

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

	<ul style="list-style-type: none"> • Avatars - representatives of deities in human form, e.g. Krishna, an avatar of Vishnu <p>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> <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, khatriyas 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)
<p>Spring 1 and 2</p>	<p><u>Additional Unit</u> 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>
<p>Summer 1 Summer 2 and 2</p>	<p><u>CHRISTINANITY (CORE UNIT) – UNDERSTANDING CHRISTIANITY</u></p>