

Whole School Skills and Knowledge Map

Spring 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All maintained schools provide daily collective worship for registered pupils (apart from those who have been **withdrawn by their parents**).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 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
<p>Spring term 1</p> <p>LAS unit coverage</p>	<p>Being human [Christianity]</p> <p>What does the Bible say about how Christians should treat others and live their lives?</p> <p>How can Christian faith and beliefs be seen in their actions?</p>	<p>Being human [Christianity]</p> <p>What does the Bible say about how Christians should treat others and live their lives?</p> <p>How can Christian faith and beliefs be seen in their actions?</p>	<p>Community [Christianity]</p> <p>How is Christian belief expressed collectively?</p> <p>How does Christian 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>Community [Christianity]</p> <p>How is Christian belief expressed collectively?</p> <p>How does Christian 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>Life journey [Hinduism/Islam]</p> <p>How do Hindus/Muslims show they belong?</p> <p>What value does religion bring for religious people?</p> <p>How does this relate to the ideas about community, identity and belonging?</p> <p>Rites of passage include other religions e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity.</p> <p>This unit considers the impact religion</p>	<p>Life journey [Hinduism/Islam]</p> <p>How do Hindus/Muslims show they belong?</p> <p>What value does religion bring for religious people?</p> <p>How does this relate to the ideas about community, identity and belonging?</p> <p>Rites of passage include other religions e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity.</p> <p>This unit considers the impact religion</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
Key knowledge and skills covered in each unit	<p>-I know that Christians believe that God created the world in his image</p> <p>-I know that Christians believe that humans are created to look after God's creation</p> <p>-I know how Christians should treat their neighbour</p> <p>-I can explore examples of this in the Gospels (Parable of the Good Samaritan, Lost Son, Lost Sheep)</p>	<p>-I can explain the Christian belief that God created the world in his image</p> <p>-I can explain the Christian belief that humans are created to look after God's creation</p> <p>-I can explain how Christians should treat their neighbour</p> <p>-I can describe examples of this in the Gospels (Parable of the Good Samaritan, Lost Son, Lost Sheep)</p>	<p>-I know that the church is a community of Christians- not the building</p> <p>-I know different denominations of Christianity e.g. Anglican, Roman Catholic, Greek/Russian Orthodox, Evangelical, Methodist, Baptist etc.</p> <p>I can identify some key similarities and differences between denominations of Christianity</p>	<p>-I can explain that the church is a community of Christians- not the building</p> <p>-I know and can describe different denominations of Christianity e.g. Anglican, Roman Catholic, Greek/Russian Orthodox, Evangelical, Methodist, Baptist etc.</p> <p>I can know key similarities and differences between denominations of Christianity</p> <p>-I can explain the importance of communal events e.g. festivals, Holy</p>	<p>-I know the rites of passage that mark from one phase of life to the next</p> <p>-I know the value of religion for different religious groups</p> <p><i>[see separate documentation for more details on each statement]</i></p>	<p>-I know and can explain the rites of passage that mark from one phase of life to the next</p> <p>-I know and can explain the value of religion for different religious groups</p> <p><i>[see separate documentation for more details on each statement]</i></p>



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	-I know examples of inspirational Christians (Mary, Peter, Paul)	-I can describe examples of inspirational Christians (Mary, Peter, Paul)	-I know the importance of communal events e.g. festivals, Holy Communion, Baptism, confirmation, marriage etc, to Christians -I know how events build a sense of community for Christians.	Communion, Baptism, confirmation, marriage etc, to Christians. -I know how events build a sense of community for Christians and how this relates to Christian beliefs about God.		
Spring term 2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Life journey [Christianity] What do Christians do to celebrate birth? What does it mean and why does it matter to belong?	Life journey [Christianity] What do Christians do to celebrate birth? What does it mean and why does it matter to belong?				
Key knowledge and skills covered in each unit	-I know the importance of belonging to Christians -I know some ways people belong	-I know the importance of belonging to Christians -I can describe different ways people belong				

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	<p>-I know some of the challenges associated with belonging</p> <p>-I know some ways Christians mark a sense of belonging (Baptism, service of thanksgiving)</p> <p>-I know the role of the church community in creating a sense of belonging</p>	<p>-I can explain some of the challenges associated with belonging</p> <p>-I know how Christians mark a sense of belonging (Baptism, service of thanksgiving)</p> <p>-I can explain the role of the church community in creating a sense of belonging</p>				
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