

LCA Religious Education Curriculum

September 2023 – July 2024

Intent	<p>The Religious Education curriculum at Lincoln Carlton Academy is intended to support children to:</p> <ul style="list-style-type: none"> • Acquire and develop knowledge and understanding of principal religions represented in the United Kingdom; • Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies, and cultures from the local to the global; • Develop the ability to make reasoned and informed judgements about religions and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom; • Enhance their spiritual, moral, social and cultural development; • Develop positive attitudes of respect towards other people who hold views and beliefs different to their own, and towards living in a society of diverse religions and beliefs. • Prepare for adult life, enabling them to develop respect and sensitivity for others.
Implementation	<p>The RE curriculum at LCA is taught in line with the Local Agreed Syllabus for Lincolnshire (2018). Excellent RE teaching at Lincoln Carlton Academy will:</p> <ul style="list-style-type: none"> • Develop pupils' knowledge and understanding of Christianity as well as other principal religions and world views. • Focus on concepts as well as content, within the context of enquiry-based learning • Explore authentic religious material, e.g. sacred texts • Reflect diversity in terms of the changing religious landscape of the UK so that they are prepared for life in modern Britain • Engage and challenge pupils • Reflect pupils' own experiences and provide a safe space for discussion • Present religious belief as a real, lived phenomenon, not something exotic or belonging to the past • Take into account the increase in the number of people with non-religious beliefs and identities • Provide opportunities for personal reflection and spiritual development.
Impact	<p>By the time children leave our school we would hope that they:</p> <ul style="list-style-type: none"> • Know that Britain is a predominantly Christian country and our laws and special days are rooted in Christianity • Know key information about Christianity e.g Bible, Church, life of Jesus, Christian festivals • Know that the Bible is a book of guidance and advice about how Christians should live their life • Know that there are other world religions that have different beliefs, rituals and festivals • Know that different religions have different ways of showing commitment to their faith • Understand the British values of tolerance, respect and rule of law • Are able to reflect on their own beliefs and what can be learned from religion

Cross-Curricular Links		
PSHE	<ul style="list-style-type: none">• Listen and respond respectfully to a wide range of people.• Recognise and care about other people’s feelings and try to see, respect and if necessary, constructively challenge their point of view.• Know that similarities and differences between people arise from a number of factors, including religion.• Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. Know how to respond and ask for help.• Recognise and challenge stereotypes• Know what being part of a community means and about the varied institutions that support communities locally and nationally.• Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. Think about the lives of people living in other places, and people with different values and customs.	
Art	<ul style="list-style-type: none">• Learn about great artists, architects and designers in history.	
Science	<ul style="list-style-type: none">• Charles Darwin and his theory of evolution.• Earth and the solar system. Scientific theories about the beginnings of the solar system and life on Earth eg. The Big Bang	
<u>British Values</u> <ul style="list-style-type: none">• Individual Liberty• Mutual Respect• Tolerance of those with different faiths and beliefs		
Skills in RE	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	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Myself Special People Friends and Family	Special Times for me and Others – Introduce special times that bring people together as a community Diwali Advent, Nativity and Christmas	Our Special Books – An introduction to stories from different religions	Our Special Places – An introduction to places of worship Visit a Church Mothering Sunday Easter	Our Beautiful World Explore stories of creation from different religions How do Muslims celebrate Eid?	Our Special Things – Exploring artefacts from different religions
Year 1	God – Christianity Learning about God from the Bible	Community – Christianity – How do Christians express their beliefs? Celebrating the birth of a child into a Christian community.	God – Islam How is Allah described in the Qur'an?	Community – Islam What do Muslims do to express their beliefs? Christianity – The Easter Story	Places of worship The Church	Places of worship The Mosque
Year 2	Being Human – Islam What does the Qur'an say about how Muslims should treat others and live their lives?	Life Journey – Islam What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?	Being Human Christianity What does the Bible say about how Christians should treat others and live their lives?	Life Journey Christianity What do Christians do to celebrate birth? Baptism	Thankfulness in Judaism	Thankfulness in Christianity
Year 3	<u>God – Hinduism</u> What do Hindus believe about God? Brahman The Aum symbol The Hindu shrine and Puja The Mandir	<u>God – Islam</u> What do Muslims believe about God? The Five Pillars Tawhid – The Oneness of God Shahadah – Statement of Faith The Mosque	Christianity What do people believe about God?	Christianity What does it mean to live a good life?	<u>Islam:</u> <ul style="list-style-type: none"> The Hadith Akhlaq Zakat <u>Humanism:</u> What are the key principles?	Additional Unit Hindu Places of Worship
Year 4	<u>The Hindu Community</u> How is Hindu belief expressed personally and collectively? <ul style="list-style-type: none"> The Arti Ceremony Diwali Holi Raksha Bandhan 	<u>The Muslim Community</u> How is Muslim worship expressed collectively? <ul style="list-style-type: none"> Eid ul-Fitr Eid ul-Adha 	<u>The Christian Community</u> How is Christian belief expressed collectively? <ul style="list-style-type: none"> Easter Trinity Sunday Christmas 	Denominations of Christianity. Key Rites of Passage: <ul style="list-style-type: none"> Baptism Confirmation Marriage 	<u>Judaism</u> Thankfulness How do Jews say thank you?	<u>Pilgrimage</u> What is a pilgrimage? What does pilgrimage involve What is the environmental impact of pilgrimage?

Year 5	<p>Hinduism</p> <p>How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?</p>	<p>Islam: Being Human</p> <p>What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslims beliefs expressed in practice?</p>	<p>Christianity: Being Human</p> <p>In what ways does the Bible teach Christians to treat others?</p>		<p>Expressing Beliefs through art</p>	
Year 6	<p><u>Do you have to believe in God to be good?</u></p> <p><u>Buddhism</u></p> <ul style="list-style-type: none"> • The Four Noble Truths • The Noble Eight Fold Path 	<p><u>Additional Unit Big Questions</u></p> <p>What is a good life?</p> <p>Humanists and their core beliefs</p>	<p>Life journeys for Muslims:</p> <ul style="list-style-type: none"> • Birth • Marriage • Death 	<p>Life Journeys for Hindus:</p> <ul style="list-style-type: none"> • Birth • Initiation • Marriage • Death 	<p>Life journeys for Christians:</p> <ul style="list-style-type: none"> • Birth • Confirmation • Marriage • Death 	<p>Life journeys for Sikhs:</p>