

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)

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

	<p><u>Cycle of life</u> What are the stages of life in Hindu belief and how are they reflected in Hindu practice?</p> <ul style="list-style-type: none"> • Four different stages of life (ashramas) and duties for those in the top varnas, castes, jatis <p>What are the key features of a Hindu marriage ceremony and how do they reflect Hindu beliefs about human relationships?</p> <ul style="list-style-type: none"> • 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 <p>Does sexuality and gender matter in Hinduism?</p> <ul style="list-style-type: none"> • 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 <p>What do Hindus believe about euthanasia and suicide?</p> <ul style="list-style-type: none"> • Diversity of viewpoints about euthanasia • Suicide generally seen as unacceptable – exceptions include prayopavesa (fasting to death) in certain circumstances <p>What do Hindus believe about death and dying?</p> <ul style="list-style-type: none"> • Re-birth of atman (reincarnation), karma, samsara, moksha
<p>Spring 1 and 2</p>	<p><u>CHRISTIANITY (CORE UNIT) – UNDERSTANDING CHRISTIANITY</u></p>
<p>Summer 1 and 2</p>	<p><u>Additional Unit Pilgrimage</u> <i>At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.</i> 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.</p>