

R.E. UKS2

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 style="text-align: center;">Tim Peaks –Q&A</p> <p style="text-align: center;">Seed growing</p> <p style="text-align: center;">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 style="text-align: center;">Creation of Nuclear weapons Y6 Guy Fawkes – KS1 Right choices 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 style="text-align: center;">University – Brilliant bodies Human Biology Sports (Mr Hughes) Silly Science Planetarium/Science museum PSHE/Circle time Eco warriors/monitors 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 style="text-align: center;">University Genealogy. DNA</p> <p style="text-align: center;">WOW Days</p> <p style="text-align: center;">Chinese New Year tasting</p> <p style="text-align: center;">PHSE</p> <p style="text-align: center;">Staff discussing different life experiences</p>

<p>Autumn 1 and 2</p>	<p><u>CHRISTINANITY (CORE UNIT) – UNDERSTANDING CHRISTIANITY</u></p> <p>2b.2 Creation and Science: Conflicting or Complementary?</p> <p>Believing</p> <p>Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they make reference to.</p> <p>Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.</p> <p>Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories.</p> <p>Living</p> <p>Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.</p> <p>Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).</p> <p>Be able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).</p> <p>Be able to identify some of the ways in which the wider local/national community impacts on a believer’s experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school).</p>
<p>Spring 1 and 2</p>	<p><u>KS2 Compulsory Unit: God (Islam)</u></p> <p>What are some of the key concepts and beliefs in a Muslim worldview?</p> <p>What do Muslims believe about Allah?</p> <p>What is the purpose of visual symbols in a mosque?</p> <p><u>KS2 Compulsory Unit: Community (Islam)</u></p> <p>How does Muslim worship and practice build a sense of community?</p> <p>How is Muslim belief expressed collectively?</p> <p>How do Muslim practices impact (positively and negatively) on the natural world?</p> <p><u>End of phase expectations for Spring Term 2023</u></p> <p>Believing</p> <p>Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.</p> <p>Living</p> <p>Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.</p> <p>Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).</p> <p>Be able to identify some of the ways in which the wider local/national community impacts on a believer’s experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school).</p>

	<p>Thinking Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'. Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</p>
<p>Summer 1 Summer 2 and 2</p>	<p><u>Additional Unit: Big Questions – What is a Good Life?</u> 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.</p> <p>Believing Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they make reference to.</p> <p>Living Explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a non-religious worldview different from a religion.</p> <p>Thinking Be able to analyse different ways in which people think about the world and make connections between this and their beliefs. Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'.</p>