

Yearly Skills & Knowledge Progression

Subject: RE

Year group: Year 2

| Autumn Half Term 1 | Half Term 2 |
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| <p>Why is the 'Church' important to Christians?</p> <p>Knowledge To learn that 'church' is not just a building, but a community of people, and consider why church is a special place for Christians. Through this unit, pupils should investigate Christian symbols that are found there, making connections with what Christians believe, but also recognise that 'worship' is one of the most important things that happens in a church, because it's how Christians show that God is important to them.</p> <p>Skills Reflecting on how a church 'feels'; on what makes a church Empathising by considering the beliefs and values of others; demonstrating appropriate levels of respect; thinking how worship might feel for a Christian Investigating by exploring a variety of sources e.g. use of ICT, books, photographs, artefacts, people Interpreting the symbolism within the church Synthesising by connecting the features of a church with Christian belief or worship practices Expressing their understanding through art and design or by creating models (SMSC - Spiritual - Individual liberty) Why is the Bible an important book for Christians? hours)</p> <p>Knowledge To introduce the idea of the Bible as the 'big story' of God and his people, and to familiarise the children with stories and people from the Bible and to learn that the Old Testament precedes the life of</p> | <p>What does the Christmas story tell Christians about Jesus?</p> <p>Knowledge To explore the Christmas nativity account for clues (e.g. angels, visit of the Magi, new star) that Christians believe show Christians who Jesus is and why he was born. You may wish to focus on one clue in more depth in order to deepen pupils' understanding. (SMSC - Spiritual - Individual liberty)</p> <p>Skills Reflecting on the puzzling aspects of the Christmas story Empathising with the feelings of those who witnessed the birth of Jesus Investigating by identifying clues as they appear in the Christmas story, and Interpreting the possible meanings of those clues Expressing their ideas about symbolism and comparing their ideas with the ideas of others Synthesising by linking the clues with Christian beliefs about Jesus</p> |

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| | <p>Jesus. You may wish to focus on stories from the Old Testament because many of the Christianity units at KS1 focus on accounts from the life of Jesus, but exploring a range will help children get an idea of the 'beginning, middle and end' of the 'big' Bible story.</p> <p>(SMSC - Moral - Rule of Law)</p> <p>Skills</p> <ul style="list-style-type: none"> • Reflecting on the relationship of the chosen Bible 'characters' with God; of their own choices and actions; on why the Bible might be important to Christians • Empathising by acknowledging that the Bible is special to some people, even if it might not be special to them • Investigating by using different resources to gather 'evidence' e.g. Children's Bibles, or to try to locate a story in the Old/New Testament ; using visitors as a resource • Interpreting language and images related to the narratives; suggesting what someone might learn from this narrative • Synthesising by making links between Bible passages and what a Christian might learn from it or believe about it | |
| | <p>What can make this personal to Dovers Green?</p> <ul style="list-style-type: none"> • Drama and film to enhance learning. • Visit to, local church to look at Christian symbols first hand. • Harvest Festival- whole school approach. | <p>What can make this personal to Dovers Green?</p> <ul style="list-style-type: none"> • Christmas Play / Carol concert • Artefacts on display. • Opportunities for debate in small groups. • Sparkfish Nativity workshop. • Make own nativity books writing for a purpose. |
| Spring | <p>Is the world a fair place?</p> <p>Knowledge</p> <p>To investigate what's fair and unfair about our world, and to consider what motivates people to challenge injustice, but also to think about ways in which we might make a difference to those for whom life is not fair.</p> <p>SMSC - Moral - (Rule of Law)</p> | <p>Why do Christians call Jesus 'Saviour'? Summer</p> <p>Knowledge</p> <p>To explore how Jesus was a friend and Saviour ('rescuer'), to people he met, who often included the poor and friendless. During this unit, pupils should consider how meeting Jesus changed peoples' lives ('rescued' them), and reflect on how Jesus is still 'Saviour' for Christians today.</p> |

Skills

Reflecting on the fact that all human beings have basic needs and that not all of these may be met.

Empathising by seeing the world through the eyes of others.

Investigating by researching charities and their actions.

Synthesising by linking the support of charities to a person's religious beliefs.

Applying by making the connection between belief and action

Expressing their responses to the needs of other, and explaining what Christians believe about fairness

What are your big questions?

Knowledge

To think about the value of curiosity in human beings and to give pupils space to think and reflect about 'big' questions - theirs, and others - and to consider where people search for the answers. As an area of focus, this unit considers the natural world as a starting point for some big questions, so would be ideal for the summer term when you can spend some time outside.

(SMSC - Social - Democracy)

Skills

Reflecting on big questions and beliefs about the world, recognising that some questions about life are difficult to answer

Empathising by developing their ability to wonder about their world and see things from different points of view

Investigating by asking questions about their own and other' feelings and experiences

Interpreting religious language

Evaluating by comparing their own and other people's ideas about big questions

(SMSC - Social - Democracy)

Skills

Reflecting on their own experiences of rescue and the reasons why Christians might call Jesus 'Saviour';

Empathising by considering how it feels to be rescued, and to be able to put themselves in the place of key people Jesus met;

Investigating stories / art from the life of Jesus to answer the question about why Christians call Jesus 'Saviour';

Interpreting by drawing meaning from the events of Jesus life; interpreting religious words and phrases e.g. 'Saviour'; answering 'why' questions; talking about religious art etc.

Synthesising by linking the events of Jesus' life with what Christians believe about him being 'Saviour'

Evaluating why Christians call Jesus 'Saviour'

Why is Easter important to Christians?

Knowledge

It is the intention of this unit to explore the Christian belief that Jesus died to 'mend' people's friendship with God, and to very simply encapsulate Christian beliefs about Jesus' death and resurrection in an Easter Garden.

Spiritual

Skills

Reflecting on the Easter celebration and puzzling aspects of the story; on the concept of forgiveness and saying sorry

Empathising by considering how people feel about 'broken' friendships or what Christians might feel about Easter

Investigating the different parts of an Easter Garden and relating them to the Easter account

Interpreting the symbolism contained within an Easter Garden

Synthesising by linking the parts of the Easter Garden with what Christians believe

Expressing their views about Easter

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| | <p>What can make this personal to Dovers Green?</p> <ul style="list-style-type: none"> • Class presentations in groups about is the world a fair place. | <p>What can make this personal to Dovers Green?</p> <ul style="list-style-type: none"> • Easter cooking. • Easter garden home learning. |
| Summer | <p>What is important to Muslim Families?</p> <p>Knowledge</p> <p>To explore key Muslim beliefs about Muhammad (pbuh), the last and greatest prophet of Islam, and the Qur'an in order to help pupils to understand what's important for Muslim families and what shapes their lives. 'Respect' and 'peace' are important concepts within this unit. Pupils should also be given opportunities to explore stories about the life of the Prophet during this unit and think about why they might be important for Muslim families.</p> <p>(SMSC - Cultural - Respect and tolerance)</p> <p>Skills</p> <p>Reflecting on people who are important to them and why Muhammad is important to Muslims;</p> <p>Empathising by considering the thoughts, feelings, beliefs, attitudes and values of Muslims</p> <p>Investigating by using artefacts / photos to gather information about Muslim belief</p> <p>Interpreting by drawing meanings from artefacts and symbolism e.g. the way the Qur'an is treated</p> <p>Synthesising by linking Islamic art with Muslim beliefs</p> <p>Expressing by explaining Muslim rituals and practices associated with the Qur'an; demonstrating Muslim beliefs through their Qur'an cover design</p> | <p>Is prayer important to everyone?</p> <p>Knowledge</p> <p>To explore and compare how different religious communities pray, and to consider why other people choose not to pray.</p> <p>(SMSC - Moral - Rule of Law)</p> <p>Skills</p> <p>Reflecting on why people might or might not pray</p> <p>Empathising by showing respect for the thoughts and views of others</p> <p>Investigating by gathering evidence about the ways in which people pray from photos or visitors</p> <p>Interpreting by drawing meaning from the language / symbolic action used in prayer and</p> <p>Expressing their concept of prayer and comparing it with others' views</p> |

Who is Allah, and how do Muslims worship him?

Knowledge

To explore how some of Allah's 99 names express who Allah is for Muslims, and how worship of Allah is central to Muslim families and how they live their lives. A visit to a mosque might help develop the learning in this unit.

(SMSC - Cultural - Respect and tolerance)

Skills

Reflecting on the importance of prayer for a Muslim and the meanings of different names that Muslims have for Allah

Empathising by thinking about what's important for Muslims

Investigating the positions for prayer and finding out what each means

Interpreting by suggesting meanings for the different prayer positions / wudu at the mosque

Expressing by explaining how the prayer positions might help Muslims to focus on Allah

What can make this personal to Dovers Green?

- Visit a mosque.
- Celebrate cultural differences of children in the school / class by allowing a child of a Muslim faith to become an expert and teach their peers.
- Assemblies, stories, guest speakers.
- Workshop- Islamic art and craft activities to include cookery.

What can make this personal to Dovers Green?

- Artefacts on display for the children to handle.

SMSC and British Values within RE

(There is obvious overlap between the four areas of SMSC development. However, each dimension has a different emphasis.)

Spiritual

Specifically, RE provides opportunities to promote spiritual development through:

1. Discussing and reflecting on questions surrounding faith, belief, ethics and morality.
2. Learning about and reflecting on important beliefs, practices and experiences which are axiomatic to religious and other traditions and practices
3. Considering how beliefs and concepts are expressed culturally and creatively through the arts and human and natural sciences
4. **Considering how religions and other world views perceive the human value and relations which each other, the natural world and with God enabling students to develop their self-knowledge, self-esteem and self-confidence (British - Values Individual Liberty)**
5. developing their own views and ideas on religious, philosophical and ethical issues

Moral

Specifically, RE provides opportunities to promote moral development through:

1. Exploring how beliefs, teachings and sacred texts influence individuals and groups
2. Thinking about matters of ethical and moral concern
3. Studying issues that promote respect of race, religion and belief
4. **Distinguishing between what is right and wrong and respecting the civil and criminal law of the UK (British Values - Rule of Law)**
5. Considering the importance of rights and responsibilities and developing social awareness

Social

Specifically, RE provides opportunities to promote social development through:

1. Considering how religious and other beliefs lead to particular actions and concerns
2. **Addressing issues relating to democratic processes, promoting respect for the basis on which the law is made and applied across the UK, whilst exploring potential tensions with religious laws (British Values - Democracy)**
3. Investigating social issues from religious and non-religious perspectives.
4. Recognising diversity and difference as well as the common ground between religions and beliefs.
5. Expressing pupils'/students' personal views on a range of contemporary social issues whilst developing a capacity to consider respectfully the views of others.
6. Acceptance of and engagement with British values.

Cultural

Specifically, RE provides opportunities to promote cultural development through:

1. Encountering people of faith from different religions, beliefs and cultures.
2. Considering cultural diversity within the same religious or non-religious tradition.
3. **Promoting tolerance, racial and interfaith harmony and respect for all, combating prejudice and discrimination. (British Values - Respect and Tolerance)**
4. Contributing positively to community cohesion and interfaith cooperation.

The development of British Values within RE

Democracy; addressing issues relating to democratic processes, promoting respect for the basis on which the law is made and applied across the UK, whilst exploring potential tensions with religious laws

Rule of Law; distinguishing between what is right and wrong and respecting the civil and criminal law of the UK

Respect and Tolerance; promoting tolerance, racial and interfaith harmony and respect for all, combating prejudice and discrimination

Individual Liberty; Considering how religions and other world views perceive the human value and relations which each other, the natural world and with God enabling students to develop their self-knowledge, self-esteem and self-confidence