| Year 2 | | | |
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| The substantive knowledge children should know by the end of each unit. | | | |
| ADULT WITH CHILD SELF ASSESS neatly NEXT TO STATEMENT WITH EITHER $\sqrt{\sqrt{\gamma}}$, $\sqrt{\gamma}$ or | | | |
| Autumn 1: Why did Jesus teach the Lord's prayer as the way to pray? | Autumn 2: How does the symbol of light help us to understand the meaning of | | |
| To know and remember the core concepts: Gospel and Kingdom of God. | Christmas for Christians? | | |
| • To know and remember that it is the most famous prayer for Christians. | • To know and remember the meaning of the core concept: Incarnation. | | |
| • To know and remember it's the prayer that Jesus taught his disciples. | • To understand why Jesus referred to himself as the light of the world. | | |
| To know and remember what each part of the prayer means. | • To know and remember the meaning of the symbols in the Christingle. | | |
| To know and understand what the Lord's Prayer means for Christians and how it helps | To know and remember the key religious vocabulary and what each word means. | | |
| them in their daily life. | | | |
| Spring 1: Why are they having a party? | Spring 2: How do the symbols of Easter help us to understand the meaning of Easter | | |
| • To know some of the key festivals that are important to Jewish people: Rosh Hashanah, | for Christians? | | |
| Sukkot, Hanukkah) | • To know and remember the meaning of the core concept: Salvation | | |
| To know how each festival is celebrated and its meaning. | To retell the Easter story and know and remember its meaning. | | |
| To know that the festivals are key points for the Jewish people in helping them remember | Main focus: | | |
| their history. | The Last Supper | | |
| | The Crucifixion | | |
| | • To know and remember which symbols teach us about the meaning of Easter for | | |
| | Christians: bread/wine/cross. | | |
| | | | |
| Summer 1: How do the five pillars of Islam help a Muslim to show commitment to God Summer 2: Why do Christians make and keep promises before God? | | | |
| Allah? | To understand the meaning of a church community. | | |
| To understand what commitment means in Islam. The standard s | To know what Baptism is. | | |
| • To know and remember there are five pillars in Islam – Religious duties that are required of | • To know the meaning of a Christian marriage. | | |
| every Muslim. | • To know what is meant by the word 'promise.' | | |
| The Shahadah – Call to faith, Salat – The role of prayer in a Muslim's life, Sawm – Call to | | | |
| fasting, Zakat – Giving to charity, Hajj – The importance of pilgrimage. To understand how a Muslim shows commitment to God (Allah) and draws closer to him | | | |
| through the five pillars. | | | |
| unough the rive piliais. | | | |

| This year, children should become confident in the following disciplinary knowledge and skills. TAKE EVIDENCE FROM: RE BOOKS, PUPIL VOICE SHEETS, PROJECTS. HIGHLIGHT WHERE MET. | | | |
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| Theology (Believing) | Philosophy (Thinking) | Human/Social Sciences (Living) | |
| I can retell a religious story and suggest meanings to some religious and moral stories. I can recognise that some beliefs connect together and begin to talk about these connections. | I can explore questions about a story or practice from a religion or worldview related to meaning, truth and the world around me. I can begin to express my ideas and opinions and recognise there could be more than one answer. | I can ask and respond sensitively to questions about why religious communities do different things. I can recognise that religious symbols, words and actions express a community way of living. | |
| I can retell the Lord 's Prayer and talk about it. (WT) I can retell the Lord 's Prayer and suggest what it means. (Exp) I can describe how the Lord 's Prayer helps a Christian in their daily life and what it means to them. (GD) | I can talk about why it is important to make the right choices. (eg. forgiveness, etc) (WT) I am beginning to express my own opinions and ideas about making the right choices and I recognise that there may be more than one answer. (Exp) I am beginning to recognise that there are links between the choices I make and how they affect others.(GD) | What does the Lord 's Prayer mean for Christians and how does it help them in their daily life. WT/ EXP/ GDS Can you think of prayers that other faiths have to guide them in their daily lives? WT/ EXP/ GDS | |