

Whole School Skills, Knowledge and Vocabulary Map

Autumn term: Cycle A



R.E - Non-Negotiable Concepts, Key Skills, Subject Knowledge and Vocabulary

Lincolnshire Agreed Syllabus for Religious Education

RE plays an important role in **promoting** the spiritual, moral, social and cultural development of our children, in line with the government strategies which promote access, inclusion and individual learning and understanding of British Values. We fully support the view that 'Every Child Matters' by giving opportunities for exploration of religious and ethical teachings. R.E. should enable each child to explore our shared human experiences, promote respect, sensitivity and cultural awareness as well as giving pupils the ability to think about and develop their own beliefs and values. RE also aims to empower pupils to know about and understand the beliefs and practices of some of the great religions of the world, particularly those represented in Lincolnshire and the UK. Among these religions, Christianity has a particular place, and is taught in each year of the primary phase as the main religion studied or through optional modules provided by the Lincolnshire Locally Agreed Syllabus (2018).

All maintained schools provide daily collective worship for registered pupils (apart from those who have been **withdrawn by their parents**). This is usually provided within a daily assembly.

Skills in RE

A. Know about and understand a range of religions and world views, so that they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;
- Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom¹ found in religions and world views;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. Express ideas and insights about the nature, significance and impact of religions and world views, so that they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;
- Appreciate and appraise varied dimensions of religion.

C. Gain and deploy the skills needed to engage seriously with religions and world views, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- Enquire into what enables different communities to live together respectfully for the wellbeing of all;
- Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

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Coverage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 LAS unit key coverage	God- believing [Christianity] What to Christians learn and understand about God through Old Testament Bible stories? What do stories in the New Testament tell Christians about Jesus?	God- believing [Christianity] What to Christians learn and understand about God through Old Testament Bible stories? What do stories in the New Testament tell Christians about Jesus?	God- believing [Hinduism] How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the Mandir?	God- believing [Hinduism] How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the Mandir?	God- being human [Hinduism] How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve Moksha? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals.	God- being human [Hinduism] How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve Moksha? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals.
	Year 1 Key knowledge and skills	Year 2 Key knowledge and skills	Year 3 Key knowledge and skills	Year 4 Key knowledge and skills	Year 5 Key knowledge and skills	Year 6 Key knowledge and skills

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<p>Key skills and knowledge covered within each unit</p>	<p>-I know that Christians believe in one God who created the world [creation story in Genesis 1]</p> <p>-I know that humans spoiled the world</p> <p>-I know about the incarnation of God</p> <p>-I know about some of the teachings about what the world should be like [story of the Good Samaritan]</p> <p>-</p>	<p>-I know that Christians believe in one God who created the world and he was pleased with it [creation story in Genesis 1]</p> <p>-I know that God worked with humans to fix what had been spoiled</p> <p>-I know about the incarnation of God</p> <p>-I know about some of the teachings about what the world should be like [story of the Good Samaritan] and I can compare this with other stories [Lost Son/ Lost Sheep]</p>	<p>-I can understand Hinduism as a monotheistic religion [belief in one ultimate reality]</p> <p>-I know some Hindu beliefs about life [Trimurti- Brahma, Vishnu, Shiva]</p> <p>-I know the relevance of the lotus flower</p> <p>-I can retell stories from the Ramayana, Bhagavad Gita, Mahabarata [story of Rama and Sita and the story of Arjuna and Krishna]</p> <p>-I know the relevance of the aum symbol.</p>	<p>I can explain Hinduism as a monotheistic religion [belief in one ultimate reality]</p> <p>-I know the Hindu beliefs about life [Trimurti- Brahma, Vishnu, Shiva]</p> <p>-I know the relevance of the lotus flower and its association with the story of creation.</p> <p>-I can retell stories from the Ramayana, Bhagavad Gita, Mahabarata [story of Rama and Sita and the story of Arjuna and Krishna]</p> <p>-I can explain the relevance of the aum symbol.</p>	<p>I know the key Hindu beliefs [Brahman, Trimurti, samsara, atman, karma, moksha, dharma]</p> <p>I know the importance of dharma (duty)</p> <p>-I know how Hindus try and fulfil their dharma</p> <p>-I know the importance of togetherness including family, community and society.</p> <p>I can identify examples of how Hindus live their lives</p>	<p>I know the key Hindu beliefs [Brahman, Trimurti, samsara, atman, karma, moksha, dharma]</p> <p>I know the importance of dharma (duty) and the way it relates to Hindu beliefs.</p> <p>-I can explain how Hindus try and fulfil their dharma</p> <p>-I can explain the importance of togetherness including family, community and society.</p> <p>I can identify examples of how Hindus live their lives and make links to dharma.</p>
<p>Autumn 2 LAS unit key coverage</p>	<p><u>God- community- living [Christianity]</u> What to Christians do to express their beliefs? Which celebrations are important to Christians?</p>	<p><u>God- community- living [Christianity]</u> What to Christians do to express their beliefs?</p>	<p><u>God- believing [Islam]</u> What do the main concepts in Islam reveal about the nature of Allah?</p>	<p><u>God- believing [Islam]</u> What do the main concepts in Islam reveal about the nature of Allah?</p>	<p><u>God- being human- believing [Islam]</u> What does the Qur’an teach Muslims about how they should treat others?</p>	<p><u>God- being human- believing [Islam]</u> What does the Qur’an teach Muslims about how they should treat others?</p>

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	What are the key practises associated with these celebrations and what do they tell us about their beliefs about God, humans and the world?	Which celebrations are important to Christians? What are the key practises associated with these celebrations and what do they tell us about their beliefs about God, humans and the world?	What is the main purpose of visual symbols in a Mosque?	What is the main purpose of visual symbols in a Mosque?	How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice?	How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice?
	Year 1 Key knowledge and skills	Year 2 Key knowledge and skills	Year 3 Key knowledge and skills	Year 4 Key knowledge and skills	Year 5 Key knowledge and skills	Year 6 Key knowledge and skills
Key skills and knowledge covered within each unit	<ul style="list-style-type: none"> -I know Christian beliefs about church -I can identify some practices that take place in a church [prayer, Bible study, worship) -I can identify different type of Baptism -I can identify key Christian festivals (Christmas, Easter, Pentecost) 	<ul style="list-style-type: none"> -I can explain what Christians believe about the church. -I can identify and explain practices that take place in a church [prayer, Bible study, worship) -I can identify different types of Baptism and they key features of Baptism. 	<ul style="list-style-type: none"> -I know that Muslims believe in one God and he is the creator of the universe. -I know some ways in which key practices express Muslim beliefs [five pillars] -I can identify the key features of a Mosque. -I can identify ways in which Mosques engage 	<ul style="list-style-type: none"> -I know that Muslims believe in one God and he is the creator of the universe. -I know that Muslims believe that God created humans to serve and follow in his path. -I know the connection between the Muslim faith, beliefs and practices [five pillars] 	<ul style="list-style-type: none"> -I know the key beliefs about God -I know the importance of the five pillars in the Muslim faith -I know the role of humans in maintaining a harmonious world -I know the importance of family life -I can identify Islamic teachings 	<ul style="list-style-type: none"> -I can explain the key Muslim beliefs about God -I know the importance of the five pillars in the Muslim faith and link the practices with the beliefs that underpin them. -I can explain the role of humans in maintaining a harmonious world

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		<p>-I can identify key Christian festivals (Christmas, Easter, Pentecost) and the beliefs that underpin them.</p>	<p>with local community [foodbanks etc]</p>	<p>-I can explain the role of the Mosque in Muslim belief and practice.</p> <p>-I can explain how Mosques engage with local community [foodbanks etc]</p>	<p>-I can identify how Muslims help charities</p> <p>-I can identify the work of contemporary Muslims and how their belief impact on their lives.</p>	<p>-I can explain the importance of family life</p> <p>-I can identify Islamic teachings and explain how to live islamically</p> <p>-I can identify how Muslims help charities and the way in which their work connects with Muslim beliefs about God</p> <p>-I can identify the work of contemporary Muslims and how their belief impact on their lives.</p>
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