

Lincolnshire Agreed Syllabus 2012 – Extracts

(refer back to Agreed syllabus for other information)

Ermine Primary Academy Scheme of Work -RE

Concepts, skills and attitudes in Religious Education

Concepts

Four general key concepts are used as a framework for the understanding of religions within the syllabus. They provide a structure for teachers' understanding. In the Programmes of Study for the syllabus, the 4 concepts are used to frame questions for each age group. The four key concepts should be referred to, exemplified and built upon at each key stage. The concepts are:

1. **Celebration**
2. **Religious belief and lifestyle**
3. **The Sacred**
4. **Authority**

In this syllabus these key concepts offer teachers a framework by which the religions studied can be approached and understood. They do not provide a sequential planning guide, and the syllabus does not require the concepts to be taught explicitly. Through each of the four concepts the syllabus aims to enable pupils to address the questions of meaning, belief and purpose raised by human experience, through the development of exploratory, enquiry and reflective skills. Each concept is relevant to pupils throughout the 3-19 age range in line with their abilities and the development of their understanding. Effective teaching will identify one or two of the concepts as focal points in any particular curriculum unit. The sample schemes of work (see section B) demonstrate how the conceptual framework of the syllabus works in practice. Building on the statutory requirements, it is recommended that there should be a wide-ranging study of religion and belief across the key stages as a whole. Not all religions need to be studied at the same depth or in each key stage (some guidance is provided at the beginning of each of the separate sections for each key stage), but all that are studied should be done so in a way that is coherent and promotes progression.

Celebration

The concept of **Celebration** is about worship, commemoration, festival, and life events for the individual, family or community, in religious contexts, local, national and international.

In RE the concept of celebration can be a focus for pupils' exploration, reflection and response through a consideration of:

- ways in which such occasions provide particular opportunities for individuals and groups to make and respond to the meaning in the events of life;
- ways in which human celebrations give opportunities for individuals and communities to reflect upon some fundamental questions of life;
- ways in which celebrations and festivals bring pattern and form to life, and structure human experiences of, for example good and evil, happiness and sadness.

Religious Belief and Lifestyle

The concept of **Religious Belief and Lifestyle** is about the ways in which behaviour is related to beliefs and values, e.g. links between faith and ethics.

In RE the concept of religious belief and lifestyle can be a focus for pupils' exploration, reflection and response through a consideration of:

- ways in which links between belief and lifestyle provide opportunities for individuals and groups to find, make and respond to meaning in their own experiences and those of others;
- ways in which links between beliefs and lifestyle offer opportunities for reflection upon some fundamental questions of life, and upon answers to these questions;
- ways in which religious lifestyles raise questions and challenges to the lifestyles of the learner, providing opportunities for reflection, for example, upon issues of forgiveness, generosity, sexuality or justice.

The Sacred

The concept of The Sacred is about that which is set apart and special within religions as holy or sacred, for example times, places, activities, people, objects and artefacts. In RE the concept of the sacred can be a focus for pupils' exploration, reflection and response through a consideration of:

- ways in which people respond to their encounter with the world, for example, nature, time and seasons, cycles of life and death, environmental concerns, the origins and destiny of humanity;
- people's understanding of the nature of deity or God or ultimate reality;
- ways in which these ideas provide opportunities for individuals and groups to find, make and respond to meaning found in, and associated with, these special times, places, activities, people, objects and artefacts;
- ways in which ideas of what is sacred frame, shape and interpret life's meanings, helping people to reflect and respond to some fundamental questions of life.

Authority

The concept of Authority is about the sources to which people turn when seeking guidance, for example, written scripture, faith traditions, revealed sources, key figures and events, ways of interpreting authorities. In RE the concept of authority can be a focus for pupils' exploration, reflection and response through a consideration of the ways in which:

- people exercise, perceive, interpret and respond to authority;
- people refer to and interpret sources of authority in addressing and reflecting upon some fundamental questions of life;
- sources of authority enable individuals and groups to make and respond to meaning within their own and others' religious traditions and experiences.

Skills

The prime purpose of using key skills in RE should be to enhance the quality of learning and reflect broader educational values and aims.

The following skills are central to Religious Education, and are reflected in the agreed syllabus programmes and approaches. Detailed reference to these skills will be found in the schemes of work (see section B).

Teachers should plan for the development of these skills as appropriate to each key stage. These skills can of course be developed through other areas of the curriculum.

Investigation - in RE this includes abilities such as:

- asking relevant questions;
- knowing how to use different types of sources as ways of gathering information;
- knowing what may constitute evidence for understanding religions and non religious belief systems.

Application - in RE this includes abilities such as:

- using RE learning in new situations;
- making the association between religions and individual community, national and international life;
- identifying key values and their impact.

Self assessment and reflection - in RE this includes abilities such as:

- reflecting on religious beliefs and practices, ultimate questions, feelings, relationships, and experiences;
- thinking and speaking carefully about religious and spiritual topics;
- taking responsibility for oneself and others and developing a sense of personal integrity through reflecting upon beliefs and values.

Expression - in RE this includes abilities such as:

- explaining concepts, rituals and practices;
- identifying and articulating matters of deep conviction and concern;
- responding to religious issues through a variety of media.

Empathy - in RE this includes abilities such as:

- considering the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- seeing the world through the eyes of others, and seeing issues from their point of view.

Interpretation - in RE this includes abilities such as:

- drawing meaning from: artefacts; works of art; poetry and symbols;
- interpreting religious language;
- suggesting meanings of religious texts.

Discernment - in RE this includes abilities such as:

- developing insight into personal experience and religion;
- exploring the positive and negative aspects of religious and non religious belief systems and ways of life;
- relating learning to life.

Analysis - in RE this includes abilities such as:

- distinguishing between opinion, belief and fact;
- distinguishing between the features of different religions and non religious belief systems;
- recognising similarities and distinctiveness of religious ways of life.

Synthesis - in RE this includes abilities such as:

- linking significant features of religion together in a coherent pattern;
- connecting different aspects of life into a meaningful whole;
- making links between religion and human experience, including the pupil's own experience.

Evaluation - in RE this includes abilities such as:

- enquiring into issues of religious significance with reference to experience, reason, evidence and dialogue;
- weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience;
- drawing conclusions which are balanced and related to evidence, dialogue and experience.

Communication - in RE this includes abilities such as:

- making use of distinctive forms of written and spoken language, concepts and terminology;
- working co-operatively and collaboratively with others;
- thinking reflectively and critically and constructing reasoned arguments.

Reason – in RE this includes abilities such as:

- engaging with others in a search for the answers to puzzling and challenging questions;
- using evidence to back up arguments, including the evidence of personal experience;
- accepting that others' views might be right and being prepared to change one's own mind in the light of this.

Attitudes

There are some attitudes that are fundamental to Religious Education in that they are prerequisites for entering fully into the study of religions. The following attitudes are to be fostered through the agreed syllabus:

Commitment - in RE this includes:

- understanding the importance of commitment to a set of values by which to live one's life;
- the ability to learn, while living with certainty and uncertainty.

Fairness - in RE this includes:

- listening and responding to the views of others without prejudging one's response;
- careful consideration of other views;
- willingness to consider evidence, experience and argument;
- readiness to look beyond surface impressions.

Respect - in RE this includes:

- respecting those who have backgrounds, viewpoints and customs that are different to one's own;
- recognising the rights of others to hold their own views;
- avoidance of ridicule;
- discerning between what is worthy of respect and what is not;
- appreciation that peoples' religious and non religious convictions are often deeply felt; recognising the needs and concerns of others.

Self-understanding - in RE this includes:

- developing a mature sense of self-worth and value;
- developing the capacity to discern the personal relevance of religious questions.

The development of these attitudes is not, of course exclusive to RE. Common ground may be found with other curriculum areas.

From Lincolnshire Agreed Syllabus 2012

Early Years Foundation Stage

The Early Years Foundation stage describes the phase of a child's education up to age of 5. In terms of school experience, this usually includes the time spent in the nursery (or Foundation Stage 1) up to the time children move into year 1 (the beginning of key stage 1). The statutory requirement for Religious Education does not extend to nursery classes in maintained schools is not a legal requirement for the first part of the foundation stage. However, it may form a valuable part of the educational experience of children throughout this stage. **RE is legally required for pupils on the school roll in Foundation Stage 2**

The contribution of Religious Education to the early learning goals

The early learning goals set out what most children should achieve by the end of the foundation stage. The six areas of learning identified in these goals are:

- personal, social and emotional development;
- communication, language and literacy;
- mathematical development;
- knowledge and understanding of the world;
- physical development;
- creative development.

Religious Education can make an active contribution to all these areas but has a particularly important contribution to make to:

- personal, social and emotional development;
- communication, language and literacy;
- knowledge and understanding of the world;
- creative development.

The Lincolnshire RE Syllabus gives examples of RE suggested activities as examples of good practice, but do not need to be followed formally. Each activity is included to exemplify particular ways in which RE-related activities contribute to the early learning goals.

Focus Statement

During the foundation stage, children may begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live. They listen to and talk about stories, including religious stories. They may be introduced to some religious words and use their senses in exploring religions and beliefs, practices and forms of expression.

See Lincolnshire Agreed syllabus 2012

1. Personal, social and emotional development	
<p>Examples of Religious Education–related experiences and opportunities Children may:</p> <ul style="list-style-type: none"> • use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them; • use a story as a stimulus and reflect on the words and actions of characters and decide what they would have done in a similar situation, learning about the story and its meanings through activity and play; • use role-play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important; • think about issues of right and wrong and how humans help one another. 	<p>Example of an activity</p> <p>In the context of a learning theme to do with ‘growing’ or ‘the natural world’, children encounter the parable of the mustard seed. They look at and talk about some tiny seeds and the teacher tells the parable, putting it into context as a story Jesus told. The teacher emphasizes how, in the story, the tree that grew from the little seed became a safe home for birds. Children talk about what helps them to feel safe. They take a walk to look at trees and touch trees. They think about how they should look after trees. They talk about what it would be like to fly up into the branches. They plant seeds and role-play the growth of the seed in dance. They produce shared or independent writing on what they would like to grow into. Through these experiences children become more aware of themselves, for example of the concepts ‘I am growing’ ‘I need to feel safe’. They respond to the significant experiences of exploring a story and wonder at the growth of seeds. They learn to understand their responsibility to the natural world. They begin to consider stories Jesus told and the beliefs associated with them.</p>
<p>Relevant Early Learning Goals Self-confidence and self-esteem Children may:</p> <ul style="list-style-type: none"> • respond to significant experiences showing a range of feelings when appropriate; • demonstrate a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others; • show a developing respect for their own cultures and beliefs and those of other people. <p>Making relationships Children may:</p> <ul style="list-style-type: none"> • work as part of group or class, taking turns, sharing fairly, understanding the need for agreed values and codes of behaviour so that groups of people, including adults and children, can work together harmoniously. <p>Behaviour and self-control Children may begin to:</p> <ul style="list-style-type: none"> • show an understanding of what is right, wrong and why; • consider the consequences of their words and actions for themselves and others. <p>Sense of community Children may begin to:</p> <ul style="list-style-type: none"> • understand that people have different needs, views, cultures and beliefs that need to be treated with respect; • understand that they can expect others to treat their needs, views, cultures and beliefs with respect. 	<p>Curriculum Units offered by the Lincolnshire RE Syllabus</p> <ol style="list-style-type: none"> 1. Myself 2. My Special Things 3. My Friends 4. Special People to Me 5. Special times in my life 6. Special times for me and others
2. Communication, Language and literacy	
<p>Examples of Religious Education–related experiences and opportunities Children may have opportunities to:</p> <ul style="list-style-type: none"> • respond creatively, imaginatively and meaningfully to memorable experiences; • use a religious celebration as a stimulus, and talk about the special events associated with that celebration; • learn about important religious celebrations through artefacts, stories and music. 	<p>Example of an activity</p> <p>In the context of a learning theme to do with ‘books’ or ‘favourite stories’, children look at a child’s Haggadah and are encouraged to ask questions about it. The children are told that the book belongs to a Jewish child who is celebrating Passover. The story of Passover is briefly told. Children are invited to think about their favourite books. The teacher talks about the child learning Hebrew and having an important job to do at the celebration meal.</p>

	<p>Children think about where and how they learn and how it feels to do something really well. They learn the words 'Jewish' and 'Hebrew'. They use language in roleplaying a family meal. They look at and talk about a variety of dual-language books, share other old stories from both oral and written traditions and make a class book based on a favourite story or a celebration they have shared. A questions board is set up for children to record any questions that come into their heads. Through these experiences, they learn about the importance of story and sacred texts in religion, develop respect for the beliefs and values of others and extend their vocabulary.</p>
<p>Relevant Early learning goals Language for communication Children may:</p> <ul style="list-style-type: none"> · listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems; · extend their vocabulary, exploring the meaning and sounds of new words. <p>Language for thinking Children may:</p> <ul style="list-style-type: none"> · use language to imagine and recreate roles and experiences; · use talk to organise, sequence and clarify thinking, ideas, feelings and events. <p>Reading Children may:</p> <ul style="list-style-type: none"> · re-tell narratives in the correct sequence, drawing on language patterns of stories. 	<p>Curriculum Units offered by the Lincolnshire RE Syllabus 11. Our books are special</p>
<p>3. Knowledge and understanding of the world</p>	
<p>Examples of Religious Education–related experiences and opportunities Children may:</p> <ul style="list-style-type: none"> · ask and answer questions about religion and culture as they occur naturally within their everyday experiences; · visit places of worship, learn new words associated with these places and show respect towards them; · listen to and respond to a wide range of religious and ethnic groups; · handle artifacts with curiosity and respect. 	<p>Example of an activity In the context of a learning theme to do with 'buildings' or 'special places', children are shown a selection of pictures. They then learn about three different places children go with their families to worship God: a church, the Golden Temple and a mosque. Children are invited to talk about the pictures of places of worship, looking for common and distinctive features. Children talk about somewhere they have been that they will remember. They go out and photograph significant places (and people) in the local area and display their pictures in school. They visit a place of worship and record what they see, hear and touch. They talk about building materials and how they are used. They look at patterns. They sort collections of photographs of buildings and they compare buildings in their local environment and far away, talking particularly about the local church, the Golden Temple and the mosque. Through these experiences, children learn about the importance of places of worship, relating this to their own special places. They begin to be aware of their own cultures and beliefs and those of other people.</p>
<p>Relevant Early Learning Goals Exploration and investigation Children may:</p> <ul style="list-style-type: none"> · investigate objects and materials by using all of their senses as appropriate; · find out about and identify some features of living things, 	<p>Curriculum Units offered by the Lincolnshire RE Syllabus 6. Special times for me and others 7. Our beautiful world 8. My life 9. Our living world</p>

<p>objects and events they observe.</p> <p>Information and communication technology</p> <p>Children may:</p> <ul style="list-style-type: none"> · use information and communication technology to support their learning. <p>A sense of time</p> <p>Children may:</p> <ul style="list-style-type: none"> · find out about past and present events in their own lives, and in those of their families and other people they know. <p>A sense of place</p> <p>Children may:</p> <ul style="list-style-type: none"> · find out about their environment and talk about those features they like and dislike. <p>Cultures and beliefs</p> <p>Children may:</p> <ul style="list-style-type: none"> · begin to learn and become aware of their own cultures, beliefs and those of other people. 	<p>10. Special places</p>
<p>4. Creative Development</p>	
<p>Examples of Religious Education–related experiences and opportunities</p> <p>Children may:</p> <ul style="list-style-type: none"> · use religious artefacts as a stimulus to enable them to think about and express meanings associated with the artefact; · share their own experiences and feelings and those of others, and are supported in reflecting on them. 	<p>Example of an activity</p> <p>In the context of a learning theme to do with ‘water’, ‘journeys’ or ‘the natural world’, children look at a sealed pot that has water from the Ganges river inside it (or a bottle of water precious to a pilgrim from Lourdes). Once they know that the pot contains water, they are encouraged to imagine a wide, flowing river, or a fresh clear spring. They look at photographs or videos of rivers and waterfalls and talk about how water moves. They hear the story of the birth of the river Ganges (regarded by Hindus as sacred). The teacher emphasises that it is a story that helps some people imagine what God might be like. They look at photographs of Hindus bathing in the Ganges and talk about why the river is important to them. They are invited to think about their ideas about heaven. In response to the story, they explore water through play. They create a great river collage, using a variety of media. They make a river dance, using lengths of coloured fabric and accompany it with percussion music. Through these experiences, children develop their imagination through a variety of creative and expressive arts. They begin to think about the importance of water as a symbol in religion and why some people regard particular places as sacred. These activities focus on water in the Hindu tradition, but a focus on the Christian tradition would be equally appropriate.</p>
<p>Relevant Early learning goals</p> <p>Imagination, investigation and exploration</p> <p>Children may:</p> <ul style="list-style-type: none"> · use their imagination in art and design, music, dance, imaginative play, role-play and stories. <p>Responding to experiences, and expressing and communicating ideas</p> <p>Children may:</p> <ul style="list-style-type: none"> · respond in a variety of ways to what they see, hear, smell, touch and feel. 	<p>Curriculum Units offered by the Lincolnshire RE Syllabus</p> <p>11. Our living world</p> <p>12. My senses</p>

Unit Title	Skills and attitudes children are to be taught:	Main Areas of Learning from the Early Learning Goals	Relevant Key Concepts from the RE syllabus
1. Myself	Recognise and explore their own feelings	Personal, Social and Emotional	Religious beliefs and lifestyles
2. My Special Things	Understand why some things are special or precious	Personal, Social and Emotional	The Sacred
3. My Friends	Establish effective relationships with other children and adults.	Personal, Social and Emotional	Authority
4. Special People to Me	Recognise and respond appropriately to key figures in their lives.	Personal, Social and Emotional	Authority
5. Special times in my life	Recognise special times in their lives and feel good about themselves.	Personal, Social and Emotional	Celebration
6. Special times for me and others	Recognise and respond to key religious events throughout the year	Personal, Social and Emotional, Knowledge and understanding of the world	Celebration Religious beliefs and lifestyles
7. Our beautiful world	Explore and respond to the natural world and recognise there are some questions that are difficult to answer.	Knowledge and understanding of the world	The Sacred
8. My life	Appreciate the wonder of birth and development	Knowledge and understanding of the world	The Sacred Religious beliefs and lifestyles
9. Our living world	Care for and respect living things: plants and animals	Knowledge and understanding of the world	The Sacred
10. Our special places	Identify places which are special to themselves and to others.	Knowledge and understanding of the world	Religious beliefs and lifestyles. The Sacred
11. Our books are special	Know that books are important sources of information and should be handled with care and respect.	Language and literacy	Authority, The Sacred
12. My senses	Respond to key elements in religion using their five senses.	Creative development and Knowledge and understanding of the world	Religious beliefs and lifestyles

Foundation 2 Religious Education				
Term	Unit title	Skills and attitudes children are taught	Main areas of learning and ELG	Relevant key concepts RE syllabus
A 1				
A 2				
Sp 1				
Sp 2				
S 1				
S 2				

From Lincolnshire Agreed Syllabus 2012

Key Stage 1

Focus statement

Throughout key stage 1, pupils explore Christianity and at least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

During this key stage, the focus should be upon:

- a) **Christianity** - the law requires that the syllabus should, 'reflect that the religious traditions of Great Britain are in the main Christian' (See 'Legal Requirements, p.4)
- b) At least one other principal religion selected from Buddhism, Hinduism, Islam, **Judaism** or Sikhism. Aspects of any of these religions can be included as and when appropriate. Other religions and non-religious belief systems may be studied at the school's discretion, reflecting the national and local context.

There needs to be 36 hours taught RE each year in KS1

Teaching and learning opportunities might include pupils:

- visiting places of worship and focusing on symbols and feelings;
- listening and responding to visitors from local faith communities;
- using their senses and having times of quiet reflection;
- using art and design, music, dance and drama to develop their creative talents and imagination;
- sharing their own beliefs, ideas and values and talking about their feelings and experiences;
- using ICT to explore religions and beliefs as practiced in the local and wider community.

Elements to be covered flexibly across the key stage:

- **Believing**: what people believe about God, humanity and the natural world.
- **Story**: using the Bible and other sacred texts to how/why some stories are sacred and important in religion.
- **Celebrations**: how and why celebrations are important in religion and life.
- **Symbols**: how and why symbols express religious and non religious meaning.
- **Leaders and teachers**: religious and non religious figures who have an influence on others locally, nationally and globally.
- **Belonging**: where and how people belong and why belonging is important.
- **Personal identity**: one's uniqueness as a person in a family and community.

Core questions

The following core questions relate to the four main concept areas of the syllabus.

They are intended to help teachers to focus their RE planning for progression in and through a particular key stage. They are not intended to be used for assessment, but are questions for pupils, though the language may often benefit from more simplicity.

The questions have been constructed to:

- reflect the two attainment targets of the syllabus;
- enable pupils to explore religion and their own experience in ways that take celebration, belief, practice, lifestyle, values, the sacred and authority seriously;
- enable all the skills and attitudes required in this syllabus to be addressed;
- explore some fundamental questions of religion and life.

Knowledge, skills and understanding Learning **ABOUT** religion (AT1)

Pupils should learn to:

- a) **explore** a range of religious stories and sacred writings and talk about their meanings;
- b) **name and explore** a range of celebrations, worship and rituals in religion, noting;
- c) similarities where appropriate;
- d) **identify** the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives;
- e) **explore** how religious beliefs and ideas can be expressed through senses, symbols and pictures, and communicate their responses;
- f) **identify and suggest meanings** for religious symbols and begin to use a range of religious words.

Core Questions

<p>CELEBRATION</p> <ul style="list-style-type: none"> • How do the religions we are learning about celebrate some special days? • What stories do the religions we are learning about celebrate? • What stories show us good winning over evil? 	<p>RELIGIOUS BELIEF AND LIFESTYLE</p> <ul style="list-style-type: none"> • What special actions and symbols can we see in the religions we are learning about? • What does it mean to believe? • What can we learn from the stories of the religions we are learning about?
<p>THE SACRED</p> <ul style="list-style-type: none"> • What sights, sounds, smells, tastes, symbols and pictures go with worship in the religions we are learning about? • What are my favourite things in the natural world? How do they make me feel? • What kinds of things do people say about God? 	<p>AUTHORITY</p> <ul style="list-style-type: none"> • What can we find out about the holy writings in the religions we are learning about? • Who began the religions? What stories are told about them? • What are religious leaders?

Knowledge, skills and understanding Learning **FROM** religion (AT2)

Pupils should learn to:

- a) **reflect** on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness;
- b) **ask and respond** imaginatively to puzzling questions, communicating their ideas;
- c) **identify** what matters to them and others, including those with religious commitments, and communicate their responses;
- d) **reflect on** how spiritual and moral values relate to their own behaviour;
- e) **recognise** that religious teachings and ideas make a difference to individuals, families and the local community.

Core Questions

<p>CELEBRATION</p> <ul style="list-style-type: none"> • How do things like music, food, family gatherings, presents and stories help us to celebrate? • What are the special days in my life? What matters on these days? • How do people feel on a special day? 	<p>RELIGIOUS BELIEF AND LIFESTYLE</p> <ul style="list-style-type: none"> • Why is it important to be kind? To forgive? Not to be jealous? • How do people show happiness, Goodness or peace? How do they show sadness, badness or conflict and fighting? • What does 'sorry' mean? Who should say 'sorry' and when?
<p>THE SACRED</p> <ul style="list-style-type: none"> • What makes some places special? • What matters to me and in the religions we are studying? • Who has my love, respect or friendship? How is this shown? • How does it feel to thank and be thanked or to praise and be praised? 	<p>AUTHORITY</p> <ul style="list-style-type: none"> • What makes some books special? • Who are the leaders in our families, schools and communities? • Who do I want to be like? Why?

Year 1 Programmes of study

Autumn 3 weeks 15 hours – 1 hour per day for 3 weeks – Taught alongside other curriculum areas.		
Unit title	Intended teaching and learning outcomes	Areas to explore – questions to examine
<p>Celebrations for Christians – Christmas</p> <p>Half of the unit taught – focus on Christmas – Year 2 focus on Easter.</p>	<p>AT1 -Learning About Religions & Exploring Human Experience Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain and their associated beliefs, experiences and practices.</p> <p>AT2 Learning From Religions& Responding to Human Experience Reflect on their own beliefs, values, perceptions and experiences in the light of their study of religion. Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own.</p> <p>Pupils will be enabled to:</p> <ul style="list-style-type: none"> φ Understand that religion is a way of life for believers and that festivals & celebrations are one part of a range of experiences and occasions. φ Retell stories of the Christian festivals or celebrations studied. φ Connect the idea of celebrating in their own lives with those of others. φ Understand the concept of a precious gift and relate the ideas of giving and receiving gifts to their own experience. 	<p>Celebrating major Christian festivals such as Christmas. How do Christians celebrate? What stories are told? Does good win over evil? What can we learn from the music, symbols, presents, food, and gatherings? How do people feel when they are involved?</p>
		<p>Core question areas to focus on Belief and Lifestyle Sacred celebration</p>
<p>Visiting a Christian church – St Johns</p> <p>Half of the unit taught – focus on St Johns – Year 2 focus on Our Lady’s Church</p>	<p>AT1 Learning About Religions & Exploring Human Experience A1 Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain and their associated beliefs experiences and practices.</p> <p>AT2 Learning From Religions & Responding to Human Experience B2 Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own.</p> <p>Pupils will be enabled to:</p> <ul style="list-style-type: none"> φ Know that a church is a special place for Christians and consider some reasons why. φ Recognise some of the artefacts and symbols found in a church and know the purpose of some of them. φ Reflect on their own feelings and responses to the 	<p>Exploring worship, artefacts, symbols and community life in a local Church. What happens at the Church? What does it mean? Who belongs to the Church? How does it feel to be involved? What matters to the Christians, and what matters to me?</p>
		<p>Core question areas to focus on Belief and Lifestyle</p>
Y1 Spring 2 weeks 10 hours – 1 hour per day for 2 weeks		
Unit title	Intended teaching and learning outcomes	Areas to explore – questions to examine
<p>Celebration for members of a world religion- Judaism - Passover</p>	<p>Learning About Religions & Exploring Human Experience A1 Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain and their associated beliefs, experiences and practices.</p> <p>Learning From Religions & Responding to Human Experience B1:2 Responding to such questions with reference to the</p>	<p>Celebrating major festivals and special occasions from one religion. How are these occasions prepared for and celebrated? What stories are told? Does good win over evil? What can we learn from the music, symbols, presents, food, and gatherings? How do people feel when they are involved?</p>

	<p>teachings and practices of religions, and to their own understanding and experience.</p> <p>B2</p> <p>Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own.</p> <p>Pupils will be enabled to:</p> <ul style="list-style-type: none"> ϕ Understand that religion is a way of life for believers and that festivals and celebrations are one part of a range of experiences and occasions. ϕ Retell the stories of the chosen festival. ϕ Connect the idea of celebrating in their own lives with those of others. ϕ Begin to understand the symbolism of the use of light in religious festivals. 	<p>Core question areas to focus on</p> <p>Celebration</p> <p>sacred</p>
Y1 Summer 2 weeks 10 hours – 1 hour a day for 2 weeks		
Unit title	Intended teaching and learning outcomes	Areas to explore – questions to examine
<p>The Good earth – giving thanks – caring for the earth and the beauty in it.</p>	<p>Learning About Religions & Exploring Human Experience</p> <p>A2</p> <p>Acquire and develop knowledge and understanding of some of the influences of life experiences, beliefs, values and faith traditions upon individuals, communities, societies and cultures.</p> <p>Learning From Religions & Responding to Human Experience</p> <p>B1:1</p> <p>Developing awareness of some of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them.</p> <p>B1:3</p> <p>Reflecting on their own beliefs, values, perceptions and experiences in the light of their study of religion.</p> <p>Pupils will be enabled to:</p> <ul style="list-style-type: none"> ϕ Identify changes within the seasons. ϕ Know that different religions have special festivals to say thank you to God for our natural world. ϕ Appreciate the importance of saying thank you. ϕ Begin to realise their responsibilities in caring for the world 	<p>Seasonal and Harvest festivals from Christianity and another religion. Giving thanks, care for the environment. How do we feel about the earth and its beauties? What do we value in the natural world, and how do we show this? What is praise? How does it feel to thank and be thanked, praise and be praised?</p>
		<p>Core question areas to focus on</p> <p>Celebration</p> <p>Sacred</p> <p>Belief and lifestyle</p>

Year 2

Autumn 3 weeks 12 hours – 1 hour per day for 2 weeks – Taught alongside other curriculum areas.		
Unit title	Intended teaching and learning outcomes	Areas to explore – questions to examine
<p>Belonging to a Jewish community</p> <p>sukkot Yom Kippur (Day of atonement – shabat (weekly festival)/synagogue)</p> <p>(Stephen Griffiths) Visitor</p>	<p>Learning About Religions & Exploring Human Experience</p> <p>A1 Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain and their associated beliefs, experiences and practices.</p> <p>A2 Acquire and develop knowledge and understanding of some of the influences of life experiences, beliefs, values and faith traditions upon individuals, communities, societies and cultures.</p> <p>Learning From Religions & Responding to Human Experience</p> <p>B1:1 Developing awareness of some of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them.</p> <p>B1:2 Responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience.</p> <p>B2 Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own.</p> <p>Pupils will be enabled to</p> <ul style="list-style-type: none"> ϕ Write about where they belong, and who and what they belong to. ϕ Know how a baby is welcomed in to the Jewish religion. ϕ Know what is special about belonging to a Jewish community and explain some of the practices which Jews share in the home and at the synagogue. ϕ Explain the significance of some of the artefacts and symbols used by members of the Jewish community. ϕ Talk about what belonging means for Jews. 	<p>Signs of belonging in the home, family and synagogue. What special occasions are celebrated in Jewish homes? What do they mean, and what feelings go with them? What are the special celebrations in my home?</p>
		<p>Core question areas to focus on</p> <p>Authority Belief and lifestyles celebrations</p>
Y 2 Spring 2 weeks 15 hours – 1 hour per day for 3 weeks		
Unit title	Intended teaching and learning outcomes	Areas to explore – questions to examine
<p>Celebrations for Christians 2</p> <p>Focus on Easter</p> <p>Display outcome in community building?</p>	<p>AT1 -Learning About Religions & Exploring Human Experience</p> <p>Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain and their associated beliefs, experiences and practices.</p> <p>AT2 Learning From Religions& Responding to Human Experience</p> <p>Reflect on their own beliefs, values, perceptions and experiences in the light of their study of religion.</p> <p>Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own.</p> <p>Pupils will be enabled to:</p> <ul style="list-style-type: none"> ϕ Understand that religion is a way of life for believers and that festivals & celebrations are one part of a range of experiences and occasions. ϕ Retell stories of the Christian festivals or 	<p>Celebrating major Christian festivals such as Easter. How do Christians celebrate? What stories are told? Does good win over evil? What can we learn from the music, symbols, presents, food, and gatherings? How do people feel when they are involved?</p>
		<p>Core question areas to focus on</p> <p>Belief and Lifestyle Sacred</p>

	celebrations studied. ☐ Connect the idea of celebrating in their own lives with those of others. ☐ Understand the concept of a precious gift and relate the ideas of giving and receiving gifts to their own experience.	celebration
Visiting a Christian church 2 Catholic – our Lady’s – focus on the stations of the cross and Easter.	AT1 Learning About Religions & Exploring Human Experience A1 Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain and their associated beliefs experiences and practices. AT2 Learning From Religions & Responding to Human Experience B2 Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own. Pupils will be enabled to: ☐ Know that a church is a special place for Christians and consider some reasons why. ☐ Recognise some of the artefacts and symbols found in a church and know the purpose of some of them. ☐ Reflect on their own feelings and responses to the	Exploring worship, artefacts, symbols and community life in a local Church. What happens at the Church? What does it mean? Who belongs to the Church? How does it feel to be involved? What matters to the Christians, and what matters to me?
		Core question areas to focus on Belief and Lifestyle

Y2 Summer 2 weeks 10 hours – 1 hour a day for 2 weeks

Unit title	Intended teaching and learning outcomes	Areas to explore – questions to examine
Talking about God (symbolism / art/ music) Big questions – If God is good why did he let bad things happen?	Learning About Religions & Exploring Human Experience A1 Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain and their associated beliefs, experiences and practices. Learning From Religions & Responding to Human Experience B1:2 Responding to core questions with reference to the teachings and practices of religions, and to their own understanding and experience. B1:3 Reflecting on their own beliefs, values, perceptions and experiences in the light of their study of religion. B2 Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own. Pupils will be enabled to: ☐ Explore their own ideas about God and begin to understand and appreciate some beliefs that other people (Christians and members of another religion) have about God(s). ☐ Begin to appreciate the many ways people worship and the range of artefacts used to aid worship. ☐ Begin to understand the importance of prayer to many people	Sights, sounds, smells and tastes in worship. Stories, ideas and questions about God from one or two religious traditions. What do we mean by God? What do people say God is like? What do people say God does? How do people talk with God? Stories about the love of God, God’s care for all people. Core question areas to focus on Celebration sacred

Lincolnshire RE Agreed Syllabus 2012

Key Stage 2

Focus statement

Throughout key stage 2, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in Religious Education.

During this key stage, the focus should be upon:

- a) **Christianity** - the law requires that the syllabus should, 'reflect that the religious traditions of Great Britain are in the main Christian' (See 'Legal Requirements, p.4);
- b) At least two other principal religions - pupils should study Judaism and/or **Islam** and choose one or more from Buddhism, **Hinduism** and Sikhism. Aspects of any of these religions can be included as and when appropriate. Other religions and non religious belief systems may be studied at the school's discretion, reflecting the national and local context.

Teaching and learning opportunities might include pupils:

- encountering religion through visitors and visits to places of worship, with a focus upon the impact and reality of religion on the local and global community;
- engaging in discussion, dialogue and enquiry about religious and philosophical questions, giving reasons for their own beliefs and those of others;
- consideration of a range of human experiences and feelings and the opportunity to reflect on their own and others' insights into life and its origin, purpose and meaning;
- expressing and communicating their own and others' insights through art and design, music, dance and drama;
- developing their ICT skills, particularly to enhance their awareness of religions and beliefs globally.

Elements to be covered flexibly across the key stage:

- **Beliefs and questions:** how people's beliefs about God, the world and others impact on their lives;
- **Teachings and authority:** what sacred texts and other sources say about God, the world and human life;
- **Worship, pilgrimage and sacred places:** where, how and why people worship, including at particular sites;
- **The journey of life and death:** why some occasions are sacred to believers, and what people think about life after death;
- **Symbols and religious expression:** how religious and spiritual ideas are expressed;
- **Inspirational people:** figures from whom believers find inspiration;
- **Religion and the individual:** what is expected of a person in following a religion or belief;
- **Religion, family and community:** how religious families and communities practice their faith, and the contributions this makes to local life;
- **Beliefs in action in the world:** how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.

Core questions

These core questions relate to the four main concept areas of the syllabus. They are intended to help teachers to focus their RE planning for progression in and through a particular key stage. They are not to be used for formal assessment, but are questions for pupils, though the language may often benefit from more simplicity.

The questions have been constructed to:

- reflect the two attainment targets of the syllabus;
- enable pupils to explore religion and their own experience in ways that take celebration, belief, practice, lifestyle, values, the sacred and authority seriously;
- enable all the skills and attitudes required in this syllabus to be addressed;
- explore some fundamental questions of religion and life.

Pupils will learn **about religion** and learn **from religion** by addressing significant and challenging questions about **authority, celebration, religious beliefs and lifestyles and the Sacred**.

Knowledge, skills and understanding Learning **ABOUT** religion (AT1)

Pupils should learn to:

- describe** the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;
- describe** the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings;
- identify** and begin to describe the similarities and differences within and between religions;
- investigate** the significance of religion in the local, national and global communities;
- consider the meaning** of a range of forms of religious expression, understand why they are important in religion and note links between them;
- describe** and begin to understand religious and other responses to ultimate and ethical questions;
- use specialist vocabulary** in communicating their knowledge and understanding;
- use and **suggest the meaning** of information about religions from a range of sources.

Core Questions

CELEBRATION <ul style="list-style-type: none">• How and why do members of the religions we are learning about celebrate?• What music, stories or activities help people to celebrate in the religions we are learning about? How?• What stories reflect the conflict between good and evil? Why do they often show good overcoming evil?	RELIGIOUS BELIEF AND LIFESTYLE <ul style="list-style-type: none">• What special actions can be seen in the religions we are learning about? What do they mean?• What do the religions we are studying say about good and bad ways to live?• What do the people in the religions we are studying believe? How do they show their beliefs by what they do?
THE SACRED <ul style="list-style-type: none">• What do the religions we are learning about do to worship God? How do they use the senses and the arts?• What people and things matter most to us? And to members of the religions we are learning about?• What do the religions we are learning about say about God? What questions do people have about God?	AUTHORITY <ul style="list-style-type: none">• Who began the religions we are learning about? How did they come to start a religion?• What do the holy books of the religions say about leaders?• Who are the leaders today in the religions we are learning about?

Knowledge, skills and understanding Learning **FROM** religion (AT2)

Pupils should learn to:

- reflect** on what it means to belong to a faith community, communicating their own and others' responses;
- respond** to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways;
- discuss** their own and others' views of religious truth and belief, expressing their own ideas;
- reflect** on ideas of right and wrong and their own and others' responses to them;
- reflect** on sources of inspiration in their own and others' lives.

Core Questions

<p>CELEBRATION</p> <ul style="list-style-type: none">• What are the most important events in our lives? How do we mark them?• What makes special places or times stand out? What makes a place or a time special?• What feelings and emotions go with different celebrations? Why?	<p>RELIGIOUS BELIEF AND LIFESTYLE</p> <ul style="list-style-type: none">• What can we notice about the differences and similarities between people's beliefs?• Where do our beliefs come from? What influences them?• What different groups do I belong to? What are my roles in these groups?
<p>THE SACRED</p> <ul style="list-style-type: none">• How do people think and feel about the natural world and its wonders? Why should we care for the planet?• How do people show respect or love for who or what is most important or sacred to them?• What place should stillness, reflection, thankfulness, praise, commitment or love have in life? Why do people like or value these things?	<p>AUTHORITY</p> <ul style="list-style-type: none">• Where do we find rules and guidance? Why do we need them?• Who do we recognise, from the past and present, as leaders? Why do people follow them? Who do we follow?• Leaders sometimes get things wrong. When is it wrong to 'follow the leader'?

	<ul style="list-style-type: none"> ☛ Consider their own feelings about making journeys and understand the beliefs and values of others who have made journeys. ☛ Appreciate why many Christian missions take people away from their homes. ☛ Consider their own life as a journey and what skills and qualities are needed to take them on their journey in the future. 	
Y3 Summer 3 weeks 15 hours – 1 hour a day for 3 weeks		
Unit title	Intended teaching and learning outcomes	Areas to explore – questions to examine
Symbolism in worship at the Cathedral	<p>Learning About Religions & Exploring Human Experience</p> <p>A1 Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain and their associated beliefs, experiences and practices.</p> <p>Learning From Religions & Responding to Human Experience</p> <p>B1:2 Responding to core questions with reference to the teachings and practices of religions, and to their own understanding and experience.</p> <p>B2 Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own. Pupils will be enabled to:</p> <ul style="list-style-type: none"> ☛ Gain an understanding of the importance of symbols and their use in everyday life, as an aid to evoke memories of events or stories. ☛ Identify some religious symbols and some symbolic actions in a religious context and explain that metaphors, symbols, actions and objects convey religious meaning. ☛ Show how religious beliefs can be expressed through art and architecture. ☛ Name some parts of a religious building and religious objects and say why they have value for members of religious communities. 	<p>Exploring the buildings, especially noticing symbolism in architecture, decoration, layout, use and worship. What makes a place sacred? What importance do we give to stillness, quietness, reflection, or worship?</p>
		<p>Core question areas to focus on</p> <p>Sacred</p>

Year 4

Autumn 3 weeks 15 hours – 1 hour per day for 3 weeks – Taught alongside other curriculum areas.

Unit title	Intended teaching and learning outcomes	Areas to explore – questions to examine
Christmas and Diwali – what can we learn from these celebrations?	<p>Learning About Religions & Exploring Human Experience</p> <p>A1 Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain and their associated beliefs, experiences and practices.</p> <p>A2 Acquire and develop knowledge and understanding of some of the influences of life experiences, beliefs, values and faith traditions upon individuals, communities, societies and cultures.</p> <p>Learning From Religions & Responding to Human Experience</p> <p>B1:2 Responding to core questions with reference to the teachings and practices of religions, and to their own understanding and experience.</p> <p>B1:3 Reflecting on their own beliefs, values, perceptions and experiences in the light of their study of religion.</p> <p>B2 Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own. Pupils will be enabled to:</p> <ul style="list-style-type: none"> ☛ Explain the stories behind the Hindu celebration of Diwali and the Christian celebration of Christmas, and the significance and meaning of some of the events in the stories. ☛ Know and understand the significance of these two festivals for believers, what the beliefs are behind the stories and the customs of celebration. ☛ Consider what they have learnt for themselves from the Hindu and Christian stories, reflecting on themes such as good and evil, light and darkness. ☛ Consider what the most important events are in their own lives, and what they mean to pupils themselves. 	<p>Exploring the ways Christians and Hindus celebrate two important festivals, and developing understanding of similar and distinctive features of celebrations. What do these festivals mean? What do we know about celebration? What do we celebrate, and why? What stories, foods, music, gatherings and traditions are a part of our celebrations?</p> <p>Core question areas to focus on Celebrations</p>

Y4 Spring 3 weeks 15 hours – 1 hour per day for 3 weeks

Unit title	Intended teaching and learning outcomes	Areas to explore – questions to examine
Hindu belief and lifestyle	<p>Learning About Religions & Exploring Human Experience</p> <p>A1 Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain and their associated beliefs, experiences and practices</p> <p>A2 Acquire and develop knowledge and understanding of some of the influences of life experiences, beliefs, values and faith traditions upon individuals, communities, societies and cultures.</p> <p>Learning From Religions & Responding to Human Experience</p> <p>B1:2 Responding to core questions with reference to the teachings and practices of religions, and to their own understanding and experience.</p> <p>B2 Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own. Pupils will be enabled to:</p>	<p>Hindu practice in worship and in action. Beliefs and values. What do the actions of Hindu puja / worship mean? What do Hindus say is good? What teachings and examples do they try to follow? How? What sorts of things do they do to put goodness into action in family, community and worship?</p> <p>Core question areas to focus on Belief and lifestyle</p>

	<ul style="list-style-type: none"> ☛ Consider their own beliefs about God's character and understand Hindu belief and teaching about Brahman and Hindu gods and goddesses. ☛ Know and understand how Hindus worship their gods and goddesses and that this worship can take place in the home and in the temple and that certain times of the year are special for Hindus. ☛ Appreciate Hindu teachings about dharma (duty) through family life. ☛ Understand that Hindus regard life as a journey... 	
Y4 Summer 3 weeks 15 hours – 1 hour a day for 3 weeks		
Unit title	Intended teaching and learning outcomes	Areas to explore – questions to examine
What is special about my Hindu family? 19		Puja (worship) at home (and also in the Mandir), the involvement of the wider family, the use of images, gifts, music, songs and sacred stories. What is it like to be growing up as a Hindu in Britain today?
		Core question areas to focus on Authority sacred

Year 5

Autumn 3 weeks 15 hours – 1 hour per day for 3 weeks – Taught alongside other curriculum areas.

Unit title	Intended teaching and learning outcomes	Areas to explore – questions to examine
Muslim belief and lifestyle	<p>Learning About Religions & Exploring Human Experience</p> <p>A1 Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain and their associated beliefs, experiences and practices</p> <p>A2 Acquire and develop knowledge and understanding of some of the influences of life experiences, beliefs, values and faith traditions upon individuals, communities, societies and cultures.</p> <p>Learning From Religions & Responding to Human Experience</p> <p>B1:2 Responding to core questions with reference to the teachings and practices of religions, and to their own understanding and experience.</p> <p>B2 Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own. Pupils will be enabled to:</p> <ul style="list-style-type: none"> ☛ Consider their own beliefs about God's character and understand Muslim belief and teaching about Allah. ☛ Know and understand Muslim belief about the Qur'an, how it should be treated, and the importance of its teaching. Know about the significance of the Prophet Muhammad (pbuh). ☛ Know and understand what the 5 pillars of Islam are, and the significance they hold for Muslims. Understand that Muslims practicing the 5 pillars of Islam do so out of obedience of Allah. ☛ Appreciate what Islam teaches about following Allah through family life 	<p>Islamic practice in worship and in action. Beliefs and values. What do the actions of Muslim prayer and worship mean? What do Muslims believe is good? What does the Qur'an teach (eg in the opening Surah)? What does the example of Muhammad (PBUH) show? What sorts of things do Muslims do to put goodness into action in the family, the home and the wider community?</p>
		<p>Core question areas to focus on</p> <p>Belief and lifestyle</p>

Y5 Spring 3 weeks 15 hours – 1 hour per day for 3 weeks

Unit title	Intended teaching and learning outcomes	Areas to explore – questions to examine
What can we learn from the life of Muhammad? 15		<p>Stories and teachings from Islam. How and why do Muslims honour the Prophet? What stories of the revelation of the Qur'an are told? Where, how and when did Islam begin? Where, how and when has it grown? In what ways do Muslims in Britain today remember, honour or follow the Prophet? What can we learn from this study?</p>
		<p>Core question areas to focus on</p> <p>Authority</p>

Y 5 Summer 3 weeks 15 hours – 1 hour a day for 3 weeks

Unit title	Intended teaching and learning outcomes	Areas to explore – questions to examine
Symbolism in worship at the mosque	<p>Learning About Religions & Exploring Human Experience A1 Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain and their associated beliefs, experiences and practices.</p> <p>Learning From Religions & Responding to Human Experience B1:2 Responding to core questions with reference to the teachings and practices of religions, and to their own understanding and experience. B2 Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own. Pupils will be enabled to:</p> <ul style="list-style-type: none">☛ Gain an understanding of the importance of symbols and their use in everyday life, as an aid to evoke memories of events or stories.☛ Identify some religious symbols and some symbolic actions in a religious context and explain that metaphors, symbols, actions and objects convey religious meaning.☛ Show how religious beliefs can be expressed through art and architecture.☛ Name some parts of a religious building and religious objects and say why they have value for members of religious communities.	<p>Exploring the buildings, especially noticing symbolism in architecture, decoration, layout, use and worship. What makes a place sacred? What importance do we give to stillness, quietness, reflection, or worship?</p> <p>Core question areas to focus on Sacred Belief and lifestyle</p>

Year 6

Autumn 3 weeks 15 hours – 1 hour per day for 3 weeks – Taught alongside other curriculum areas.

Unit title	Intended teaching and learning outcomes	Areas to explore – questions to examine
Religion in the neighbourhood	<p>Learning About Religions & Exploring Human Experience</p> <p>A1 Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain and their associated beliefs, experiences and practices.</p> <p>A2 Acquire and develop knowledge and understanding of some of the influences of life experiences, beliefs, values and faith traditions upon individuals, communities, societies and cultures.</p> <p>Learning From Religions & Responding to Human Experience</p> <p>B1:2 Responding to core questions with reference to the teachings and practices of religions, and to their own understanding and experience.</p> <p>B2 Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own. Pupils will be enabled to:</p> <ul style="list-style-type: none"> ☛ Develop their understanding of two religions represented in Great Britain, and their influence upon individuals, communities and society. ☛ Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own. 	<p>Study local Christian and other religious communities, compare with another neighbourhood in another part of the country. Lincolnshire has few religious communities other than Christian ones: this unit would provide for a study of Muslims in Bradford, Hindus in Leicester or Jews in Leeds. What are the similarities and differences between our lives and the lives of children from another religion and another part of the country?</p>
		<p>Core question areas to focus on</p> <p>Authority Belief and lifestyle</p>

Y6 Spring 3 weeks 15 hours – 1 hour per day for 3 weeks

Unit title	Intended teaching and learning outcomes	Areas to explore – questions to examine
<p>What can we learn from people of faith today? 14</p> <p>How have people of faith contributed to the world?</p> <p>Local people in the community and contribution. Specific faith leader's project. Issues of religion.</p>		<p>Stories of modern faith leaders, heroes, believers and worshippers. Who do we recognise, from past and present as leaders? Why do people follow them? What if leaders get things wrong? When is it wrong to 'follow the leader'?</p>
		<p>Core question areas to focus on</p> <p>Belief and lifestyle Authority</p>

Y6 Summer 3 weeks 15 hours – 1 hour a day for 3 weeks

Unit title	Intended teaching and learning outcomes	Areas to explore – questions to examine
<p>Beautiful World? Wonderful God?</p> <p>WoWs and Ows – awesome natural world – look at Christians and Muslim ideas – awe and wonder.</p> <p>OW – if God is so great why is the natural world so brutal?</p>	<p>Learning About Religions & Exploring Human Experience A2 Acquire and develop knowledge and understanding of some of the influences of life experiences, beliefs, values and faith traditions upon individuals, communities, societies and cultures.</p> <p>Learning From Religions & Responding to Human Experience B1:1 Developing awareness of some of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them. B1:2 Responding to such questions with reference to the teachings and practices of religions and to their own understanding and experience. B1:3 Reflecting on their own beliefs, values, perceptions and experiences in the light of their study of religion. B2 Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own. Pupils will be enabled to: <ul style="list-style-type: none"> ☛ Begin to appreciate the beauty of the natural world and make their own responses to it. ☛ Understand the responsibilities they have in caring for our world. ☛ Consider their own beliefs about creation and understand the Christian beliefs about the creation of the world. ☛ Know and understand what the Bible teaches about the relationship between God and mankind and how mankind destroyed their privileged position in God's world. </p>	<p>How do people think and feel about the natural world and its wonders? Why should we care for the planet? What do people love about nature? What attitudes should humans have towards animals, plants, the seasons and the wide universe? What questions does the world of nature make us ask? How do religions answer these questions? How do we?</p> <p>Core question areas to focus on Sacred Authority Religious belief</p>