

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>