RE year group overview – year 2

RE Intent: At Slade Primary School, our Religious Education (RE) curriculum is designed to foster understanding, respect, and empathy in a diverse and multi-faith society. With inclusivity at the heart of our curriculum, we aim to provide high-quality, balanced RE that explores a range of religious and non-religious worldviews, helping children to develop their own beliefs and values in a safe, respectful environment.

Key Concept and Unit of work	Key objectives	End Point
Jesus **What is the 'good news' that Christians say Jesus brings?**	• To tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news. • To give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • To recognise that Jesus gives instructions to people about how to behave. • To 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. • To 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).	I can describe how forgiveness is perceived by Christians.
Jesus **Why does Easter matter to Christians?**	• To recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • To tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation. • To recognise that Jesus gives instructions about how to behave. • To give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. • To think, talk and ask questions about whether the story of Easter only has something to say to Christians.	I can sequence and describe the events of Easter and link these to salvation.
Jesus **Why does Christmas matter to Christians?**	• To define the terms secular and religious. • To describe the key details in the Christmas story. • To explain the different ways that Christmas is celebrated. • To identify which traditions are secular and which ones are religious. • To explore how religious artwork can help Christians celebrate the key events.	I can describe how Christmas is celebrated today considering which traditions are secular and which are religious.
Islam	• To recognise the words of the Shahadah and state why it is very important for Muslims.	I can explain the key beliefs and ways of living for Muslims.

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Who is a Muslim and how do they live? **(2 parts)**	• To identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean. • To give examples of how stories about the Prophet show what Muslims believe about Muhammad. • To give examples of how Muslims use the Shahadah to show what matters to them • To give examples of how Muslims use stories about the Prophet to guide their beliefs and actions • To give examples of how Muslims put their beliefs about prayer into action.	
Thematic **What makes some places special to believers?**	• To recognise that there are special places where people go to worship, and talk about what people do there. • To identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. • To give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe • To give simple examples of how people worship at a church, mosque or synagogue • To talk about why some people like to belong to a sacred building or a community	I can describe key features of different places of worship and describe why they are special to believers.

Disciplinary Knowledge

Substantive Knowledge