

Welbourn C of E Primary School

'Believe, Excite, Succeed, Together'

RE Long Term Plan Emerald Class Year B 2024-2025

	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
R.E	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?
	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:
	1. Belief, ideas and values: enquiry area 1: What do people believe about God?
	 Belonging, community and identity: enquiry area 2 - How faith and belief affects the way people live their lives.
	3. <mark>Expression, ritual and sacred:</mark> enquiry areas 3 and 4 – Expressing beliefs; being human, life journey. <mark>4. Truth, interpretation and meaning</mark>

	through.	These concepts will be displayed in each classroom for teachers and children to refer to and make links through. We also start each new unit of work with a story/text in order to "hook" the children.						
Year	Reception	/Year 1/2	Reception/Y	ear 1/Year 2	Reception/Year 1/Year 2			
Term	Auti	imn	Sج	ring	Summer			
Key concept	3. Expression, ritual and sacred.	3. Expression, ritual and sacred.	I. Beliefs, ideas and values (************************************	I. Beliefs, ideas and values	2.Belonging, identity and community.			
Key questions for enquiry	What do stories from the Bible teach us about God? (Stories from Old and New Testament) Examples from other religions	How are stories and celebrations linked? (Hanukkah, Christmas)	What can we learn from creation stories? (Christian, Judaism and Islam as well as Humanist viewpoint)	What are the big ideas about Easter and Passover?	School Designed Unit – Places of Worship (starting to make comparisons between Christian Church (visit to St. Chads) and Lincoln Mosque. What can we learn from different places of worship?			

	ard worldviews.				
Key Texts (added term by term)	By Rachel Held Evans	THE STORY OF HAMUKKAH	GODS VERY COLORFUL CREATION Instructory Instructory Instructory Instructory	-THE - -THE - CARDEN -THE - CURTAIN AUD THE CROSS	

	A: Belonging,	A: Belonging,	A: Belanging, Identity	A: Belanging, Identity	A: Belonging, Identity & Community
	Identity &	Identity &	& Community	& Community	How stories of all kinds give
	Community	Community	How stories of all	How stories of all	communities a shared identity.
D	How stories of all	How stories of all	kinds give	kinds give communities	The wave is which factivale and
Progression	kinds give	kinds give	communities a shared	a shared identity.	The ways in which festivals and
Strands	communities a	communities a	identity.	The survey in such is h	celebrations bring people together through
	shared identity.	shared identity.	T I	The ways in which	a sense of belonging.
		The	The ways in which	festivals and	
	The ways in which	The ways in which	festivals and	celebrations bring	B: Beliefs, Ideas & Values
	festivals and	festivals and	celebrations bring	people together	How stories form part of religious beliefs
	celebrations bring	celebrations bring	people together	through a sense of	and explore ideas and values, e.g. how
	people together	people together	through a sense of	belonging.	the world was created.
	through a sense of	through a sense of	belonging.		
	belonging.	belonging.		B: Beliefs, Ideas &	What stories from the Bible teach people
			B: Beliefs, Ideas &	Values	about God and the way they should lead
	B: Beliefs, Ideas &	B: Beliefs, Ideas &	Values	How stories form part	their lives.
	Values	Values	How stories form	of religious beliefs	
	How stories form	How stories form	part of religious	and explore ideas and	How stories relating to key festivals
	part of religious	part of religious	beliefs and explore	values, e.g. how the	reflect religious beliefs and concepts, e.g.
	beliefs and explore	beliefs and explore	ideas and values,	world was created.	Christmas and Incarnation.
	ideas and values,	ideas and values,	e.g. how the world		
	e.g. how the world	e.g. how the world	was created.	What stories from the	Why Easter is so important to Christians.
	was created.	was created.		Bible teach people	
		14/1	What stories from the	about God and the	Why Passover is so important to Jews.
	What stories from	What stories from	Bible teach people	way they should lead	
	the Bible teach	the Bible teach	about God and the	their lives.	How festivals reflect the idea of peace.
	people about God	people about God	way they should lead		
	and the way they	and the way they	their lives.	How stories relating	C: Expression, Ritual and Sacred
	should lead their	should lead their		to key festivals reflect	How stories inform what happens during
	lives.	lives.	How stories relating	religious beliefs and	festivals, e.g. lighting candles at
			to key festivals	concepts, e.g.	Hanukkah.
	How stories relating	How stories	reflect religious	Christmas and	
	to key festivals	relating to key	beliefs and concepts,	Incarnation.	How stories are used as part of
	reflect religious	festivals reflect	e.g. Christmas and		observance of festivals, e.g. telling the
	beliefs and	religious beliefs	Incarnation.	Why Easter is so	story of the exodus at Passover.
	concepts, e.g.	and concepts, e.g.		important to	
	Christmas and	Christmas and	Why Easter is so	Christians.	How some stories are considered to be
	Incarnation.	Incarnation.	important to	When Dresser is a	special and/or sacred.
	M/L F	When Frank in the	Christians.	Why Passover is so	
	Why Easter is so	Why Easter is so	When Drangerer in t	important to Jews.	D: Truth, Interpretation & Meaning
	important to	important to	Why Passover is so		How stories can mean different things to
	Christians.	Christians.	important to Jews.		different people.

			How festivals reflect	
Why Passover is so	Why Passover is	How festivals reflect	the idea of peace.	How different stories may contain 'truth'
important to Jews.	so important to	the idea of peace.		and what this means to different people.
	Jews.		C: Expression, Ritual	
How festivals		C: Expression, Ritual	and Sacred	Why people have different views about
reflect the idea of	How festivals	and Sacred	How stories inform	how the world began.
peace.	reflect the idea of	How stories inform	what happens during	
	peace.	what happens during	festivals, e.g. lighting	
C: Expression,		festivals, e.g.	candles at Hanukkah.	
Ritual and Sacred	C: Expression,	lighting candles at		
How stories inform	Ritual and Sacred	Harukkah.	How stories are used	
what happens	How stories inform		as part of observance	
during festivals,	what happens	How stories are used	of festivals, e.g.	
e.g. lighting candles	during festivals,	as part of	telling the story of the	
at Hanukkah.	e.g. lighting	observance of	exodus at Passover.	
	candles at	festivals, e.g. telling		
How stories are	Harukkah.	the story of the	How some stories are	
used as part of		exodus at Passover.	considered to be	
observance of	How stories are		special and/or sacred.	
festivals, e.g. telling	used as part of	How some stories		
the story of the	observance of	are considered to be	D: Truth, Interpretation	
exodus at Passover.	festivals, e.g.	special and/or	& Meaning	
	telling the story of	sacred.	How stories can mean	
How some stories	the exodus at	D: Truth,	different things to	
are considered to be	Passover.	Interpretation &	different people.	
special and/or		Meaning		
sacred.	How some stories	How stories can	How different stories	
D: Truth,	are considered to	mean different things	may contain 'truth'	
Interpretation &	be special and/or	to different people.	and what this means	
Meaning	sacred.		to different people.	
How stories can	D: Truth,	How different stories		
mean different	Interpretation &	may contain 'truth'	Why people have	
things to different	Meaning	and what this means	different views about	
people.	How stories can	to different people.	how the world began.	
	mean different			
How different	things to different	Why people have		
stories may contain	people.	different views about		
'truth' and what	1	how the world		
this means to	How different	began.		
different people.	stories may contain	J ****		
JJ	'truth' and what			

	Why people have different views about how the world began.	this means to different people. Why people have different views about how the world began.			
KSI	To know why	To know what	To know what	To know what the	To know what is meant by a
Key	do stories	the nativity	creation stories	story of Easter is	place of worship.
knowledge	matter.	story teaches Christians	tell us?	about.	Ta braw that St Chada Church
(Disciplinary	To know who	about Jesus.	To know who	To know where	To know that St. Chads Church is our local church and why it
Knowledge)	wrote the		wrote these	this story come	is special to our school.
Ways of Krowing	stories in the	To know why	stories? When?	from.	
NUMARY	Bible and why?	Christians		Ta haa	To know why each part of the
	To know who	believe that Jesus was	To know what	To know why Easter matters to	church is special.
	were they	special.	religious people learn from	Christians.	To know a little about who St.
	written for?		creation stories?		Chad is and what he represents.

To know what	To know what	To know what	To know what the	To know about and name some
people might	Christians mean	creation stories	Easter story	places of worship.
learn from these	by incarnation.	tell Christians,	teaches Christians	
stories.		Jews and	about God and	To know that a place of
	To know what	Muslims about	about Jesus.	worship is special for religious
To know if a	it means to say	God.		believers.
story is special	that Jesus came		To know why	
or sacred?	to earth in	To know what it	Jesus is	To know at least one important
Does that make	human form.	might mean to be	sometimes called	thing that Muslims believe.
a difference?		created in God's	'the Son of God".	
	To know why	image.		To know about and name some
To know what	Jesus was sent		To know why the	events that might happen in a
Moses stories	to earth.	To know what	cross an	place of worship.
tell us about	To know what	Christians, Jews	important symbol	
God.	the angels mean	and Muslims	for Christians.	
	by 'peace on	believe about sin		
To know what	earth'.	from creation	To know what	
Christians mean		accounts.	Christians, mean	
by forgiveness?	To know how		by forgiveness.	
	Christmas	To know who		
To know what	carols show	made the world.	To know how the	
the parables	beliefs about		Easter story	
teach about	Jesus' birth.	To know how	connects with the	
God.	- , ,	religious creation	story of creation	
	To know why	stories might be	in the Bible.	
To know why	Jewish people	interpreted by		
stories can	believe that	different people.	To know why	
have different	Hanukkah is		Passover matters	
meanings.	special.	To know where	to Jewish people.	
		creation stories		
		come from.	To know why	
			Jewish people	
			might re-tell the	

			To know how	story of Passover	
			the world began	to each other.	
			and how will it		
			erd.		
Kou skills	To re-tell at	To explain how	To explain how	To show how	To talk about a place that is
Key skills	least one story	the festivals of	creation stories	Easter and	special to them.
(Substantive	from the Old		form part of	Passover bring	spectra to treat.
Knowledge)	-	Christmas and Hanubkah bring		communities	Ta nama sama placas af
	and New	Hanukkah bring	religious beliefs		To name some places of
	Testament.	communities	e.g. about how	together through	worship.
	Ta analain mhat	together to	the world was	the ways they	To find out about when St. Chad
	To explain what	celebrate.	created.	observe and	To find out about who St. Chad
	these stories	To provide	T . U. U	celebrate these	is and what he did.
	teach people	•	To re-tell the	events.	T
	about God and	examples to	sequence of		To name some important parts of
	the way they	show how	creation from at	To explain how	a Christian church.
	should live their	festivals reflect	least one RWV.	stories relating to	
	lives.	key stories.		key festivals	To place objects within a church
		Ta avalain haw	To explain what	reflect religious	plan and know that the
	Talk about	To explain how	stories teach	beliefs and	shape of a church is like a
	stories that	stories reflect	about God and	concepts, e.g.	cross.
	have a special	religious beliefs	people, e.g. God	how the	
	meaning for	and concepts,	the Creator, the	Resurrection links	To talk about at least one way
	them and	e.g. Christmas	Garden of Eden.	to beliefs about	a place of worship might
	explain why.	and		life after death.	make a religious believer feel.
		incarnation.	To give reasons		
	To look at how	Ta aiva	why people might	To give reasons	To think about why a place of
	stories can	To give	believe different	why some stories	worship might be
	have different	reasons why	things about	are considered to	important to different people.
	meanings.	some stories	how the world	be 'sacred' and	, <u>, , , , , , , , , , , , , , , , , , </u>
		are considered	began.	'holy.'	To know at least one important
	Discuss can	to be sacred.			thing that Muslims believe.
	religious stories	Ta doorsibe it.	To give reasons		
	have meaning	To describe the	why some people		
	9	ways ir which	5 1 1 1 1 1 1 1 1 1		

	for non-	stories inform	might not believe		To name some important parts
	religious people?	actions and	that the world		of, and objects in, a
	5 1 1	rituals during	was created by		Mosque.
	How do we	festivals, e.g.	a divine being.		
	know if a story	lighting candles	5		
	is true or not?	at Hanukkah.			
	How might	To explain how			
	stories help us	festivals reflect			
	to understand	the idea of			
	right and	peace.			
	wrong? To				
	compare				
	different stories.				
	How can the				
	context of a				
	story help us				
	understand it				
	better?				
	_				
	Do words				
	always mean				
	the same thing?				
Кеу	God, Moses,	Nativity,	Genesis, Adam,	Lent, fasting,	St. Chads Church,
vocabulary	Burning bush,	Mary, Angel	Eve, Bible,	Good Friday,	St. Chad
	Jesus,	Gabriel,	Torah, Qur'an,	Easter Sunday,	Prayer,
	Exodus,	shepherds,	Allah,	Passover,	Pulpit,
	Passover, Old	Wise Men (and	Brahman,	Pesach, Seder,	Lectern,
	Testament,	gifts),	Vishnu, Shiva	freedom,	Organ,
	New	Gospels,	Creation, The	Exodus, Moses,	Font,
	Testament,	Advent,	Fall, sin, Big		Stained glass window,

Gospels,	Hanukkah,	Bang,	Haggadah,	Christian,
parables,	Menorah	evolution,	plagues,	Vicar,
stories,	Incarnation,	literal,	Resurrection,	Priest,
Israelites	Son of God,	allegory,	redemption,	Masque
Forgiveness,	Messiah,	revelation,	salvation,	Iman
revelation,	Annunciation,	reincarnation	eternal life, sin,	Prayer Mat
sacred,	peace, festival		fasting, slavery,	Prayer Shawl
	of lights,		freedom,	Mecca
	freedom.			Allah

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

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