



Welbourn C of E Primary School

'Believe, Excite, Succeed, Together'

## RE Long Term Plan Emerald 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

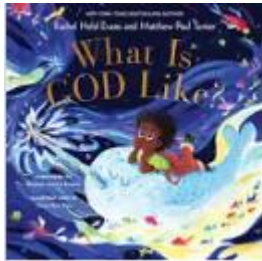
In this plan the above areas of enquiry are approached through four key concepts, (3 concepts covered in KSI) to help ensure coherence, i.e. threads that run through the curriculum. These are:

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**

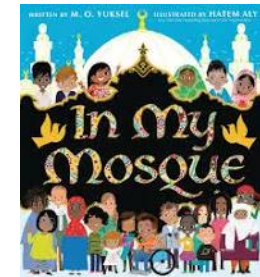
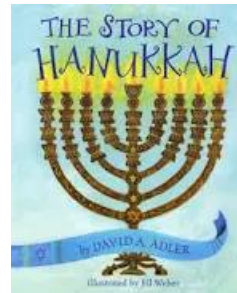
	<p>These concepts will be displayed in each classroom for teachers and children to refer to and make links through.</p> <p>We also start each new unit of work with a story/text in order to "hook" the children.</p>				
Year	Reception/Year 1/2		Reception/Year 1/Year 2		Reception/Year 1/Year 2
Term	Autumn		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	<p>What do stories from the Bible teach us about God? (Stories from Old and New Testament) Examples from other religions</p>	<p>How are stories and celebrations linked? (Hanukkah, Christmas)</p>	<p>What can we learn from creation stories? (Christian, Judaism and Islam as well as Humanist viewpoint)</p>	<p>What are the big ideas about Easter and Passover?</p>	<p>School Designed Unit - Places of Worship (starting to make comparisons between Christian Church (visit to St. Chads) and Lincoln Mosque.</p> <p>What can we learn from different places of worship?</p>

and  
worldviews.

Key Texts  
(added  
term by  
term)



By Rachel Held  
Evans



<p><b>Progression Strands</b></p>	<p><b>A: Belonging, Identity &amp; Community</b> 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>B: Beliefs, Ideas &amp; Values</b> 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><b>A: Belonging, Identity &amp; Community</b> 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>B: Beliefs, Ideas &amp; Values</b> 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><b>A: Belonging, Identity &amp; Community</b> 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>B: Beliefs, Ideas &amp; Values</b> 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><b>A: Belonging, Identity &amp; Community</b> 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>B: Beliefs, Ideas &amp; Values</b> 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><b>A: Belonging, Identity &amp; Community</b> 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>B: Beliefs, Ideas &amp; Values</b> 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><b>C: Expression, Ritual and Sacred</b> 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><b>D: Truth, Interpretation &amp; Meaning</b> How stories can mean different things to different people.</p>
-----------------------------------	---	---	--	--	--

	<p>Why Passover is so important to Jews.</p> <p>How festivals reflect the idea of peace.</p> <p><b>C: Expression, Ritual and Sacred</b> 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><b>D: Truth, Interpretation &amp; Meaning</b> 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 Passover is so important to Jews.</p> <p>How festivals reflect the idea of peace.</p> <p><b>C: Expression, Ritual and Sacred</b> 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><b>D: Truth, Interpretation &amp; Meaning</b> How stories can mean different things to different people.</p> <p>How different stories may contain 'truth' and what</p>	<p>How festivals reflect the idea of peace.</p> <p><b>C: Expression, Ritual and Sacred</b> 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><b>D: Truth, Interpretation &amp; Meaning</b> 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>How festivals reflect the idea of peace.</p> <p><b>C: Expression, Ritual and Sacred</b> 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><b>D: Truth, Interpretation &amp; Meaning</b> 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>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>
--	--	--	---	---	---

	Why people have different views about how the world began.	this means to different people.  Why people have different views about how the world began.			
<b>KSI</b> <b>Key</b> <b>knowledge</b> <b>(Disciplinary</b> <b>Knowledge)</b> <b>Ways of</b> <b>Knowing</b>	To know why do stories matter.  To know who wrote the stories in the Bible and why?  To know who were they written for?	To know what the nativity story teaches Christians about Jesus.  To know why Christians believe that Jesus was special.	To know what creation stories tell us?  To know who wrote these stories? When?  To know what religious people learn from creation stories?	To know what the story of Easter is about.  To know where this story come from.  To know why Easter matters to Christians.	To know what is meant by a place of worship.  To know that St. Chads Church is our local church and why it is special to our school.  To know why each part of the church is special.  To know a little about who St. Chad is and what he represents.

<p>To know what people might learn from these stories.</p> <p>To know if a story is special or sacred? Does that make a difference?</p> <p>To know what Moses stories tell us about God.</p> <p>To know what Christians mean by forgiveness?</p> <p>To know what the parables teach about God.</p> <p>To know why stories can have different meanings.</p>	<p>To know what Christians mean by incarnation.</p> <p>To know what it means to say that Jesus came to earth in human form.</p> <p>To know why Jesus was sent to earth.</p> <p>To know what the angels mean by 'peace on earth'.</p> <p>To know how Christmas carols show beliefs about Jesus' birth.</p> <p>To know why Jewish people believe that Hanukkah is special.</p>	<p>To know what creation stories tell Christians, Jews and Muslims about God.</p> <p>To know what it might mean to be created in God's image.</p> <p>To know what Christians, Jews and Muslims believe about sin from creation accounts.</p> <p>To know who made the world.</p> <p>To know how religious creation stories might be interpreted by different people.</p> <p>To know where creation stories come from.</p>	<p>To know what the Easter story teaches Christians about God and about Jesus.</p> <p>To know why Jesus is sometimes called 'the Son of God'.</p> <p>To know why the cross an important symbol for Christians.</p> <p>To know what Christians, mean by forgiveness.</p> <p>To know how the Easter story connects with the story of creation in the Bible.</p> <p>To know why Passover matters to Jewish people.</p> <p>To know why Jewish people might re-tell the</p>	<p>To know about and name some places of worship.</p> <p>To know that a place of worship is special for religious believers.</p> <p>To know at least one important thing that Muslims believe.</p> <p>To know about and name some events that might happen in a place of worship.</p>
--	--	--	--	---

			To know how the world began and how will it end.	story of Passover to each other.	
<b>Key skills (Substantive Knowledge)</b>	<p>To re-tell at least one story from the Old and New Testament.</p> <p>To explain what these stories teach people about God and the way they should live their lives.</p> <p>Talk about stories that have a special meaning for them and explain why.</p> <p>To look at how stories can have different meanings.</p> <p>Discuss can religious stories have meaning</p>	<p>To explain how the festivals of Christmas and Hanukkah bring communities together to celebrate.</p> <p>To provide examples to show how festivals reflect key stories.</p> <p>To explain how stories reflect religious beliefs and concepts, e.g. Christmas and incarnation.</p> <p>To give reasons why some stories are considered to be sacred.</p> <p>To describe the ways in which</p>	<p>To explain how creation stories form part of religious beliefs e.g. about how the world was created.</p> <p>To re-tell the sequence of creation from at least one RWV.</p> <p>To explain what stories teach about God and people, e.g. God the Creator, the Garden of Eden.</p> <p>To give reasons why people might believe different things about how the world began.</p> <p>To give reasons why some people</p>	<p>To show how Easter and Passover bring communities together through the ways they observe and celebrate these events.</p> <p>To explain how stories relating to key festivals reflect religious beliefs and concepts, e.g. how the Resurrection links to beliefs about life after death.</p> <p>To give reasons why some stories are considered to be 'sacred' and 'holy.'</p>	<p>To talk about a place that is special to them.</p> <p>To name some places of worship.</p> <p>To find out about who St. Chad is and what he did.</p> <p>To name some important parts of a Christian church.</p> <p>To place objects within a church plan and know that the shape of a church is like a cross.</p> <p>To talk about at least one way a place of worship might make a religious believer feel.</p> <p>To think about why a place of worship might be important to different people.</p> <p>To know at least one important thing that Muslims believe.</p>



	<p>for non-religious people?</p> <p>How do we know if a story is true or not?</p> <p>How might stories help us to understand right and wrong? To compare different stories.</p> <p>How can the context of a story help us understand it better?</p> <p>Do words always mean the same thing?</p>	<p>stories inform actions and rituals during festivals, e.g. lighting candles at Hanukkah.</p> <p>To explain how festivals reflect the idea of peace.</p>	<p>might not believe that the world was created by a divine being.</p>		<p>To name some important parts of, and objects in, a Mosque.</p>
<p><b>Key vocabulary</b></p>	<p>God, Moses, Burning bush, Jesus, Exodus, Passover, Old Testament, New Testament,</p>	<p>Nativity, Mary, Angel Gabriel, shepherds, Wise Men (and gifts), Gospels, Advent,</p>	<p>Genesis, Adam, Eve, Bible, Torah, Qur'an, Allah, Brahman, Vishnu, Shiva Creation, The Fall, sin, Big</p>	<p>Lent, fasting, Good Friday, Easter Sunday, Passover, Pesach, Seder, freedom, Exodus, Moses,</p>	<p>St. Chads Church, St. Chad Prayer, Pulpit, Lectern, Organ, Font, Stained glass window,</p>

	<p>Gospels, parables, stories, Israelites Forgiveness, revelation, sacred,</p>	<p>Hanukkah, Menorah Incarnation, Son of God, Messiah, Annunciation, peace, festival of lights, freedom.</p>	<p>Bang, evolution, literal, allegory, revelation, reincarnation</p>	<p>Haggadah, plagues, Resurrection, redemption, salvation, eternal life, sin, fasting, slavery, freedom,</p>	<p>Christian, Vicar, Priest, Mosque Imam Prayer Mat Prayer Shawl Mecca Allah</p>
--	--	--	--	--	--

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

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