

Whole School Skills, Knowledge and Vocabulary Map

Summer 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All maintained schools provide daily collective worship for registered pupils (apart from those who have been **withdrawn by their parents**).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.

Whole School Skills, Knowledge and Vocabulary Map

Summer term: Cycle A



Coverage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Summer term</p> <p>LAS unit coverage</p>	<p>Places of worship [believing, living, thinking]</p> <p>Choosing 3 key objects, features of symbols look at:</p> <p>-what they tell us about the beliefs about God, humans, the world around them</p> <p>-how they are used in practice (what impact they have on community)</p> <p>Must include at least religion/ worldwide other than Christianity and Islam</p>	<p>Places of worship [believing, living, thinking]</p> <p>Choosing 3 key objects, features of symbols look at:</p> <p>-what they tell us about the beliefs about God, humans, the world around them</p> <p>-how they are used in practice (what impact they have on community)</p> <p>Must include at least religion/ worldwide other than Christianity and Islam</p>	<p>What does it mean to live a good life?</p> <p>Look at the guidelines and laws in various religions and non-religious worldviews.</p> <p>Explore whether 'good' means the same thing to everybody.</p>	<p>What does it mean to live a good life?</p> <p>Look at the guidelines and laws in various religions and non-religious worldviews.</p> <p>Explore whether 'good' means the same thing to everybody.</p>	<p>Expressing beliefs through Arts [believing, living, thinking]</p> <p>How do religious and non-religious people understand the value of creativity?</p> <p>How do religious and non-religious people understand the connection between beliefs about human beings and human creativity?</p> <p>How do religious and non-religious people express their beliefs about creativity?</p>	<p>Expressing beliefs through Arts [believing, living, thinking]</p> <p>How do religious and non-religious people understand the value of creativity?</p> <p>How do religious and non-religious people understand the connection between beliefs about human beings and human creativity?</p> <p>How do religious and non-religious people express their beliefs about creativity?</p> <p>Why might some religious people not</p>

Whole School Skills, Knowledge and Vocabulary Map

Summer term: Cycle A



					Why might some religious people not use pictorial representations to express belief?	use pictorial representations to express belief?
	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	<p>-I know what the objects and symbols tell me about God.</p> <p>-I know what the objects and symbols tell me about humans</p> <p>-I know what the objects and symbols tell me about the world around me</p> <p>-I know how the objects/symbols are used in practice.</p>	<p>-I can explain what the objects and symbols tell me about God.</p> <p>-I can explain what the objects and symbols tell me about humans</p> <p>-I can explain what the objects and symbols tell me about the world around me</p> <p>-I know how the objects/symbols are used in practice and the</p>	<p>-I can recognise that the word 'good' means different things to different people</p> <p>-I can identify examples of good in different religions and non-religious worldviews</p>	<p>-I can explain that the word 'good' means different things to different people</p> <p>-I can identify and compare examples of good in different religions and non-religious worldviews</p>	<p>-I know the importance of creativity as a way to express meaning, emotion and knowledge</p> <p>-I understand how creativity is connected with what it means to be human</p> <p>-I know different ways humans communicate meaning</p>	<p>-I know the importance of and can make connections between creativity as a way to express meaning, emotion and knowledge</p> <p>-I understand and can explain how creativity is connected with what it means to be human</p> <p>-I know different ways humans communicate meaning and I can identify the context</p>

Whole School Skills, Knowledge and Vocabulary Map

Summer term: Cycle A



		impact they have on community			<p>-I know some challenges of communication</p> <p>-I can identify different ways people try to express their understanding about communication</p> <p>-I know some beliefs about creation and creativity in different religions</p> <p>-I know some reasons why some religions people will depict God/key religious figures visually and others will not</p> <p>-I can identify examples of religious art</p>	<p>suited to different forms of expression</p> <p>-I can explain some challenges of communication</p> <p>-I can identify different ways people try to express their understanding about communication</p> <p>-I know some beliefs about creation and creativity in different religions</p> <p>-I can explain why some religions people will depict God/key religious figures visually and others will not</p> <p>-I can identify examples of religious art</p>
--	--	-------------------------------	--	--	--	--

- Please refer to the separate documentation for specifics in the additional units this term