

**Welbourn C of E Primary School**

‘Believe, Excite, Succeed, Together’

RE Long Term Plan Amethyst Class Year A 2023-2024

|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn | Spring | Summer |
| R.E  | Intent We learn R.E to help us hold balanced and well informed conversations about religion and belief ImplementationWe 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?**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:1. Belief 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, experience and the sacred place: enquiry areas 3 and 4 - Expressing beliefs; being human, life journey.
4. Knowledge and truth:

**These concepts will be displayed in each classroom for teachers and children to refer to and make links through.** |
| **Year**  | **Year 5/6** | **Year 5/6** | **Year 5/6** |
| **Term**  | **Autumn** | **Spring** | **Summer** |
| **Key concept**  | 2. Belonging, community and identity | 3. Expression, experience and the sacred place.Sacred Space png images | PNGWing | 1. Beliefs and valuesPin on Things for My Wall | 1. Beliefs and valuesPin on Things for My Wall | 2. Belonging, community and identity | 4. Knowledge and truthWhat's a good symbol to represent knowledge? - Quora |
| **Key questions for enquiry** | **How is Muslim worship expressed collectively?****How does Muslim worship and celebration build a sense of community?****Text: Lailah’s Lunchbox – A Ramadan Story**  | **How do Hindus show they belong?****How does Hindu worship and celebration build a sense of community?** (include symbolism with festival of light – Diwali and Christmas)**Text: Belonging Street – Poems by Mandy Coe** | **Why do some texts matter more than others?** (Sacred texts all 3 religions). | **How do Christians act because of their beliefs about Jesus and the resurrection?****(SALVATION)** | **What is a pilgrimage?** **What does pilgrimage involve?** Eg: Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges.Environmental impact of pilgrimage. | **Does a religion have to have a god?** (Links to Buddhism) |
| **Topic name** | **ISLAM - How do people express their religion and beliefs?** | **HINDUISM – How do people mark important events in life?** | **What can we learn from sacred texts?** | **What difference does the resurrection make for Christians? (Salvation)** | **Additional Unit****Pilgrimage** | **Additional Unit Big Questions****Does a religion have to have a god?** |
| **Key knowledge**  | To know the importance of family life, roles and responsibilities. To know the influence of some contemporary Muslims. To know why the Five Pillars are important and how they bind the global Muslim community together. To know what the Hadith teaches about how Muslims treat each other. To know how Muslims put corporate and personal responsibility into action. | To know about important Hindu Festivals, e.g. Diwali, Holi - stories, practices, food, worship, diversity,shared experiences.To know about the Hindu belief that life is a journey from one body to another and each life itself a journey from birth to death (Reincarnation).To know about the first of the ‘Samskaras’ (life-stage rituals).To know about Raksha Bandan (Rakhi ceremony).To know about Pilgrimage **(focus in term 5)** sacred places, e.g.River Ganges, Varanasi, Ayodhyaand associated stories | To know thatmany religions have sacred texts.To know thatpeople of the same faith may value different religious texts or versions.To know thatmost concepts areuniversal and areshared across allreligions. | To know the timeline of the ‘big story’ To know why Christians believe in the resurrection. To know about Christian practices during Good Friday, Easter Sunday etcTo know how the belief of the resurrection of Jesus makes a difference to people’s lives today. To know about the passage of Luke 24 and how it describes the concept of sacrifice, resurrection, salvation, Incarnation, and hope.  | To know that journeys arepart of everydaylife and will reflect on their life journey so far. To know that some placesare of particularsignificance in the religious life of some people.To understand that humans are often inspired by places.To learn that an inspiring place may havenatural, historic or religioussignificance.To know that Christians,Jews, Hindus,Sikhs, Buddhistsand Muslims may make religiousjourneys as part of their faith and practice.What are the similarities and differences between pilgrimages in different religions? | To think about whether a religion needs a god.To find out more about being a non-religious person. To know what the terms theist, atheist andagnostic mean.To consider questions such as: does God help people to be good? How can you be good without God?To examine similarities and differences between different views of God. |
| **Key skills**  | To make links between Muslim beliefs about God and a range of ways in which Muslims worship.To give examples of ibadah (worship) in Islam and describe what they involve.To raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.To make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. | To explore different Hindu festivals and the meaning behind them.To make links between the story of Rama and Sita at Divali and the idea of overcoming evil in life today.To describe what happens in sacred thread ceremonies and say what these rituals mean to some Hindu people.To make comparisons and links between beliefs about love and commitment and how Hindu people live and celebrate.To discuss and explain the importance of reincarnation for Hindus.To give good reasons why they think ceremonies of commitment are or are not valuable today. | To describe features of some religious texts and why they are regarded as important topeople of faith.To make connections between different religious texts, describing some concepts thatare similar. To explore why religious texts can be an important part of worship andday to day life for people of faith.To discuss and present their own ideas on challenging questions relating to theconcepts of honesty, unity, truthfulness, justice and love.To explore and present their own ideas on what relevance some religious quotationsmight have for people today. | To make suggestions about the meaning of various accounts. To compare ideas and interpret texts. To explain connections between concepts (sacrifice, salvation, incarnation, hope) To offer and justify my own opinions  | To describe ways people on a religious pilgrimage might explain their journey and its impact on theirlives.To present their own views on challenging questions about what makes a pilgrimage ‘thejourney of a lifetime’ for some peopleTo explain with reasons why a person today might choose to spend their savings on going on apilgrimage, or sponsor someone else to do a pilgrimage, and consider it very worthwhile.To make connections between a journey to a pilgrimage site and the values and commitments ofpilgrims and the pupils’ own values and commitments.To explore the similarities and differences between pilgrimages in different religions. | To define the terms theist, atheist andagnostic and give examples of statements that reflect these beliefs.To give reasons why a Christian believes in God and one why an atheist does not. To have debates on different views on why people believe in God or not, including their own ideas.To enquire into what some atheists,agnostics and theists say about God ,expressing their own ideas and arguments,using evidence and examples.To think of reasons why some people don’t believe in God.Ask thoughtful questions about religious and non-religious ways of life.To make links between religious and non-religious ideas.To examine similarities and differences between different views of God. |
| Key vocabulary  | Ramadanibadah (worship), iman(faith),messenger, adhan (call to prayer), five pillars, salat (prayer), sawm (fasting), zakat (charity), Ramadan, hajj (pilgrimage). | Samskaras (passage of life)Birth - namkarna (namingceremony), jatakarma(welcoming the baby into thefamily)Ear piercing (karnavedha) andfirst haircut (mundan)Upananyana or sacred threadCeremony dharma, karma, moksha | Buddhist: Tripitaka, DhamapadaBahai’: Tablets, Baha’u’llahJewish: Torah, Tanakh, TalmudMuslim: Qur’an, HadithsChristian: Bible, TestamentReligious and Human Experiences: shrine,God, worship, artefact, holy, spiritual,sacred, devotion. | IncarnationResurrectionChristianBeliefSalvationsacrificeHopeJesusTheologicalWorshipGospelsHeavenRestoration | PilgrimagePilgrimsReligious and Human Experiences: Change,Life changing, Journey of lifePupils will have opportunities to use wordsrelated to specific religions:including Buddhism: Bodh Gaya, Buddha, Enlightenment  | theist, atheist andagnosticBuddhismBuddhaBuddhist |

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

* The Lincolnshire Agreed Syllabus (2018 – 23)
* Understanding Christianity (text, impact, connections)
* <https://www.lincolndiocesaneducation.com/page/?title=Lincolnshire+Locally+Agreed+Syllabus&pid=30>