



Living <i>(Religious practices and ways of living; questions about values and commitments)</i>		Believing <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>		Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	
Term 1 Creation- Who made the World? (Not Swindon syllabus)	Term 2 Incarnation- Why is Christmas important to Christians? (Not Swindon syllabus)	Term 3 1.1 Who is a Christian and what do they believe?	Term 4 1.2 Who is a Muslim and what do they believe?	Term 5 1.4 What can we learn from sacred books? <i>Christians, Muslims</i>	Term 6 1.8 How should we care for others and the world, and why does it matter? <i>Christians and Muslims</i>
Expected: <ul style="list-style-type: none"> I can explore that God created the universe. I can explore why the Earth and everything in it are important to God. I can investigate how God has a unique relationship with human beings as their Creator and Sustainer. I can talk about why humans should care for the world because it belongs to God. 	Expected: <ul style="list-style-type: none"> I can explain that Christians believe that Jesus is God and that he was born as a baby in Bethlehem. I can explore how the Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). I can explain how Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming. 	Emerging: <ul style="list-style-type: none"> I can talk about the fact that Christians believe in God and follow the example of Jesus (A1). I can recognise some Christian symbols and images used to express ideas about God (A3). Expected: <ul style="list-style-type: none"> I can talk about some simple ideas about Christian beliefs about God and Jesus (A1). I can re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). I can talk about issues of good and bad, right and wrong arising from the stories (C3). I can ask some questions about believing in God and offer some ideas of my own (C1). Exceeding: <ul style="list-style-type: none"> I can make links between what Jesus taught and what Christians believe and do (A2). I can respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1). 	Emerging: <ul style="list-style-type: none"> I can talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad (A1). I can recognise that Muslims do not draw Allah or the Prophet but use calligraphy, for example, to say what God is like (A3). Expected: <ul style="list-style-type: none"> I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). I can re-tell a story about the life of the Prophet Muhammad (A2). I can recognise some objects used by Muslims and suggest why they are important (A2). I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). Exceeding: <ul style="list-style-type: none"> I can make links between what the Holy Qur'an says and how Muslims behave (A2). I can ask some questions about God that are hard to answer and offer some ideas of their own (C1). 	Emerging: <ul style="list-style-type: none"> I can talk about some of the stories that are used in religion and why people still read them (A2). I can recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3). Expected: <ul style="list-style-type: none"> I can recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). I can re-tell stories from the Christian Bible and stories from the Quran; suggest the meaning of these stories (A2). I can ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). I can talk about issues of good and bad, right and wrong arising from the stories (C3). Exceeding: <ul style="list-style-type: none"> I can suggest my own ideas about stories from sacred texts and give reasons for their significance (C1). I can make links between the messages within sacred texts and the way people live (A2). 	Emerging: <ul style="list-style-type: none"> I can talk about how religions teach that people are valuable, giving simple examples (B1). I can recognise that some people believe God created the world and so we should look after it (A2). Expected: <ul style="list-style-type: none"> I can re-tell Bible stories and stories from the Quran about caring for others and the world (A2). I can identify ways that some people make a response to God by caring for others and the world (B1). I can talk about issues of good and bad, right and wrong arising from the stories (C3). I can talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this idea more (C2). I can use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). Exceeding: <ul style="list-style-type: none"> I can give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). I can answer the title question thoughtfully, in the light of their learning in this unit (C1).

End of key stage outcomes

RE should enable pupils to:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Year 2 Assessment Page					
Living <i>(Religious practices and ways of living; questions about values and commitments)</i>		Believing <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>		Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	
Term 1 1.1 Who is a Christian and what do they believe?	Term 2 1.6 How and why do we celebrate special and sacred times? <i>Christians</i>	Term 3 1.2 Who is a Muslim and what do they believe?	Term 4 1.6 How and why do we celebrate special and sacred times? <i>Muslims</i>	Term 5 1.4 What can we learn from sacred books? <i>Christians, Muslims</i>	Term 6 1.8 How should we care for others and the world, and why does it matter? <i>Christians and Muslims</i>
<p>Emerging:</p> <ul style="list-style-type: none"> I can talk about the fact that Christians believe in God and follow the example of Jesus (A1). I can recognise some Christian symbols and images used to express ideas about God (A3). <p>Expected:</p> <ul style="list-style-type: none"> I can talk about some simple ideas about Christian beliefs about God and Jesus (A1). I can re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). I can talk about issues of good and bad, right and wrong arising from the stories (C3). I can ask some questions about believing in God and offer some ideas of my own (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> I can make links between what Jesus taught and what Christians believe and do (A2). I can respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1). 	<p>Emerging:</p> <ul style="list-style-type: none"> I can identify a special time they celebrate and explain simply what celebration means (A1). I can talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). <p>Expected:</p> <ul style="list-style-type: none"> I can identify some ways Christians celebrate Christmas /Easter/Harvest/Pentecost and some ways a festival is celebrated in Judaism (A1). I can re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). I can ask questions and suggest answers about stories to do with Christian festivals and a Jewish festival (B1). I can collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> I can suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas & Chanukah (A3). I can identify some similarities and differences between the celebrations studied (B3). 	<p>Emerging:</p> <ul style="list-style-type: none"> I can talk about the fact that Jewish people believe in God (A1). I can recognise that some Jewish people remember God in different ways (mezuzah-Shabbat) (A3). <p>Expected:</p> <ul style="list-style-type: none"> I can talk about how the mezuzah in the home reminds Jewish people about God (A3). I can talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). I can re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). I can ask some questions about believing in God and offer some ideas of my own (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> I can make links between some Jewish teachings and how Jewish people live (A2). I can express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, and why Jewish people choose to celebrate in these ways (C1). 	<p>Emerging:</p> <ul style="list-style-type: none"> I can identify a special time they celebrate and explain simply what celebration means (A1). <p>Expected:</p> <ul style="list-style-type: none"> I can identify some ways Muslims celebrate festivals. I can re-tell stories connected with a festival Muslims celebrate and say why these are important to believers (A2). I can ask questions and suggest answers about stories to do with Muslim festivals (B1). I can collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> I can suggest meanings for some symbols and actions used in Muslim religious celebrations (A3). I can identify some similarities and differences between the celebrations studied (B3). 	<p>Emerging:</p> <ul style="list-style-type: none"> I can recognise that there are special places where people go to worship and talk about what people do there (A1). I can identify at least three objects used in worship in two religions (A3). <p>Expected:</p> <ul style="list-style-type: none"> I can identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). I can talk about ways in which stories, objects, symbols and actions used in churches, and synagogues show what people believe (B2). I can describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1). I can ask good questions during a school visit about what happens in a church, synagogue or mosque(B1). <p>Exceeding:</p> <ul style="list-style-type: none"> I can suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). I can show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3). 	<p>Emerging:</p> <ul style="list-style-type: none"> I can talk about how religions teach that people are valuable, giving simple examples (B1). I can recognise that some people believe God created the world and so we should look after it (A2). <p>Expected:</p> <ul style="list-style-type: none"> I can re-tell Bible stories and stories from the Quran about caring for others and the world (A2). I can identify ways that some people make a response to God by caring for others and the world (B1). I can talk about issues of good and bad, right and wrong arising from the stories (C3). I can talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this idea more (C2). I can use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> I can give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). I can answer the title question thoughtfully, in the light of their learning in this unit (C1).