

Whole School Skills and Knowledge Map

Summer 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All maintained schools provide daily collective worship for registered pupils (apart from those who have been **withdrawn by their parents**).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>Summer term</p> <p>LAS unit coverage</p>	<p><u>Additional unit</u> <u>Thankfulness</u> [believing, living, thinking] Must include at least one religion/worldview other than Christianity/Islam</p> <p>For example: harvest in Christianity, Sukkot in Judaism, Holi in Hinduism.</p>	<p><u>Additional unit</u> <u>Thankfulness</u> [believing, living, thinking] Must include at least one religion/worldview other than Christianity/Islam</p> <p>For example: harvest in Christianity, Sukkot in Judaism, Holi in Hinduism.</p>	<p><u>Additional unit</u> <u>Pilgrimage- including Christian pilgrimage</u> [believing, living, thinking] What is a pilgrimage?</p> <p>What does Pilgrimage involve? E.g. pilgrimage to Walsingham, Lourdes, Lona, Jerusalem/ Muslim pilgrimage to Makkah/Jewish pilgrimage to Jerusalem/Hindu pilgrimage to the Ganges</p> <p>Environmental impact of pilgrimages</p>	<p><u>Additional unit</u> <u>Pilgrimage- including Christian pilgrimage</u> [believing, living, thinking] What is a pilgrimage?</p> <p>What does Pilgrimage involve? E.g. pilgrimage to Walsingham, Lourdes, Lona, Jerusalem/ Muslim pilgrimage to Makkah/Jewish pilgrimage to Jerusalem/Hindu pilgrimage to the Ganges</p> <p>Environmental impact of pilgrimages</p>	<p><u>Compulsory unit</u> <u>Life journey</u> [Christianity] How do Christians show they belong?</p> <p>Rites of passage; includes other religions e.g. Amrit in Sikhism; have looked at how we know whether religious claims are true or not- this unit considers whether their truth or otherwise actually matters</p> <p>What impact does religion have on people's lives regardless of whether they can</p>	<p><u>Compulsory unit</u> <u>Life journey</u> [Christianity] How do Christians show they belong?</p> <p>Rites of passage; includes other religions e.g. Amrit in Sikhism; have looked at how we know whether religious claims are true or not- this unit considers whether their truth or otherwise actually matters</p> <p>What impact does religion have on people's lives</p>

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prove their beliefs to be true or not

regardless of whether they can prove their beliefs to be true or not

	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 in each unit	<ul style="list-style-type: none"> -I know the importance of gratitude -I know how Christians say thank you -I know some ways that Christians around the world celebrate harvest -I know some of the key Jewish beliefs <i>(see separate document for more information)</i> 	<ul style="list-style-type: none"> -I can explain the importance of gratitude -I can explain how Christians say thank you -I can describe different ways that Christians around the world celebrate harvest -I can describe some of the key Jewish beliefs <i>(see separate document for more information)</i> 	<ul style="list-style-type: none"> -I know why different faiths carry out pilgrimages -I know examples of religious and non-religious pilgrimages -I can describe pilgrimages carried out by different religions - I know how pilgrimage impacts the natural world -I know some of the challenges associated with the value religious believers place on the environment and their duty to protect it 	<ul style="list-style-type: none"> -I can explain why different faiths carry out pilgrimages -I can describe examples of religious and non-religious pilgrimages -I can describe pilgrimages carried out by different religions and make links between them - I can explain how pilgrimage impacts the natural world -I can explain some of the challenges associated with the value religious believers place on the environment and their duty to protect it 	<ul style="list-style-type: none"> -I know how different denominations of Christianity show they belong -I know the Christian rites of passage and how different denominations of Christianity do them differently -I know how the Sikh rites of passage demonstrates belonging -I know the value of religion for Christians and I can compare this with another religion's view 	<ul style="list-style-type: none"> -I can explain how different denominations of Christianity show they belong -I can explain the Christian rites of passage and how different denominations of Christianity do them differently -I can explain how the Sikh rites of passage demonstrates belonging -I can explain the value of religion for Christians and I can compare this

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