

# RE

Class 2

Knowledge

Topic	Vocabulary	Knowledge
<b>Autumn Term 1</b> <b>Unit 1.6 Who is Muslim and how do they live?(Part 1)</b>		<p>Make sense of belief:</p> <ul style="list-style-type: none"><li>• I recognise the words of the Shahadah and that it is very important for Muslims.</li><li>• I know 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.</li><li>• I know some examples of how stories about the Prophet show what Muslims believe about Muhammad.</li></ul> <p>Understand the impact:</p> <ul style="list-style-type: none"><li>• I know some examples of how Muslims use the Shahadah to show what matters to them.</li><li>• I know some examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).</li><li>• I can give some examples of how Muslims put their beliefs about prayer into action.</li></ul> <p>Make connections:</p> <ul style="list-style-type: none"><li>• I can think, talk about and ask questions about Muslim beliefs and ways of living.</li><li>• I can give reasons why Muslims pray, such as respect, celebration and self-control, giving a good reason for my ideas.</li><li>• I can share my ideas about whether prayer, respect, celebration and self-control have something to say to me too.</li></ul>
<b>Autumn Term 2</b> <b>Unit 1.3 UC Why does Christmas matter to Christians</b>		<p>Make sense of belief:</p> <ul style="list-style-type: none"><li>• I know a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</li><li>• I know that stories of Jesus' life come from the Gospels.</li></ul> <p>Understand the impact:</p> <ul style="list-style-type: none"><li>• I know some examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</li><li>•</li></ul> <p>Make connections:</p>

		<ul style="list-style-type: none"> <li>• I can decide what I personally have to be thankful for, giving a reason for my ideas</li> <li>• I can think, talk and ask questions about Christmas for people who are Christians and for people who are not.</li> </ul>
<p><b>Spring Term 1</b>  <b>Unit 1.6 Who is Muslim and how do they live? (Part 2)</b></p>		<p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>• I recognise the words of the Shahadah and that it is very important for Muslims.</li> <li>• I know 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.</li> <li>• I know some examples of how stories about the Prophet show what Muslims believe about Muhammad.</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>• I know some examples of how Muslims use the Shahadah to show what matters to them.</li> <li>• I know some examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan).</li> <li>• I can give some examples of how Muslims put their beliefs about prayer into action.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• I can think, talk about and ask questions about Muslim beliefs and ways of living.</li> <li>• I can give reasons why Muslims pray, such as respect, celebration and self-control, giving a good reason for my ideas.</li> <li>• I can share my ideas about whether prayer, respect, celebration and self-control have something to say to me too.</li> </ul>
<p><b>Spring Term 2</b>  <b>Unit 1.5 UC Why does Easter matter to Christians?</b></p>		<p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>• I know that Incarnation and Salvation are part of a ‘big story’ of the Bible.</li> <li>• I know the stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>• I know at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• I can 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.</li> <li>• I can explore different ideas about Easter and give good reasons for my ideas.</li> </ul>

<p><b>Summer Term 1</b>  <b>Unit 1.4 UC What is the 'good news' Christians say Jesus brings?</b></p>		<p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>• I know some stories from the Bible and recognise a link with the concept of 'Gospel' or good news.</li> <li>• I know clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</li> <li>• I know that Jesus gives instructions to people about how to behave.</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>• I know at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</li> <li>• I know at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• I can think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live,</li> <li>• I can give good reasons for their ideas about 'good news'.</li> </ul>
<p><b>Summer Term 2</b>  <b>Unit 1.8 What makes some places sacred to believers?</b></p>		<p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>• I know that there are special places where people go to worship, and talk about what people do there.</li> <li>• I know at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.</li> <li>• I know a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>• I know examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe.</li> <li>• I know simple examples of how people worship at a church, mosque or synagogue.</li> <li>• I know why some people like to belong to a sacred building or a community.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• I can 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</li> <li>• I can explain what makes some places special to people, and what the difference is between religious and non-religious special places.</li> </ul>

**Skills**

KS1	<ul style="list-style-type: none"><li>• Identify core beliefs and concepts studied and give a simple description of what they mean.</li><li>• Give examples of how stories show what people believe (e.g. the meaning behind a festival).</li><li>• Give clear, simple accounts of what stories and other texts mean to believers.</li></ul>	<ul style="list-style-type: none"><li>• Give examples of how people use stories, texts and teachings to guide their beliefs and actions.</li><li>• Give examples of ways in which believers put their beliefs into practice.</li></ul>	<ul style="list-style-type: none"><li>• Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.</li><li>• Give a good reason for the views they have and the connections they make.</li></ul>
-----	--	--	---