|  |
| --- |
| **Stukeley Federation 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
* Avatars - representatives of deities in human form, e.g. Krishna, an avatar of Vishnu

**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.**Faith and belief in a wider context****What affects Hindu beliefs and attitudes towards others and the environment?*** Ahimsa (non-violence) – the greatest dharma. Ahimsa to the earth improves karma
* Responsibility towards animals - vegetarianism
* Earth/universe seen as manifestation of Brahman

**In what ways do the four varnas (social classes) impact upon Hindu society?*** Four varnas: shudras, vaishyas, khatriyas and brahmins
* Changing attitudes to the caste system

**How and why do Hindus engage in social action?*** 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

**What are the four paths (margas)?*** Four yogas: jnana (knowledge), karma (action, service), bhakti (devotion), astanga/raja (mind and meditation)
 |
| **Spring 1 and 2** | **Additional Unit****Forgiveness***At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam.*Religious/non-religious beliefs about forgiveness; examples of religious festivals/practices/stories that focus onsaying sorry and asking for forgiveness, e.g. Yom Kippur, Diwali, Easter. |
| **Summer 1****Summer 2 and 2** | **CHRISTINANITY (CORE UNIT) – UNDERSTANDING CHRISTIANITY** |