

## R.E. UKS2

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

### Hinduism (CORE UNIT)

#### Being Human

How do Hindu beliefs about atman, samsara, karma and dharma relate to ways in which Hindus may choose to live/act?

How significant is community in a Hindu worldview?

#### Life Journey compare and contrast with Judaism

How do Hindus show they belong?

What value does religion bring for religious people?

How does this relate to ideas about community, identify and belonging?

Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity (cf. Life Journey – Christianity)

#### End of phase expectations for Autumn Term 2023

##### **Living**

Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).

##### **Thinking**

Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'.

	Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.	
Spring 1 and 2	<b><u>CHRISTINANITY (CORE UNIT) – UNDERSTANDING CHRISTIANITY</u></b>	
	<p><b>Eagles, Kestrels and Falcons classes - Years 5 and 6</b></p> <p><b>Incarnation</b> 2b.4 - Was Jesus the Messiah? <i>[Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn't?]</i></p> <p><b>Salvation</b> UC 2b.7 What difference does the resurrection make for Christians? <i>[How do Christians behave/act because of their beliefs about Jesus and the resurrection?]</i></p>	<p><b>Swans Class – Year 5</b></p> <p><b>God/Incarnation</b> <b>2a.3</b></p> <p><b>What is the Trinity?</b> Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p>
	<p><b><u>End of phase expectations for Spring Term 2024</u></b></p> <p>Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they make reference to.</p> <p>Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.</p> <p>Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories.</p> <p><b>Living</b></p> <p>Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.</p> <p>Be able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).</p>	
Summer 1 and Summer 2	<p><b><u>Additional Unit</u></b> <b><u>Forgiveness</u></b></p> <p>What do different religious and non-religious worldviews say about forgiveness? How do different people understand the value and implications of forgiveness for the one forgiving and the one being forgiven? Must include at least one religious or non-religious worldview other than Christianity and Islam.</p> <p><b><u>End of phase expectations for Summer Term 2024</u></b></p> <p><b>Believing</b></p> <p>Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they make reference to.</p>	

**Living**

Explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a non-religious worldview different from a religion.

**Thinking**

Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.

Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'.