



Religious Studies Curriculum Overview - Year 2

	Unit	Details
Autumn One	How should we care for others and the world, and why does it matter?	Pupils learn in depth from different religious and spiritual ways of life about caring for other people and for the world. Through studying Bible stories, the lives of believers such as Dr Barnardo, Mother Teresa or a local believer, the Jewish practice of Tzedakah and Sukkot celebrations pupils learn about how beliefs turn into actions for many religious and non-religious people. The unit encourages creativity through the use of art and music.
Autumn Two	Incarnation Why does Christmas matter to Christians?	Children explore and recap the key information from the Christmas story with links to different stories from Jesus' life that come from the Gospels. Children give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. They also articulate the reasons they have to be grateful at Christmas.
Spring One	Who is a Muslim and what do they believe?	This investigation enables pupils to learn in depth from Islam, finding out about Muslim ways of life and beliefs, so that pupils can develop thoughtful ideas and viewpoints of their own about some religious and spiritual questions.
Spring Two	Who is Jewish and what do they believe?	Pupils learn about what might be found in a Jewish home and how these objects link to the Jewish way of life. There is a focus on the mezuzah, the belief in one God, Shabbat and Chanukah. Other festivals are mentioned on the planning page but this unit chooses to focus on Chanukah. This unit also has strong links with Torah, Synagogue and Pesach which pupils look at in units 1.4 and 1.5.
Spring Two	Why does Easter matter to Christians? (This is taught across one day) (UC)	Children must recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Through stories within Holy Week and Easter from the Bible, children recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.
Summer One	What can we learn from sacred books?	This investigation enables pupils to find out about sacred books from more than one religion. It clearly builds upon work from unit F1 (Which stories are special and why?). You may choose to study the Bible and the Torah or the Bible and the Qur'an rather than looking at all three sacred books.
Summer Two	Gospel What is the good news Jesus brings?	To tell stories from the Bible and recognise a link with a 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 gives instructions to people about how to behave. 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).