**RE** Overview

Green units show Christianity Units taught using Living Difference IV and Understanding Christianity where possible as a resource. Golden thread concepts are highlighted in yellow.

Purple units show other world religions taught using Living Difference IV

|     | <u>Autumn 1</u>   | <u>Autumn 2</u>               | Spring 1                          | Spring 2                              | Summer 1                              | <u>Summer 2</u>                     |
|-----|---|-------------------------------|-----------------------------------|---------------------------------------|---------------------------------------|-------------------------------------|
| FSU | Christianity  | Christianity                  | Christianity                      | Christianity                          | Hindu Faith                           | Hindu Faith                         |
|     | Concept: Harvest and                                    | Concept: Celebrating          | Concept: Special                  | Concept: New Life                     | Concept: Special                      | Concept: Precious                   |
|     | Thankfulness  |                               |                                   |                                       |                                       |                                     |
|     |   | Unit/Theme: Christmas-        | Unit/theme: Special people.       | Unit/theme: Eggs as a sign of         | Unit/theme: Special Clothes           | Unit/theme: Water in                |
|     | Unit/Theme: Celebration of                              | Jesus's birth (and other      | People Jesus Met                  | new life.                             | (Hindu and others from                | Christianity and Hindu Faith.       |
|     | Harvest   | celebrations from the         |                                   |                                       | children's experiences).              |                                     |
|     |   | children's experiences)       | Assessment Point-                 |                                       |                                       | Assessment Point- <b>EVALUATE</b> – |
|     | (UC God/Creation)                                       | (UC Incarnation)              | COMMUNICATE – Can children        | Assessment Point-                     | Assessment Point- APPLY -             | children can discern something      |
|     |   |                               | express creatively their          | <b>CONTEXTUALISE</b> - As per inquire | Recognise how their responses         | of value of these concepts in       |
|     | Assessment Point- INQUIRE                               | Assessment Point-             | response to their own             |                                       | relate to events in their own         | the lives of those living in the    |
|     | -Simply describe what has                               | CONTEXTUALISE- As per         | experiences of the concept        |                                       | and sometimes other people's          | traditions studied as well as for   |
|     | been taught about the                                   | inquire for KS1               |                                   |                                       | lives.                                | their own lives and                 |
|     | concept and how it is used<br>in the tradition studied. |                               |                                   |                                       |                                       | <mark>communities.</mark>           |
|     | in the tradition studied.                               |                               |                                   |                                       |                                       |                                     |
| 1   | Christianity  | Christianity                  | Christianity                      | Christianity                          | Hindu Faith                           | Hindu Faith                         |
| _   | Concept: Thankfulness                                   | Concept: Preparing            | Concept: Belonging                | Concept: Community as                 |                                       |                                     |
|     |   |                               |                                   | welcoming                             | Concept: Special                      | Concept: Remembering                |
|     | Unit/Theme: Celebration of                              | Unit/theme: Why does          | Unit/theme: Followers of Jesus    |                                       |                                       |                                     |
|     | Harvest   | Christmas matter to           |                                   | Unit/theme: Palm Sunday               |                                       | Unit/theme: Janmashtami –           |
|     | (UC God/Creation)                                       | Christians?                   | Assessment Point- EVALUATE –      | Christianity                          | Unit/theme: Special places            | Celebrations for                    |
|     |   | (UC Incarnation)              | children can discern something    |                                       | (Hindu Mandir)                        | Krishna's Birthday                  |
|     | Assessment Point-                                       |                               | of value of these concepts in     | Assessment Point- APPLY -             |                                       | Assessment Point- <b>EVALUATE</b> – |
|     | COMMUNICATE – Can                                       | Assessment Point- INQUIRE –   | the lives of those living in the  | Recognise how their responses         | Assessment Point-                     | children can discern something      |
|     | children express creatively                             | Simply describe what has      | traditions studied as well as for | relate to events in their own         | <b>CONTEXTUALISE</b> - As per inquire | of value of these concepts in       |
|     | their response to their own                             | been taught about the         | their own lives and               | and sometimes other people's          | for KS1                               | the lives of those living in the    |
|     | experiences of the concept                              | concept and how it is used in | communities.                      | lives.                                |                                       | traditions studied as well as for   |
|     |   | the tradition studied.        |                                   |                                       |                                       | their own lives and                 |
|     |   |                               |                                   |                                       |                                       | <mark>communities.</mark>           |
|     |   |                               |                                   |                                       |                                       |                                     |



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Purple units show other world religions taught using Living Difference IV

| 2 | Christianity                   | Hindu Faith/Christianity                         | Hindu Faith                           | Christianity  | Hindu Faith/Christianity                             | Christianity  |
|---|--------------------------------|--|---------------------------------------|---|--|---|
|   |                                |  |                                       |   |  |   |
|   | Concept: Creation              | Concept: Candlelight as a                        | Concept: Remembering                  | Concept: Love as sad and                                    | Concept: Special                                     | Concept: God as Special   |
|   | Unit/theme: Creation           | symbol   |                                       | happy   |  |   |
|   | Stories                        | Unit /the area of Conselled in the st            | Unit/theme: Holi –                    | List (the second The Freedom Channel                        | Unit the area of the side of the                     |   |
|   | (UC Creation)                  | Unit/theme: Candlelight at<br>Diwali and Advent. | Understanding the festival of colour. | Unit/theme: The Easter Story –<br>Why does Easter matter to | Unit/theme: Special food to<br>Christians and Hindus | Unit/theme: Ideas about God –<br>What do Christians believe God |
|   | (UC Creation)                  | Diwall and Advent.                               | colour.                               | Christians?   | Christians and Hindus                                | is like?  |
|   | Assessment Point-              | Assessment Point-                                | Assessment Point- APPLY -             | (UC Salvation)  | Assessment Point-                                    | IS like !   |
|   | <b>EVALUATE</b> – children can | COMMUNICATE – Can                                | Recognise how their responses         |   | <b>CONTEXTUALISE</b> - As per inquire                | Assessment Point- INQUIRE –                                     |
|   | discern something of value     | children express creatively                      | relate to events in their own         | Assessment Point- EVALUATE –                                | for KS1  | Simply describe what has been                                   |
|   | of these concepts in the       | their response to their own                      | and sometimes other people's          | children can discern something                              |  | taught about the concept and                                    |
|   | lives of those living in the   | experiences of the concept                       | lives.                                | of value of these concepts in                               |  | how it is used in the tradition                                 |
|   | traditions studied as well as  |  |                                       | the lives of those living in the                            |  | studied.  |
|   | for their own lives and        |  |                                       | traditions studied as well as for                           |  |   |
|   | communities.                   |  |                                       | their own lives and   |  |   |
|   |                                |  |                                       | communities.  |  |   |
|   |                                |  |                                       |   |  |   |
|   |                                |  |                                       |   |  |   |
|   |                                |  |                                       |   |  |   |
| 3 | Jewish Faith                   | Christianity                                     | Jewish Faith                          | Christianity  | Sikh Faith   | Christianity  |
|   | Concept: Belonging             | Concept: Angels                                  | <b>Concept</b> : Authority            | Concept: Love as Changing                                   | Concept:   | Concept: Ceremony   |
|   | concept. Belonging             | Concept. Angels                                  | Concept. Authority                    | Emotions  | Ritual   | concept. ceremony   |
|   | Unit/theme: Shabbat and        | Unit/theme: Angels as                            |                                       | Lindions  | Mitual   | Unit/theme: Death ceremonies                                    |
|   | the Synagogue                  | messengers.                                      | Unit/theme: The Torah                 | Unit/theme: Why do Christians                               | Unit/theme: Water in Sikhism                         | only theme. Death ceremonies                                    |
|   |                                |  |                                       | call the day Jesus died Good                                |  | Assessment Point- <b>EVALUATE</b> –                             |
|   | Assessment Point –             | Assessment Point-                                | Assessment Point –                    | Friday?   | Assessment Point-INQUIRE-                            | Discern the value of these                                      |
|   | Contextualise - Accurately     | COMMUNICATE – Respond                            | Contextualise - Accurately            | (UC Salvation)  | Accurately explain meanings of                       | concepts in the lives of those                                  |
|   | explain the way the            | creatively as well as begin to                   | explain the way the concepts in       |   | concepts in the traditions                           | living in the traditions  |
|   | concepts in the traditions     | explain their response to their                  | the traditions encountered and        | Assessment Point – <b>Apply</b> -                           | encountered and studied.                             | encountered and studied as                                      |
|   | encountered and studied        | own experiences of the                           | studied impact the lives of           | Explain some examples of how                                |  | well as recognising some of the                                 |
|   | impact the lives of those in   | concepts introduced.                             | those in the traditions with          | their responses relate to events                            |  | issues this might raise. As well                                |
|   | the traditions with            |  | examples.                             | in their own and other people's                             |  | as, discern possible value in the                               |
|   | examples.                      |  |                                       | lives.  |  | concept for their own lives and                                 |
|   |                                |  |                                       |   |  | communities.  |
|   |                                |  |                                       |   |  |   |



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Purple units show other world religions taught using Living Difference IV

| 4 | Christianity  | Jewish Faith   | Christianity   | Jewish Faith  | Sikh Faith   | Christianity   |
|---|---|--|--|---|--|--|
|   | Concept: Community as<br>Neighbour<br>Unit/theme:<br>Neighbours<br>(UC Gospel- Digging<br>deeper)<br>Assessment Point – Apply -<br>Explain some examples of<br>how their responses relate<br>to events in their own and<br>other people's lives.                                    | Concept: Light as a Symbol<br>Unit/theme: Hannukkah<br>Assessment Point- EVALUATE<br>–Discern the value of these<br>concepts in the lives of those<br>living in the traditions<br>encountered and studied as<br>well as recognising some of<br>the issues this might raise. As<br>well as, discern possible value<br>in the concept for their own<br>lives and communities.  | Concept: Special as Creation/<br>Stewardship<br>Unit/theme: Hampshire<br>stewardship plan with UC<br>creation planning.<br>Assessment Point-<br>COMMUNICATE – Respond<br>creatively as well as begin to<br>explain their response to their<br>own experiences of the<br>concepts introduced. | Concept: Freedom<br>Unit/theme: Passover<br>Assessment Point –<br>Contextualise - Accurately<br>explain the way the concepts in<br>the traditions encountered and<br>studied impact the lives of<br>those in the traditions with<br>examples.   | Concept: Identity<br>Unit/theme: Baisakhi<br>Assessment Point-INQUIRE-<br>Accurately explain meanings of<br>concepts in the traditions<br>encountered and studied. | Concept: Kingdom<br>Unit/theme: UC Pentecost<br>planning – Kingdom of God<br>Assessment Point-INQUIRE-<br>Accurately explain meanings of<br>concepts in the traditions<br>encountered and studied. |
| 5 | Christianity  | Christianity   | Islam  | Christianity  | Sikh Faith   | Islam  |
|   | Concept: Temptation<br>Unit/Theme: Hampshire<br>temptation crossed with UC<br>LKS2 Creation digging<br>deeper.<br>Assessment Point-<br>COMMUNICATE – Respond<br>creatively as well as begin<br>to explain their response to<br>their own experiences of<br>the concepts introduced. | Concept: Interpretation/ Two<br>birth narratives<br>Unit/theme: Christmas -the<br>two birth narratives.<br>Assessment Point-<br>EVALUATE –Discern the value<br>of these concepts in the lives<br>of those living in the<br>traditions encountered and<br>studied as well as recognising<br>some of the issues this might<br>raise. As well as, discern<br>possible value in the concept<br>for their own lives and<br>communities. | Concept: Belonging<br>Unit/theme: Shahada and salat<br>Assessment Point –<br>Contextualise - Accurately<br>explain the way the concepts in<br>the traditions encountered and<br>studied impact the lives of<br>those in the traditions with<br>examples.                                     | Concept: Resurrection<br>Unit/theme: Easter: What<br>happened next? (Use links to<br>UC UKS2/ Unit 2B.7)<br>Assessment Point –<br>Contextualise - Accurately<br>explain the way the concepts in<br>the traditions encountered and<br>studied impact the lives of<br>those in the traditions with<br>examples. | <section-header><text><text></text></text></section-header>  | Concept: Community<br>Unit/theme: Hajj and Zakat<br>Assessment Point – Apply -<br>Explain some examples of how<br>their responses relate to events<br>in their own and other people's<br>lives.    |



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| 6 | Christianity   | Christianity  | Islam   | Christianity  |                | Humanism   |
|---|--|---|---|---|----------------|--|
| 6 | Christianity<br>Concept: Science and<br>Religion<br>Unit/theme: Can you be a<br>scientist and still believe in<br>God? UC creation<br>Assessment Point-<br>EVALUATE –Discern the<br>value of these concepts in<br>the lives of those living in<br>the traditions encountered<br>and studied as well as<br>recognising some of the<br>issues this might raise. As<br>well as, discern possible<br>value in the concept for<br>their own lives and<br>communities. | Christianity<br>Concept: Special as<br>Incarnation<br>Unit/theme: An extraordinary<br>baby<br>Assessment Point –<br>Contextualise - Accurately<br>explain the way the concepts<br>in the traditions encountered<br>and studied impact the lives<br>of those in the traditions with<br>examples. | Islam<br>Concept: Peace<br>Unit/theme: Revelation of the<br>Qur'an, sawm and Ramadan<br>Assessment Point-<br>COMMUNICATE – Respond<br>creatively as well as begin to<br>explain their response to their<br>own experiences of the<br>concepts introduced. | Christianity<br>Concept: Love as Sacrifice<br>Unit/theme: World War II<br>(UC Salvation)<br>Assessment Point – Apply -<br>Explain some examples of how<br>their responses relate to events<br>in their own and other people's<br>lives. | Pondering Time | Humanism<br>Concept: A good Life<br>Unit/theme: The Golden Rule<br>Assessment Point-INQUIRE-<br>Accurately explain meanings of<br>concepts in the traditions<br>encountered and studied. |



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Purple units show other world religions taught using Living Difference IV

2024





In the primary school a unit of study will consist of a sequence of cycles of enquiry planned to be taught, often, over two years.

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Purple units show other world religions taught using Living Difference  $\ensuremath{\mathsf{IV}}$ 

2024

## Assessment Points:

| KS1: Children in KS1 at St Jude's will have encountered, studied and had the opportunity to discern the value all of the golden thread concepts of community, belonging, special and love.<br>As well as this, our children will have also been taught significant religious concepts in other modules. Children at ARE at the end of KS1 can: |  |  |  |  |
|--|--|--|--|--|
| At Communicate   | Express creatively their response to their own experiences of the concepts introduced.   |  |  |  |
| At Apply   | Recognise how their responses relate to events in their own and sometimes other people's lives.  |  |  |  |
| At Inquire and<br>Contextualise  | Simply describe what has been taught about the concept and how it is used in the tradition studied.  |  |  |  |
| At Evaluate  | In simple terms children can discern something of value of these concepts in the lives of those living in the traditions studied as well as for their own lives and communities.   |  |  |  |
|  | KS2: Children in KS2 at St Jude's will have encountered, studied and had the opportunity to discern value of each of the four of the golden threads concepts of community, belonging, special, love as well as other significant religious concepts in other modules. Children at ARE at the end of KS2 can: |  |  |  |
| At Communicate   | Respond creatively as well as begin to explain their response to their own experiences of the concepts introduced.   |  |  |  |
| At Apply   | Explain some examples of how their responses relate to events in their own and other people's lives.   |  |  |  |
| At Inquire   | Accurately explain meanings of concepts in the traditions encountered and studied.   |  |  |  |
| At Contextualise   | Accurately explain the way the concepts in the traditions encountered and studied impact the lives of those in the traditions with examples.   |  |  |  |
| At Evaluate  | Discern the value of these concepts in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. As well as, discern possible value in the concept for their own lives and communities.  |  |  |  |

