



Welbourn C of E Primary School

'Believe, Excite, Succeed, Together'

RE Long Term Plan Topaz Class Year B 2024-2025

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?

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?
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	Reception/Year 1/2		Reception/Year 1/Year 2		Reception/Year 1/Year 2	
Term	Autumn		Spring		Summer	
Key concept	<p>3. Expression, ritual and sacred.</p> 	<p>3. Expression, ritual and sacred.</p> 	<p>1. Beliefs, ideas and values</p> 	<p>1. Beliefs, ideas and values</p> 	<p>2. Belonging, identity and community.</p> 	
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?

<p>Key Texts (added to term by term)</p>	 <p>Incredible You by Rhys Brisenden</p>	 <p>THE NATIVITY PLAY Nick Butterworth and Mick Inkpen</p>	 <p>Maya's Holi Sherry Thompson</p>	 <p>THE GARDEN THE CURTAIN AND THE CROSS DAVID GIFFORD AND JOHN HINTON</p>	 <p>LUBNA and PEBBLE WENDY MEDDOUR DANIEL EGANIS</p>	 <p>LUBNA and PEBBLE WENDY MEDDOUR DANIEL EGANIS</p>
<p>Progression Strands</p>	<p>A: Belonging, Identity & Community How stories of all kinds give communities a shared identity.</p> <p>The ways in which festivals and celebrations bring people together through a sense of belonging.</p> <p>B: Beliefs, Ideas & Values How stories form part of religious beliefs and explore ideas and values, e.g. how the world was created.</p> <p>What stories from the Bible teach people about God and the way they should lead their lives.</p>	<p>A: Belonging, Identity & Community How stories of all kinds give communities a shared identity.</p> <p>The ways in which festivals and celebrations bring people together through a sense of belonging.</p> <p>B: Beliefs, Ideas & Values How stories form part of religious beliefs and explore ideas and values, e.g. how the world was created.</p> <p>What stories from the Bible teach people about God and the way they should lead their lives.</p>	<p>A: Belonging, Identity & Community How stories of all kinds give communities a shared identity.</p> <p>The ways in which festivals and celebrations bring people together through a sense of belonging.</p> <p>B: Beliefs, Ideas & Values How stories form part of religious beliefs and explore ideas and values, e.g. how the world was created.</p> <p>What stories from the Bible teach people about God and the way they should lead their lives.</p>	<p>A: Belonging, Identity & Community How stories of all kinds give communities a shared identity.</p> <p>The ways in which festivals and celebrations bring people together through a sense of belonging.</p> <p>B: Beliefs, Ideas & Values How stories form part of religious beliefs and explore ideas and values, e.g. how the world was created.</p> <p>What stories from the Bible teach people about God and the way they should lead their lives.</p>	<p>A: Belonging, Identity & Community How stories of all kinds give communities a shared identity.</p> <p>The ways in which festivals and celebrations bring people together through a sense of belonging.</p> <p>B: Beliefs, Ideas & Values How stories form part of religious beliefs and explore ideas and values, e.g. how the world was created.</p> <p>What stories from the Bible teach people about God and the way they should lead their lives.</p>	<p>A: Belonging, Identity & Community How stories of all kinds give communities a shared identity.</p> <p>The ways in which festivals and celebrations bring people together through a sense of belonging.</p> <p>B: Beliefs, Ideas & Values How stories form part of religious beliefs and explore ideas and values, e.g. how the world was created.</p> <p>What stories from the Bible teach people about God and the way they should lead their lives.</p>

<p>How stories relating to key festivals reflect religious beliefs and concepts, e.g. Christmas and Incarnation.</p> <p>Why Easter is so important to Christians.</p> <p>Why Passover is so important to Jews.</p> <p>How festivals reflect the idea of peace.</p> <p>C: Expression, Ritual and Sacred How stories inform what happens during festivals, e.g. lighting candles at Hanukkah.</p> <p>How stories are used as part of observance of festivals, e.g. telling the story of the exodus at Passover.</p> <p>How some stories are considered to be special and/or sacred.</p> <p>D: Truth, Interpretation & Meaning How stories can mean different things to different people.</p> <p>How different stories may contain 'truth' and what this means to different people.</p>	<p>concepts, e.g. Christmas and Incarnation.</p> <p>Why Easter is so important to Christians.</p> <p>Why Passover is so important to Jews.</p> <p>How festivals reflect the idea of peace.</p> <p>C: Expression, Ritual and Sacred How stories inform what happens during festivals, e.g. lighting candles at Hanukkah.</p> <p>How stories are used as part of observance of festivals, e.g. telling the story of the exodus at Passover.</p> <p>How some stories are considered to be special and/or sacred.</p> <p>D: Truth, Interpretation & Meaning How stories can mean different things to different people.</p> <p>How different stories may contain 'truth' and what this means to different people.</p>	<p>beliefs and concepts, e.g. Christmas and Incarnation.</p> <p>Why Easter is so important to Christians.</p> <p>Why Passover is so important to Jews.</p> <p>How festivals reflect the idea of peace.</p> <p>C: Expression, Ritual and Sacred How stories inform what happens during festivals, e.g. lighting candles at Hanukkah.</p> <p>How stories are used as part of observance of festivals, e.g. telling the story of the exodus at Passover.</p> <p>How some stories are considered to be special and/or sacred.</p> <p>D: Truth, Interpretation & Meaning How stories can mean different things to different people.</p> <p>How different stories may contain 'truth' and what this means to different people.</p>	<p>beliefs and concepts, e.g. Christmas and Incarnation.</p> <p>Why Easter is so important to Christians.</p> <p>Why Passover is so important to Jews.</p> <p>How festivals reflect the idea of peace.</p> <p>C: Expression, Ritual and Sacred How stories inform what happens during festivals, e.g. lighting candles at Hanukkah.</p> <p>How stories are used as part of observance of festivals, e.g. telling the story of the exodus at Passover.</p> <p>How some stories are considered to be special and/or sacred.</p> <p>D: Truth, Interpretation & Meaning How stories can mean different things to different people.</p> <p>How different stories may contain 'truth' and what this means to different people.</p>	<p>How stories relating to key festivals reflect religious beliefs and concepts, e.g. Christmas and Incarnation.</p> <p>Why Easter is so important to Christians.</p> <p>Why Passover is so important to Jews.</p> <p>How festivals reflect the idea of peace.</p> <p>C: Expression, Ritual and Sacred How stories inform what happens during festivals, e.g. lighting candles at Hanukkah.</p> <p>How stories are used as part of observance of festivals, e.g. telling the story of the exodus at Passover.</p> <p>How some stories are considered to be special and/or sacred.</p> <p>D: Truth, Interpretation & Meaning How stories can mean different things to different people.</p> <p>How different stories may contain 'truth' and what this means to different people.</p>	<p>How stories relating to key festivals reflect religious beliefs and concepts, e.g. Christmas and Incarnation.</p> <p>Why Easter is so important to Christians.</p> <p>Why Passover is so important to Jews.</p> <p>How festivals reflect the idea of peace.</p> <p>C: Expression, Ritual and Sacred How stories inform what happens during festivals, e.g. lighting candles at Hanukkah.</p> <p>How stories are used as part of observance of festivals, e.g. telling the story of the exodus at Passover.</p> <p>How some stories are considered to be special and/or sacred.</p> <p>D: Truth, Interpretation & Meaning How stories can mean different things to different people.</p> <p>How different stories may contain 'truth' and what this means to different people.</p>
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	<p>How stories can mean different things to different people.</p> <p>How different stories may contain 'truth' and what this means to different people.</p> <p>Why people have different views about how the world began.</p>	<p>Why people have different views about how the world began.</p>	<p>and what this means to different people.</p> <p>Why people have different views about how the world began.</p>	<p>How different stories may contain 'truth' and what this means to different people.</p> <p>Why people have different views about how the world began.</p>	<p>D: Truth, Interpretation & Meaning</p> <p>How stories can mean different things to different people.</p> <p>How different stories may contain 'truth' and what this means to different people.</p> <p>Why people have different views about how the world began.</p>	<p>D: Truth, Interpretation & Meaning</p> <p>How stories can mean different things to different people.</p> <p>How different stories may contain 'truth' and what this means to different people.</p> <p>Why people have different views about how the world began.</p>
<p>Key Questions</p>	<p>Who is special to me and why?</p> <p>Families, friends and community.</p> <p>To know how families (Christian and Hindu) might celebrate the birth of a baby.</p>	<p>Special events</p> <p>Diwali</p> <p>Advent and Christmas</p> <p>To know why Rama and Sita are special to Hindus.</p> <p>To know how Diwali is celebrated in school.</p> <p>Why is Christmas special for Christians.</p>	<p>Holi</p> <p>The story of Krishna, Holika and Prahlad.</p> <p>To know about the story of Krishna, Holika and Prahlad.</p> <p>To know how Hindus might celebrate Holi.</p>	<p>How we can see Easter around us- signs and symbols.</p> <p>What Christians remember at this time. The Easter Story</p> <p>To know how we can see Easter around us.</p> <p>To know what Christians remember about the Easter Story.</p>	<p>The idea of special and sacred/holy. What makes something special. What makes objects and places special. Why some are considered sacred/holy.</p> <p>To know what makes something special?</p> <p>To know what makes objects</p>	<p>Visit to St. Chads Church: Objects, pictures and symbols.</p> <p>To know why St. Chads Church is special to our school.</p> <p>To know why each part of the church is special.</p>

		<p>Why Christians think that Jesus was a special baby.</p> <p>To know why the Nativity story is celebrated in school.</p>			<p>and places special?</p> <p>To know why some are considered sacred/holy.</p>	
The Early Learning Goals	<p>C&L 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 conversations about stories,</p>	<p>C&L 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</p>	<p>C&L 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:</p>	<p>C&L 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:</p>	<p>C&L 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</p>	<p>C&L 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 conversations about stories, learning new vocabulary. UW 3&4 y/o:</p>

	<p>learning new vocabulary. UW 3&4 y/o: Continue developing positive attitudes about the differences between people. Rec: Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>conversations about stories, learning new vocabulary. UW 3&4 y/o: Continue developing positive attitudes about the differences between people. Rec: Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. ELG - Know some similarities and differences between different religious and cultural communities in</p>	<p>Engage in extended conversations about stories, learning new vocabulary. UW 3&4 y/o: Continue developing positive attitudes about the differences between people. Rec: Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Comment on images of familiar situations in the past. ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences</p>	<p>Engage in extended conversations about stories, learning new vocabulary. UW 3&4 y/o: Continue developing positive attitudes about the differences between people. Rec: Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Comment on images of familiar situations in the past. ELG</p>	<p>conversations about stories, learning new vocabulary. UW 3&4 y/o: Continue developing positive attitudes about the differences between people. Rec: Talk about members of their immediate family and community. Understand that some places are special to members of their community. Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on</p>	<p>Continue developing positive attitudes about the differences between people. Rec: Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Comment on images of familiar situations in the past. ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>
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		<p>this country, drawing on their experiences and what has been read in class.</p>	<p>and what has been read in class.</p>	<p>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>their experiences and what has been read in class</p>	
<p>Key vocabulary</p>	<p>Family Jesus Prophet Muhammad Moses Guru Nanak Vicar Imam Rabbi Special, important, books, stories, Bible, Christian, church, God, Jesus, disciples, trust, doubt, believe, holy, sacred, Qur'an, Muslims,</p>	<p>Hindu, Diwali, celebration/celebrate, festival, light, diya lamp, rangoli, mendhi. Christmas, angel, nativity, birth, Mary, Joseph, Bethlehem, Nazareth, journey, travel, stable, manger, innkeeper. Special, important, books, stories, Bible, Christian, church,</p>	<p>Holi Krishna Holika Prahlad Festival Hindu</p>	<p>Easter, Jesus, crucifixion, disciples, Good Friday, burial, tomb, miracle, figure, angel, risen, Easter Sunday, egg, new life</p>	<p>Special, Christian, worship, spire, church, altar, cross, pulpit, font, Bible, building, clergy, minister, reverend, Muslim, mosque, temple, prayer mat, peace, God.</p>	<p>Church St. Chads spire, church, altar, cross, pulpit, font, Bible, building, clergy, minister, reverend,</p>

	promises christening baptism	God, Jesus, disciples, believe, holy, sacred, Qur'an, Muslims, messenger, messages, Allah, jobs, community, Guru Nanak, Sikh, nature, miracle, taxes,				
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Our plan follows and uses the following key documents and websites:

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