

LINCOLNSHIRE AGREED SYLLABUS FOR RELIGIOUS EDUCATION

<p>Breadth of study:</p> <p>The programme of study is taken from the Lincolnshire Syllabus for Religious Education.</p> <p>The proposed programme of study includes compulsory and additional units. The compulsory units represent two thirds of RE Curriculum time and the additional units represent one third of RE curriculum time.</p> <p>Christianity is compulsory at each stage.</p> <p>In addition:</p> <ul style="list-style-type: none"> At Key Stage 1 pupils must study Islam At Key Stage 2 pupils must study Hinduism and Islam Other religions, beliefs and worldviews can be studied alongside the core religions as a point of comparison, but not as the focus of study Other religions, beliefs and worldviews can be investigated in depth as part of the additional units 		<p>Essential characteristics in our school (INTENT):</p> <p><i>Develop pupils' knowledge and understanding of Christianity as well as other principal religions and world views</i></p> <p><i>Focus on concepts as well as content, within the context of enquiry-based learning</i></p> <p><i>Explore authentic religious material, e.g. sacred texts</i></p> <p><i>Reflect diversity in terms of the changing religious landscape of the UK so that they are prepared for life in modern Britain</i></p> <p><i>Engage and challenge pupils</i></p> <p><i>Reflect pupils' own experiences and provide a safe place for discussion</i></p> <p><i>Present religious belief as a real, lived phenomenon, not something exotic or belonging to the past</i></p> <p><i>Take into account the increase in the number of people with non-religious beliefs and identities</i></p> <p><i>Provide opportunities for personal reflection and spiritual development</i></p> <p><i>Help to prepare pupils for adult life, enabling them to develop respect and sensitivity for others</i></p>			
<p>Key areas of enquiry:</p> <ol style="list-style-type: none"> God (Symbol): What do people believe in God? Being Human (Faith and belief in action): How does faith and belief affect the way people live their lives? Community, worship and celebrations (Community Expression): How do people express their religion and beliefs? Life journey: rites of passage (Expressions of Belonging): How do people mark important events in life? 					
<p>Investigation and enquiry</p>	<p>Critical thinking and reflection</p>	<p>Empathy</p>	<p>Interpretation</p>	<p>Analysis</p>	<p>Evaluation</p>
<p>Asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.</p>	<p>Analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.</p>	<p>Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.</p>	<p>Interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.</p>	<p>Distinguishing between opinion, belief and fact; distinguishing between the features of different religions.</p>	<p>Enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.</p>