



YEAR 2

**RELIGIOUS EDUCATION
CURRICULUM TOOLKIT**



Year 2 RE Curriculum

KNOW IT!

Who is a Muslim and what do they believe?

Key Symbols and Objects

Symbol of Islam



Allah calligraphy



Muslim Prayer

Prayer mat



Washing



Qur'an stand



Facing Makkah



Shoes off



Prayer beads



What should I already know?

Christians and Muslims believe in one God.

Muslims follow the religion of Islam.

Muslims worship in a building called a mosque.

Some key features of a mosque.

Key Stories and Writing

Muhammad and the Cat.

The Story of the Tiny Ants.

Muhammad and the Camel.

The Shahadah.

Key Vocabulary

Allah

Allah is the Muslim word for God.

Prophet Muhammad

Prophet Muhammad (PBUH) is a leader for Muslims.

Pray

Muslims believe that praying is a way of speaking to Allah.

Qur'an

The Qur'an is the Muslim Holy Book.

Mosque

A mosque is a special building for Muslims to worship.

Minaret

A type of tower built into a mosque.

Dome

A rounded roof often found on mosques.

What should I already know?

Different religions have special times.

Christians celebrate Christmas.

How do Christians remember Easter?

Palm leaves



Palm leaf cross

Bread and wine



Hot cross bun

Year 2 RE Curriculum KNOW IT!

How and why do we celebrate special times?

Key Vocabulary

Celebration	This is a happy time when people remember something.
Palm leaves	Christians believe that crowds waved these when Jesus rode into Jerusalem.
Crucify	Christians believed that Jesus was put on a cross and died.
Resurrection	Christians believe Jesus came back to life.
Easter	The festival where Christians celebrate the Resurrection.
Ramadan	The month when Muslims remember the Holy Qu'ran being revealed to the Prophet Muhammed.
fast	Muslims don't eat (fast) during the hours of daylight during Ramadan.
Eid-ul-Fitr	Muslim celebration of the end of Ramadan.

Key stories and writing

Palm Sunday

The Easter Story

How do Muslims celebrate Eid-ul-Fitr

Henna patterns



Prayers at mosque

Card, gifts and money



Special food

Year 2 RE Curriculum

KNOW IT!

How should we care for others?

What should I already know?

Religious people believe certain things.

Religious and non-religious people have rules they follow.

Key Vocabulary

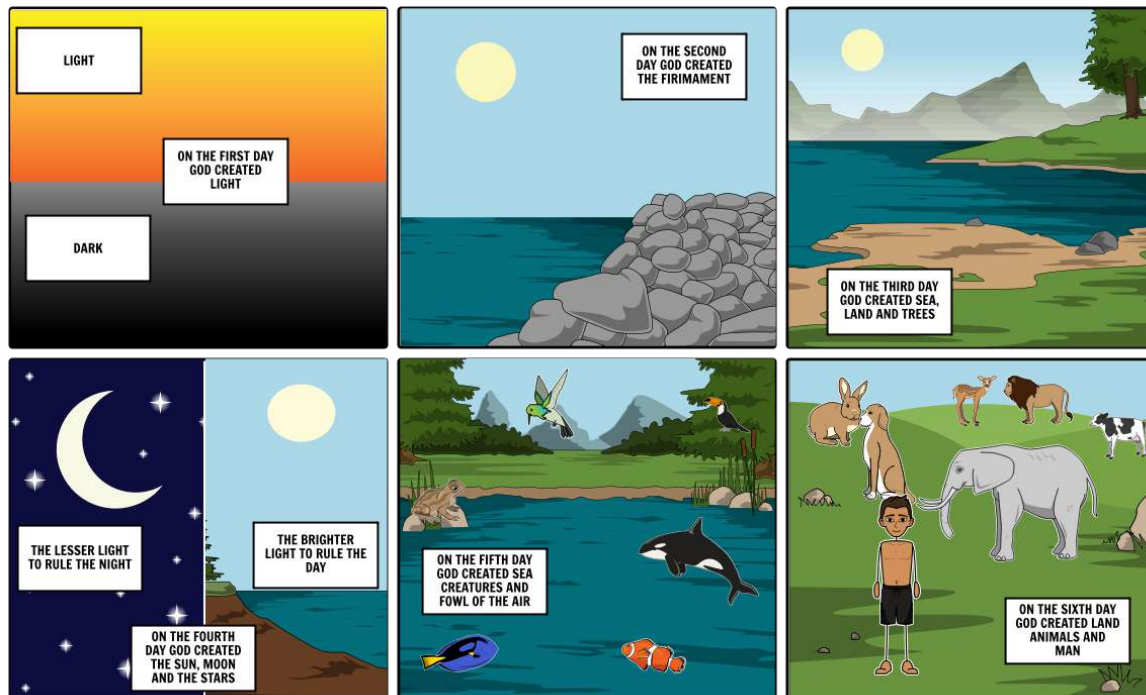
Creation	God's act of bringing the universe to life.
The Golden Rule	Rule told by Jesus of how to treat each other.
Charity	Giving help or money to those in need.
Zakat	One of the five pillars as Islam.

Key stories and writing

The Good Samaritan.

The Creation Story.

The Creation Story



THE GOLDEN RULE ACROSS RELIGIONS



"And as ye would that men should do to you, do ye also to them likewise." - Luke 6:31



"None of you will believe until you love for your brother what you love for yourself." - 40 Hadith, n13



"Do naught unto others what you would not have them do unto you." - Mahabharata 5:15:17



"Hurt not others in ways that you yourself would find hurtful." - Udanavarga 5:18



"What is hateful to you, do not do to your neighbour." - Talmud, Shabbath 31a









TEACH IT

BELIEVING	EXPRESSING	LIVING
<p>Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> Talk about the fact that Muslims believe in God (Allah) and follow the prophet Muhammed. Identify some ways in which Muslims mark Ramadan and celebrate Eid-UI- Fitr and how it might make them feel. Recognise that Muslims do not draw Allah or the prophet, but use calligraphy to say what God is like. Retell a story about the life of the prophet Mohammed. Recognise some objects used by Muslims and suggest why they are important. Make links between what the Holy Qur’an says and how Muslims behave. <p>What can we learn from sacred books?</p> <ul style="list-style-type: none"> Recognise that sacred texts that contain stories which are special to many people and should be treated with respect. Ask and suggest answers to questions to questions arising from stories both Jesus and prophet Mohammed told. Make links between messages within sacred texts and how they live their lives. (Christianity and Islam.) 	<p>How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> Identify a special time I have celebrated and explain what a celebration means. Talk about how Jesus was a special person and was the son of God. Identify some ways which Christians celebrate Christmas/ Easter/ Harvest and Muslims celebrate Al- Hijra (Islamic New Year) and Ramadan. Re-tell stories connected with a Christian or Muslim celebration and say why they are important to believers. Identify some similarities and differences between two different religious celebrations. (Christian and Muslim) Suggest meanings for some symbols and actions used in religious celebrations. (Christmas/ Easter, Al - Hijra / Ramadan) 	<p>How should we care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> Talk about how religions teach that people are valuable. Explain that some people believe that God created the world so we should look after it. Identify ways that some people care for each other and the world. Talk about some texts that promote the ‘Golden Rule’ of treating others how you wish to be treat. Explain my own ideas about the creation story. Develop own opinion on how should we care for others and the world, and why does it matter?
<ul style="list-style-type: none"> Muslims are a religious community of people. Muslims worship in a mosque. Muslims have symbols ,objects, stories and actions which are important to them. Muslim’s sacred text is Qur’an The Lord’s Prayer. The Qur’an is in Arabic. Muslims believe in one God—Allah. The Good Samaritan story. 	<ul style="list-style-type: none"> Christians celebrate baptism. People celebrate weddings. The Lost Coin. The Islamic call to prayer. The boy who threw stones at trees. Christians and Muslims both celebrate different religious celebrations. 	<ul style="list-style-type: none"> All religious people belong to a religious community. Religious people believe God made the world. Belonging means feeling that you are part of a group. We should treat each other with kindness.











POSSIBLE TEACHING SEQUENCE

BELIEVING

What can we learn from sacred books?

-  Explore what a story is and why we like them; are there different types of story? Introduce a parable as a story with a deeper meaning. Talk about how some books are more than special – they are sacred or holy, meaning that people believe that they are from God.
-  Introduce the Bible as a sacred text for Christians.
-  Introduce a sacred text for Muslims – Holy Qur’an.
-  Investigate how these books are used and treated: Bible translated into lots of different versions to make accessible to all; Holy Qur’an kept in its original Arabic, as Muslims believe that is how it was revealed to Prophet Muhammad.
-  Read, act out and illustrate some stories Jesus told about what God is like (e.g. ‘The lost sheep/Lost coin’ Luke 15) and how to treat each other (e.g. ‘The good Samaritan’ Luke 10).
-  Explore stories from the Bible, which teach about God looking after his people e.g. ‘Joseph and his brothers’ (Genesis 37, 39–48); the story of Moses (book of Exodus); ‘The call of Samuel’ (1 Samuel 3); ‘David and Goliath’ (1 Samuel 17); Jonah (Book of Jonah).
-  Explore stories about Prophet Muhammad (e.g. ‘Muhammad and the hungry stranger’, ‘The thirsty camel’, ‘The sleeping cat’, ‘Muhammad and Bilal’, ‘Muhammad and the rebuilding of the Ka’aba’).
-  Share an example of a story that occurs in more than one sacred text e.g. the story of Noah, which is sacred to Muslims, Jews and Christians.







Who is a Muslim and what do they believe?

-  Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. ‘Muhammad and the cat’, ‘The story of the two brothers’, ‘The crying camel’.
-  Look at calligraphy and listen to nasheeds that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bhikha; share the words of the Shahadah, listen to the Call to Prayer.
-  Give children a way to respond to their own big questions e.g. writing a class big questions poem or a ‘Where is God?’ poem.
-  Describe one of the beliefs that Muslims hold about God e.g. tawhid.
-  Share the story of the revelation of the Holy Qur’an – how the Angel Jibril revealed it to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur’an.
-  Talk to Muslims about what they believe about God.
-  Explore what the concept of God means for the children themselves.
-  Identify the objects that are most precious to them. Why are they precious? How does it show?
-  Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur’an and stand, compass, headscarf. Why are these important?
-  Share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr. Why do Muslims celebrate?

POSSIBLE TEACHING SEQUENCE










EXPRESSING

How and why do we celebrate special and sacred times?

-  Consider the importance and value of celebration and remembrance in children's own lives.
-  Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them.
-  For example, from Easter:
 - Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning.
 - Explore feelings of Jesus and disciples.
 - Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc.
-  Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ul-Fitr.
-  Talk about what the stories and events means for the children themselves.
-  Compare the importance of the symbol of light within different festivals, e.g. Christmas, Diwali; how believers express beliefs through this symbol, and how light can mean different things to believers in different communities.

LIVING

How should we care for others and the world, and why does it matter?

-  Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 6.26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God's creation and how each person is special in it).
-  Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5 v.1–11), four friends take the paralysed man to Jesus (Luke 5 v 17–26), 'The good Samaritan' (Luke 10: 25–37).
-  Consider the idea that we all have special gifts we can use to benefit others.
-  Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam.
-  Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica; people known in the local area.
-  Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity.
-  Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the children can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Make cartoons to show their ideas.
-  Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it).
-  Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation, to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons they this is important.