

R.E. LKS2

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>Tim Peaks –Q&A</p> <p>Seed growing</p> <p>Collection of data for a real life event</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>Creation of Nuclear weapons Y6</p> <p>Guy Fawkes – KS1</p> <p>Right choices</p> <p>Internet Safety</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>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>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>PHSE</p> <p>Staff discussing different life experiences</p>

<p>Autumn 1 and 2</p>	<p><u>CHRISTINANITY (CORE UNIT) – UNDERSTANDING CHRISTIANITY</u></p> <p><u>Creation</u> What do Christians learn from the creation story?</p> <p><u>End of phase expectations for Autumn Term 2022</u></p> <p><u>Believing</u> Be able to explain what it means for a text/story to 'have authority' for a group of believers. Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha.</p> <p><u>Living</u> Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context Be able to make connections between beliefs and the decisions an individual makes about how to live their life. Be able to explain at the importance of community within the religious/non-religious tradition studied.</p> <p><u>Thinking</u> Be able to understand and begin to explain that there is a difference between believing and knowing. Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists)</p>
<p>Spring 1 and 2</p>	<p><u>KS2 Compulsory Unit: God (Islam)</u> What are some of the key concepts and beliefs in a Muslim worldview? What do Muslims believe about Allah? What is the purpose of visual symbols in a mosque?</p> <p><u>KS2 Compulsory Unit: Community (Islam)</u> How does Muslim worship and practice build a sense of community? How is Muslim belief expressed collectively? How do Muslim practices impact (positively and negatively) on the natural world?</p> <p><u>End of phase expectations for Spring Term 2025</u></p> <p><u>Believing</u> Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha.</p> <p><u>Living</u> Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context. Be able to make connections between beliefs and the decisions an individual makes about how to live their life.</p> <p><u>Thinking</u> Be able to understand and begin to explain that there is a difference between believing and knowing. Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief</p>

Summer 1
Summer 2
and 2

Additional Unit: Big Questions – What is a Good Life?

What different sources of authority, laws and guidelines help people understand what it means to live a 'good' life?

To include at least one religious or non-religious worldview other than Christianity and Islam.

End of phase expectations for Summer Term 2025

Believing

Be able to explain what it means for a text/story to 'have authority' for a group of believers.

Living

Be able to describe the difference between 'beliefs' and 'religion'.

Thinking

Be able to identify ways in which different people think about the world differently.

Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).