

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

2024



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

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2	<p>Christianity</p> <p>Concept: Creation Unit/theme: Creation Stories (UC Creation)</p> <p>Assessment Point- EVALUATE – 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.</p>	<p>Hindu Faith/Christianity</p> <p>Concept: Candlelight as a symbol Unit/theme: Candlelight at Diwali and Advent.</p> <p>Assessment Point- COMMUNICATE – Can children express creatively their response to their own experiences of the concept</p>	<p>Hindu Faith</p> <p>Concept: Remembering Unit/theme: Holi – Understanding the festival of colour.</p> <p>Assessment Point- APPLY - Recognise how their responses relate to events in their own and sometimes other people's lives.</p>	<p>Christianity</p> <p>Concept: Love as sad and happy Unit/theme: The Easter Story – Why does Easter matter to Christians? (UC Salvation)</p> <p>Assessment Point- EVALUATE – 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.</p>	<p>Hindu Faith/Christianity</p> <p>Concept: Special Unit/theme: Special food to Christians and Hindus</p> <p>Assessment Point- CONTEXTUALISE- As per inquire for KS1</p>	<p>Christianity</p> <p>Concept: God as Special Unit/theme: Ideas about God – What do Christians believe God is like?</p> <p>Assessment Point- INQUIRE – Simply describe what has been taught about the concept and how it is used in the tradition studied.</p>
3	<p>Jewish Faith</p> <p>Concept: Belonging Unit/theme: Shabbat and the Synagogue</p> <p>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.</p>	<p>Christianity</p> <p>Concept: Angels Unit/theme: Angels as messengers.</p> <p>Assessment Point- COMMUNICATE – Respond creatively as well as begin to explain their response to their own experiences of the concepts introduced.</p>	<p>Jewish Faith</p> <p>Concept: Authority Unit/theme: The Torah</p> <p>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.</p>	<p>Christianity</p> <p>Concept: Love as Changing Emotions Unit/theme: Why do Christians call the day Jesus died Good Friday? (UC Salvation)</p> <p>Assessment Point – Apply - Explain some examples of how their responses relate to events in their own and other people's lives.</p>	<p>Sikh Faith</p> <p>Concept: Ritual Unit/theme: Water in Sikhism</p> <p>Assessment Point- INQUIRE- Accurately explain meanings of concepts in the traditions encountered and studied.</p>	<p>Christianity</p> <p>Concept: Ceremony Unit/theme: Death ceremonies</p> <p>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.</p>

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4	<p>Christianity</p> <p>Concept: Community as Neighbour</p> <p>Unit/theme: Neighbours (UC Gospel- Digging deeper)</p> <p>Assessment Point – Apply - Explain some examples of how their responses relate to events in their own and other people's lives.</p>	<p>Jewish Faith</p> <p>Concept: Light as a Symbol</p> <p>Unit/theme: Hannukkah</p> <p>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.</p>	<p>Christianity</p> <p>Concept: Special as Creation/ Stewardship</p> <p>Unit/theme: Hampshire stewardship plan with UC creation planning.</p> <p>Assessment Point- COMMUNICATE – Respond creatively as well as begin to explain their response to their own experiences of the concepts introduced.</p>	<p>Jewish Faith</p> <p>Concept: Freedom</p> <p>Unit/theme: Passover</p> <p>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.</p>	<p>Sikh Faith</p> <p>Concept: Identity</p> <p>Unit/theme: Baisakhi</p> <p>Assessment Point-INQUIRE- Accurately explain meanings of concepts in the traditions encountered and studied.</p>	<p>Christianity</p> <p>Concept: Kingdom</p> <p>Unit/theme: UC Pentecost planning – Kingdom of God</p> <p>Assessment Point-INQUIRE- Accurately explain meanings of concepts in the traditions encountered and studied.</p>
5	<p>Christianity</p> <p>Concept: Temptation</p> <p>Unit/Theme: Hampshire temptation crossed with UC LKS2 Creation digging deeper.</p> <p>Assessment Point- COMMUNICATE – Respond creatively as well as begin to explain their response to their own experiences of the concepts introduced.</p>	<p>Christianity</p> <p>Concept: Interpretation/ Two birth narratives</p> <p>Unit/theme: Christmas -the two birth narratives.</p> <p>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.</p>	<p>Islam</p> <p>Concept: Belonging</p> <p>Unit/theme: Shahada and salat</p> <p>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.</p>	<p>Christianity</p> <p>Concept: Resurrection</p> <p>Unit/theme: Easter: What happened next? (Use links to UC UKS2/ Unit 2B.7)</p> <p>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.</p>	<p>Sikh Faith</p> <p>Concept: Sewa</p> <p>Unit/theme: Service Langar feast</p> <p>Assessment Point-INQUIRE- Accurately explain meanings of concepts in the traditions encountered and studied.</p>	<p>Islam</p> <p>Concept: Community</p> <p>Unit/theme: Hajj and Zakat</p> <p>Assessment Point – Apply - Explain some examples of how their responses relate to events in their own and other people's lives.</p>

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

RE Overview

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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.



Assessment Points:

<p>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:</p>	
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.
<p>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:</p>	
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.