

Year 2: Autumn 1 - Christianity
Enquiry: Is it possible to be kind to everyone all of the time?

SMSC				
Spiritual	Moral	Social	Cultural	
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
		✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 1)	I can tell you when I was kind. I can remember something Jesus said or did to be kind. I can say if I think Christians can be kind.			
WORKING AT Year 2 expectation (Level 2)	I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason.			
WORKING BEYOND (Level 3)	I can say when and why it is easy or difficult to be kind. I can tell you some ways Christians try to follow Jesus' example of being kind. I can say why I think Christians should be kind and start to explain how they think they can do this (with God's help).			

Year 2: Autumn 2 - Christianity (Concept: Incarnation)
Enquiry: Why do Christians believe God gave Jesus to the world?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
			✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 1)	I can tell you how I try to show love in the world. I can remember some of the Christmas story. I can start to say why Christians think God gave Jesus to the world.			
WORKING AT Year 2 expectation (Level 2)	I can say how I could help solve a problem by showing love. I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. I can tell you why Christians think God gave Jesus to the world.			
WORKING BEYOND (Level 3)	I can say how I could help solve a problem in the world by showing love. I can explain how Jesus coming to the world shows Christians how they could love/help people and the world. I can explain the Christian belief that God gave Jesus to the world to rescue/save it.			

Year 2: Spring 1 - Judaism
Enquiry: How important is it for Jewish people to do what God asks them to do?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
✓	(Passover rules)	✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 1)	I can talk about people I listen to/respect. I can tell you something Jews do at Passover. I can start to say what I think is an important thing Jews do to show they are doing what God asks.			
WORKING AT Year 2 expectation (Level 2)	I can talk about why I do as some people ask but not others. I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this. I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.			
WORKING BEYOND (Level 3)	I can say what makes me do as some people ask but not others, and explain what influences my choices. I can describe some of the things Jews choose to do to show respect for God. I can give reasons why I think certain things are more or less important for Jews to do to show they respect God.			

Year 2: Spring 2 - Christianity (Concept: Salvation)
Enquiry: How important is it for Christians to believe that Jesus came back to life after His crucifixion?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (Jesus allowed himself to be condemned under the law of His land)		✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Reflection Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 1)	I can say how I remember people who are not here any more. I can recall parts of the Easter story. I can talk about what I think happened to Jesus.			
WORKING AT Year 2 expectation (Level 2)	I can say what I believe happens to you when you die and tell you how I remember people close to me. I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.			
WORKING BEYOND (Level 3)	I can start to discuss my beliefs in life after death/what happens when someone dies. I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is so important to them. I can start to explain what Christians believe about Jesus' resurrection, and to evaluate how important this is to them. I can say what I believe about life after death.			

Year 2: Summer 1 - Judaism
Enquiry: How special is the relationship Jews have with God?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (The Covenant)	✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 1)	I can tell you what an agreement is. I can remember a story about a person important to Jews. I can talk about an agreement Jewish people make with God and say if this is important.			
WORKING AT Year 2 expectation (Level 2)	I can explain why agreements are important and why they should be kept. I can tell a story about Abraham or Moses and say why one of these men is important to Jews today. I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.			
WORKING BEYOND (Level 3)	I can explain agreements and contracts and say how I would feel if one was broken. I can start to explain what makes Jewish people believe they have a special relationship with God and understand the roles of Abraham and Moses in this. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how special that might be for them.			

Year 2: Summer 2 - Judaism
Enquiry: What is the best way for a Jew to show commitment to God?

SMSC				
Spiritual		Moral	Social	Cultural
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (613 rules)	✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 1)	I can name some things that I have done at certain ages and can tell you something that is important to me. I can name some things that are special to Jews. I can start to express an opinion about what might be important to Jews.			
WORKING AT Year 2 expectation (Level 2)	I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life. I can talk about one of the ways Jews show commitment to God. I can talk about a way that Jews show commitment to God and say why this might be important.			
WORKING BEYOND (Level 3)	I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me. I can describe some ways that Jews choose to show commitment to God and am starting to understand that they may do this in different ways. I can express an opinion on which ways I think might be best for Jews to show their commitment to God and start to give my reasons.			