

KS1 (YEAR 2) RE LEARNING OUTCOMES

Key question 1.7: How and why do we celebrate significant times? What makes some celebrations sacred to believers?		
<p>Make sense of belief</p> <ul style="list-style-type: none"> • recognise a special time pupils celebrate and explain simply what celebration means • identify and name at least three different religious festivals, giving two facts about each one • identify a belief that connects to a festival, e.g. 'they do it because they believe ...' 	<p>Understand the impact</p> <ul style="list-style-type: none"> • give simple examples of the ways a festival makes a difference, e.g. to emotions, to families • talk about features in festival stories that made people feel happy or sad and compare them with pupils' own experiences • notice and suggest a meaning for some symbols used in the celebrations they learn about, e.g. light, water, signs of togetherness 	<p>Make connections</p> <ul style="list-style-type: none"> • think, talk and ask good questions about big days in different religions • talk about links between how people celebrate today and old stories • notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts
Key question 1.8: What can we learn from sacred books and stories?		
<p>Make sense of belief</p> <ul style="list-style-type: none"> • identify a belief about God linked to what a holy book says • recognise that sacred texts contain stories which are special to many people and should be treated with respect • identify at least three symbols of respect used by members of a religion when they use their holy book 	<p>Understand the impact</p> <ul style="list-style-type: none"> • recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say • give simple examples of 'hidden messages' in faith stories, or wise sayings 	<p>Make connections</p> <ul style="list-style-type: none"> • talk about what they like in the stories from sacred texts that they hear • think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people • suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories • ask and suggest answers to questions arising from their learning about holy books
Key question 1.9: How should we care for each other? Why does it matter?		
<p>Make sense of belief</p> <ul style="list-style-type: none"> • identify a story or text that says something about each person being unique and valuable • give an example of a key belief some people find in one of these stories (e.g. that God loves all people) 	<p>Understand the impact</p> <ul style="list-style-type: none"> • give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • give examples of how religious teaching encourages care for other people) 	<p>Make connections</p> <ul style="list-style-type: none"> • think, talk and ask questions about what difference believing in God makes to how people treat each other • give good reasons why everyone (religious and non-religious) should care for other
Key question 1.10: How should we care for the Earth? Why does it matter		
<p>Make sense of belief</p> <ul style="list-style-type: none"> • identify a story or text that says something about the beautiful Earth • give an example of a key belief some people find in one of these stories (e.g. that God loves the world because it is God's creation) • give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world 	<p>Understand the impact</p> <ul style="list-style-type: none"> • give an example of how people can show that they care for the Earth, making a link to a creation story • give examples of how Christians and Jews can show care for the Earth • say why Christians and Jews might look after the natural world 	<p>Make connections</p> <ul style="list-style-type: none"> • think, talk and ask questions about what difference believing in God makes to how people treat the natural world • give good reasons why everyone (religious and non-religious) should look after the natural world
Key question 1.11: Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people?		
<p>Make sense of belief</p> <ul style="list-style-type: none"> • identify at least three people from religions who are admired as good followers of God • describe stories that are told by and about special people in two religions • identify a belief about a religious leader 	<p>Understand the impact</p> <ul style="list-style-type: none"> • understand why some people inspire others • identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves • give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to ... by ...' 	<p>Make connections</p> <ul style="list-style-type: none"> • think, talk and ask good questions about leadership and inspiration • notice and find out about the different ways leaders are admired in different religions • talk about links between the work and the question: who inspires me?
Key question 1.12: What is the 'good news' Christians say Jesus brings? (Gospel)		
<p>Make sense of belief</p> <ul style="list-style-type: none"> • tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' • give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • recognise that Jesus instructs people about how to behave 	<p>Understand the impact</p> <ul style="list-style-type: none"> • give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless • give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) 	<p>Make connections</p> <ul style="list-style-type: none"> • 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, giving a good reason for their ideas