

Year 2

Autumn Term 1

Theme: Creation: Who made the world? (Understanding Christianity)

OUTCOMES: CORE LEARNING By the end of this units, pupils are expected to be able to:	KNOWLEDGE: Pupils will know that Christians believe:
<ul style="list-style-type: none">• Retell the story of creation from Genesis 1:1–2:3 simply.• Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.• Say what the story tells Christians about God, Creation and the world.• Give at least one example of what Christians do to say thank you to God for the Creation.• Think, talk and ask questions about living in an amazing world.	<ul style="list-style-type: none">• God created the universe.• The Earth and everything in it are important to God.• God has a unique relationship with human beings as their Creator and Sustainer.• Humans should care for the world because it belongs to God.
OUTCOMES: DEEPER LEARNING By the end of this units, pupils are expected to be able to:	KNOWLEDGE: Pupils will know that Christians believe:
<ul style="list-style-type: none">• Retell the story of creation from Genesis 1:1–2:3 simply.• Say what the story tells Christians about God, creation and the world.• Give at least two examples of what Christians do to look after the world for God.• Think, talk and ask questions about living in an amazing world.	<ul style="list-style-type: none">• God created the universe.• The Earth and everything in it are important to God.• God has a unique relationship with human beings.• Humans should care for the world because it belongs to God.

Autumn Term 2

Theme: Incarnation: Why does Christmas matter to Christians – Core Learning (Understanding Christianity)

OUTCOMES: CORE LEARNING By the end of this units, pupils are expected to be able to:	KNOWLEDGE: Pupils will know that:
<ul style="list-style-type: none">• Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.• Recognise that stories of Jesus’ life come from the Gospels.• Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.• Decide what they personally have to be thankful for at Christmas time	<ul style="list-style-type: none">• Christians believe that Jesus is God and that he was born as a baby in Bethlehem.• The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).• Christians celebrate Jesus’ birth; Advent for Christians is a time of getting ready for Jesus’ coming

Spring Term 1

Unit 2.4: Being fair, showing care: What can we learn from religious stories? (Rotherham Agreed Syllabus)

Almost all pupils working at expected standards will be able to:	Most pupils will be able to:	Some pupils working beyond expected standards will be able to:
<ul style="list-style-type: none"> • Recall some aspects of a religious story and recognise that religion may affect the way a person lives (knowledge) • Talk about how and why music helps some people to care or to worship God (knowledge) • Talk about issues of good and bad, right and wrong in familiar situations (reflection and connection) • listen to and respond to different types of music and ideas from songs (reflection and connection) • talk about the music I like and the emotions that go with the music (reflection and connection) 	<ul style="list-style-type: none"> • Recall and name the main character in a story they have heard • Retell a story about caring simply • Suggest a meaning for a symbol, song or artefact from Judaism and Christianity • Ask questions about how we show we care for others • Respond to ideas and values such as care, kindness and generosity with simple ideas of their own • Express an idea of their own about a religious story of caring • Give an example of how a person can show their values 	<ul style="list-style-type: none"> • Describe the teaching of a religious leader in relation to caring (knowledge). • Describe how religious practice influences how people live their lives, especially in regard to caring for others (knowledge). • Make links between their own and others' beliefs, values and opinions about caring (reflection and connection). • Respond thoughtfully and describe how music expresses ideas about caring (reflection and connection)

Spring Term 2

Theme: Salvation: Why does Easter matter to Christians (Understanding Christianity)

OUTCOMES: CORE LEARNING By the end of this units, pupils are expected to be able to:	KNOWLEDGE: Pupils will know that:
<ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • Tell stories of Holy Week and Easter from the Bible and 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. 	<ul style="list-style-type: none"> • Easter is very important in the 'big story' of the Bible. • Christians believe Jesus rose again, giving people hope of a new life.

<p>OUTCOMES: DEEPER LEARNING By the end of this units, pupils are expected to be able to:</p>	<p>KNOWLEDGE: Pupils will know that:</p>
<ul style="list-style-type: none"> • Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. • Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). • Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. • Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas 	<ul style="list-style-type: none"> • Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose again, giving people hope of a new life.

Summer Term 1

Theme: Gospel: What is the good news that Jesus brings? (Understanding Christianity)

<p>OUTCOMES: CORE LEARNING</p> <p>By the end of this units, pupils are expected to be able to:</p> <ul style="list-style-type: none">• 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, confession).• Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.	<p>KNOWLEDGE:</p> <p>Pupils will know that:</p> <ul style="list-style-type: none">• Christians believe Jesus brings good news for all people.• For Christians, this good news includes being loved by God, and being forgiven for bad things.• Christians believe Jesus is a friend to the poor and friendless.• Christians believe Jesus’ teachings make people think hard about how to live and show them the right way.
<p>OUTCOMES: DEEPER LEARNING</p> <p>By the end of this units, pupils are expected to be able to:</p> <ul style="list-style-type: none">• Tell stories from the Bible and recognise a link with a concept: for example, the idea of ‘good news’ links to the practice of being thankful.• Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.• Describe how Christians show their beliefs: for example, thanking God in prayer.• Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.• Think, talk and ask questions about whether Jesus’ ‘good news’ matters to anyone other than Christians, exploring different ideas.	<p>KNOWLEDGE:</p> <p>Pupils will know that:</p> <ul style="list-style-type: none">• Christians believe Jesus brings good news for all people.• For Christians, this good news includes being loved by God, and being forgiven for bad things.• Christians believe Jesus is a friend to the poor and friendless.• Christians believe Jesus’ teachings make people think hard about how to live and show them the right way.

Summer Term 2

Unit 2.6: Leaders: Who needs them? Learning from Jews and Christians (Rotherham Agreed Syllabus)

Pupils working towards the expected outcomes (at step 1) will be able to:	Pupils working at the expected outcomes (at step 2) will be able to:	Pupils working beyond the expected outcomes (at step 3) will be able to:
<ul style="list-style-type: none">• talk about leaders and followers, saying what makes a good leader• recall the outline of stories of Mother Teresa• identify and talk about how a leader made a difference in different examples (Rabbi, Minister)	<ul style="list-style-type: none">• identify some ways the Rabbi or Minister is a leader in religious life• retell the story of the shipwreck including details about Saint Paul as a leader• respond sensitively to the task of identifying what makes a leader	<ul style="list-style-type: none">• ask some thoughtful questions about religious leaders and what they do• describe the ways a Rabbi or Minister leads a religious community with several examples• use religious or spiritual vocabulary to give simple recounts of what the minister or Rabbi does for the community.