

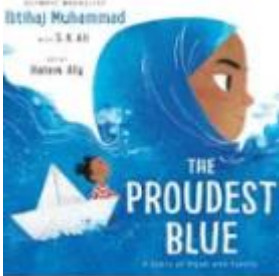
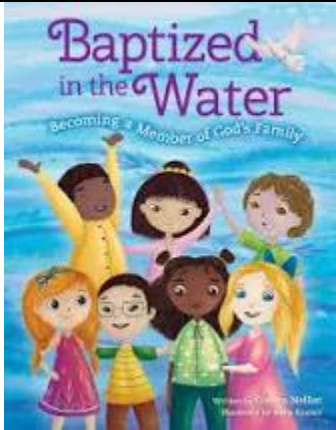



Welbourn C of E Primary School

'Believe, Excite, Succeed, Together'

RE Long Term Plan Amethyst Class Year B 2024-2025

	Autumn	Spring	Summer
R.E	<p><u>Intent</u> We learn R.E to help us hold balanced and well informed conversations about religion and belief</p> <p><u>Implementation</u> We learn R.E through the Balanced RE approach and explore these principles...</p> <ul style="list-style-type: none">▶ Theology - believing▶ Philosophy - thinking▶ Human/ social science - living <p>The 4 key areas of enquiry of the agreed syllabus are:</p> <ol style="list-style-type: none">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) <p>How does this plan work? Progression Strands In this plan the above areas of enquiry are approached through four key concepts, (3 concepts covered in KSI) to help ensure coherence, i.e. threads that run through the curriculum. These are:</p> <ol style="list-style-type: none">1. Beliefs, ideas and values: enquiry area 1: What do people believe about God?2. Belonging, identity and community: enquiry area 2 - How faith and belief affects the way people live their lives.3. Expression, ritual and sacred: enquiry areas 3 and 4 - Expressing beliefs; being human, life journey.4. Truth, interpretation and meaning		

<p>Key Texts (added term by term.)</p>	 <p>By Ibtihaj Muhammad</p>		
<p>Progression Strands</p>	<p>A: Belonging, Identity and Community How expressions of faith within Abrahamic and Dharmic traditions help to express identity and belonging.</p> <p>How holy texts bring people together and play a key role in joining/commitment ceremonies.</p> <p>How promises and actions made during different ceremonies bring communities together, symbolising a sense of belonging and identity.</p> <p>B: Beliefs, Ideas and Values What are seen as distinctive concepts in Abrahamic and Dharmic religions.</p> <p>What Abrahamic and Dharmic religions have in common.</p> <p>How diversity can be seen within a religion.</p> <p>C: Expression, Ritual and Sacred.</p>	<p>A: Belonging, Identity and Community How expressions of faith within Abrahamic and Dharmic traditions help to express identity and belonging.</p> <p>How holy texts bring people together and play a key role in joining/commitment ceremonies.</p> <p>How promises and actions made during different ceremonies bring communities together, symbolising a sense of belonging and identity.</p> <p>B: Beliefs, Ideas and Values What are seen as distinctive concepts in Abrahamic and Dharmic religions.</p> <p>What Abrahamic and Dharmic religions have in common.</p> <p>How diversity can be seen within a religion.</p> <p>C: Expression, Ritual and Sacred. How people express their faith, eg: through worship, what they wear, caring for others.</p>	<p>A: Belonging, Identity and Community How expressions of faith within Abrahamic and Dharmic traditions help to express identity and belonging.</p> <p>How holy texts bring people together and play a key role in joining/commitment ceremonies.</p> <p>How promises and actions made during different ceremonies bring communities together, symbolising a sense of belonging and identity.</p> <p>B: Beliefs, Ideas and Values What are seen as distinctive concepts in Abrahamic and Dharmic religions.</p> <p>What Abrahamic and Dharmic religions have in common.</p> <p>How diversity can be seen within a religion.</p> <p>C: Expression, Ritual and Sacred. How people express their faith, eg: through worship, what they wear, caring for others.</p>

	<p>How people express their faith, eg: through worship, what they wear, caring for others.</p> <p>What particular expressions of faith characterize religions.</p> <p>What rituals and symbolism characterize joining/commitment ceremonies.</p> <p>D: Truth, Interpretation and Meaning What people from Abrahamic and Dharmic religions mean when they talk to God.</p> <p>How concepts can be interpreted in different ways, even within the same religion.</p> <p>What meaning a commitment ceremony has for the person involved.</p>	<p><i>What particular expressions of faith characterize religions.</i></p> <p><i>What rituals and symbolism characterize joining/commitment ceremonies.</i></p> <p>D: Truth, Interpretation and Meaning What people from Abrahamic and Dharmic religions mean when they talk to God.</p> <p>How concepts can be interpreted in different ways, even within the same religion.</p> <p>What meaning a commitment ceremony has for the person involved.</p>	<p>What particular expressions of faith characterize religions.</p> <p>What rituals and symbolism characterize joining/commitment ceremonies.</p> <p>D: Truth, Interpretation and Meaning What people from Abrahamic and Dharmic religions mean when they talk to God.</p> <p>How concepts can be interpreted in different ways, even within the same religion.</p> <p>What meaning a commitment ceremony has for the person involved.</p>
<p>Key knowledge (Disciplinary Knowledge) Ways of Knowing</p>	<p>To know which religions the term Abrahamic religion refers to (Christianity, Judaism and Islam).</p> <p>To know which religions the term Dharmic religion refers to (Hinduism, Sikhism and Buddhism).</p> <p>To know the key aspects of religions, especially the people, stories and traditions which influence belief and values.</p>	<p>To know some beliefs about love, commitment and promises in 2 religious traditions and describe what they mean.</p> <p>To know what the significance of baptism means to Christians.</p> <p>To know what happens in a Baptism and why.</p> <p>To know where the idea of baptism comes from.</p>	<p>To recognise symbols of belonging from their own experience.</p> <p>To know that we all belong to something and belonging is an important part of our lives.</p> <p>To know that religious people have signs we can notice about the fact that they belong to a religion.</p> <p>To know symbols of belonging for Muslims.</p>

	<p>To know what Abrahamic and Dharmic religions have in common.</p> <p>To know the main differences between Abrahamic and Dharmic religions.</p>	<p>To know how Jewish people mark becoming an adult.</p> <p>To know what commitments are shown in a Bar or Bat Mitzvah.</p> <p>To know what ceremonies Hindus mark in the journey of life.</p> <p>To know what happens in sacred thread ceremonies and say what these rituals means to some Hindu people.</p> <p>To know about the Hindu belief in reincarnation.</p> <p>To know what aspects of the ceremony show commitment or are about love.</p> <p>To know why some people choose to get married.</p> <p>To what wedding ceremonies show us about commitment, love and promises.</p> <p>To know why some people choose to marry in a place of worship and what the alternatives are for non-religious people.</p>	<p>To know how Muslims show they belong.</p> <p>To know how Islamic stories tells us about belonging to the Muslim community.</p> <p>To know about the importance of Muhammad the prophet.</p> <p>To know about the importance of fasting.</p> <p>To know about the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims.</p> <p>To know and make connections between the key functions of the mosque and the beliefs of Muslims.</p> <p>To know about Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>To know why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live.</p> <p>To know about the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims.</p>
--	--	--	---

<p>Key skills (Substantive Knowledge)</p>	<p>To identify and begin to describe the similarities and differences within and between religions.</p> <p>To respond to the challenges of commitment both in their own lives and within religious traditions, recognizing how commitment to a religion is shown in a variety of ways.</p> <p>To discuss their own and others' views of religious truth and belief, expressing their own ideas clearly.</p> <p>To describe some of the things that are the same and different for religious people.</p> <p>To use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.</p> <p>To make links between them, and describe some similarities and differences both within and between religions.</p> <p>To describe the impact of religion on people's lives.</p> <p>To suggest meanings for a range of forms of religious expression.</p>	<p>To recall their journey to school and discuss who keeps them safe on that journey.</p> <p>To talk about changes in their own lives and their hope and expectations for the future.</p> <p>To identify some beliefs about commitment along life's journey eg: that getting married is a big step, or becoming an adult is a key moment.</p> <p>To find out and describe what big days matter to members of 2 religions.</p> <p>To make simple links between beliefs about love and commitment and how people express their key beliefs along the journey.</p> <p>To make simple links between their own lives and religious rituals.</p> <p>To identify some beliefs about commitment and promises shown in Christian baptism and describe what they mean.</p> <p>To describe what happens in baptism, a ceremony of commitment for Christians and say what the ritual means.</p> <p>To make simple links between beliefs about love and commitment and Christian baptism (e.g. as a celebration of forgiveness, salvation and freedom)</p>	<p>To make links between Muslim practice of the five pillars and Muslim beliefs about God.</p> <p>To make links between Muslim practice of each of the five pillars and Muslim beliefs about Prophet Muhammad.</p> <p>To describe and reflect on how the Qur'an is significant to Muslims.</p> <p>To describe and reflect on how other forms of guidance eg Hadith are significant to Muslims.</p> <p>To compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim.</p> <p>To identify and explain connections between the main functions of the Mosque and Muslim beliefs.</p> <p>To describe what people might need to support them on the journey of life.</p> <p>To consider questions such as how life is like a journey? What do people use to support them through the journey?</p> <p>To describe the five pillars of Islam.</p> <p>Consider questions such as how might hearing the shahadah every day affect the life of a Muslim?</p>
--	--	---	--

	<p>To raise and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments.</p> <p>To apply their ideas to their own and other people's lives.</p> <p>To describe what inspires and influences themselves and others.</p> <p>To ask and suggest answers to questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives.</p> <p>To explore ideas and beliefs of how the world was created.</p> <p>To identify what beliefs Christians, hold about the creation of the world?</p> <p>To explore their own and others beliefs/explanation of how the world was created (Christians, Buddhists, Humanists).</p>	<p>To identify some differences in how people celebrate commitment (e.g. different practices of Christian baptism).</p> <p>To make links between ideas of love, commitment and promises in religious and non-religious ceremonies.</p> <p>To give good reasons why they think ceremonies of commitment are or are not valuable today.</p> <p>To talk about how baptism can be seen as a celebration of forgiveness, salvation or freedom.</p> <p>To identify what commitments are shown in a Bar or Bat Mitzvah and describe what the ritual means.</p> <p>To suggest reasons why these ceremonies have lasted for thousands of years and matter a lot in Jewish communities today.</p> <p>To describe what happens in ceremonies of commitment in Judaism - Bar Mitzvah and Bat Mitzvah - saying what these rituals mean.</p> <p>To give answers to questions such as: is Bar or Bat Mitzvah about love? Commitment? Promises? What matters most in this ceremony?</p> <p>To describe Hindu belief about reincarnation.</p>	<p>To think of reasons why Muslims find it important to hear the Shahadah regularly.</p> <p>To describe how and why Muslim people pray.</p> <p>To look for similarities and differences between prayer in Islam and prayer in Christianity.</p> <p>To think of reasons why some people pray regularly.</p> <p>To think of reasons why some people think regularly giving away money is a good idea for themselves and the community.</p> <p>To describe reasons for the practice of fasting in Islam.</p> <p>To look for similarities and differences between Eid ul Fitr and other festivals the pupils have studied.</p>
--	---	--	--

		<p>To use the words 'dharma, karma, moksha' appropriately.</p> <p>To offer informed suggestions about the meaning and importance of Hindu ceremonies of commitment today.</p> <p>To describe what happens in sacred thread ceremonies.</p> <p>To consider what aspects of the ceremony show commitment or are about love.</p> <p>To connect the ceremony to some big ideas such as love, commitment and promises in Hindu community.</p> <p>To give good reasons why I think ceremonies of commitment are or are not valuable today.</p> <p>To describe what happens in two different marriage ceremonies and say what these rituals mean.</p> <p>To compare the milestones on the journeys of Christians, Jewish people and Hindus.</p>	
Key vocabulary	Abrahamic Dharmic Worldview Christians Humanists	milestones commitment ceremonies Bar and Bat Mitzvah Samskaras ritual	Prophet Muhammad (PBUH) Mosque Five Pillars Shahadah Prayer

	Muslims Hindus Sikhs Buddhists Ceremonies	baptism sacred thread symbolism John the Baptist mitzvot Torah Dharma reincarnation transmigration of the soul moshka karma Vedas	Zakat/Zakah Charity Eid ul Fitr Fasting Ramadan Pilgrimage Mecca Hajj Eid-ul-Adha
--	---	--	---

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

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