

R.E Progression of Skills - Year 2

Wigan Agreed Syllabus (SACRE):		
<u>Year 2 Areas of Study:</u>		<u>R.E Enquiry</u>
<p>Autumn 1: How do we show we care for others? Autumn 2: Why and how are Christmas and Chanukah celebrated? Spring 1: Who is an inspiring person? Spring 2: Why and how do special places and symbols show what people believe? Summer 1: What can we learn from Christian and Jewish Creation stories? Summer 2: What do Muslims believe?</p>		<p>As theologians, we are learning to: Autumn 1: To conduct an enquiry into how people show they care for others Autumn 2: To conduct an enquiry into how Christmas and Hanukkah are celebrated. Spring 1: To conduct an enquiry into inspiring leaders. Spring 2: To conduct an enquiry into special objects and places and how they demonstrate belief. Summer 1: To conduct an enquiry into the Christian and Jewish Creation stories. Summer 2: To conduct an enquiry into what it means to be a Muslim.</p>
<u>Unit of work:</u>	<u>R.E Knowledge and understanding:</u>	<u>Learning Outcomes:</u>
<p>Autumn 1</p> <p>How do we show we care for others?</p>	<p>As theologians, we are learning to:</p> <ul style="list-style-type: none"> • Discuss ways in which people are special and unique. • Think of ways in which talents can be used to help others. • Enquire into the concept of charity in different religious traditions. • Explore the ways in which different religious traditions show they care for others. • Retell stories about the importance of caring for those in need. • Learn about some famous Christian individuals who put their faith into action. • Explain what is meant by charity. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Talk about the special talents Jesus had and how he used them to help others. • Demonstrate knowledge and understanding of the work of famous Christians like Dr. Barnado and Sister Frances Dominica and how they helped others and why. • Use appropriate religious vocabulary when talking about some of the stories Jesus told about helping others. • Ask questions and suggest reasons about how and why we should care for others. Reflect on their own talents and how they could be used to help others. • Recall the story of the 'Tiny Ants' and explain what it teaches about caring for others. • Identify and explain some of the ways in which members of the Salvation Army help the homeless. • Reflect on the meaning of kindness and care for others. • Respond to the statement: 'Caring for others is important.' Do you agree? Give reasons for your answer
<p>Autumn 2</p> <p>Why and how are</p>	<p>As theologians, we are learning to:</p> <ul style="list-style-type: none"> • Recall and demonstrate their knowledge of the Christmas story. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Retell and sequence the story of Christmas. • Use appropriate religious vocabulary when explaining the key events of the

<p>Christmas and Chanukah celebrated?</p>	<ul style="list-style-type: none"> • Know and understand the symbols traditionally associated with Christmas and their meanings. • Reflect upon why Christmas is an important festival for Christians. • Demonstrate knowledge and understanding of the story of Chanukah and how it is celebrated. • Identify similarities and differences between Chanukah and Christmas. • Enquire into what a festival is and why festivals are celebrated. 	<p>Christmas story and Chanukah.</p> <ul style="list-style-type: none"> • Talk about and make a decision about a character they would like to be in the Christmas story giving a reason why. • Ask questions and suggest reasons explaining why Christmas is special to Christians. • Identify and explain some of the symbols associated with Christmas and their meaning. • Retell the key events of the Chanukah story. • Describe how Chanukah is celebrated. • Reflect on why these festivals are called festivals of light. • Respond to the statement: 'Festivals are a really good idea.' Give reasons to support your viewpoint.
<p>Spring 1</p> <p>Who is an inspiring person?</p>	<p>As theologians, we are learning to:</p> <ul style="list-style-type: none"> • Reflect upon and identify inspiring people in their own lives. • Identify the qualities associated with a good leader. • Reflect upon personal qualities and explain how to inspire others. • Formulate questions about leadership. • Explain how Jesus demonstrated he was an inspiring leader for Christians. • Identify the leadership qualities Moses demonstrated, when leading the Israelites out of Egypt and suggest reasons why people followed him. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Reflect and talk about a person who inspires them and explain why. • Suggest reasons why Christians believe Jesus was a great leader. • Retell a story about Jesus to show what a good leader he was. • Describe the key features of the story of Moses, identifying the leadership qualities he demonstrates. • Use appropriate religious vocabulary. • Ask questions about what qualities make a good leader. • Identify and explain some of the qualities that make a good leader. • Reflect on their qualities and how they can inspire others. • Identify and talk about characters in story books that inspire others. • Respond to the question: 'A good leader cares for others before themselves.' Do you agree? Give reasons for your answer.
<p>Spring 2</p> <p>Why and how do special places and symbols show what people believe?</p>	<p>As theologians, we are learning to:</p> <ul style="list-style-type: none"> • Reflect upon and discuss special objects that are important to the pupils. • Identify some symbols and objects that are special to Christians. • Make links between the Easter story and some of the symbols and objects that are used during the festival. • Explore some of the feelings Christians associate with the Easter story. • Conduct an enquiry into the church as a special place 	<p>As theologians we will:</p> <ul style="list-style-type: none"> • Retell and sequence the story of Easter. • Use appropriate religious vocabulary when explaining some of the symbols used by Christians. • Reflect and talk about an object that is special to them and why. • Ask questions and suggest reasons explaining why the church is special to Christians. • Identify and explain the main features of a Christian church and their function. • Identify and explain some of the symbols and objects that are special to

	<p>for Christians.</p> <ul style="list-style-type: none"> Identify the main features of a church and explain their function. 	<p>Christians, suggesting reasons why.</p> <ul style="list-style-type: none"> Make links between the symbols of Easter and the Easter story. Suggest reasons for the differences between a cross and a crucifix. Reflect on some of the feelings associated with the Easter story. Reflect on what it means to show respect and how we can show respect for special objects and places. Respond to the statement: 'It is important to have a special place to worship God.' Discuss and give a reason for your viewpoint.
<p>Summer 1</p> <p>What can we learn from Christian and Jewish Creation stories?</p>	<p>As theologians, we are learning to:</p> <ul style="list-style-type: none"> Develop an understanding of the concept of creation. Appreciate the world by exploring the many amazing things it contains, including images, story and music. Identify and explore ideas for creating the perfect world. Demonstrate knowledge and understanding of the Jewish and Christian creation story and acknowledge other views about how the world began. Identify ways in which religious people and organisations make a response to God by caring for the world. Identify ways in which mankind is harming our world and explore possible solutions. Enquire into festivals in different religious traditions that celebrate and give thanks for the world. 	<p>As theologians we will:</p> <ul style="list-style-type: none"> Retell and sequence the story of creation in the Bible through story, dance or poetry. Identify and explain one thing from the creation story showing why it is important to care for the world. Reflect and give their opinion on what they think is amazing about the world and explain why. Ask questions and suggest answers to puzzling questions about the creation of the world. Use religious vocabulary such as creation and awe. Reflect on their own feelings about the world and the creation story, using colour, words, actions and music. Give examples of what we are doing to harm our world and suggest ways in which we can put it right. Explain what it means to create something. Respond to the statement: 'Our world is perfect.' Do you agree? Give reasons for your answer.
<p>Summer 2</p> <p>What do Muslims believe?</p>	<p>As theologians, we are learning to:</p> <ul style="list-style-type: none"> Develop a knowledge and understanding of the importance of God in Islam. Enquire into and learn about the religion of Islam and the life of a Muslim believer. Ask questions about the beliefs and practices of Islam. Consider the importance of the 99 names given to Allah and how these reflect the beliefs about God in Islam. Reflect on some of the qualities of God in Islam. Discover why there are no images of Allah. 	<p>As theologians we will:</p> <p>Reflect and talk about their name and what it might mean.</p> <ul style="list-style-type: none"> Suggest reasons why Muslims are not allowed to have images of Allah. Describe some of the key features of a Muslim child's daily life and identify how it is different and the same as their own. Use appropriate religious vocabulary when explaining some key features of what it like to be a Muslim. Ask questions about Muslim daily life. Identify and explain some of the qualities of God in Islam and make links with their own experiences and that of others.

Spiritual, moral, social and cultural progression in Year 2

As spiritual theologians we are learning to:

Autumn 1: Reflect and consider why each individual is special and unique.

Autumn 2: Expression of self through drama and the creative arts.

Spring 1: Explain who inspires them in their life and what qualities they have.

Spring 2: Pupils share with others their own precious objects and places that are special to them.

Summer 1: Explore awe and wonder through poems, pictures and music.

Summer 2: Reflect on how we show kindness and love to others.

As moral theologians we are learning to:

Autumn 1: Consider the actions of the characters in the story of the Good Samaritan.

Autumn 2: Reflect upon the actions of the characters in the Chanukah story

Spring 1: Discuss the qualities of an inspirational person.

Spring 2: Discuss how people show respect for things that are special to themselves and others.

Summer 1: Investigate the things mankind is doing to the world and whether it is right or wrong.

Summer 2: Discuss the rules in Islam concerning the use of images of God.

As social theologians we are learning to:

Autumn 1: Research how people show they care for others through charity work.

Autumn 2: Explore the ways in which Christmas and Chanukah are celebrated in the home.

Spring 1: Reflect upon the impact of an inspirational leader on a community.

Spring 2: Enquire into the function of the church and its significance in the Christian community.

Summer 1: Enquire into how people and communities should protect the world for the future.

Summer 2: Enquire into the everyday life of a Muslim child.

As cultural theologians we are learning to:

Autumn 1: Explore the work of charities and how they are helping people from different cultures and backgrounds around the world.

Autumn 2: Enquire into the celebration of festivals in other cultures and religious traditions.

Spring 1: Enquire into inspirational leaders in other cultures and religious traditions, past and present.

Spring 2: Enquire into the traditions and symbols associated with the Easter festival.

Summer 1: Explore creation stories in different cultures and religious traditions.

Summer 2: Consider the importance and purpose of names in other cultures and religious traditions.