

**Welbourn C of E Primary School**

‘Believe, Excite, Succeed, Together’

**RE Long Term Plan Topaz Class Year A 2023-2024**

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| **R.E** | **Intent**  We learn R.E to help us hold balanced and well informed conversations about religion and belief  **Implementation**  We learn R.E through the Balanced RE approach and explore these principles…   * Theology – believing * Philosophy – thinking * Human/ social science – living   **The 4 key areas of enquiry of the agreed syllabus are:**   1. **God (concepts of belief)** 2. **Being human (faith, belief and actions)** 3. **Community, worship and celebration (expressing religion and beliefs)** 4. **Life journey – rites of passage (marking important events in life)**   **How does this plan work?**  In this plan the above areas of enquiry are approached through **four key concepts,** (3 concepts covered in KS1) to help ensure coherence, i.e. threads that run through the curriculum. These are:   1. Belief and values: enquiry area 1: What do people believe about God? 2. Belonging, community and identity: enquiry area 2 - How faith and belief affects the way people live their lives. 3. Expression, experience and the sacred place: enquiry areas 3 and 4 - Expressing beliefs; being human, life journey. 4. Knowledge and truth:   **These concepts will be displayed in each classroom for teachers and children to refer to and make links through.** | | | | | | |
| **Year** | **Reception/Year 1/2** | | **Reception/Year 1/Year 2** | | **Reception/Year 1/Year 2** | | |
| **Term** | **Autumn** | | **Spring** | | **Summer** | | |
| **Key concept** | 2. Belonging, community and identity | 2. Belonging, community and identity | 3. Expression, experience and the sacred place  Sacred Space png images | PNGWing | 1. Beliefs and values  Pin on Things for My Wall | 1.Beliefs and values  Pin on Things for My Wall | 1.Beliefs and values  Pin on Things for My Wall | |
| **Key questions for enquiry** | **How do people show they belong? EYFS**  **Why is it important for people to show they belong? KS1**    **Text: You belong here by MH Clark** | **What makes an object special? EYFS**  **What makes a place or object sacred? (Lead into: Why Christians Celebrate Christmas? – INCARNATION (Y2)**  **Text: Lubna and Pebble by Wendy Meddour** | **What makes a book special? EYFS**  **What makes a text sacred?**  **KS1** | **Why do Christians put a cross in an Easter garden?**  **EYFS**  **Why does Easter matter to Christians? (SALVATION)**  **KS1** | **What do you believe in?**  **EYFS**  **What do Christians understand about God through Old Testament Bible stories? (Judaism)**  **KS1** | **Special Times for Me and Others**  **EYFS**  **How is Allah described in the Qur’an?**  **KS1** | |
| **Topic name** | **EYFS Unit Myself – introduce through stories on belonging.**  **KS1 Belonging – Birth ceremonies (Islam and Humanist) Coming of age ceremonies – eg: Bar Mitzvah (Juduaism)** | **EYFS Unit – Special Objects**  **KS1 Sacred Places and Objects – include for Christmas**  **INCARNATION**  **(Y2)** | **EYFS Unit – Special Books**  **Sacred Books**  **KS1** | **EYFS Unit – Why do Christians put a cross in an Easter garden?**  **KS1 – Easter (SALVATION-Y2)** | **EYFS – What do you believe in?**  **KS1 – Judaism – GOD (Old Testament stories)** | **EYFS Unit – Special Times**  **KS1 – Who was Allah?** | |
| **EYFS** | To know where I belong.  To recognise groups which I belong.  To talk about groups I belong to.  To know that there are different types of families and different ways of belonging to a family.  To know that we all belong in lots of different ways. Children will learn to think about belonging together.  To introduce people who belong a religious group or community.  To talk about how belonging makes them feel. | To talk about objects they have that are special.  To know why they are special.  To talk about objects that are special and sacred at Christmas. | To know about the bible.  To know about special books in other religions. (Torah and Qu’ran).  To know how religious people treat special books. | To know why a palm cross is special to Christians.  To know why Christians eat hot cross buns at Easter.  To know what might be in an Easter garden and make one.  To know that Jesus came back to life.  To know why Christians believe they need to say sorry. | To know the word God is a name.  To know why God is important to Christians.  To know that people believe in different things.  To respect what other people believe in. | | To know that we have special times.  To be able to name some special times they have.  To look at special times that bring people together as a community, eg: religious festivals.  Explore the idea of special times: birthdays, key events in life, events of national significance, etc. Religious festivals, eg: Christmas, Eid ul-Fitr, Hanukkah, Holi, Diwali, etc – what happens during these festivals.  To look at how they bring people together in a community. |
| **KS1**  **Key knowledge** | To know that there are different types of families and different ways of belonging to a family.  To know the importance of family events and how different families share similar experiences.  To know that some people belong to faith groups.  To know that we all belong in lots of different ways. Children will learn to think about belonging together.  To know what happens in a Christian naming ceremony.  To know what happens in a Muslim birth ceremony.  To know what Muslims do to celebrate birth.  To know about the Aqiqah ceremony.  To know what happens in a Humanist naming ceremony. | To know what is meant by a sacred place.  To know what a sacred place is for believers.  To know that places of worship are sacred or holy for believers.  To know why the church is important for Christians.  To know why the synagogue is important.  To know why the mosque is important. | To know that some books are holy and what this means.  To know there are many versions of the Bible published and reasons for this.  To recognise that sacred texts contain stories which are special to many people and should be treated with respect.  To recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say. | To know that Christians remember Jesus’ last week at Easter.  To know Jesus’ name means “He saves”.  To know Christians believe Jesus came to show God’s love.  To know Christians try to show love to others.  To know why a palm cross is a special symbol.  To know about Palm Sunday.  To know what happened on Good Friday. | To know that Christians believe in one God.  To know stories in The Old Testament part of the Bible are about the Jewish people.  To know that God loves humans and never gives up on people.  To know that God created the world – they call this the **Kingdom of God.** | | To know that Muslims believe in the oneness of God (Allah).  To know that Allah has no equal or no partner. The aim of the Muslim believer is to submit to the will of Allah.  To know that Muslims believe that Allah is the Creator of the world (but separate from the world) and that he alone should be worshipped.  To know that Allah is known by many names, which describe his attributes eg: Most Merciful, Protector, Provider.  To know that Muslims believe Allah is the creator of a good and beautiful world. |
| **Key skills** | To identify and describe ceremonies which are special to faith and suggest why they are important to believers.  To make comparisons between different naming/coming of age ceremonies.  To be able to link faith stories with beliefs, ceremonies and actions.  To identify special ceremonies from their own experience and explore their own related feelings as well as those of others. | To say why places of worship are important to local community and give reasons for your answers.  To identify objects in a church and say how they are used and what they mean to believers.  To identify objects in a mosque and say how they are used and what they mean for believers.  To identify objects in a synagogue and say how they are used and what they mean for believers.  To talk about an object that is used in worship, saying how it shows what people believe saying how it is used and how it shows what people believe.  To ask appropriate and respectful questions of believers.  Find out more about why places of worship are important to the community.  Give simple reasons for why places of worship are important to the community. | Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people.  Ask and suggest answers to questions arising from their learning about holy books.  To listen and respond to stories from different religions.  To ask questions.  To use art and stories to explore religion. | To use role play as a stimulus for talk and show some ways that people show love and concern for others and why it is important.  To think about issues of right or wrong and how humans help one another. | To retell stories from the Old Testament.  To interpret how Christians relate to God. | | To share stories that help to show how Muslims think of God and how following God shows them ways to behave eg: Muhammad and the Cat, the story of the two brothers, the crying camel.  To identify ways in which Muslims might describe Allah.  To talk about places of natural beauty that I know about.  To talk about what I think and feel when I look at the night sky and suggest why Ibrahim thought that God was a wonderful creator.  Have the opportunity to raise questions and suggest answers about what God might be like.  To retell a story about the Prophet Muhammad (pbuh) and suggest how thus story might help Muslims to think about stewardship of the natural world.  To know the story that Muslims use to help them understand that Allah is wise.  To recognise special names and attributes of Allah.  To talk about their own ideas/questions about God and the natural world. |
| **Key vocabulary** | Ceremony  Christening  Bar Mitzvah  Baptism  Humanist  Celebrant  Aqiqah | Sacred  Holy  Christian  Church  Mosque  Synagogue  Temple  Incarnation (Y2)  Christmas  Cross  Symbol  Represent  Christianity  Judaism  Bible  Torah Scroll  Yad | Christian  Religion  Jesus  Bible  Church  Old Testament  New Testament | Christian  Church  Jesus  God  Easter  Palm Cross  Salvation (Y2)  Palm Sunday  Good Friday | Christian  God  Jesus  Kingdom  Human  Sacrifice  Old Testament  The Torah  Jewish  Moses  Commandments | | Allah  Creator  Creation  Paradise  Prophet  Muhammad  Merciful  Protector  Provider |

Our plan follows and uses the following key documents and websites:

* The Lincolnshire Agreed Syllabus (2018 – 23)
* Understanding Christianity (text, impact, connections)
* <https://www.lincolndiocesaneducation.com/page/?title=Lincolnshire+Locally+Agreed+Syllabus&pid=30>