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| **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.
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| **Autumn 1 and 2** | **Hinduism (CORE UNIT)****Identity and expression****How diverse is Islam in the UK and how important is this concept in the context of the Ummah (global Muslim community)?*** Use of census data and Pew Research – www.pewresearch.org
* Different identities in parts of the UK - key similarities and differences between groups
* Diverse interpretation of gender roles
* Difference of expression, e.g. dress – niqab, hijab, burka,chador, shalwar kameez, thobe, kuffiyeh

**What practical implications do some Muslim practices have for life in modern Britain?*** Hajj/Umrah, including practical implications – environment
* Ramadan
* Prayer spaces
* Diet, e.g. halal/haram
* Sharia law – divine guidance

**Cycle of life****What are the stages of life in Hindu belief and how are they reflected in Hindu practice?*** Four different stages of life (ashramas) and duties for those in the top varnas, castes, jatis

**What are the key features of a Hindu marriage ceremony and how do they reflect Hindu beliefs about human relationships?*** Vivah sanskar – wedding sacraments
* Main stages – Jayamaala, Madhu-Parka, Gau Daan and Kanya Pratigrahan
* Vivaha-homa – sacred fire, sacred mantras
* Paanigrahan – sacred vows
* Sapta-Padi – main and legal part of ceremony
* Ashirvada – blessings

**Does sexuality and gender matter in Hinduism?*** Role of males, e.g. priesthood, during key festivals and ceremonies
* Shaktism, the Devi
* Expectation of heterosexual marriage, seen as important duty, linked to reproduction
* Same sex relationships – diverse views among Hindus and within scriptures

**What do Hindus believe about euthanasia and suicide?*** Diversity of viewpoints about euthanasia
* Suicide generally seen as unacceptable – exceptions include prayopavesa (fasting to death) in certain circumstances

**What do Hindus believe about death and dying?*** Re-birth of atman (reincarnation), karma, samsara, moksha
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| **Spring 1 and 2** | **CHRISTINANITY (CORE UNIT) – UNDERSTANDING CHRISTIANITY** |
| **Summer 1 and 2** | **Additional Unit****Pilgrimage***At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.*Enquiry into journeys carried out by religious people – motivations for the journey, key destinations, practicesassociated with the journey, key beliefs expressed by the journey, etc.; opportunity to include local places ofpilgrimage. |