

Welbourn C of E Primary School

'Believe, Excite, Succeed, Together'

RE Long Term Plan Topaz 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 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: 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. Expression, ritual and sacred: enquiry areas 3 and 4 - Expressing beliefs; being human, life journey.

	These concepts w through.	ill be displayed in e	each classroom for	teachers and child	ren to refer to ar	rd make links
	We also start eac	ch new unit of worl	k with a story/text	in order to "hook"	the children.	
Year	Reception	n/Year 1/2	Reception/Ye	ear 1/Year 2	Reception/Ye	ear 1/Year 2
Term		tumn		ring		rmer
Key concept	3. Expression, ritual and sacred.	3. Expression, ritual and sacred.	I. Beliefs, ideas and values	I. Beliefs, ideas and values		ng, identity and mmunity.
						2 de
Key questions for enquiry	Which people, stories and events are special to .me?	Why do Christians perform nativity plays at Christmas?	What do I know about Holi?	What do I know about Easter?	Why are some places and objects special or sacred?	Why are some places and objects special or sacred?

Key Texts (added to term by term)	Incredible You by Rhys Brisenden	THE NATIVITY PLAY	Kaya's Hol;	THE - CARDEN -THE - CREATIN AND THE CREATIN AND THE CREATING	VERVY METORY DANKE, KANGE	VERIOT METODIA Design transformed
	A: Belonging,	A: Belonging, Identity	A: Belanging, Identity	A: Belonging, Identity	A: Belanging,	A: Belanging,
	Identity &	& Community	& Community	& Community	Identity &	Identity &
	Community	How stories of all	How stories of all	How stories of all	Community	Community
Dragracian	How stories of all	kinds give communities a shared	kinds give communities a shared	kinds give communities a shared	How stories of all	How stories of all
Progression	kinds give communities a	identity.	identity.	identity.	kinds give communities a	kinds give communities a
Strands	shared identity.	interinty.	the ung.	the they.	shared identity.	shared identity.
	· - · · · · · · · · · · · · · · · · · ·	The ways in which	The ways in which	The ways in which	· - · · · · · · · · · · · · · · · · · ·	j.
	The ways in which	festivals and	festivals and	festivals and	The ways in which	The ways in which
	festivals and	celebrations bring	celebrations bring	celebrations bring	festivals and	festivals and
	celebrations bring	people together	people together	people together	celebrations bring	celebrations bring
	people together	through a sense of	through a sense of	through a sense of	people together	people together
	through a sense of	belonging.	belonging.	belonging.	through a sense of	through a sense of
	belonging.		D. DaltaCa. Idama 9	D. DallaCa Idana A	belonging.	belonging.
	B: Beliefs, Ideas &	B: Beliefs, Ideas & Values	B: Beliefs, Ideas & Values	B: Beliefs, Ideas & Values	R. Reliefe Ideas	R. Roliofo Idogo &
	Values	How stories form	How stories form	How stories form	B: Beliefs, Ideas & Values	B: Beliefs, Ideas & Values
	How stories form	part of religious	part of religious	part of religious	How stories form	How stories form
	part of religious	beliefs and explore	beliefs and explore	beliefs and explore	part of religious	part of religious
	beliefs and explore	ideas and values, e.g.	ideas and values,	ideas and values,	beliefs and explore	beliefs and explore
	ideas and values,	how the world was	e.g. how the world	e.g. how the world	ideas and values,	ideas and values,
	e.g. how the world	created.	was created.	was created.	e.g. how the world	e.g. how the
	was created.				was created.	world was
		What stories from the	What stories from	What stories from		created.
	What stories from	Bible teach people	the Bible teach people	the Bible teach people	What stories from	What starios from
	the Bible teach people about God	about God and the way they should lead	about God and the way they should	about God and the way they should	the Bible teach people about God	What stories from the Bible teach
	and the way they	their lives.	lead their lives.	lead their lives.	and the way they	people about God
	should lead their				should lead their	and the way they
	lives.	How stories relating	How stories relating	How stories relating	lives.	should lead their
		to key festivals reflect	to key festivals	to key festivals		lives.
		religious beliefs and	reflect religious	reflect religious		

How stories relating	concepts, e.g.	beliefs and concepts,	beliefs and concepts,	How stories	How stories
to key festivals	Christmas and	e.g. Christmas and	e.g. Christmas and	relating to key	relating to key
reflect religious	Incarnation.	Incarnation.	Incarnation.	festivals reflect	festivals reflect
beliefs and				religious beliefs	religious beliefs
concepts, e.g.	Why Easter is so	Why Easter is so	Why Easter is so	and concepts, e.g.	and concepts, e.g.
Christmas and	important to	important to	important to	Christmas and	Christmas and
Incarnation.	Christians.	Christians.	Christians.	Incarnation.	Incarnation.
Why Easter is so	Why Passover is so	Why Passover is so	Why Passover is so	Why Easter is so	Why Easter is so
important to	important to Jews.	important to Jews.	important to Jews.	important to	important to
Christians.	•	•		Christians.	Christians.
	How festivals reflect	How festivals reflect	How festivals reflect		
Why Passover is so	the idea of peace.	the idea of peace.	the idea of peace.	Why Passover is	Why Passover is
important to Jews.	5 1	5 1	5 1	so important to	so important to
I	C: Expression, Ritual	C: Expression, Ritual	C: Expression, Ritual	Jews.	Jews.
How festivals	ard Sacred	ard Sacred	and Sacred		
reflect the idea of	How stories inform	How stories inform	How stories inform	How festivals	How festivals
peace.	what happens during	what happens during	what happens during	reflect the idea of	reflect the idea of
	festivals, e.g. lighting	festivals, e.g.	festivals, e.g.	peace.	peace.
C: Expression,	candles at Hanukkah.	lighting candles at	lighting candles at		1
Ritual and Sacred		Hanukkah.	Hanukkah.	C: Expression,	C: Expression,
How stories inform	How stories are used			Ritual and Sacred	Ritual and Sacred
what happens	as part of observance	How stories are used	How stories are used	How stories inform	How stories
during festivals,	of festivals, e.g.	as part of	as part of	what happens	inform what
e.g. lighting candles	telling the story of	observance of	observance of	during festivals,	happens during
at Hanukkah.	the exodus at	festivals, e.g. telling	festivals, e.g. telling	e.g. lighting	festivals, e.g.
	Passover.	the story of the	the story of the	candles at	lighting candles at
How stories are		exodus at Passover.	exodus at Passover.	Harukkah.	Hanukkah.
used as part of	How some stories are				
observance of	considered to be	How some stories	How some stories	How stories are	How stories are
festivals, e.g. telling	special and/or sacred.	are considered to be	are considered to be	used as part of	used as part of
the story of the	D: Truth,	special and/or	special and/or	observance of	observance of
exodus at Passover.	Interpretation &	sacred.	sacred.	festivals, e.g.	festivals, e.g.
	Meaning	D: Truth,		telling the story of	telling the story of
How some stories	How stories can mean	Interpretation &	D: Truth,	the exodus at	the exodus at
are considered to be		Meaning	Interpretation &	Passover.	Passover.
special and/or	different people.	How stories can	Meaning		
special anapoi sacred.	ruggerer u perspie.	mean different things	How stories can	How some stories	How some stories
D: Truth,	How different stories	to different people.	mean different things	are considered to	are considered to
Interpretation &	may contain 'truth'	m nugger er u perpre.	to different people.	be special and/or	be special and/or
Meaning	and what this means	How different stories	n nyjerer a pleague.	sacred.	sacred.
weatury	to different people.			Sucke.	Suched.
	no nyjereru peopie.	may contain 'truth'			

	How stories can mean different things to different people. How different stories may contain 'truth' and what this means to different people. Why people have different views about how the world began.	Why people have different views about how the world began.	and what this means to different people. Why people have different views about how the world began.	How different stories may contain 'truth' and what this means to different people. Why people have different views about how the world began.	D: Truth, Interpretation & Meaning How stories can mean different things to different people. How different stories may contain 'truth' and what this means to different people. Why people have different views about how the world began.	D: Truth, Interpretation & Meaning How stories can mean different things to different people. How different stories may contain 'truth' and what this means to different people. Why people have different views about how the world began.
Key Questions	Who is special to me and why? Families, friends and community. To know how families (Christian and Hindu) might celebrate the birth of a baby.	Special events Diwali Advent and Christmas To know why Rama and Sita are special to Hindus. To know how Diwali is celebrated in school. Why is Christmas special for Christians.	Holi The story of Krishna, Holika and Prahlad. To know about the story of Krishna, Holika and Prahlad. To know how Hindus might celebrate Holi.	How we can see Easter around us- signs and symbols. What Christians remember at this time. The Easter Story To know how we can see Easter around us. To know what Christians remember about the Easter Story.	The idea of special and sacred/holy. What makes something special. What makes objects and places special. Why some are considered sacred/holy. To know what makes something special? To know what makes objects	Visit to St.Chads Church:Objects, pictures and symbols. To know why St. Chads Church is special to our school. To know why each part of the church is special.

		Why Christians think that Jesus was a special baby. To know why the Nativity story is celebrated in school.			and places special? To know why some are considered sacred/holy.	
The Early	C&L 3&4 م/يت:	C&L	C&L	C&L 3&4 u/a:	C&L عماید 3&4	C&L 3&4 با/م:
Learning Goals	3&4 y/o: Enjoy listening to longer stories and can remember much of what happens. Rec: Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition, and some in their own words. Literacy	3&4 y/o: Enjoy listening to longer stories and can remember much of what happens. Rec: Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition, and some in their	3&4 y/o: Enjoy listening to longer stories and can remember much of what happens. Rec: Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition,	3& 4 y/o: Enjoy listening to longer stories and can remember much of what happens. Rec: Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition,	3&4 y/o: Enjoy listening to longer stories and can remember much of what happens. Rec: Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition, and some in their	3&4 y/o: Enjoy listening to longer stories and can remember much of what happens. Rec: Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition, and some in their own words. Literacy 3&4 y/o: Engage in extended
	3&4 y/o: Ergage ir	own words. Literacy	and some in their	and some in their	own words. Literacy	conversations about stories,
	extended	3&4 у/л:	own words.	own words.	3&4 у/л:	learning new vocabulary.
	conversations about stories,	Engage in extended	Literacy 3&4 y/o:	Literacy 3&4 у/о:	Engage in extended	UW 3&4 ب/م:

learning new	conversations	Engage in extended	Ergage in	conversations	Continue
vocabulary.	about stories,	conversations	extended	about stories,	developing positive
UW	learning new	about stories,	conversations	learning new	attitudes about the
3&4 у/л:	vocabulary.	learning new	about stories,	vocabulary.	differences between
Continue	UW	vocabulary.		UW	people. Rec:
developing		UW	learning new	3&4 y/o:	Compare and
positive attitudes	3&4 у/о:	3&4 у/о:	vocabulary.	Continue developing	contrast characters
about the	Continue	Continue	UW	positive attitudes	from stories,
differences	developing	developing positive	3&4 у/о:	about the	including figures
between people.	positive attitudes	attitudes about the	Continue	differences between	from the past.
Rec:	about the	differences between	developing	people. Rec:	Recognise that
Compare and	differences	people.	positive attitudes	Talk about members	people have
contrast	between people.	Rec:	' about the	of their immediate	different beliefs and celebrate
characters from	Rec:	Compare and	differences	family and	special times in
stories, including	Compare and	contrast characters	between people.	community.	different ways.
figures from the		from stories,		Understand that	Comment or
past.	contrast	including figures	Rec:	some places are	images of
Recognise that	characters from	from the past.	Compare and	special to members of their community.	familiar situations
people have	stories, including	Recognise that	contrast	Compare and	in the past. ELG
different beliefs	figures from the	people have	characters from	contrast characters	- Know some
and celebrate	past.	different beliefs	stories, including	from stories,	similarities and
special times in	Recognise that	and celebrate	figures from the	including figures	differences between
different ways.	people have	special times in	past.	from the past.	different religious
ELG	different beliefs	different ways.	Recognise that	Recognise that	and cultural
- Know some	and celebrate	Comment or	people have	people have different beliefs	communities in this
similarities and	special times in	images of	different beliefs	and celebrate	country, drawing
differences	•	familiar situations	and celebrate	special times in	on their experiences and what has been
between different	different ways.	in the past.		different ways.	read in class.
religious and	ELG	ELG	special times in	ELG	
cultural	- Know some	- Know some	different ways.	- Know some	
communities in	similarities and	similarities and	Comment on	similarities and	
this country,	differences	differences between	images of	differences between different religious	
drawing on their	between different	different religious	familiar	and cultural	
experiences and	religious and	and cultural	situations in the	communities in this	
what has been	cultural	communities in this	past.	country, drawing	
read in class.	communities in	country, drawing	ELG	on	
		on their experiences			

		this country,	and what has	- Know some	their experiences	
		drawing on	been read in class.	similarities and	ard what has been	
		their experiences		differences	read in class	
		ard what has		between different		
		been read in		religious and		
		class.		cultural		
				communities in		
				this country,		
				drawing		
				on their		
				experiences and		
				what has been		
				read in class.		
Key	Family	Hindu, Diwali,	Holi	Easter, Jesus,	Special,	Church
vocabulary	Jesus	celebration/	Krishna	crucifixion,	Christian,	St. Chads
5	Prophet	celebrate, festival,	Holika	disciples, Good	worship,	spire, church,
	Muhammad	light, diya	Prahlad	Friday, burial,	spire, church,	altar, cross,
	Moses	lamp, rangoli,	Festival	tomb, miracle,	altar, cross,	pulpit, font,
	Guru Nanak	mendhi.	Hindu	figure, angel,	pulpit, font,	Bible, building,
	Vicar	Christmas, angel,		risen, Easter	Bible, building,	clergy,
	Imam	nativity, birth,		Sunday, egg,	clergy,	minister,
	Rabbi	Mary, Joseph,		new life	.minister,	reverend,
	Special,	Bethlehem,			reverend,	
	important,	Nazareth,			Muslim,	
	books,	journey, travel,			mosque, temple,	
	stories, Bible,	stable,			prayer mat,	
	Christian,	manger,			peace, God.	
	church, God,	innkeeper.				
	Jesus, disciples,	Special,				
	trust, doubt,	important, books,				
	believe, holy,	stories, Bible,				
	sacred, Qur'an,	Christian,				
	Muslims,	church,				

promises	God, Jesus,		
christening	disciples, believe,		
baptism	holy, sacred,		
	Qur'an, Muslims,		
	messenger,		
	messages, Allah,		
	jobs, community,		
	Guru Nanak,		
	Sikh, nature,		
	miracle, taxes,		

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

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