

Year 2
RE Progression Plan
Special Occasions
Autumn Term
(and ongoing)

Knowledge

Name a special occasion which they themselves celebrate.

Name special occasions from Christianity, Judaism and Islam

Name a special occasion from Hinduism

Know how religious people celebrate these special times.

Curriculum

To identify special occasions that the children celebrate.

To recognise how religious people celebrate special occasions.

To explore the meaning behind special occasions.

Vocabulary

*Divali, Hanukkah, Advent,
Christmas,
Easter and Passover
Eid al-Fitr*

Questions

*What important times do I celebrate with my family and friends and why?
What beliefs and feelings are expressed on these occasions?
What makes a good celebration?
How do some religious people celebrate their important occasions?
What beliefs and feelings are expressed on these occasions?
I wonder why we all have special occasions and why they are important to us?*

Skills

Describe a celebration that is special to them.

Reflect on why it is special.

Describe how religious people celebrate their special times.

Explain what/why they are celebrating.

Ask and answer questions about special occasions.



Year 2

RE Progression Plan

Sacred Books

Spring Term

Knowledge

Know stories about Jesus.
Know stories that Jesus told (parables).
Know the story of Moses as an adult.
Understand that stories can mean different things to different people.

Skills

Show/describe a story/book that is special to them.
Explain why it is special.
Listen to stories and recall the main events.
Retell/perform stories from different religions.
Ask and answer questions about stories.
Explain what they think the stories teach people.
Reflect on how stories might affect how people behave.

Curriculum

To identify stories/books that are special to the children
To recognise stories that are important to religious people.
To explore the meaning/moral of stories.



Vocabulary

Bible, Torah, Qur'an,
miracle, parable,
meaning/moral, Jesus, Moses,
Muhammad

Questions

What stories are special to you?
What makes them special?
What stories are important to some religious people and why?
What message or teaching might these stories have for religious people?
Are all stories true in the same way?
I wonder, what can we learn from stories?
I wonder, how might they influence how we behave?

Year 2

RE Progression Plan

Who I Am and Belonging

Summer Term

Knowledge

Recognise their own skills and qualities
Name the groups they belong to.
Recognise how religious people show belonging.
Identify religious rules of behaviour.
Recall Jesus' Golden Rule.

Curriculum

To explore their own uniqueness
To identify groups that the children belong to
To recognise ways in which people show that they belong to a religion.
To explore rules of behaviour.

Vocabulary

belonging,
cross/crucifix, dove, ichthys,
Star of David, mezuzah, kippah, tallit,
hijab, salat
church, synagogue, mosque
Bible, Torah, Qur'an,
commandments, Moses, Jesus

Skills

Reflect on what makes them unique.
Reflect on how belonging to different groups makes them feel.
Explain how people might show that they belong to a religion.
Ask and answer questions about belonging.
Listen to the story of the 10 commandments.
Create their own rules for behaviour.
Relate Jesus' golden rule to their own experience.



Questions

I wonder, what makes me, me?
Who am I important to?
What do religions say about what people are like and what they should be like?
What do you think the perfect person would be like? Is it possible to be perfect?
What groups do I belong to and how do they make me feel?
What does belonging to a group mean to the group members: why is belonging to the group important to them? What do they gain from this?
What does belonging to a religion mean to religious people: why is belonging to the religion important to them? What do they gain from this?
How do people show they belong to a religion?
I wonder, how do the groups we belong to make a difference to who we are?