



St Laurence's CE Primary School
RE
Long Term Plan
Year 2



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>What do Christians believe God is like? 1.1</p>	<p>What does it mean to belong to a faith community? 1.10</p>	<p>Who is a Muslim and how do they live? 1.6</p>	<p>Why does Easter matter to Christians? 1.5</p>	<p>Who is a Muslim and how do they live? 1.6</p>	<p>What makes some places sacred to believers? 1.8</p>
<p><u>Key Content & Skills</u> 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 Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians</p> <p>Understand the impact: Give at least two examples of a way in which Christians show their belief in God as loving and forgiving Give an example of how Christians put their beliefs into practice in worship</p> <p>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</p> <p>Understanding Christianity Unit – God</p>	<p><u>Key Content & Skills</u> Make sense of belief: Recognising that loving others is important in lots of communities Say simply what Jesus and one other religious taught about loving other people</p> <p>Understand the impact: Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married</p> <p>Make connections: Give examples of ways in which people express their identity and belonging within faith communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas</p>	<p><u>Key Content & Skills</u> Make sense of belief: Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about god found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p> <p>Understand the impact: Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions Give examples of how Muslims put their beliefs about prayer into action</p> <p>Make connections: Think, talk about and ask any questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control have something to say to them too</p>	<p><u>Key Content & Skills</u> Make sense of belief: Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation</p> <p>Understand the impact: Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p> <p>Make connections: Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas</p> <p>Understanding Christianity Unit – Salvation</p>	<p><u>Key Content & Skills</u> Make sense of belief: Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about god found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p> <p>Understand the impact: Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions Give examples of how Muslims put their beliefs about prayer into action</p> <p>Make connections: Think, talk about and ask any questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control have something to say to them too</p>	<p><u>Key Content & Skills</u> Make sense of belief: Recognise that there special places where people go to worship, and talk about what people do there. Identify at least three objects used in worship in two religious and give a simple account of how they are used and something about what they mean. Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p> <p>Understand the impact: Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. Give simple examples of how people worship at a church, mosque or synagogue. Talk about why some people like to belong to a sacred building or a community</p> <p>Make connections: Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</p> <p>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places</p>
<p><u>Vocabulary</u> God Forgiveness Parable Bible Love Christian Prayer Praise</p>	<p><u>Vocabulary</u> God Belonging Belongs Identify Communities Artefacts Religion Baptism Forgive</p>	<p><u>Vocabulary</u> God Islam Faith Prayer Remembering Muslim Allah Religion Qu'ran</p>	<p><u>Vocabulary</u> Salvation Christians Death Resurrection Heaven Suffering Scenes Palm Sunday Good Friday</p>	<p><u>Vocabulary</u> God Islam Faith Prayer Remembering Muslim Allah Religion Qu'ran</p>	<p><u>Vocabulary</u></p>



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<u>Assessment against the Shropshire Syllabus</u>	<u>Assessment against the Shropshire Syllabus</u>	<u>Assessment against the Shropshire Syllabus</u>	<u>Assessment against the Shropshire Syllabus</u>	<u>Assessment against the Shropshire Syllabus</u>	<u>Assessment against the Shropshire Syllabus</u>
<p>MC - Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p> <ul style="list-style-type: none">• Give a reason for the ideas they have and the connections they make.	<p>MC- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>	<p>MC – Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	<p>MSB -Tell stories of Holy Week and Easter from the bible and recognise a link with the idea of salvation.</p>	<p>MC – Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>	