

# Whole School Skills, Knowledge and Vocabulary Map

Autumn term: Cycle B



## 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All maintained schools provide daily collective worship for registered pupils (apart from those who have been **withdrawn by their parents**).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 wisdom<sup>1</sup> 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
<p><b>Autumn term 1</b></p> <p><b>LAS unit coverage</b></p>	<p><b>God- being human</b> [Islam]</p> <p>What does the Qur'an say about how Muslims should treat others and live?</p> <p>How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?</p>	<p><b>God- being human</b> [Islam]</p> <p>What does the Qur'an say about how Muslims should treat others and live?</p> <p>How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?</p>	<p><b>Community</b> [Hinduism]</p> <p>How is Hindu belief expressed personally and collectively?</p> <p>How does Hindu worship and celebration build a sense of community?</p> <p>Worship and celebration: ways in which worship and celebration engage with/affect the natural world</p> <p>Beliefs about creation and natural world.</p>	<p><b>Community</b> [Hinduism]</p> <p>How is Hindu belief expressed personally and collectively?</p> <p>How does Hindu worship and celebration build a sense of community?</p> <p>Worship and celebration: ways in which worship and celebration engage with/affect the natural world</p> <p>Beliefs about creation and natural world.</p>	<p><b>[Additional unit]</b> [Different faiths including Christianity]</p> <p>Do you have to believe in God to be good?</p> <p>[opportunity to explore Humanism/atheism and explore issues of social justice.</p> <p>Opportunity to explore how valid various religious truth claims are e.g. that you have to be good because God exists and he wants you to be good.</p>	<p><b>[Additional unit]</b> [Different faiths including Christianity]</p> <p>Do you have to believe in God to be good?</p> <p>[opportunity to explore Humanism/atheism and explore issues of social justice.</p> <p>Opportunity to explore how valid various religious truth claims are e.g. that you have to be good because God exists and he wants you to be good.</p>
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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	Key knowledge and skills	Key knowledge and skills	Key knowledge and skills	Key knowledge and skills	Key knowledge and skills	Key knowledge and skills
<b>Key knowledge and skills covered in each unit</b>	<ul style="list-style-type: none"> <li>-I know the Islam statement of faith</li> <li>-I know the importance of the five pillars</li> <li>-I know the importance of the prophets</li> <li>-I know the importance of serving other and showing compassion for Muslims</li> <li>-I know some stories about the prophets</li> </ul>	<ul style="list-style-type: none"> <li>-I can explain the Islam statement of faith</li> <li>-I can explain the importance of the five pillars</li> <li>-I can explain the importance of the prophets</li> <li>-I can explain the importance of serving other and showing compassion for Muslims</li> <li>-I know stories about the prophets</li> </ul>	<ul style="list-style-type: none"> <li>-I know some of the key Hindu beliefs</li> <li>-I can describe how Hindus worship in the home</li> <li>-I can describe how Hindus worship in the Mandir</li> <li>-I know the significance of the objects on the puja tray.</li> <li>-I can describe some of the different Hindu festivals</li> </ul>	<ul style="list-style-type: none"> <li>-I know and I can explain the key Hindu beliefs</li> <li>-I can explain how Hindus worship in the home</li> <li>-I can explain how Hindus worship in the Mandir</li> <li>-I know and I can explain the significance of the objects on the puja tray.</li> <li>-I can explain the importance of different festivals for Hindus</li> </ul>	<ul style="list-style-type: none"> <li>-I can recognise that 'good' means different things to different people.</li> <li>-I can make links between the meaning of 'bad' and the meaning of 'good'</li> <li>-I know examples of religions and worldviews that do not have a concept of God</li> <li>-I know some of the key principles of humanism</li> <li>-I know some ways in which Buddhists and Humanists respond to and act on ethical issues</li> </ul>	<ul style="list-style-type: none"> <li>-I can recognise and explain that 'good' means different things to different people.</li> <li>-I can explain how understanding what 'bad' is might help us understand what 'good' is</li> <li>-I know examples of religions and worldviews that do not have a concept of God</li> <li>-I know the key principles of humanism</li> <li>-I know how Buddhists and Humanists respond to and act on ethical issues</li> </ul>
<b>Autumn term 2</b>  <b>LAS unit coverage</b>	<u><b>God- life journey</b></u> <b>[Islam]</b> What do Muslims do to celebrate birth?	<u><b>God- life journey</b></u> <b>[Islam]</b> What do Muslims do to celebrate birth?  What does it mean	<u><b>Community</b></u> <b>[Islam]</b> How is Muslim worship expressed collectively?	<u><b>Community</b></u> <b>[Islam]</b> How is Muslim worship expressed collectively?		

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	What does it mean and why does it matter to belong?	and why does it matter to belong?	How does Muslim worship and celebration build a sense of community?	How does Muslim worship and celebration build a sense of community?		
			Worship and celebration: ways in which worship and celebration engage with/affect the natural world	Worship and celebration: ways in which worship and celebration engage with/affect the natural world		
			Beliefs about creation and natural world.	Beliefs about creation and natural world.		
	<b>Year 1 Key knowledge and skills</b>	<b>Year 2 Key knowledge and skills</b>	<b>Year 3 Key knowledge and skills</b>	<b>Year 4 Key knowledge and skills</b>	<b>Year 5 Key knowledge and skills</b>	<b>Year 6 Key knowledge and skills</b>
<b>Key knowledge and skills covered in each unit</b>	-I know that community is important to Muslims.  -I know that Muslims celebrate new members of the Muslim community with a blessing	-I can explain why community is important to Muslims  -I know how Muslims celebrate the birth of new members of the Muslim community	-I know some key Muslim beliefs about God  -I can describe the global community of Muslims.  -I can describe the five pillars of Islam	-I know and can describe the key Muslim beliefs about God  -I can describe the global community of Muslims and relate this to the idea of harmony and the straight path.		

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	<p>-I can describe some aspects of a Muslim ceremony</p> <p>-I can compare how Muslims celebrate birth with another religion.</p>	<p>-I can describe the aspects of a Muslim ceremony</p> <p>-I can compare and contrast how Muslims celebrate birth with another religion.</p>	<p>-I can describe how the non-mandatory pilgrimage to Makkah brings the Muslim community together</p> <p>-I can describe how the Mosque brings the Muslim community together</p> <p>-I know how some of the Muslim festivals link to their beliefs</p>	<p>-I can describe the five pillars of Islam and how they relate to Muslim beliefs.</p> <p>-I can describe the key features of the non-mandatory pilgrimage to Makkah and how it brings the Muslim community together</p> <p>-I can explain how the Mosque brings the Muslim community together</p> <p>-I know how the Muslim festivals link to their beliefs</p>		
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