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| **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. |

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| **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 on  saying sorry and asking for forgiveness, e.g. Yom Kippur, Diwali, Easter. |
| **Summer 1**  **Summer 2 and 2** | **CHRISTINANITY (CORE UNIT) – UNDERSTANDING CHRISTIANITY** |