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- EVALUATE –
	(UC God/Creation)	(UC Incarnation)	COMMUNICATE – Can children	Assessment Point-	Assessment Point- APPLY -	children can discern something
			express creatively their	CONTEXTUALISE - 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 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- EVALUATE –
	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	CONTEXTUALISE - 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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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 Diwali and Advent.	Understanding the festival of colour.	Unit/theme: The Easter Story – Why does Easter matter to	Unit/theme: Special food to Christians and Hindus	Unit/theme: Ideas about God – 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 !
	EVALUATE – children can	COMMUNICATE – Can	Recognise how their responses		CONTEXTUALISE - 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	Concept : 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- EVALUATE –
	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 – Apply -	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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4	Christianity	Jewish Faith	Christianity	Jewish Faith	Sikh Faith	Christianity
	Concept: Community as Neighbour Unit/theme: Neighbours (UC Gospel- Digging deeper) Assessment Point – Apply - Explain some examples of how their responses relate to events in their own and other people's lives.	Concept: Light as a Symbol Unit/theme: Hannukkah Assessment Point- 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.	Concept: Special as Creation/ Stewardship Unit/theme: Hampshire stewardship plan with UC creation planning. Assessment Point- COMMUNICATE – Respond creatively as well as begin to explain their response to their own experiences of the concepts introduced.	Concept: Freedom Unit/theme: Passover Assessment Point – Contextualise - Accurately explain the way the concepts in the traditions encountered and studied impact the lives of those in the traditions with examples.	Concept: Identity Unit/theme: Baisakhi Assessment Point-INQUIRE- Accurately explain meanings of concepts in the traditions encountered and studied.	Concept: Kingdom Unit/theme: UC Pentecost planning – Kingdom of God Assessment Point-INQUIRE- Accurately explain meanings of concepts in the traditions encountered and studied.
5	Christianity	Christianity	Islam	Christianity	Sikh Faith	Islam
	Concept: Temptation Unit/Theme: Hampshire temptation crossed with UC LKS2 Creation digging deeper. Assessment Point- COMMUNICATE – Respond creatively as well as begin to explain their response to their own experiences of the concepts introduced.	Concept: Interpretation/ Two birth narratives Unit/theme: Christmas -the two birth narratives. Assessment Point- 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.	Concept: Belonging Unit/theme: Shahada and salat Assessment Point – Contextualise - Accurately explain the way the concepts in the traditions encountered and studied impact the lives of those in the traditions with examples.	Concept: Resurrection Unit/theme: Easter: What happened next? (Use links to UC UKS2/ Unit 2B.7) Assessment Point – Contextualise - Accurately explain the way the concepts in the traditions encountered and studied impact the lives of those in the traditions with examples.	<section-header><text><text></text></text></section-header>	Concept: Community Unit/theme: Hajj and Zakat Assessment Point – Apply - Explain some examples of how their responses relate to events in their own and other people's lives.



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

