

## SMSC

### Spiritual

Understand promises and commitments made by faith members; identify symbols of commitment; sense of wonder with creation stories and own experience of new life; sense of awe visiting synagogue; understand that big questions cannot always be answered

### Moral

Understand how values come from holy books; recognise how special rules and values provide morals for living; make links between religious rules and school rules/rule of law; Jesus's commandments

### Social & Relationships

Recognise what is fair and unfair, kind and unkind, right and wrong.; Share their opinions on things that matter to them; Identify and respect the differences and similarities between people; Identify special people and what makes them special; Understand religious commitments to God, Jesus and each other; meet people of faith and discuss their practices

### Cultural & Wider World

Help construct and agree to follow rules and know why rules are important; Living things have rights and everyone has responsibilities to protect those rights; Belonging to different groups and communities, such as family and school; Ways in which we are unique or similar to other people; compare different religious festivals; compare daily life of faith believers from around the world; observe literature and art from Christian and Jewish faiths

### Health and Well-Being

Recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health; recognise that choices can have good and not so good consequences; Think about themselves, learn from their experiences; recognise and celebrate their strengths and set simple but challenging goals; Learn about change and loss and the associated feelings; People who look after them, family networks and who to go to if they are worried; Understand how belief can aid mental well-being; Observe hygiene practices of religions studied



## Cross-Curricular RE Year 2

### SEN

**Inclusive learning environment** – resources clearly labelled; theological vocab on display; word mats  
**Multi-sensory approach** – writing scaffolds; use of photographs, images, videos, audio; alternatives to recording written work; 3D models; use of ICT  
**Communication** – make links to children's prior knowledge; plan immersive experiences; pre-teach new vocab; visual aids for new concepts

### CAREERS

Important people in places of worship – Christian (Vicar, Priest, Clergy) and Jewish (Rabbi)  
Jobs linked to rules – teachers, police, law enforcers  
Philosophers and great orators  
Jobs that change people's lives

### COLLABORATION

Harvest Festival  
Christmas Service – gift bringers  
Easter Service – Palm Sunday  
Synagogue Visit – focus on artefacts and key features of building

### MATHS

Special dates – Easter, Christmas, Harvest, Hanukkah,  
Special numbers – Ten commandments, Seven days of creation,  
Numbers of faith believers

### LITERACY

**Reading** – Develop word reading linked to new vocabulary and reading extracts/interpretations of religious texts; key vocabulary linked to faiths studied; retrieving information from sacred texts; sequencing faith stories; comparing different versions of creation stories; inference linked to religious stories about rules  
**Writing** – Written reflections on different areas studied; retelling faith stories about creation; information texts of symbols and artefacts in synagogue; description of synagogue following visit; recount about a day in the life of a Jewish child  
**Speaking & Listening** – Retelling stories about rules and morals; talking sensitively about different faiths; expressing opinions