



RE Subject Map - Y2

Autumn 1 Bedfordshire Agreed Syllabus Making sense of beliefs, understanding impact, Making connections Project title: What can we learn through Sacred Books and stories. Key words: holy, sacred, text, book, stories, Bible, Quran, Guru Granth Sahib, Torah, Christianity, Islam, Hinduism, Sikhism, Judaism, good, evil, divine being, Durga, ceremony, 5+ Key words to teach: God, Creator, Jesus, Christian, Bible, Torah, Qur'an, holy book, symbol. Opportunity for visit/visitor: Muslim/Christian/Sikh/Jewish visitor					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Identify the different scared holy books. Holy Books.	-Recognise that sacred texts contain stories which are special to many people and should be treated with respect.	To know that most religions will have a scared holy book. Stories within these holy texts hold meaning, lessons and support with life choices. The sacred texts are The Bible, The Qur'an, The Torah and Guru Granth Sahib. Sacred texts are kept in a certain way to show respect.	What are their favourite books and stories and why? What makes a story special? Which stories do we know that teach us lessons?	Big Ideas: Significance Investigation Growth Change Making sense of belief -Identify a belief about God linked to what a holy book says. -Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Understand the impact. -Recognise how different religions express their scriptures, giving at least 3 examples of symbols of respect. -Give simple examples of 'hidden messages' in faith
2	Understand that stories can contain wise words and messages. David and Goliath (1 Samuel 17; Jonah 1-3)	-Recognise that sacred texts contain stories which are special to many people and should be treated with respect. -Give simple examples of 'hidden messages' in faith stories, or wise sayings that believers may follow.	To know that stories in the Jewish holy book are also found in the Bible. To know that God gave David the strength to defeat the giant Goliath.	Match the holy books to the different religions. Which stories do we remember from the Bible?	



RE Subject Map - Y2

		- Think talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people. -Suggest feelings and reactions of characters at key points in faith stories, suggest meanings in stories.	The message in the story is that strength comes from within.		stories, or wise sayings that believers may follow. Make connections - Think talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people. -Suggest feelings and reactions of characters at key points in faith stories, suggest meanings in stories.
3	Understand that stories can contain wise words and messages. The Good Samaritan	-Recognise that sacred texts contain stories which are special to many people and should be treated with respect. -Give simple examples of 'hidden messages' in faith stories, or wise sayings that believers may follow. - Think talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people. -Suggest feelings and reactions of characters at key points in faith stories, suggest meanings in stories.	To know that stories from the Bible can teach us lessons about how we choose to live. To know that the story of The Good Samaritan teaches us to treat others as we want to be treated. To understand that this story is not just relevant to Christians.	Recall events from David and Goliath. What lesson is this teaching us? How does God want people to treat one another?	
4	Understand how stories can teach us about God. Hagar and Ismail and the well of Zamzam https://www.youtube.com/watch?v=MIqbMKZIM2U	-Recognise that sacred texts contain stories which are special to many people and should be treated with respect. -Give simple examples of 'hidden messages' in faith stories, or wise sayings that believers may follow. - Think talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people.	The Holy book in Islam is the Qur'an. Muslims believe that there is one God Allah. The Kaaba is the Holy place in Mecca and this is the direction that some Muslims pray.	What is the holy book for the religion of Islam? What do they call God? How many names do they have for Allah?	



RE Subject Map - Y2

		-Suggest feelings and reactions of characters at key points in faith stories, suggest meanings in stories. -Identify a belief about God linked to what a holy book says.	The Zamzam well came about from a story about Hagar and Ismail in the desert. The story is remembered as part of the Hajj (Pilgrimage to Mecca) The story expresses the idea that Allah is a caring God and rescuer to those in trouble.	Who was an important prophet?	
5	Understand how stories can teach us about God. Moses https://www.youtube.com/watch?v=RdSQT7DS1I ! Throughout the story how does God show he is powerful?	-Recognise that sacred texts contain stories which are special to many people and should be treated with respect. -Give simple examples of 'hidden messages' in faith stories, or wise sayings that believers may follow. - Think talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people. -Suggest feelings and reactions of characters at key points in faith stories, suggest meanings in stories. -Identify a belief about God linked to what a holy book says.	To know that Moses was sent by God to save the Jewish people from the slavery of Egypt. Moses was sent down the river and found by the Egyptian princess. He was raised as an Egyptian however knew the way the Jewish people were treated was not right. God appeared to Moses in the burning bush. God sent the ten plagues. God parted the Red sea to help the Jewish people reach the Holy land.	Which two religions have similar stories in their holy book? What do Christians believe God is like?	



RE Subject Map - Y2

6	Understand how sacred books are kept to show respect. Sacred and Holy Qur'an https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-the-quran/z4p8mfr Judaism What happens in... Show and discuss the Sefer Torah and the Ark where they are stored in the synagogue Sikhism What happens in.. Guru Granth Sahib. Where is this positioned.	-Recognise how different religions express their scriptures, giving at least 3 examples of symbols of respect. - Think talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people.	It is important to learn the Qur'an in Arabic language but there are English translations. Your hands must always be clean when handling the Qur'an and it should never be left on the floor. The Torah is made up of scrolls and these are kept in the Sefer. These are then stored in the Ark in the synagogue. Sikhs believe that the Guru Granth Sahib is the 11th Guru (Eternal Guru) It is kept above the people listening and praying to show respect.	What does respect mean? How do we show respect?	
---	---	--	--	---	--



RE Subject Map - Y2

Autumn 2 Bedfordshire Agreed Syllabus Making sense of beliefs, understanding impact, Making connections Project title: How and why do we celebrate significant times? What makes some celebrations sacred to believers? Festivals of focus: Hanukah, Eid- Ul -Fitr, Diwali Key words: celebrate, significance, stories, characters, family, decorations, good, evil, faith, food, prayers, dances, clothes 5 key words to teach: Sacred times, festivals, celebrations symbols, community Opportunity for visit/visitor: Jewish, Hindu, Muslim visitor.					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Explore the festival of Eid – Ul- Fitr Eid Ul Fitr https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-eid	Understand that Eid Ul Fitr marks the end of Ramadan Examine the reason some Muslims celebrate Eid Ul Fitr. To identify the different ways they celebrate including decorations, food and clothes. Represent my findings about how some Muslims celebrate Eid Ul Fitr.	Ramadan is celebrated as some Muslims believe the prophet Muhammed was given the first words of the Qur'an. Ramadan is the ninth month of the Islamic calendar of the year. This can occur in any season. Eid Ul Fitr is celebrated at the end of Ramadan. It is known as 'Feast of fast breaking' Some Muslims decorate their homes, wear beautiful clothes, paint their hands with Mendi.	What is the symbol of Islam? What do you call people that follow the religion of Islam? What do we call the holy book of Islam?	Make sense of belief -identify and name at least three different religious festivals, giving two facts about each one -identify a belief that connects to a festival, e.g. 'they do it because they believe ...' Understand the impact -give simple examples of the ways a festival makes a difference, e.g. to emotions, to families -notice and suggest a meaning for some symbols used in the celebrations they learn about, e.g. light, water, signs of togetherness Make connections
2	Explore the festival of Hanukah Hanukah	Recall the main events from the story of Hanukah.	To know that a miracle is an extraordinary event that brings very welcome consequences.	What is the symbol of Judaism?	



RE Subject Map - Y2

	https://www.youtube.com/watch?v=zsXQfCeMHs8	Explore the significance of the Menorah.	To know that Jewish people remember the story of Hanukkah every year. Hanukkah falls around the 9th Month of the Jewish calendar. Light is a symbol of God's love and power. There are 9 candles on the Menorah and they are lit a specific way in at a specific time of day.	What do you call people who follow this religion? What is the name of the holy book of Judaism?	-Talk about links between how people celebrate today and old stories. -Notice and find out about simple similarities; special or sacred food, music, stories, gatherings, prayers or gifts.
3	Explore the Hanukah traditions Hanukah https://www.youtube.com/watch?v=tstRrJpMT5c	Examine the different ways that Hanukah is celebrated. Recognise the significance of light during this festival.	Hanukah lasts for 8 days. Some Jewish people visit the synagogue on these days to worship by lighting the candles, praying, singing and listening to words of the Torah Families come to celebrate by praying, singing and eating special food. They decorate their homes and invite family and friends. Some Jewish people play a game called Dreidel The letters on the dreidel (Nun, Gimel, Hay and Shin) represent the first letters of the Hebrew words 'Nes Gadol Haya Sham', which mean 'a great miracle happened there'. People sing and play with the dreidel to remember the miracle.	Why do Jewish people celebrate Hanukah? Why is light an important part of this festival?	



RE Subject Map - Y2

4	Explore the celebration of Diwali. Diwali https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-hinduism-rama-and-sita/ztpyp4j	Recall the events of the story of Rama and Sita. Examine the symbolism of light during this festival.	Diwali falls in Autumn. Diwali is the festival of Light. Diwali is celebrating Rama and Sita of good overcoming evil. Light overcomes over dark.	What is the symbol of Hinduism? Where do Hindu followers' worship? What do the children already know about Diwali?	
5	Explore Diwali traditions Diwali https://www.bbc.co.uk/bitesize/articles/zjpp92p https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-diwali	Recall why some Hindu people celebrate Diwali. Identify the different traditions of celebrating Diwali.	Diwali means row of lights Some Hindu's will place diva lamps in their windows during Diwali. Fireworks are used in celebration. Rangoli Patterns are created to decorate homes during Diwali. Families come together to celebrate.	Why is Diwali celebrated? Why is light important?	
6	Reflect on our favourite festivals Favourite festivals	Begin to recognise the similarities and differences with the festivals studied. Identify the festivals they would enjoy and why.	There are similarities and differences with the festivals studied. All the festivals are celebrated bringing families and communities together. Each festival has a story that provides significant meaning to the followers of the religion.		



RE Subject Map - Y2

Spring 1 Bedfordshire Agreed Syllabus Making sense of beliefs, understanding impact, Making connections How do we show we care for others and why does it matter? Key words to teach: community, rules for living, holy words, friendship, fellowship Opportunity for visit/visitor:					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	To know that everyone is unique and important. Valuing everyone Jesus and the children https://www.youtube.com/watch?v=VPUMDVBO7dY	-identify a story or text that says something about each person being unique and valuable	That everyone is unique and special. To know that the Bible tells stories that help teach us lessons. To know that Jesus told many stories and taught many lessons. Jesus said that God loves everyone who follows him.	Which Holy books match the different religions? Which stories do we know that teach us lessons? Who was Jesus and why is he important?	Big Ideas: Significance Change Growth Make sense of belief -identify a story or text that says something about each person being unique and valuable -give an example of a key belief some people find in one of these stories (e.g. that God loves all people)
2	Understand the idea of the Golden Rule. Golden rule https://www.youtube.com/watch?v=d6MWzziBM44	-give an example of a key belief some people find in one of these stories (e.g. that God loves all people) -give good reasons why everyone (religious and non-religious) should care for others	To know that Jesus teaches us to treat others as we want to be treated. This the Golden rule. Many different religions follow this rule.	Recall the story of the Good Samaritan. What lesson does this story teach us?	Understand the impact -give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Make connections -think, talk and ask questions about what



RE Subject Map - Y2

			Many non-religions follow this rule.	Why did Jesus tell lots of stories or talk to crowds of people?	difference believing in God makes to how people treat each other -give good reasons why everyone (religious and non-religious) should care for others
3	Understand the responsibility of friendship Friendship The Rainbow fish https://online.flipbuilder.com/rslc/poly/ Use this story to show the impact of how we treat one another can affect the way they treat us. Winnie the Pooh and Piglet	-give good reasons why everyone (religious and non-religious) should care for others -give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories	To know that the way we treat others will affect the way they treat us. To know that kindness is something we all should show.	How do Christians believe we should treat each other? What lessons did Jesus teach? Recall story of the Rainbow Fish from EYFS.	
4	Understand how religions show they care for others Caring for others The Lost Sheep <i>God is like the shepherd and loves us all no one more than another.</i> Zakah is one of the Five Pillars of Islam meaning Charity. Tzedek Jewish Charity Langar – Sikhs cook and offer food for all to eat in the Gurdwara.	-identify a story or text that says something about each person being unique and valuable -give an example of a key belief some people find in one of these stories (e.g. that God loves all people)	Christians believe that God loves and cares for us all. Different religions can show they care for people in many different ways, including giving to charity, offering food, volunteering to help others etc. Non-religions can also help care for each other in many different ways.	What is a parable? Story told in the Bible to teach a lesson. What do Christians believe about God? How do we care for each other?	



RE Subject Map - Y2

5	How can we show that we care for others? Caring for others	-think, talk and ask questions about what difference believing in God makes to how people treat each other	Christians believe that God guides us in the way we live to ensure we treat others as we wish to be treated. Inspirational people through history and the present day have done things to show the importance of caring for others. We can make our school a caring and kind place to be.	How do religions show they care for others?	
---	---	--	---	---	--



RE Subject Map - Y2

Spring 2

Bedfordshire Agreed Syllabus

Making sense of beliefs, understanding impact, Making connections

Project title: How should we care for Earth? Why does it matter?

Key words: Care, responsibilities, stories, beliefs, faith, God, love, Judaism, Tikkun Olam (Repairing the world) and Tu B'shevat (Festival of the new year for trees), Islam, Christian, Jesus,

5 Key words to teach: God Creator, environment, Earth, Care

Opportunity for visit/visitor: Rushmere Country Park, Ashridge, Tree Cathedral.

Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	To appreciate and recognise the beauty of our world. Our beautiful world Walk around the school grounds/ Potential for a trip to see the beauty of the world. Rushmere/Ashridge/ Tree Cathedral MK	To consider and discuss the beauty of our world both natural and man-made features. To reflect on what we are thankful for in on our Earth and why.	To know that Earth is the planet that we live on and is part of a wider solar system. The features of the Earth are a mixture of natural and man-made.	What is the Earth? What can we find on Earth? Who lives on Earth? What does the word responsibility mean?	Big Ideas: Significance Change Growth Make sense of belief -Identify what a story or text says about the beautiful Earth. -Give clear and simple account of what Genesis 1 tells Christians and Jews about God and the natural world. Understand the impact -Give an example of how people can show they care for the Earth, making links to the creation story.
2	To reflect on the Christian belief of creation and our responsibility to look after the Earth. Creation	-Give clear and simple account of what Genesis 1 tells Christians and Jews about God and the natural world. -Give an example of how people can show they care for the Earth, making links to the creation story.	Christians believe that God made the Earth for us. Christians believe that God created the world in 7 days.	Reflect on our beautiful earth and visit. Consider the question how did the world begin?	



RE Subject Map - Y2

			It is our responsibility to take care of the world in which we live. Christians believe that we are God's representatives on Earth and like a gardener tends to his garden we must to the Earth.		-Give examples of how Christians and Jews can show care for the Earth. Make connections -Think, talk and ask questions about what difference believing in God makes to how people treat the natural world. -Give good reasons why everyone (religious or non-religious) Should look after the natural world.
3	To reflect on how Muslims believe we should care for the Earth Khalifah Muslims believe that we are the stewards of the Earth and are responsible for taking care of it.	To discuss the idea of a Steward and how this is linked to how Muslims believe we are responsible for taking care of the Earth. To consider the roles of we play in taking care of the Earth in our school environment, local environment and wide world.	Khalifah (Steward) - Muslims believe that humans have a responsibility to look after the Earth. We all have a role to play in making sure we are taking care of the earth locally and globally.	Recall the 7 days of creation. What do we need to look after in our world? What do we think is most important and why?	
4	Reflect on how the Bible teaches us about caring for the Earth. Psalms 8 Create a class Psalm showing what we are thankful for.	-Think, talk and ask questions about what difference believing in God makes to how people treat the natural world. -Give examples of how Christians and Jews can show care for the Earth. -To reflect on what we are thankful for on our beautiful Earth.	In Psalm 8 David praises God's creation and how each person is special in it. Christians believe we should be thankful to God for his creation.	What do Christians believe we are like on Earth? <i>Gardeners tending to their garden</i> What do Muslims believe that we are like? <i>Stewards</i>	



RE Subject Map - Y2

				Why is it important to take care of our Earth?	
5	Understand the Jewish belief about caring for the Earth. Tu B'shevat	-Give examples of how Christians and Jews can show care for the Earth. -Think, talk and ask questions about what difference believing in God makes to how people treat the natural world. -Give good reasons why everyone (religious or non-religious) Should look after the natural world.	Tikkun Olam (Repairing the world) and Tu B'shevat (The festival of new year trees)	What do Christians believe about how we look after the Earth?	



RE Subject Map - Y2

Summer 1					
Bedfordshire Agreed Syllabus Making sense of beliefs, understanding impact, Making connections Project title: Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people Key words: inspire, inspiration, admire, role model, Leader, faith, belief, holy place, sacred text, Christianity, Islam, Judaism, Muslim, Jew, Jesus, Muhammed, Allah, God, Moses, reflection, values, choices. 5+ key words to teach: inspiring, leaders, holy or sacred, Prophet, Lord, Patriarch Opportunity for visit/visitor: Christian visitor Pastor/Vicar from a local Church/ Imam or Muslim visitor					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Understand what makes an inspiring leader. Inspiring Leaders	- understand why some people inspire others -Discuss who inspires them and why? Link to chosen person for each class for British Values. -Consider that different people might find different things inspiring, not always the same.	Know what inspiration means and what it is to inspire people. Know that there are people from the past, present and future that inspire us. Religions all have significant people who inspire and lead.	Match the religious symbols to each religion. Recall knowledge about leaders in the Church and Synagogue to retrieve learning from previous sessions.	Big ideas links Significance Change Growth Make sense of belief - identify at least three people from religions who are admired as good followers of God -describe stories that are told by and about special people in two religions Understand the impact - understand why some people inspire others - give simple examples of inspiration, for example,
2	Identify religious leaders in the different religions of Christianity, Islam and Judaism. Religious leaders	-Recognise and identify the different religious leaders of Christianity, Islam, Judaism. -Identify and examine the different roles they play in leading their religion. -Begin to think about these leaders within our community.	Know that every religion has a leader who has a role of teaching, encouraging and leading the specific beliefs. Know the different jobs that they do as leader.	Match the different holy places of worship to each religion. Match the different sacred and holy books to the different religions. What does it mean to inspire?	



RE Subject Map - Y2

3	Learn about an Inspiring person from Christianity Inspiring people from Christianity Jesus (Son of God/Lord) Stories: Zacchaeus, Peter and Andrew the first disciples. https://www.youtube.com/watch?v=5BjtbJFz2ug	- identify at least three people from religions who are admired as good followers of God -describe stories that are told by and about special people in two religions -identify a belief about a religious leader - identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves - give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to ... by ...'	Know that Jesus was the leader of teaching people about God and showing his power through miracles and parables. Christians follow the word of God and Jesus in the Bible. Stories in the Bible show how Jesus inspired people and can inspires Christians to follow his teachings in the choices they make in life today.	Who was Jesus? Why is he important to Christians? What do we call a leader of a Christian Church?	'Moses/Jesus/Muhammad inspired people to ... by ...' Make connections - talk about links between the work and the question: who inspires me?
4	Learn about an inspiring person from Islam- Muhammed PBUH (Prophet) Stories: The first revelation of the Quran https://www.youtube.com/watch?v=AMLf4LfeAM Muhammed and the black stone.	- identify at least three people from religions who are admired as good followers of God -describe stories that are told by and about special people in two religions -identify a belief about a religious leader - identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves - give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to ... by ...'	Know that Muhammed is important to Muslims as they believe he was a prophet. Muslims believe that Allah gave the words to Muhammed to place into the Quran. Know that the stories of Muhammed teach us lessons and like Jesus hope to inspire and encourage people to make certain choices in the way they live.	What is the holy place, book and symbol for Islam? Who was Muhammed? What does inspire mean?	



RE Subject Map - Y2

5	Learn about an inspiring person from Judaism- Moses <i>Story- The burning bush and how he led the people out of Egypt.</i> https://www.youtube.com/watch?v=SfR1x3lvrvs	- identify at least three people from religions who are admired as good followers of God -describe stories that are told by and about special people in two religions -identify a belief about a religious leader - identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves - give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to ... by ...'	Know that stories about Moses are found in the Old Testament before Jesus was born. Moses was a significant character who God spoke to in the Bible who led the Israelites out of Egypt. God sent plagues to Egypt to assist Moses to make the Pharaoh let the people go.	What is the holy place, book and symbol for Judaism? Who was Moses? Do they remember the story of him being put into a basket as a baby to stop him being killed by the pharaoh? Why was he so important? Where are the stories about Moses? Old or New testament (This can be mentioned as relevant more when they come to Yr3)	
6	Reflect on inspiring people and how these have influenced faith and belief. Faith and Belief <i>Children can create a display of people they admire and the reasons why.</i>	- identify at least three people from religions who are admired as good followers of God -describe stories that are told by and about special people in two religions -identify a belief about a religious leader - think, talk and ask good questions about leadership and inspiration - notice and find out about the different way's leaders are admired in different religions - talk about links between the work and the question: who inspires me?	Know that there are many people in the world past, present and future that inspire us. Know that each religion has a leader and inspirational characters that influence their faith and belief. Know that our choices in life can be inspired by those people we admire.	Who are the leaders in the different religions? Why was Jesus, Muhammed and Moses so important?	



RE Subject Map - Y2

Summer 2

Bedfordshire Agreed Syllabus

Making sense of beliefs, understanding impact, Making connections

Project title: What is the 'good news' Christians believe Jesus brings?

Key words: Jesus, disciples, Bible, New Testament, gospels, good news, Matthew, forgiveness, Christians, teachings, communities, beliefs,

5 Key words to teach: God, Jesus, Gospel, incarnation, Christians

Opportunity for visit/visitor: Christian visitor

Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Recognise how stories in the Bible teach us about Jesus. Friend of the friendless Matthew the tax collector. (Matthew 9:9–13). Compare with knowledge about the story of Zacchaeus.	-tell stories from the Bible and recognise a link with the 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 instructs people about how to behave	The Bible is made up of two parts, 'The Old Testament' and 'The New Testament.' Jesus choose 12 people to be his disciples (Followers) Each gospel tells stories of Jesus teachings and the lessons we can learn from them.	Who was Jesus and why is he important to Christians?	Big Ideas: Significance Growth Change Investigation Make sense of belief -tell stories from the Bible and recognise a link with the 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
2	Understand the idea of forgiveness. Forgiveness How Christians see forgiveness as 'Good news' from God. Luke 6:37–38.	-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)	The gospel of Luke teaches about how we must treat others as we wish to be treated. Reflect on the story Jesus told about 'The Unforgiving servant' We forgive and we shall be forgiven. Christians believe God forgives us.	What are the gospels? How did Jesus show kindness to Matthew and Zacchaeus? What lesson was he teaching	Understand the impact -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



RE Subject Map - Y2

	https://goldavenuechurch.org/2021/02/20/childrens-worship-02-21-21/	-recognise that Jesus instructs people about how to behave	Some Christians (Catholic) Go to confession to atone (Ask for forgiveness) for their sins.	people with these actions? What does forgiveness mean?	-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)
3	Explore the idea of Peace Peace How do Christians receive peace from Jesus? How is this 'Good News' Jesus Calming the storm teaches Christians that trusting in God and Jesus their fear will turn to peace. https://www.youtube.com/watch?v=uYLHqdSO9OY	-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 -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 about how to live, giving a good reason for their ideas	To know that peace can mean being calm, content, happy and a sense of belonging. To know that there are things that can stop peace worry, fear, illness, conflict. Peace can be gained by music, laughter, being quiet, exercise, saying 'sorry' and being forgiven, a hug. Stories in the Bible teach us how Jesus brings peace. The dove and the olive branch symbolise the idea of peace.	What was the name of Jesus followers? Why did Jesus tell stories? What does forgiveness mean? Why is it important to forgive? What does Jesus teach us about the way we treat others?	Make connections -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 about how to live, giving a good reason for their ideas
4	Recognise how Christians try to bring Jesus 'The Good News' to others Good News	-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	Christians help others in need to demonstrate treating others how you wish to be treated. Friend to the friendless.	What is peace? What symbolises peace to Christians? How can	



RE Subject Map - Y2

	(Explore actions of Christians)	good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas	Christians hold playgroups, coffee mornings, community events to help spread 'Good News'		
5	Identify the way parts of the church remind us of how Jesus brought 'Good News' (Art) The Church <i>Explore some items from the church such as candles, hymns etc.</i>	-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)	Reflect on the objects in the Church that bring peace prayer, worship, candles, singing, belonging. Stain glass windows with stories showing Jesus the light of the world, dove, peace on earth,	How do Christians bring the Good News to others?	
6	Explore the idea of friendship and how we treat others. Friendship	-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 about how to live, giving a good reason for their ideas	Know that we can bring peace to others. Forgiveness is important not only to Christians. Christians believe that we receive peace and forgiveness through Jesus.	What is forgiveness? What is Peace? What stories teach Christians about Peace and Forgiveness. How does Jesus teach us to treat others? What do Christians mean by Good News?	