

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

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

Thinking

Be able to understand and begin to explain that there is a difference between believing and knowing.

<p>Spring 1 and 2</p>	<p><u>CHRISTINANITY (CORE UNIT) – UNDERSTANDING CHRISTIANITY</u></p> <table border="1" data-bbox="302 220 2190 549"> <tr> <td data-bbox="302 220 1243 549"> <p>Hérons and Owls – Year 3 and 4 2a.5 Why do Christians call the day Jesus died ‘Good Friday’? Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p> </td> <td data-bbox="1243 220 2190 549"> <p>Swans Class – Year 4 God/Incarnation 2a.3 What is the Trinity? 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> </td> </tr> </table> <p><u>End of phase expectations for Spring Term 2024</u></p> <p>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.</p> <p>Living Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context. Be able to explain at the importance of community within the religious/non-religious tradition studied.</p>	<p>Hérons and Owls – Year 3 and 4 2a.5 Why do Christians call the day Jesus died ‘Good Friday’? Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p>	<p>Swans Class – Year 4 God/Incarnation 2a.3 What is the Trinity? 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>
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<p>Summer 1 and Summer 2</p>	<p><u>Additional Unit Forgiveness</u></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><u>End of phase expectations for Summer Term 2024</u></p> <p>Believing Be able to explain what it means for a text/story to 'have authority' for a group of believers.</p> <p>Living Be able to describe the difference between ‘beliefs’ and ‘religion’.</p> <p>Thinking Be able to identify ways in which different people think about the world differently. 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>		