

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.

SMSC

We promote spiritual development:	We promote moral development:	We promote social development:	We promote cultural development:
<p>By demonstrating openness to the fact that some answers cannot be provided by Science.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</p> <p>Discuss questions about the size of the universe and how it might have been formed.</p>	<p>By offering pupils the chance to consider the wonder of the natural world and the inventions which have made the world a better place.</p> <p>By considering that not all developments have been good because they have caused harm to the environment and to people.</p> <p>By encouraging pupils to speculate about how science can be used both for good and evil.</p>	<p>By using opportunities during Science lessons to explain how to keep other people safe and how they might protect a younger or vulnerable young person.</p> <p>By exploring the social dimension of scientific advances e.g. environmental concerns, medical advances, energy processes.</p> <p>University – Brilliant bodies</p>	<p>By asking questions about the ways in which scientific discoveries from around the world have affected our lives. There is a rich heritage of scientific discoveries from Hindu, Egyptian and Muslim traditions.</p> <p>University Genealogy. DNA</p> <p>WOW Days</p> <p>Chinese New Year tasting</p>

<p>Tim Peaks –Q&A</p> <p>Seed growing</p> <p>Collection of data for a real life event</p>	<p>Creation of Nuclear weapons Y6</p> <p>Guy Fawkes – KS1</p> <p>Right choices</p> <p>Internet Safety</p>	<p>Human Biology</p> <p>Sports (Mr Hughes)</p> <p>Silly Science</p> <p>Planetarium/Science museum</p> <p>PSHE/Circle time</p> <p>Eco warriors/monitors</p> <p>Y5 Science day at UAH</p>	<p>PHSE</p> <p>Staff discussing different life experiences</p>
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<p>Autumn 1 and 2</p>	<p><u>ISLAM (CORE UNIT)</u></p> <p><u>Symbol</u></p> <p>What do Muslims learn about Allah and their faith through the Qur'an?</p> <ul style="list-style-type: none"> • The Qur'an and why it is special - the revealed book for Muslims • Stories which help Muslims understand the power of Allah, e.g. the Night of Power, creation story <p><u>Faith in everyday life</u></p> <p>What does the Qur'an say about how Muslims should treat others and live their lives?</p> <ul style="list-style-type: none"> • Imam (Faith), Sha'adah (statement of faith) • Akhlaq (character, moral conduct) • Serving others, supporting the poor, e.g. Zakah, almsgiving <p><u>Community expression</u></p> <p>What do Muslims do to express their beliefs?</p> <ul style="list-style-type: none"> • Ibadah (worship and belief in action) - use of significant objects, e.g. prayer beads, prayer mats, compass • Worship in the home • Respect for teachers and elders <p>Which celebrations are important to Muslims?</p> <ul style="list-style-type: none"> • Festivals: the importance of Eidul- Fitr (end of Ramadan) and Eidul- Adha (Ibrahim's test of faith)
<p>Spring 1 and 2</p>	<p><u>CHRISTIANITY (CORE UNIT) – UNDERSTANDING CHRISTIANITY</u></p>

Summer 1 and 2

Additional Unit

Expressing belief through the arts

At least two religions; at least one must be a religion/belief system other than Christianity and Islam.

Exploring diverse ways in which religious and non-religious people express their beliefs through the arts; could include local case studies.

Include looking at the natural world and human interaction with the natural world.