

## R.E. KS1

Throughout the year the children will cover a variety of aspects of the Lincolnshire Agreed Syllabus for Religious Education (2018-2023) to develop children:

- Who are religiously literate and able to hold balanced and informed conversations about religion and belief
- Who are competent in the R.E skills needed to:
  - **Investigation and enquiry:** asking relevant and increasingly deep questions: using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.
  - **Critical thinking and reflection:** analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.
  - **Empathy:** considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.
  - **Interpretation:** interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.
  - **Analysis:** distinguishing between opinion, belief and fact; distinguishing between the features of different religions.
  - **Evaluation:** enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

### Autumn 1 and 2

#### ISLAM (CORE UNIT)

##### **God**

How is Allah described in the Qur'an?

What do Muslims learn about Allah and their faith through the Qur'an?

**Community**, worship and celebration: How do people express their religion and beliefs?

What do Muslims do to express their beliefs?

Which celebrations are important to Muslims?

##### **Believing**

Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita).

Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).

##### **Living**

Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.

	<p>Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.).</p> <p>Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.</p> <p>Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage.</p> <p><b>Thinking</b></p> <p>Be able to ask questions about the world around them</p> <p>Use reasons to support personal opinions about religions/beliefs.</p>
<b>Spring 1 and 2</b>	<p><b><u>CHRISTINANITY (CORE UNIT) – UNDERSTANDING CHRISTIANITY</u></b></p> <p><b><u>Gospel</u></b></p> <p>1.4 What is the Good News that Jesus brings?</p> <p><b><u>Christianity Mini Topic – Personal expression</u></b></p> <p>Christianity – how Christians celebrate Lent and Easter in different parts of the world – what happens and why</p> <p><b>Believing</b></p> <p>Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita).</p> <p>Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).</p> <p><b>Living</b></p> <p>Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.</p> <p><b>Thinking</b></p> <p>Be able to ask questions about the world around them</p>
<b>Summer 1</b> <b>Summer 2 and 2</b>	<p><b><u>Additional Unit</u></b></p> <p><b><u>School designed unit – Expressing Faith</u></b></p> <p>Expressing faith including Non – Religious Yoga / Christianity/ other religions – study of how individuals can express their faith in different ways including Forest Church and sensory prayer/ Non-Religious Yoga practiced by Mrs Fry.</p> <p><b>Believing</b></p> <p>Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita).</p> <p>Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).</p> <p><b>Living</b></p> <p>Be able to identify that different people have different beliefs about the world around them.</p>

	<p>Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.</p> <p>Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.).</p> <p>Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.</p> <p>Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage.</p> <p><b>Thinking</b></p> <p>Be able to ask questions about the world around them</p> <p>Be able to make connections between using their senses and what they know about the world around them.</p> <p>Use reasons to support personal opinions about religions/beliefs.</p>
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