

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

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 explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.

	<p>Living 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. 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). Be able to identify some of the ways in which the wider local/national community impacts on a believer's experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school).</p> <p>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.</p>
<p>Spring 1 and 2</p>	<p><u>CHRISTIANITY (CORE UNIT) – UNDERSTANDING CHRISTIANITY</u> 2b.2 Creation and Science: Conflicting or Complementary?</p> <p>Believing 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. Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories. Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories.</p> <p>Living 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. 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). 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.). Be able to identify some of the ways in which the wider local/national community impacts on a believer's experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school).</p>

Summer 1 Summer 2 and 2	<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.</p> <p>Believing 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>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.</p> <p>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’.</p>
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