

The aim of RE in Lincolnshire: To produce pupils who are religiously literate and able to hold balanced and informed conversations about religion and belief.

KS2: 45 hours per year

Two-thirds of time should have a Christian Focus

Good RE teaching should:

- develop pupils' knowledge and understanding of Christianity as well as other principal religions and world views
- focus on concepts as well as content, within the context of enquiry based learning
- explore authentic religious material, e.g. sacred texts
- reflect diversity in terms of the changing religious landscape of the UK so that they are prepared for life in modern Britain
- engage and challenge pupils
- reflect pupils' own experiences and provide a safe space for discussion
- present religious belief as a real, lived phenomenon, not something exotic or belonging to the past
- take into account the increase in the number of people with non-religious beliefs and identities
- provide opportunities for personal reflection and spiritual development
- help to prepare pupils for adult life, enabling them to develop respect and sensitivity for others

Skills in RE Pupils should develop key skills in RE in order to enhance learning and this should be evident across key stages:

1. **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.
2. **Critical thinking and reflection:** analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.
3. **Empathy:** considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.
4. **Interpretation:** interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.
5. **Analysis:** distinguishing between opinion, belief and fact; distinguishing between the features of different religions.
6. **Evaluation:** enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

Key areas of enquiry

1. **God:** What do people believe about God?
2. **Being human:** How does faith and belief affect the way people live their lives?
3. **Community, worship and celebration:** How do people express their religion and beliefs?
4. **Life journey: rites of passage:** How do people mark important events in life?

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Year 3: GOD</p> <p>What do people believe about God?</p>	<p><u>God -Islam</u> What do Muslims learn about Allah from the prophets and the Qur'an?</p> <p><i>What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?</i></p>	<p><u>God - Hindu</u> What is the Hindu concept of 'Brahman' (Ultimate Reality)?</p> <p><i>How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?</i></p> <p><u>Discovery RE unit -</u> How can Brahman be everywhere and in everything? (Yr3 Summer 1)</p>	<p><u>God - Christianity</u> <u>Incarnation –</u> Understanding Christianity Unit 2a.3 What is the Trinity? (Core and Digging Deeper)</p> <p><i>How do symbols in the Bible help a Christian to relate to God? What do symbols in the story of the baptism of Jesus reveal about the nature of God? What visual symbols and symbolic acts can be seen in a Christian church? How might language within worship express Christian belief?</i></p>		<p><u>God- Christianity</u> <u>Salvation</u> Understanding Christianity 2a.5 (Core) Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>LAS Additional Unit 4.Big Questions</p> <p>What does it mean to live a good life?</p> <p><i>(Focus Christianity (going to church, 10 commandments (link to Judaism here) etc) & Sikhism & non-religious belief e.g. humanism) Compare similarities and differences.</i></p> <p><u>Possible Discovery RE units</u> -Do Christians need to go to Church to show they are Christians? (Yr4 Summer 2) -Are Sikh stories important today? Do Sikh's think it is important to share (Yr3 Summer 1) -Does Joining the Khalsa make a person a better Sikh? (Yr3 Aut1) -What is the best way for a Sikh to show</p>

					commitment to God? (Yr3 Summer 2)
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Level 2

AT1: Retelling stories and Identifying religious materials.

AT2: Asking Questions

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Year 4: Communi ty</p> <p>How do people express their religion and beliefs?</p>	<p>LAS Additional Unit 4. Big Questions</p> <p>Why do people celebrate?</p> <p><i>(Focus Christianity (Christmas/Easter Holy Communion) & Judaism (Passover, Rosh Hashanah, Yom Kippur, Channukah, Sukkot & Shabbat))</i></p> <p><i>How is belief expressed collectively? How does worship and celebration build a sense of community?</i></p> <p>Discovery RE: --How important is it for Jewish people to do what God asks them to do? Yr4 Spring 1) - What is the best way for a Jew to show commitment to God? (Yr4 Summer 1)</p>	<p>Community - Hinduism/Islam How do Hindus and Muslims express their beliefs and build a sense of community through their worship and celebrations?</p> <p><i>How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community?</i> <i>How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community?</i></p> <p>[Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and the natural world]</p> <p>Hinduism – Look at how Puja & Aum as a form of prayer & Worship in Madhir give Hindus a sense of belonging as well as Hindu festivals e.g. Diwali, Holi. Islam- Look at how praying at regular intervals helps a Muslim in his/her everyday life and how going to the Mosque give Muslims a sense of belonging as well as Islamic festivals – Ramadan & Eid-al-fitr, Eid-UI-Adha (main two), Ashura</p> <p>Discovery RE: - Would celebrating Diwali at home & in the community bring a feeling of belonging to a Hindu Child? (Yr3 Aut 1)</p> <p>OTHER RESOURCES Hinduism – other festivals to focus on e.g. Holi http://www.primaryhomeworkhelp.co.uk/religion/hindufestivals.htm - list of other Hindu festivals https://www.bbc.com/bitesize/clips/zh2hyrd - Puja & Aum http://www.reonline.org.uk/wp-content/uploads/2016/06/lp5_hindu_worship_final.pdf - Is KS1 but some film links and ideas which may be useful.</p>	<p>Community = Christianity</p> <p>People of God Understanding Christianity 2a.4 – What kind of world did Jesus want? (Core)</p>	<p>LAS additional Unit 6. Pilgrimage</p> <p>Why do people go on pilgrimage and where do they go?</p> <p><i>(Focus – Christianity –E.g. Lourdes, Walsingham, Lindisfarne, Lincoln Hinduism – The Kumbh Mela, R.Ganges, Islam - Hajj Judaism – Jerusalem (Western Wall, Temple Mount) &</i></p> <p><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. Also environmental impact of pilgrimage and opportunity to include local places of pilgrimage.</i></p> <p>Discovery RE : -Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? (Yr3 Summer 2)</p> <p>Judaism – https://www.tes.com/teaching-resource/pilgrimage-part-1-catholic-and-jewish-11210869 - Judaism & Catholic https://www.bbc.com/bitesize/clips/zqv8qtv (Visting Jerusalem Temple) http://www.reonline.org.uk/specials/ks2_judaism/jerusalem_temple.php</p>		

Level 3 At1: Describing religion. AT2: Making Links to their own experience.				

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<p>Year 5: Being Human</p> <p>How does faith and belief affect the way people live their lives?</p>	<p>Being Human – Hinduism/Islam How do Hindus and Muslims reflect their faith in the way they live? <i>[The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p> <p><i>How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?</i> <i>What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice?</i></p> <p>Discovery RE: -What is the best way for a Hindu to show commitment to God (Yr5 Aut1) – (This revises concepts covered in Year 3 & 4 so would need to focus on the deeper learning to show progression) - Do a belief in Karma, Samsara and Moksha help Hindu's to live a good life? (Yr5 Summer 1) -What is the best way for a Muslim to show commitment to God? (Yr6 Aut 1) -Does belief in Akhirah (life after death) help Muslims lead good lives? (Yr6 Summer 1 Part 1&2)</p>	<p>Being Human – Christianity</p> <p>Gospel Understanding Christianity 2b5 - What would Jesus do?</p> <p><i>In what ways does the Bible teach Christians to treat others? How is this expressed in practice?</i></p>	<p>Being Human – Christianity</p> <p>Salvation Understanding Christianity 2b.6 (core) - What did Jesus do to save human beings?</p> <p><i>How do Christians behave/act because of their beliefs about Jesus and the resurrection?</i></p>	<p>LAS Additional Unit 3. Expressing Beliefs through the Arts <i>(including Christianity and at least 1 other religion/non-religious belief system other than Hinduism or Islam)</i></p> <p>How do people express their belief through the Arts?</p> <p><i>Exploring diverse ways in which religious and non-religious people express their beliefs through the arts; could include local case studies. Include reasons why some people may not use pictorial representation to express belief, e.g. Muslims;</i></p> <p>Create entries for Spirited Arts competition run by NATRE – closing date usually in July</p> <p>Diocesan Unit Plan</p>		
<p>Level 4 AT1: Showing understanding of religion AT2: Applying ideas to themselves.</p>						

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<p>Year 6 Life Journey</p> <p>Rites of passage: How do people mark important events in life?</p> <p>How do people show they belong?</p>	<p>LAS Additional Unit – 6. In depth study of another belief system</p> <p>What do Buddhists believe?</p> <p><i>Key beliefs, practices, festivals, symbols, etc and compare with compulsory religion.</i></p> <p>Discovery Re units: -What is the best way for a Buddhist to lead a good life? (Yr4 Summer2) -Is it possible for everyone to be happy (Yr4 Aut1)</p>	<p>LAS Additional Unit – 6. In depth study of another belief system</p> <p>How do Buddhists apply their beliefs for the care of the planet?</p> <p>Discovery RE units: -Could Buddha’s teaching make the world a better place (Yr4 Spring 1)</p>	<p>Life Journey – Hinduism/Islam/Christian (but also compare to other religions)</p> <p>How do people mark important events in their lives?</p> <p><i>How do Hindus show they belong? How do Muslims show they belong? How do Christians show they belong? How do Buddhists show they belong? How do Jews show they belong? How do Sikhs show they belong? What impact does religion have on people’s lives regardless of whether they can prove their beliefs to be true or not?</i></p> <p><i>[Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters]</i></p> <p>Discovery RE units: What is the best way for a Sikh to show commitment to God? How far would a Sikh go for his/her religion (Sikh marriage section) – (Yr5 Aut1) Are Sikh stories important today? (Yr5 Spr1)</p>		<p>Life Journey – Christianity People of God Understanding Christianity 2b3 –</p> <p>How can following God bring freedom and Justice?</p>	<p>Life Journey - Christianity Kingdom of God: Understanding Christianity 2b8-</p> <p>What kind of king is Jesus?</p> <p>Or</p> <p>God Understanding Christianity 2b1 –</p> <p>What does it mean if God is holy and loving?</p>
<p>Level 5 (KS3) AT1: Explaining the Impact of religion AT2: Expressing their own views of religious questions</p>						

