

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.

SMSC

We promote spiritual development:	We promote moral development:	We promote social development:	We promote cultural development:
<p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</p> <p>Discuss questions about the size of the universe and how it might have been formed.</p> <p style="text-align: center;">Tim Peaks –Q&A</p> <p style="text-align: center;">Seed growing</p> <p>Collection of data for a real life event</p>	<p>By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</p> <p>By considering that not all developments have been good because they have caused harm to the environment and to people.</p> <p>By encouraging pupils to speculate about how science can be used both for good and evil.</p> <p style="text-align: center;">Creation of Nuclear weapons Y6 Guy Fawkes – KS1 Right choices Internet Safety</p>	<p>By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person.</p> <p>By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.</p> <p style="text-align: center;">University – Brilliant bodies Human Biology Sports (Mr Hughes) Silly Science Planetarium/Science museum PSHE/Circle time Eco warriors/monitors Y5 Science day at UAH</p>	<p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions.</p> <p style="text-align: center;">University Genealogy. DNA</p> <p style="text-align: center;">WOW Days</p> <p style="text-align: center;">Chinese New Year tasting</p> <p style="text-align: center;">PHSE</p> <p style="text-align: center;">Staff discussing different life experiences</p>

<p>Autumn 1 and 2</p>	<p><u>CHRISTINANITY (CORE UNIT) – UNDERSTANDING CHRISTIANITY</u></p> <p><u>Creation</u> 1.2 Who made the world?</p> <p><u>Incarnation</u> 1.3 Why does Christmas matter to Christians?</p> <p><u>Believing</u> 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).</p> <p><u>Living</u> 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><u>Thinking</u> Be able to ask questions about the world around them</p>
<p>Spring 1 and 2</p>	<p><u>ISLAM (CORE UNIT)</u></p> <p><u>God</u> How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?</p> <p><u>Community</u>, 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?</p> <p><u>Believing</u> 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).</p> <p><u>Living</u> Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world. 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.). Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals. 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><u>Thinking</u> Be able to ask questions about the world around them Use reasons to support personal opinions about religions/beliefs.</p>
<p>Summer 1 Summer 2 and 2</p>	<p><u>Additional Unit</u> <u>KS1 Additional Unit: Creation and the Natural World</u> How do different people believe the world began? How do different people believe we should treat animals and the world around us? Must include at least one religious or non-religious worldview other than Christianity or Islam.</p>

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 identify that different people have different beliefs about the world around them.

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

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.).

Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.

Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage.

Thinking

Be able to ask questions about the world around them

Be able to make connections between using their senses and what they know about the world around them.

Use reasons to support personal opinions about religions/beliefs.