

R.E. LKS2

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)

Being human:

How does faith and belief affect the way people live their lives?

What does the Qur'an teach Muslims about how they should treat others?

How do Muslim teachings guide the way Muslims act in the world?

How are Muslim beliefs expressed in practice?

Life journey, rites of passage:

How do people mark important events in life?

How do Muslims show they belong?

End of phase expectations for Autumn Term 2022

Believing

Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha.

Living

Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.

Be able to make connections between beliefs and the decisions an individual makes about how to live their life.

| | |
|---|--|
| | <p>Thinking Be able to understand and begin to explain that there is a difference between believing and knowing. Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).</p> |
| <p>Spring 1 and 2</p> | <p><u>CHRISTINANITY (CORE UNIT) – UNDERSTANDING CHRISTIANITY</u> <u>Creation</u> What do Christians learn from the creation story? <u>End of phase expectations for Autumn Term 2022</u> Believing Be able to explain what it means for a text/story to 'have authority' for a group of believers. Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha. Living Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context Be able to make connections between beliefs and the decisions an individual makes about how to live their life. Be able to explain at the importance of community within the religious/non-religious tradition studied. Thinking Be able to understand and begin to explain that there is a difference between believing and knowing. Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).</p> |
| <p>Summer 1 Summer 2 and 2</p> | <p><u>Additional Unit</u> <u>Expressing belief through the arts</u> <i>At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.</i> Exploring diverse ways in which religious and non-religious people express their beliefs through the arts; could include local case studies. <u>End of phase expectations for Autumn Term 2022</u> Believing Be able to explain what it means for a text/story to 'have authority' for a group of believers. Living Be able to describe the difference between 'beliefs' and 'religion'. Thinking Be able to identify ways in which different people think about the world differently.</p> |

| | |
|--|---|
| | Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists). |
|--|---|