



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Religious Education Year 2

| | Autumn 1 What did Jesus teach? | Autumn 2 Why do Christians believe that God gave Jesus to the world? | Spring 1 Does praying at regular intervals help a Muslim in his/her everyday life? | Spring 2 How important is it to Christians that Jesus came back to life after his crucifixion? | Summer 1 Does going to a mosque give Muslims a sense of belonging? | Summer 2 Does completing Hajj make a person a better Muslim? |
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| Content Declarative Knowledge 'I know' | *Know what it means to create *Know a story Jesus told about being kind of give an example of when Jesus showed kindness | *Remember the Christmas story and start to explain that Christians believe Jesus was a gift from God *Tell you why Christians think God gave Jesus to the world | *Use the right words to describe how Muslims pray and begin to explain why they do this. | *recall parts of the Easter story *Recall what Christians believe happened on Easter Sunday | *Understand how meeting in a certain place could make me feel like I belong *Explain what happens when Muslims pray alone or at the mosque | *Remember some of the events that happen during Hajj and start to explain why these are important to Muslims |
| Skills Procedural Knowledge 'I know how to' | *Tell you when I have been kind to others or even when it was difficult *Say if I think Christians should be kind and give a reason | *Say how I could help solve a problem by showing love | *Explain how it felt to have to stop doing something to reach the target we had set. Talk about why I do as some people ask but not others *Start to think through how praying 5 times a day | *Say what I believe happens to you when you dies and tell you how I remember people close to me *Start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion | *Talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be | *Tell you about a special journey and why it was special to me *Start to think about the significance of Hajj to a Muslim |

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| | | | might help in some ways more than others. | | | |
| Vocabulary | Kindness, Christians, Bible | Christmas story, Jesus, birth | Islam, prayer, commitment, Allah, Qu'ran | Easter story, Jesus resurrection, Christians | Mosque, Islam , prophet Muhammad, wudu | Islam, Hajj, Makkah/Mecca, Qu'ran, 5 pillars |
| Key Questions | Is it possible to be kind to everyone all of the time? What can I learn from stories from religious traditions? Should people follow religious leaders and teachings? What did Jesus teach? | Why do Christians believe God gave Jesus to the world? Is God important to everyone? | Does praying at regular intervals help a Muslim in his/her everyday life? | How important is it to Christians that Jesus came back to life after His crucifixion? Is God important to everyone? Are symbols better than words at expressing religious beliefs? | Does going to a mosque give Muslims a sense of belonging? Does it feel special to belong? Who do I believe I am? | Does completing Hajj make a person a better Muslim? Does it feel special to belong? Is God important to everyone? |
| Assessment | Teacher observations from discussions, teacher and self-assessment using specific assessment criteria from Discovery RE Scheme | | | | | |
| Cross Curricular Links/Character Education | Moral, social skills: open-mindedness, self-awareness | Spirituality: curiosity, awe and wonder about the world Social skills: self-awareness | Rules of law (prayer in the Qur'an/pillar of Islam) Attitudes: critical awareness, open-mindedness, self-awareness | Rule of law (Jesus allowed himself to be condemned under the law of his land Spirituality: awe and wonder | Social skills: curiosity, open-mindedness, critical awareness, self-awareness | Rules of law (Hajj as pillar of Islam) Attitudes: curiosity, self-awareness, open-mindedness, critical awareness) |
| | Tolerance of those of different faiths and beliefs/mutual respect Individual liberty – giving own opinions | | | | | |