

# Whole School Skills, Knowledge and Vocabulary Map

## Spring 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All maintained schools provide daily collective worship for registered pupils (apart from those who have been **withdrawn by their parents**).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 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>Spring 1</b></p> <p><b>LAS unit key coverage</b></p>	<p><b>God- believing</b> <b>[Islam]</b></p> <p>How is Allah described in the Qur'an?</p> <p>What do Muslims learn about Allah and their faith through the Qur'an?</p>	<p><b>God- believing</b> <b>[Islam]</b></p> <p>How is Allah described in the Qur'an?</p> <p>What do Muslims learn about Allah and their faith through the Qur'an?</p>	<p><b>God- believing</b> <b>[Christianity]</b></p> <p>How do symbols in the Bible help Christians relate to God?</p> <p>What do the symbols in the story of Jesus' baptism reveal about the nature of God?</p> <p>What visual symbols and symbolic acts can be seen in a Christian church?</p> <p>How might language within worship express Christian beliefs?</p>	<p><b>God- believing</b> <b>[Christianity]</b></p> <p>How do symbols in the Bible help Christians relate to God?</p> <p>What do the symbols in the story of Jesus' baptism reveal about the nature of God?</p> <p>What visual symbols and symbolic acts can be seen in a Christian church?</p> <p>How might language within worship express Christian beliefs?</p>	<p><b>God- being human</b> <b>[Christianity]</b></p> <p>In what ways does the Bible teach Christians to treat others? How is this expressed in their practice?</p> <p>How do Christian beliefs impact practice? Expectations of behaviour, ways in which people act, examples of contemporary individuals</p>	<p><b>God- being human</b> <b>[Christianity]</b></p> <p>In what ways does the Bible teach Christians to treat others? How is this expressed in their practice?</p> <p>How do Christian beliefs impact practice? Expectations of behaviour, ways in which people act, examples of contemporary individuals</p>

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	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
<b>Key skills and knowledge covered within each unit</b>	<p>-I know that God created the universe in harmony</p> <p>-I know that God created humans to help keep the universe in harmony</p> <p>-I know that the Qur'an gives Muslims guidance</p> <p>-I know the role of the Qur'an in the Islamic faith</p> <p>-I can retell some parts of the story of the Prophet Muhammed receiving the Qur'an.</p>	<p>-I know that God created the universe in harmony</p> <p>-I know that God created humans to help keep the universe in harmony</p> <p>-I can explain how the Qur'an gives Muslims guidance</p> <p>-I can explain the role of the Qur'an in the Islamic faith</p> <p>-I can retell the story of the Prophet Muhammed receiving the Qur'an.</p>	<p>-I know how the symbol of the Trinity help Christians relate to God</p> <p>-I can identify examples of symbols of the Trinity in the Bible</p> <p>-I know what the Trinity tells Christians about what God is like</p> <p>-I can identify key features of Holy Communion</p> <p>I can explore language of Trinitarian language in Christian worship</p>	<p>-I can explain how the symbol of the Trinity help Christians relate to God</p> <p>-I can identify examples of symbols of the Trinity in the Bible, in art and church architecture</p> <p>-I know what the Trinity tells Christians about what God is like and how Christians relate to this</p> <p>-I can identify and explain key features of Holy Communion</p> <p>I can explore language of Trinitarian language in Christian worship</p>	<p>-I know that humans are made in the image of God</p> <p>-I know what the Ten Commandments are</p> <p>-I know the key teachings about what human society should look like [The Beatitudes and the Sermon on the Mount]</p>	<p>I know that humans are made in the image of God and the implications for how humans should treat each other</p> <p>-I know what the Ten Commandments are and the importance of them to Christians</p> <p>I know the key teachings about what human society should look like [The Beatitudes and the Sermon on the Mount] and I can identify contemporary examples of Christians living by these teachings</p> <p>-I can make clear connections between the actions of these people and Christian beliefs about God and human begins</p>

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<p><b>Spring 2</b></p> <p><b>LAS unit key coverage</b></p>	<p><b>God- community</b>  <b>[Islam]</b>                  What do Muslims do to express their beliefs?                   Which celebrations are important to Muslims?</p>	<p><b>God- community</b>  <b>[Islam]</b>                  What do Muslims do to express their beliefs?                   Which celebrations are important to Muslims?</p>				
<p><b>Key skills and knowledge covered within each unit</b></p>	<p>-I know how Muslims worship</p> <p>-I know some key objects associated with prayer</p> <p>-I know about some Islamic festivals.</p>	<p>-I can explain how Muslims worship</p> <p>-I know the key objects associated with prayer</p> <p>-I know about Islamic festivals and how they relate to Muslim beliefs about God, the universe and humans</p>				