

Stukeley Federation R.E.

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)

Belief about God/ Brahman

What do Hindus believe about Brahman?

- Ultimate reality, Supreme Truth, Unchanging Principle, cause of existence
- Connected to humans via the soul (atman)

What is the significance of murtis?

- Representation or 'embodiment' of Bhagwan

What do Hindus believe about the relationship between individual deities and Brahman?

- Brahman – eternal origin, the cause and foundation of all existence
- Representation of Brahman through deities, an aid to devotion and worship
- Avatars - representatives of deities in human form, e.g. Krishna, an avatar of Vishnu

In what way is the Hindu belief about the cyclical nature of the universe reflected by belief in the Trimurti?

The Trimurti – aspects or functions of the same divinity – every created thing in the universe has a beginning, an existence, and an ending.

	<p><u>Faith and belief in a wider context</u></p> <p>What affects Hindu beliefs and attitudes towards others and the environment?</p> <ul style="list-style-type: none"> • Ahimsa (non-violence) – the greatest dharma. Ahimsa to the earth improves karma • Responsibility towards animals - vegetarianism • Earth/universe seen as manifestation of Brahman <p>In what ways do the four varnas (social classes) impact upon Hindu society?</p> <ul style="list-style-type: none"> • Four varnas: shudras, vaishyas, khatryias and brahmins • Changing attitudes to the caste system <p>How and why do Hindus engage in social action?</p> <ul style="list-style-type: none"> • Importance of four virtues (yamas): ahimsa (non-violence), daya (compassion), dama (selfcontrol and restraint), dana (generosity and giving) • Dharma e.g. eternal law, duty, conduct, behaviour, morality and righteousness <p>What are the four paths (margas)?</p> <ul style="list-style-type: none"> • Four yogas: jnana (knowledge), karma (action, service), bhakti (devotion), astanga/raja (mind and meditation)
Spring 1 and 2	<p><u>Additional Unit</u></p> <p>Forgiveness</p> <p><i>At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.</i></p> <p>Religious/non-religious beliefs about forgiveness; examples of religious festivals/practices/stories that focus on saying sorry and asking for forgiveness, e.g. Yom Kippur, Diwali, Easter.</p>
Summer 1 Summer 2 and 2	<p><u>CHRISTIANITY (CORE UNIT) – UNDERSTANDING CHRISTIANITY</u></p>