









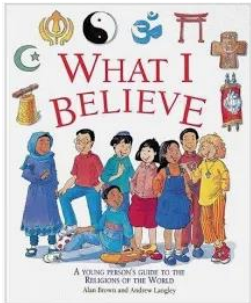
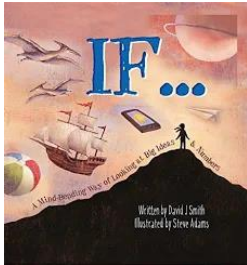
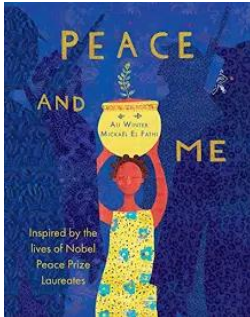
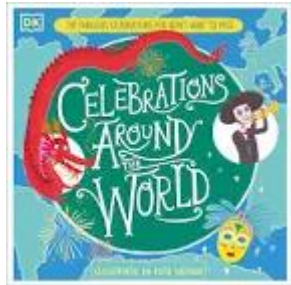
Welbourn C of E Primary School

'Believe, Excite, Succeed, Together'

RE Long Term Plan Moonstone 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><u>How does this plan work?</u> 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:</p> <ol style="list-style-type: none">1. Beliefs, ideas 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, ritual and sacred: enquiry areas 3 and 4 - Expressing beliefs; being human, life journey.4. Truth, interpretation and meaning		

	<p>These concepts will be displayed in each classroom for teachers and children to refer to and make links through.</p> <p>We also start each new unit of work with a story/text in order to “hook” the children.</p>				
Year	Year 5/6		Year 5/6		Year 5/6
Term	Autumn		Spring		Summer
Key concept	<p>1. Beliefs, ideas and values</p> 	<p>4. Truth, interpretation and meaning.</p> 	<p>1. Beliefs, ideas and values</p> 	<p>2. Belonging, community and identity</p> 	<p>3. Expression, ritual and sacred.</p> 
Key questions for enquiry	<p>What do people believe about caring for the world?</p> <p>Focus on the inter-connectedness of humans and the natural world.</p> <p>Stewardship Conservation</p> <p>Include work of charities and foodbanks.</p>	<p>What do people believe about God?</p> <p>What do different people believe what God is like?</p> <p>Christianity (C) plus aspects of at least two other principal religions selecting at least one from</p>	<p>What do people believe about good and evil?</p> <p>Big Questions</p> <p>Why do bad things happen?</p> <p>Why do people suffer?</p> <p>What do we mean by justice?</p> <p>Is there any such thing as freewill?</p> <p>Abrahamic and Dharmic teaching eg: Original Sin, Karma, philosophical and humanist thinking.</p>	<p>What do people believe about peace?</p> <p>What is peace on earth?</p> <p>Right relationships in the family, between people and the world.</p> <p>What do religious world views say?</p>	<p>What different events/times of life do we celebrate?</p> <p>How do different people celebrate things differently?</p> <p>How does celebration relate to remembrance?</p>

		<ul style="list-style-type: none"> •Islam (I) and Judaism (J) (including whichever has not been selected at KSI) and at least one from •Hinduism (H) and Sikhism (S) 			
Key Texts (added term by term)	 <p>By Phil Cummings</p>				
Progression Strands	<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</p>	<p>A: Belonging, Identity and Community How expressions of faith within Abrahamic and Dharmic traditions help to express identity and belonging.</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>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>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</p>

	<p>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>What particular expressions of faith characterize religions.</p> <p>What rituals and symbolism characterize joining/commitment ceremonies.</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 are seen as distinctive concepts in Abrahamic and Dharmic religions.</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>What particular expressions of faith characterize religions.</p> <p>How promises and actions made during different ceremonies bring communities together, symbolising a sense of belonging and identity.</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 are seen as distinctive concepts in Abrahamic and Dharmic religions.</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>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 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 are seen as distinctive concepts in Abrahamic and Dharmic religions.</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>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</p>	<p>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 are seen as distinctive concepts in Abrahamic and Dharmic religions.</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>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</p>
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	<p>D: Truth, Interpretation and Meaning</p> <p>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>characterize religions.</p> <p>What rituals and symbolism characterize joining/commitment ceremonies.</p> <p>D: Truth, Interpretation and Meaning</p> <p>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>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>religions mean when they talk to God.</p> <p>How concepts can be interpreted in different ways, even within the same religion.</p>
<p>Key knowledge (Disciplinary Knowledge)</p> <p>Ways of Knowing</p>	<p>To begin to know what many people think from each worldview religion (as well as humanist) about the state of the world.</p>	<p>To know what faith means to people of different religious worldviews.</p> <p>To know ways in which we exercise trust/</p>	<p>To know that Christians believe in the resurrection of Jesus which gives them hope in life after death.</p> <p>To know that some Christians believe that hell is a spiritual state of eternal separation from God.</p>	<p>To know how to define the word "peace".</p> <p>To know and recognise key symbols of peace.</p> <p>To know the similarities and differences between each religions view on peace.</p>	<p>To know different ways in which we celebrate -</p> <p>birthdays, events of national significance (e.g. royal weddings), sporting events (e.g. the football World Cup, the</p>

<p>To know some beliefs about why the world is not always a good place.</p> <p>To know how "The Golden Rule" can help people work out how to make the world a better place.</p> <p>To know about the Jewish teaching of tikkun olam (mending or repairing the world) is an idea we can learn from.</p> <p>To know that Christians believe that God sacrificed his life for humanity.</p> <p>To know how Muslims try to make the world a better place.</p>	<p>faith in our everyday lives.</p> <p>To know some of the ways in which religions name and describe the attributes of God - with a particular focus on how Christians think of God as Father, Son and Holy Spirit, the 99 Names of Allah or Hindu beliefs about the Trimurti - Brahma (creator), Vishnu (preserver), Shiva (destroyer).</p> <p>To know the influence believing in God has on the lives of believers</p>	<p>To know that in Hindu teachings, the Ultimate force for life (Brahman) is in everything.</p> <p>To know that the cycle of birth, death and rebirth in Hinduism is called Samsara.</p>	<p>To know how some religions use inner peace to find peace and can reflect on this technique.</p> <p>To know and explain the different roles religions play in promoting community cohesion for peace.</p> <p>To know how to prioritise positive actions in bringing about community cohesion and discuss these priorities with the class.</p>	<p>Olympics), key religious festivals, the birth of a new baby, the celebration of the life of someone who has just died, etc.</p> <p>To know about different key wedding ceremonies - key promises and ways in which this connects with Jewish beliefs about the promises between God and his chosen people, the people of Israel;</p> <p>To know about key features of a wedding ceremony (e.g. signing the ketubah - marriage contract, drinking from the Kiddush - blessing - cup, shattering a glass to remember the destruction of the Jewish Temple in the 1st century CE,</p>
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	<p>To know about Zakah or Zakat which is the 3rd pillar of Islam and how this links to charity.</p> <p>To know how some non-religious communities may care for the world.</p>	<p>reflection on their own questions and ideas about God in light of their learning.</p> <p>To know how people express own ideas about God through art, music, poetry, drama.</p>			<p>the last time Jews had a central global focus point for worshipping God - i.e. remembering that not everything in life is joyful and marriage is about walking alongside each other in the challenging times as well as the good ones).</p> <p>To know about Christianity; confirmation - a person confirming promises that were made during Baptism.</p>
Key skills (Substantive Knowledge)	<p>To identify some beliefs about why the world is not always a good place.</p> <p>To describe simply different ideas about what is wrong with the</p>	<p>To explain what faith means and give examples of what they put their faith in.</p> <p>To use religious vocabulary to explain some of</p>	<p>To describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life.</p> <p>To identify beliefs about life after death</p>	<p>To explain the meaning of the word "peace".</p> <p>To explain how different religions view peace.</p> <p>To state the similarities and differences between</p>	<p>To make connections between celebrations that are happy and celebrations that help us remember events, including sad events (e.g. the One Love concert in Manchester</p>

<p>world.</p> <p>To raise questions and suggest answers about why the world is not always a good place.</p> <p>To identify what different religions and worldviews say about what is wrong with the world.</p> <p>To make links between ideas about the 'Golden Rule' and different religious beliefs.</p> <p>Identify the ways in which following the Golden Rule can make a difference in different communities.</p> <p>To make links between Jewish</p>	<p>the ways in which Christians and followers of other religions describe God, identifying beliefs that are similar in different religions.</p> <p>To suggest the meanings of stories from sacred texts about people who encountered God.</p> <p>To reflect on why there are many ideas about God and express their own understanding of God through words, symbols and the Arts.</p>	<p>in at least two religious traditions, comparing and explaining for similarities and differences.</p> <p>To make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</p> <p>To use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.</p> <p>To explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to</p>	<p>each religions view on peace.</p> <p>To explain how some religions use inner peace find to find peace and can reflect on this technique.</p> <p>To explain how religions focus on community cohesion to bring about peace.</p> <p>To identify key peace symbols.</p> <p>To choose their own acts of peace to carry out.</p> <p>To create a checklist of acts of peace.</p> <p>To create their own symbol of peace.</p> <p>To match each religions views on peace.</p>	<p>after the bombings, Remembrance Sunday).</p> <p>To explain key features of different celebrations.</p> <p>To explain key features of celebrations from a Humanist viewpoint.</p> <p>To discuss key promises and ways in which this connects with Jewish beliefs about the promises between God and his chosen people.</p>
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	<p>beliefs and how people try to make the world a better place.</p> <p>To describe some examples of how people try to live to make the world a better place.</p> <p>To identify the meaning of 'tikkun olam'</p> <p>To connect Jewish texts with Jewish ways of repairing the world.</p> <p>To identify an inspirational Christian.</p> <p>To suggest answers as to why some people are inspiring, referring to an example I have learned about.</p>	<p>To ask questions and suggest some responses about what others believe, showing awareness that not all questions can be answered.</p>	<p>deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together.</p>	<p>To reflect on my own experience of exploring inner peace.</p>	
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	<p>To describe examples of how Muslims practise charity.</p> <p>To express their own ideas about the ideas of generosity and charity.</p> <p>To describe examples of how nonreligious people practise charity.</p> <p>To make links between religious beliefs and teachings and why people try to live and make the world a better place</p> <p>To describe the ingredients of a better world in my recipe.</p>				
Key vocabulary	Tikkan Olam The Golden Rule	Creation (C) Fall (C)	Salvation Reincarnation	peace acts of peace	Ketubah Baptism

	<i>stewardship</i> <i>Zakah</i> <i>Zakat</i> <i>Islamic Relief</i> <i>sadaqah</i> <i>Humanist</i> <i>Martin Luther King</i> <i>Mother Teresa</i> <i>Rosa Parks or</i> <i>another local</i> <i>example.</i>	<i>Covenant (C)</i> <i>Incarnation (C)</i> <i>Salvation (C)</i> <i>Worship (I) e.g.</i> <i>Tawhid, 99</i> <i>Names of Allah</i> <i>Knowledge (I)</i> <i>Qur'an as a</i> <i>revelation from</i> <i>God</i> <i>Prophethood (I)</i> <i>Brahman (H)</i> <i>Samsara (H)</i> <i>Shiva</i>	<i>Purgatory</i> <i>Karma</i> <i>Samsara</i> <i>Moksha</i> <i>Dharma</i> <i>Resurrection</i> <i>Judgment</i> <i>Afterlife</i> <i>Justice</i> <i>Original Sin</i> <i>Brahman</i>	<i>conflict</i> <i>non-violence</i> <i>pacifist</i> <i>inner peace</i> <i>mindfulness</i> <i>symbols of peace</i> <i>community cohesion</i> <i>fair trade</i>	<i>Kiddish blessing</i> <i>Kiddish cup</i> <i>Holy Communion</i> <i>Humanism</i> <i>denominations</i>
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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>