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| **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. | |
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| **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.  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  Use reasons to support personal opinions about religions/beliefs. |
| **Spring 1 and 2** | **CHRISTINANITY (CORE UNIT) – UNDERSTANDING CHRISTIANITY**  **Gospel**  1.4 What is the Good News that Jesus brings?  **Christianity Mini Topic – Personal expression**  Christianity – how Christians celebrate Lent and Easter in different parts of the world – what happens and why  **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.  **Thinking**  Be able to ask questions about the world around them |
| **Summer 1**  **Summer 2 and 2** | **Additional Unit**  **School designed unit – Expressing Faith**  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.  **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. |