LOOKING AT STORIES  OBSERVATION
Lesson Enquiry Question	Lesson 1 - What do Christians believe God is like? Lesson 2 - What do Christians believe God is like?	Lesson 1 - What did Jesus' good news mean for Matthew in the Bible story? Lesson 2 - What might a Christian say was the good news that	Lesson 1 - What do people think about God? What do Muslims think about God? Lesson 2 - What do Muslims think about	Lesson 1 - What are the main events of the Bible story of Holy Week and Easter? Lesson 2 - What are the six biggest	Lesson 1 - Who was the Prophet Muhammad and why is he important to Muslims? Lesson 2 - What difference does	Lesson 1 - Who was St Piran? Lesson 2 - How is St Piran remembered by people in Cornwall today?

	Lesson 3 - What do Christians believe God is like? Lesson 4 – What do Christians believe God is like? Lesson 5 – What do Christians believe God is like? Lesson 6 – What do Christians believe God is like?	Jesus brought to Matthew? Lesson 3- What do many Christians believe is the good news that Jesus brings about forgiveness? Lesson 4 - What do many Christians believe is the good news that Jesus brings about peace? Lesson 5 - What might Christians do to follow the life of Jesus and bring 'good news' to people? Lesson 6- How might Christian prayer link to saying sorry and forgiveness?	God? What do some of the Muslim 99 Beautiful Names for God mean? Lesson 3 - What do Muslims think about God? What does the Shahadah say about Muslim beliefs? Lesson 4 - Who was the Prophet Muhammad and why is he important to Muslims? What do Muslims believe the Prophet Muhammad was like? Lesson 5 - Why is the Prophet Muhammad so important to Muslims? Lesson 6--What do Muslims do because they love to treat the Quran with respect?	moments in the story of Easter? Lesson 3 - How do Christians feel about the main events of the Bible stories of Holy Week and Easter? Lesson 4 - Why do Christians say 'Good Friday' for the day Jesus died? Lesson 5 - What impact does the Easter story have on many Christians? Lesson 6 - We will think again about the big idea that Christians remember at Easter - 'Jesus as Saviour'	worshipping God make to Muslims? Lesson 3 - What difference does worshipping God make to Muslims? Lesson 4 -What difference does worshipping God make to Muslims? Lesson 5 - What difference does worshipping God make to Muslims? Lesson 6 - What is the most interesting thing that they have learnt? What big questions do they have for	Lesson 3 - Are there different types of Celtic cross in Cornwall? Why are these special? Lesson 4 - Does our local community have a sacred place? Lesson 5 - How does our local church provide support for the community? Lesson 6 - Which Cornish places are sacred to me?
Knowledge	Lesson 1- I know what a parable is. Lesson 2 – I know why Christians believe parables are important when learning about God. Lesson 3 – I know how parables help	Lesson 1- I know what Jesus' good news meant for Matthew in the Bible story. Lesson 2- I know what a Christian might say was the good news that Jesus brought to Matthew. Lesson 3-	Lesson 1 – I know what people think about God Lesson 2 – I know what some of the Muslim 99 Beautiful Names for God mean. Lesson 3 - I know what the Shahadah	Lesson 1 – I know the main events of the Bible story of Holy Week and Easter. Lesson 2 – I know the six biggest moments in the story of Easter. Lesson 3 – I know how Christians feel about the main events of	Lesson 1 – I know who the Prophet Muhammad was and why he is important to Muslims. Lesson 2 – I know about the five pillars of Islam and how Muslims worship God through them.	Lesson 1 – I know St Piran is the Patron Saint of Cornwall. Lesson 2 – I know how St Piran is remembered today. Lesson 3 – I know there are different types of celtic cross in Cornwall and where these can be found.

	Christians learn about God today. Lesson 4 – I know how parables help Christians see God as loving and forgiving. Lesson 5 – I know why many Christians believe they should talk to God. Lesson 6 – I know what stories teach Christians about God.	I know what many Christians believe is the good news that Jesus brings about forgiveness. Lesson 4- I know what many Christians believe is the good news that Jesus brings about peace. Lesson 5- I know what Christians might do to follow the life of Jesus and bring 'good news' to people. Lesson 6- I know how Christian prayer might link to saying sorry and forgiveness.	says about Muslim beliefs. Lesson 4 – I know who the Prophet Muhammad was and why is he important to Muslims. I know what Muslims believe the Prophet Muhammad was like. Lesson 5 – I know why the Prophet Muhammad is so important to Muslims. Lesson 6—I know what Muslims do to treat the Quran with respect.	the Bible stories of Holy Week and Easter. Lesson 4 – I know why Christians say 'Good Friday' for the day Jesus died. Lesson 5 – I know what impact the Easter story has on many Christians. Lesson 6 – I know about the big idea that Christians remember at Easter - 'Jesus as Saviour'.	Lesson 3 - I know how Muslims use prayer (Salah) to worship God. Lesson 4 - I know what the Qur'an teaches Muslims about worshipping God. Lesson 5 - I know about Zakat and Sawm and what they mean to Muslims and how they worship God. Lesson 6 - What is the most interesting thing that they have learnt? What big questions do they have for	Lesson 4 – I know where a sacred place in my community is. Lesson 5 – I know how my local church supports the community. Lesson 6 – I know why places are sacred to me.
Skills	Lesson 1 - Identify the core beliefs and concepts studied and give a simple description of what they mean. Lesson 2 - Identify the core beliefs and concepts studied and give a simple description of what they mean.	Lesson 1 - Identify the core beliefs and concepts studied and give a simple description of what they mean. Lesson 2 - Give clear, simple accounts of what stories and other texts mean to believers. Lesson 3 - Give clear, simple accounts of what stories and	Lesson 1 - Identify the core beliefs and concepts studied and give a simple description of what they mean. Lesson 2 - Identify the core beliefs and concepts studied and give a simple description of what they mean. Lesson 3 - Identify the core beliefs and	Lesson 1 - Identify the core beliefs and concepts studied and give a simple description of what they mean. Lesson 2 - Identify the core beliefs and concepts studied and give a simple description of what they mean. Lesson 3 - Give clear, simple accounts of	Lesson 1 - Identify the core beliefs and concepts studied and give a simple description of what they mean. Lesson 2 - Give examples of ways in which believers put their beliefs into action. Lesson 3 - Give examples of ways in	Lesson 1 - Identify the core beliefs and concepts studied and give a simple description of what they mean. Lesson 2 - Give examples of ways in which believers put their beliefs into action. Lesson 3 - Identify the core beliefs and concepts studied

	Lesson 3 - Identify the core beliefs and concepts studied and give a simple description of what they mean. Lesson 4 – Identify the core beliefs and concepts studied and give a simple description of what they mean. Lesson 5 – Identify the core beliefs and concepts studied and give a simple description of what they mean. Lesson 6 – Identify the core beliefs and concepts studied and give a simple description of what they mean.	other texts mean to believers. Lesson 4 - Identify the core beliefs and concepts studied and give a simple description of what they mean. Lesson 5 - Give examples of how people use stories, texts and teachings to guide their beliefs and actions. Lesson 6- Give examples of how people use stories, texts and teachings to guide their beliefs and actions.	concepts studied and give a simple description of what they mean. Lesson 4 - Identify the core beliefs and concepts studied and give a simple description of what they mean. Lesson 5 - Identify the core beliefs and concepts studied and give a simple description of what they mean. Lesson 6-- Give examples of how people use stories, texts and teachings to guide their beliefs and actions.	what stories and other texts mean to believers. Lesson 4 - Give clear, simple accounts of what stories and other texts mean to believers. Lesson 5 - Give clear, simple accounts of what stories and other texts mean to believers. Lesson 6 - Identify the core beliefs and concepts studied and give a simple description of what they mean.	which believers put their beliefs into action. Lesson 4 - Give examples of ways in which believers put their beliefs into action. Lesson 5 - Give examples of ways in which believers put their beliefs into action. Lesson 6 - Think, talk and ask questions about whether the ideas they have been studying have something to say to them.	and give a simple description of what they mean. Lesson 4 - Think, talk and ask questions about whether the ideas they have been studying have something to say to them. Lesson 5 - Give examples of ways in which believers put their beliefs into action. Lesson 6 - Give a good reason for the views they have and the connections they make.
Vocabulary	Forgiving Prodigal Worship Nineveh loving Father Parable Jonah God Holy	Christians Jesus Matthew Fishermen Disciples Tax collector Peace Forgiveness Apostles	Shahadah Zakat Muslims Haij Islam Sawm Salah Tawhid Ramadan Prophet	God Salvation Saviour Resurrection Eternal Life Secular Easter Worship Good Friday Religious	Muslim Shahada Zakat Haij Islam Prophet Salah Sawm Ramadan Allah	Christian Saint Celtic Cross Church Community Sacred

Career Links	Environmentalism (Creation) 	Community Development Worker (Gospel - Sharing news) 	Cultural Ambassador (Islam) 	Faith Leader (Pastor/Vicar - God) 	Charity Worker (Faith Community) 	Conservationist (Caring for the World) 
Assessment	Use these words to fill in the gaps: ChristiansMuslim MezuzahLost matAllah belongArabic Christians believe that a _____ is a story that Jesus told that has a meaning. The parable of the _____ son is about a son who wants _____ from his father. The son spends all the money and goes home to ask his father for _____. Christians believe that _____ is like the Father, always forgiving people.	What is Matthew's story? Name three people that Jesus called to follow him. Which of these is the odd one out in what Jesus taught? (Forgiveness Anger Peace Love) Jesus looked inside the _____ of the people he chose. What is the missing word? Jesus taught people to forgive and they will be _____ Who do Christians turn to when their hearts feel troubled? They turn to... They do this by...	Fill in the sheet to show what you know. Use the words below to fill in the gaps: FiveAllahcaveJibril MuslimProphetShahadahwhispers Worship and Live In the Muslim religion, there are _____ Pillars to follow. The first Pillar of Islam is about belief. It is called the _____. All the Pillars are about ways to _____. When Muslims have a baby, the dad _____ the Shahadah to the newborn baby. Muslims believe in one God, _____. They follow the teaching and ways of _____, Muhammad. The Prophet used to go up in the mountains around _____ to pray. On Mount Hira there is a special _____. This is where the Angel _____ gave the messages of the Qur'an to the Prophet Muhammad. That is how the Muslims got their holy book. What are the main emotions in the Easter story? Why do Christians call Jesus a saviour?	Can you cut out these pictures of the Easter story and put them into order?  What are the main emotions in the Easter story? Why do Christians call Jesus a saviour?	Fill in the sheet to show what you know. Use the words below to fill in the gaps: AllahPowerQur'anWorship MuslimFireShahadahMuhammad Shahadah means _____. The Night of _____ was when the Prophet _____ was first given the _____. Muslims believe that the Qur'an holds the words of _____. Sometimes pages of the Qur'an are decorated with _____. Most Muslims try to pray _____ times a day. For Muslims, prayer is a part of _____. I also learned... I would like to ask a Muslim these two questions:	End of Unit Assessment: Who was St Peter? Circle which picture shows how people remember St Peter today:  Can you match the types of Celtic crosses to their names?  Circle the image which best describes a church community: 

	In the story of Jonah and the big _____, Jonah tries to run away from _____ . The story teaches Christians to _____ to God.					
Resources	The Paper Dolls by Julia Donaldson. Children's story. Audiobook (read-aloud). - YouTube God's Story: Two Sons and a Father (Prodigal Son) The Prodigal Son Bible Stories for Kids - YouTube How Christians show care – KS1 Religious Education – Primary Y1 - BBC Bitesize You can hold on by Fischy Music My Lighthouse with lyrics (Rend Collective) He's got the whole world - BBC Teach					