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| **Year 2 RE Autumn 1- What do Christians believe God is like? Autumn 2 – Celebrations that matter in Sandwell** |

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| **Key question –**  **Aut 1 - What do Christians believe God is like? (1.1)**  **Aut 2 – Who celebrates what? How and where?(1.3)** |

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| **Skills** | |
| **Make sense of belief** | Identify what a parable is  Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.  Give clear, simple accounts of what the story means to Christians |
| Recognise a special time pupils celebrate and explain simply what celebration means  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…’ |
| **Understanding the impact** | Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them  back; by forgiving others)  Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) |
| Give simple examples of the ways a festival makes a difference e.g. to emotions, to families  Talk about features in festival stories that made people feel happy or sad  and compare them with pupils’ own experiences  Notice and suggest a meaning for some symbols used in the celebrations they  learn about e.g. light, water, signs of togetherness |
| **Make connections** | Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas  Give a reason for the ideas they have and the connections they make |
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| **Children who have not understood the above skills**  **Barriers to understanding** |

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| **Year 2 RE Spring 1 – Beginning to Learn Sikhi Part A Stories Spring 2 – Beginning to learn Sikhi Part B The Gurdwara** |

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| **Key question –**  **Aut 1 – What important stories teach us about the Sikh Gurus? (1.4)**  **Aut 2 – Why is there a kitchen in a Gurdwara? (1.5)** |

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| **Skills** | |
| **Make sense of belief** | Re-tell simply some stories of Guru Nanak  Give examples of how the stories used in Sikh life and worship (e.g. does the story have a hidden message about what God is like, or about how we live? |
| Recognise the Sikh holy building, the Gurdwara, from local photos  Re-tell simply some of the things that happen in a Gurdwara  Give examples of other community buildings where people share their lives |
| **Understanding the impact** | Give examples of how and why Sikhs retell the stories of Guru Nanak and the other Gurus  Make links between Sikh ideas of God found in the stories and how people live |
| Give examples of how Sikhs worship, pray, sing and share their lives at a  Gurdwara  Make simple links between Sikh ideas of God and service to others and the  work of the Gurdwara  Give an example of how some Sikh people might remember God in  different ways (e.g. through worship at  the Gurdwara, through service) |
| **Make connections** | Ask some questions about Sikh stories using the questioning words ‘Who? How? Why? What if?’  Talk about what they think is good about the Sikh stories and the ideas they noticed inside the stories.  Give a good reason for their ideas about whether any of these things are good for them too. |
| Ask some questions about Sikh worship using the questioning words ‘Who?  How? Why? What if?’  Talk about what they think is good about the Sikh Gurdwara and the ideas  they noticed in their learning.  Give a good reason for their ideas about whether any of these things are good for them too |

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| **Children who have not understood the above skills**  **Barriers to understanding** |

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| **Year 2 RE Summer 1 – Sacred words for Sikhs, Muslims and Christians Summer 2 – Beginning to learn Islam** |

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| **Key question –**  **Aut 1 – How and why are some books holy? (1.10)**  **Aut 2 – What can we learn from the stories of the prophet? (1.7)** |

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| **Skills** | |
| **Make 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  Identify at least three symbols which people use to show their respect for their holy writings |
| Give examples of how stories about the Prophet show what Muslims believe  about Muhammad. |
| **Understanding the impact** | Recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say  Give simple examples of ‘hidden messages’ in faith stories or wise sayings |
| Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for animals, treat people equally)  Give examples of how Muslims put their beliefs about prayer and about  Allah into action (e.g by daily prayer, by using subha beads) |
| **Make connections** | Talk about what they like in the stories from sacred texts that they hear  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, and suggest meanings in the stories  Ask and suggest answers to questions arising from their learning about holy books. |
| Think, talk about and ask questions about Muslim beliefs and ways of living  Talk about what they think is good for Muslims about prayer, respect,  celebration and self-control, giving a good reason for their ideas  Give a good reason for their ideas about whether prayer, respect, celebration  and self-control have something to say to them too |

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| **Children who have not understood the above skills**  **Barriers to understanding** |