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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 |
| **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, practices  associated with the journey, key beliefs expressed by the journey, etc.; opportunity to include local places of  pilgrimage. |