

**Church of the Ascension Primary School RE UKS2 Plan skills unit-by-unit**



<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Core value</b>	<b>Thankfulness</b>	<b>Generosity</b>	<b>Respect</b>	<b>Forgiveness</b>	<b>Honesty</b>	<b>Perseverance</b>
<b>UKS2</b>  <b>Roll A Skills</b>	<p><b>U2.8 What does it mean to be a Muslim in Britain today?</b>                      Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.</p> <p>Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</p> <p>Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Make informed responses to people's values and commitments (including religious ones) in the light of their learning.</p>	<p><b>UC 2.3 INCARNATION</b></p> <p><b>Why do Christians believe that Jesus is the Messiah?</b></p> <p>Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Make informed responses to people's values and commitments (including religious ones) in the light of their learning.</p> <p>Use different techniques to reflect deeply.</p> <p>Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities</p>	<p><b>UC 2.1: GOD: What does it mean if God is Holy and Loving?</b></p> <p>Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Make informed responses to people's values and commitments (including religious ones) in the light of their learning.</p> <p>Use different techniques to reflect deeply.</p> <p>Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</p>	<p><b>UC 2.5 SALVATION: What did Jesus do to save people? Easter</b></p> <p>Consider different possible meanings for the religious texts studied, showing an awareness of different interpretations.</p> <p>Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Compare the different ways in which people of faith communities express their faith.</p> <p>Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</p>	<p><b>Who is Sikh and what do they believe?</b>                      Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.</p> <p>Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</p> <p>Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Make informed responses to people's values and commitments (including religious ones) in the light of</p>	<p><b>U2.10 What matters most to Humanists and Christians?</b>                      Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.</p> <p>Compare the different ways in which people of faith communities express their faith.</p> <p>Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p>

					their learning.	
<b>UKS2 Roll B</b>	<p><b>U2.7 Why do Hindus try to be good? (double unit)</b></p> <p>Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.</p> <p>Compare the different ways in which people of faith communities express their faith.</p> <p>Express their views on some fundamental</p>	<p><b>U2.7 Why do Hindus try to be good? (double unit)</b></p> <p>Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.</p> <p>Compare the different ways in which people of faith communities express their faith.</p> <p>Express their views on</p>	<p><b>UC2.2 CREATION/FALL: Creation &amp; Science – Conflict or Complementary?</b></p> <p>Make informed responses to people's values and commitments (including religious ones) in the light of their learning.</p> <p>Use different techniques to reflect deeply.</p> <p>Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Consider different possible meanings for the religious texts</p>	<p><b>UC 2.4 GOSPEL: What would Jesus do?</b></p> <p>Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</p> <p>Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Consider different possible meanings for the religious texts</p>	<p><b>UC 2.6 KINGDOM OF GOD: What kind of King is Jesus?</b></p> <p>Consider different possible meanings for the religious texts studied, showing an awareness of different interpretations.</p> <p>Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Compare the different ways in which people</p>	<p><b>U2.12 How does faith help people when life gets hard? Faith comparison plus no faith</b></p> <p>Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. Compare the different ways in which people of faith communities express their faith.</p>

	questions of identity, meaning, purpose and morality related to Christianity and other faiths.	some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faith.	studied, showing an awareness of different interpretations.	studied, showing an awareness of different interpretations.	of faith communities express their faith.	Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.  Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.  Use different techniques to reflect deeply.
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