

Yearly Skills & Knowledge Progression
Subject: RE
Year group: Year 2

	Half Term 1	Half Term 2
Autumn	<p>CHRISTIANITY: What is God like for Christians?</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Build on idea of God as creator • Images of God from the Bible: shepherd, parent, King; Jesus 'like God' • Ideas in art / story / song <p><u>Skills</u></p> <p>Thinking theologically about God</p> <p>Thinking sociologically about community</p> <p>Thinking philosophically about identity</p>	<p>CHRISTIANITY: Why is giving important to Christians?</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Why / when do we give to others? • Christians as 'Church' give in different ways e.g. 'service', food bank • Commandments to 'love God & love others' • Giving at Christmas because God gave <p><u>Skills</u></p> <p>Thinking theologically about God</p> <p>Thinking sociologically about community</p> <p>Thinking philosophically about identity</p>
	<p>What can make this personal to Dovers Green?</p> <ul style="list-style-type: none"> • Harvest Festival- whole school assembly. Invite local minister to talk about his image of God. Invite Christian parents or children to talk about their image of God. 	<p>What can make this personal to Dovers Green?</p> <ul style="list-style-type: none"> • Christmas Play / Carol concert - collection taken for local charity to be chosen by the children. • Visit to local church for Sparkfish Nativity workshop.
Spring	<p>ISLAM: What is important for Muslim families?</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Muhammad (pbuh) is the most important Prophet (messenger) for Muslims • Muslims learn from his life & example • Qur'an contains the holy words of Allah <p><u>Skills</u></p> <p>Thinking theologically about God</p> <p>Thinking sociologically about community</p>	<p>CHRISTIANITY: Why do Christians call Jesus 'Saviour'?</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • 'Saving' others; Jesus as 'Saviour' • Jesus changing lives e.g. Zacchaeus • Salvation in Easter story, symbols in Easter garden <p><u>Skills</u></p> <p>Thinking theologically about God</p> <p>Thinking sociologically about community</p> <p>Thinking philosophically about identity</p>

	Thinking philosophically about identity	
	<p>What can make this personal to Dovers Green?</p> <ul style="list-style-type: none"> • Invite Muslim children / parents to send in photos on Seesaw about what is important to them. • Invite Muslim parents in for a question and answer session. 	<p>What can make this personal to Dovers Green?</p> <ul style="list-style-type: none"> • Pupils to link learning about 'rescue' to buddy benches in school. • Easter garden home learning.
Summer	<p>ISLAM: Who is Allah and how do Muslims worship him?</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Muslims believe in One God, Allah • 99 beautiful names express what Allah is like, including 'Al-Khaliq' (creator) • Prayer is part of worship of Allah (ibadah) <p><u>Skills</u></p> <p>Thinking theologically about God</p> <p>Thinking sociologically about community</p> <p>Thinking philosophically about identity</p>	<p>Is prayer important to everyone?</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Who do people pray to? Does everyone pray? • How is prayer different from reflection? • Buddhist 'prayer' flags & prayer beads across traditions <p><u>Skills</u></p> <p>Thinking theologically about God</p> <p>Thinking sociologically about community</p> <p>Thinking philosophically about identity</p>
	<p>What can make this personal to Dovers Green?</p> <ul style="list-style-type: none"> • Pupils invited to put photos of important people in their lives on Seesaw to be shared with the class. • Invite Muslim families to share their experiences of going to a mosque and prayer. 	<p>What can make this personal to Dovers Green?</p> <ul style="list-style-type: none"> • Sparkfish think spaces to visit the school.