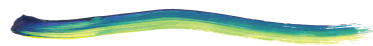


## RE - WHOLE SCHOOL OVERVIEW/ Living Difference IV

| Year Group  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
|---|---|--|---|--|---|--|
| <b>RECEPTION</b><br><b>EYFS</b>   | Concept word<br><b>Me</b><br><b>Belonging</b>   | Concept word<br><b>Celebrating</b><br>Celebration  | Concept word<br><b>Interpretation</b><br>Story telling  | Concept word<br><b>Identity</b><br><b>Special</b>  | Concept word<br><b>Belonging</b><br><b>Community</b>  | Concept word<br><b>Journey's End/Thanks</b><br>Remembering   |
| <b>Hours over the Year</b><br><b>36 in total (KS1)</b>                            | <ol style="list-style-type: none"> <li>Begin to talk about themselves and their families. (Share photos)</li> <li>Begin to see similarities and differences between theirs and other families.</li> <li>Begin to ask questions about theirs and other families.</li> <li>Listen to stories or watch short films based on families from theirs and other cultures and how they feel they belong within the families.</li> </ol> <p>Understanding the world</p> | <ol style="list-style-type: none"> <li>Begin to talk about what celebration means and what celebrations are important to them.</li> <li>Look at different celebrations and look for things that are similar.</li> <li>Begin to think about how Christians celebrate Christmas and why they celebrate it.</li> <li>Listen to the Christmas story and discuss key elements of it. EG journeys, messages, new life, gifts.</li> </ol> <p>Birthday</p> | <ol style="list-style-type: none"> <li>Discuss their favourite stories.</li> <li>Look for similarities and differences in stories that they know.</li> <li>Watch the video <a href="#">READ ALOUD BOOK : Golden Domes and Silver Lanterns A Muslim Book of Colors   story about ramadan . - Bing video</a> Is anything similar to other stories they know</li> <li>Demonstrate understanding by creating a kite or lantern to show things that are important in their life. Think about the colours used.</li> </ol> <p>Important things in my life</p> | <ol style="list-style-type: none"> <li>Begin to talk about places that are special to them.</li> <li>Look at pictures of (4) different places of worship. What things are similar/different?</li> <li>Focus on a Christian Church and a Muslim Mosque. Discuss or watch virtual tours of both. Look for similarities and differences.</li> <li>As a class create reasons as to why a place of worship may be important to many people. ( In simple terms)</li> </ol> <p>Special Places</p> | <ol style="list-style-type: none"> <li>Discuss what community means. Are they part of a community? Begin to understand what a community is.</li> <li>Begin to see that in each community there are key members. Discuss what their roles are.</li> <li>Listen to short stories from other cultures (Dharmic faiths).</li> <li>Look at the similarities between communities from two out the three listed Dharmic faiths below (in red). ( In simple terms)</li> </ol> <p>People in my community</p> | <ol style="list-style-type: none"> <li>What do they remember from the first 5 years of their life?</li> <li>Remember things that are significant from their first year at The Victory School.</li> <li>Discuss the word Thankfulness. What things have they been thankful for over the last year?</li> <li>Draw an image of themselves. Inner thankfulness and outer thankfulness. EG <i>Inside thankful for being a kind person to others. Outside thankful for the school they have.</i></li> </ol> <p>Moving on</p> |
| <b>KEY RELIGIONS STUDIED</b>  | <b>Christianity/ Hinduism</b>   | <b>Christianity</b>  | <b>Islam/ Hinduism</b>  | <b>Christianity/Islam</b>  | <b>Buddhism/Sikhism/Hinduism</b>  | <b>Christianity</b>  |
| <b>Year</b><br><b>1</b><br><b>Hours over the Year</b><br><b>36 in total (KS1)</b> | Key Concept word<br><b>Thankfulness</b><br>C  | Key Concept word<br><b>Journey's End</b><br>C  | Key Concept word<br><b>Celebration</b><br>J   | Key Concept word<br><b>Welcoming</b><br><b>Community</b><br>C  | Key Concept words<br><b>Community and faith</b><br><b>Belonging</b><br>J  | Key Concept word<br><b>Journey's End/thanks</b><br><b>Special</b><br>C and I   |
| <b>Unit title</b>   | <b>Harvest and Further Traditions</b>   | <b>The Nativity Journey</b>  | <b>The Passover</b>   | <b>Palm Sunday</b>   | <b>Judaism in the Jewish Community</b>  | <b>Places of Importance</b>  |
| <b>Skill/process: Communicate</b>   | Express in a creative way a response to a celebration that is important to them EG birthday/ Christmas etc.   | Share with one another experiences of when they have reached the end of a journey. Discuss how they felt.  | Express what celebrations they know take place in different religions. KEY EVENTS. Eg Christmas, Festival of Lights   | Explore ways in how we welcome people, not just in this country but across the world. What does 'welcome' mean?  | Recap ideas about what it means to belong. Discuss communities, families and religious faiths. Record their ideas of belonging.   | What places do they know of that are special to people? Discuss. What special places have they been to? Create a collage of special places.  |
| <b>Skill/process: Apply</b>   | Recognise how celebration has an impact on their lives and those around them.   | Discuss how different journey's ends relate to their own life. EG, they had an end of a journey when they finished school last year. Discuss endings of journeys.  | Immerse children in how Jewish people celebrate the story of The Passover. Read story or watch animated film.   | Be aware of the story of Palm Sunday and how Jesus was welcomed. How do Christians recreate this welcome in their communities today?   | Does belonging to a community impact on how they live their life? Discuss their thoughts and ideas.   | Go on a virtual tour around a Mosque/ or *Visit a Mosque. Share how they feel about the place. Discuss how being at The Mosque impacts on the lives of those who visit it.   |
| <b>Skill/process: Enquire</b>   | Recognise what a celebration is. List features of different celebrations. Are there similarities?   | Read the Nativity story and recognise how there are different endings to different journeys within the story.  | What is the value and importance of things that are used to celebrate The Passover? Seder Plate.  | Research the importance of the welcome that Jesus received in the story related to Palm Sunday.  | Look at rules that Jewish people follow in their faith and how it impacts on their everyday life.   | What makes The Mosque a special place? Demonstrate understanding.  |
| <b>Skill/process: Contextualise</b>   | Begin to be aware of the importance of how Christians celebrate The Harvest Festival.   | Be creative in explaining how the journey ends for the characters in The Nativity Story.   | Explain what the five most important things of The Passover are.  | Jesus was welcomed in a certain way. Explain how they have been made to feel welcome in different ways.  | Be creative in showing how Jewish people show they belong to the Jewish community and practise Judaism as a faith.  | In simple terms compare how The Church is special to Christians and The Mosque is special to Muslims.  |

## RE - WHOLE SCHOOL OVERVIEW/ Living Difference IV

|   |   |  |  |   |  |  |
|---|---|--|--|---|--|--|
| <b>Skill/process: Evaluate</b>                            | Why is the Harvest Festival important to Christians? Create a poster to explain.  | In basic terms children are to explain the importance of this journey's end to Christians.<br><i>*Christingle Celebration at church</i>  | What do we learn about people in the story of The Passover? Link to school's High Five Values.                             | Why is it important to feel welcomed? What could happen when people are not welcomed?   | Demonstrate an understanding of how important belonging is to a practising Jew. Choose one rule and explain in detail. Can be done with a drawing and key words. | Create a simple information text to explain why The Mosque is a special place, in simple terms.  |
| <b>Year 2</b><br>Hours over the Year<br>36 in total (KS1) | <b>Key Concept words</b><br><i>Prayer, Holy, Message</i><br>J   | <b>Key Concept words</b><br><i>Faith, Hope, Love, Peace, Waiting</i><br><b>Love</b><br>C and J   | <b>Key Concept word</b><br><i>Identity, Belonging</i><br>J   | <b>Key Concept words</b><br><i>God, New life, Prophet</i><br><b>Love</b><br>C   | <b>Key Concept words</b><br><i>God, Faith</i><br>H and C   | <b>Key Concept words</b><br><i>Gift, Worship, Holy</i><br><b>Special</b><br>C  |
| <b>Unit title</b>   | <b>Holy Words</b>   | <b>Advent</b>  | <b>Clothes We Wear</b>   | <b>The Easter Story</b>   | <b>God</b>   | <b>The Symbolism of Food</b>   |
| <b>Skill/process: Communicate</b>                         | Express creatively their own responses to books that are special to them. Discuss messages that are in their chosen books.  | Light a candle in a darkened room. Just watch it. Express creatively their response to the burning flame.  | Express creatively their responses to different types of clothes people wear.  | Express their own responses to feeling happy and sad.   | Express creatively their responses to GOD.   | What foods are important to them? Be creative in showing how foods are important.  |
| <b>Skill/process: Apply</b>                               | Recognise their responses to different Holy books. What is similar/different?<br><b>NB: if using the Quran, it MUST NOT be placed on the floor, it should be chest height or above ALWAYS</b> | Recognise how their own response links to events and people in their lives. Think of the candle and the light it provides.   | Recognise how different clothes identify who we are and which community we belong to.                                      | Recognise when and where people may feel:<br>Sad<br>Happy<br>How do we show these emotions?   | Recognise examples of when they and others think about God   | Recognise how different foods are important to different people in faiths and cultures.  |
| <b>Skill/process: Enquire</b>                             | Simply describe the importance of The Torah to Jewish people.<br><b>*VISIT Synagogue or / Rabbi into school.</b>  | Simply describe what each candle represents, for all five.   | Simply describe different clothes that are important to Jewish people.   | Simply describe the concepts of:<br>Happiness<br>Sadness<br>... in how we perceive God and Jesus.   | Simply describe the concept of what a God is.  | Describe how why different foods are special for some people. (Recap foods of Passover)  |
| <b>Skill/process: Contextualise</b>                       | Simply describe how the Torah is kept, what is used to read it, who can read it and what it contains.   | In simple terms describe how Christians use the Advent Wreath. EG Evergreens = continuous life<br>Circle= eternity of God<br>And the candles.<br>All together the wreath is symbolic of immortality of our souls | In simple terms describe clothes worn in a Christian celebration to that of a similar celebration in Judaism, for a child. | Read The Easter Story.<br>Which parts of the story show us, Happiness and sadness?<br>Simply describe examples of when the emotions are evident.  | Describe how God is described in Hinduism and compare it to how God is described in Christianity.  | Think about how bread and wine is used in Christianity. What is The Last Supper? Retell in own words/pictures.   |
| <b>Skill/process: Evaluate</b>                            | In simple terms describe the value Christians and Jews place on their Holy Scriptures.  | In simple terms children should be able to discern the importance of the candle/flame, in their lives.<br><i>*Christingle Celebration at church</i>  | In simple terms describe the importance of items worn by both children and adults in the Jewish faith.                     | Describe how Christians may feel sadness and happiness at Easter, in simple terms.  | What value does GOD have in Hinduism and Christianity?   | What do Christians believe when they partake of communion? Ask children to explain the symbolism behind it.  |
| <b>Year 3</b><br>Hours over the Year<br>45 in total (KS2) | <b>Key Concept word</b><br><i>Message</i><br><b>Belonging</b><br>C  | <b>Key Concept words</b><br><i>Angels</i><br><b>Special</b><br>C   | <b>Key Concept word</b><br><i>Remembering</i><br>H   | <b>Key Concept words</b><br><i>Suffering, New Life, Creation, Salvation, Faith</i><br><b>Love</b><br>C  | <b>Key Concept words</b><br><i>Prayer, Worship</i><br><b>Special and Community</b><br>C and B  | <b>Key Concept words</b><br><i>Love, ritual, sacred, festival, protection</i><br>H   |
| <b>Unit title</b>   | <b>Jesus' Teachings and messages.</b>   | <b>Angels/Imagery</b>  | <b>Vishnu Remembered (Holi)</b>  | <b>Easter Emotions</b>  | <b>Sacred Places</b>   | <b>Raksha Bandhan</b>  |
| <b>Skill/process: Communicate</b>                         | Express creatively and describe what a message is. How are messages given? What types of messages are there?<br>Do messages teach us anything?  | Express creatively and describe their response to the images of angels. Read stories that include angels   | Begin to express creatively ways in which they remember events or people   | Express creatively and describe their responses to the concept of LOVE and the events surrounding Eastertide.   | Express creatively what the word SACRED means to them. What makes a place sacred? What makes a person sacred? What makes places and people special?              | Express creatively their understanding of the word 'PROTECTION' and the link to LOVE.  |
| <b>Skill/process: Apply</b>                               | Recognise and describe what Christians believe Jesus' messages are. Are there similar themes in them?<br>Look at stories from Bible with messages and some of his sermons.                    | Recognize and describe how their responses relate to events in their own life and others. What do angels mean to them and others?  | Begin to recognise how their responses to remembering relate to their own and other's lives                                | Recognise and describe how they feel about key events at Easter.<br>Palm Sunday, the trial, The Way of the Cross and the Crucifixion, how Jesus suffered at the hands of The Romans and the Jewish Pharisees. | Recognise special features within The Church that create a sense of the place being SACRED.  | Begin to express how the concept of Protection can be applied to their own life and those of lives of others around them. Read story of Battle of Gods and Demons.... (Raksha = protection Bandhan = tie). |



## RE - WHOLE SCHOOL OVERVIEW/ Living Difference IV

|   |   |   |  |  |   |   |
|---|---|---|--|--|---|---|
| <b>Skill/process: Enquire</b>                             | Begin to accurately describe some of the issues within the messages. What values do these messages have on Christians?  | Accurately describe what an angel is. What are they? What is their role?  | Begin to simply describe what remembering is. What do they remember?   | Accurately describe what LOVE is and how this was shown at Easter. How does Jesus' death show us his love?   | Begin to accurately describe special and sacred features within a Buddhist Temple/Monastery? They include the structures called vihara, chaitya, stupa, wat and pagoda.                                 | Begin to accurately describe the concept of Protection. Begin to accurately describe what the word protection means and how we see it amongst ourselves and others. |
| <b>Skill/process: Contextualise</b>                       | Begin to accurately describe what Christians and others have learnt from messages of Jesus. Do they relate to anything they do?   | Accurately describe and explain how angels impacted on the people in the stories they learned about.  | Begin to simply describe ways in which Hindus <i>remember</i> Vishnu at Holi   | Accurately describe how LOVE is shown to others in a variety of ways, using faith and celebration around Easter'. Explain how most people would react to someone else's suffering  | Begin to accurately describe and compare similarities and differences of what sacred means to groups of different people in different religions (Recap learning of special place of Mosque from Year 1) | Begin to accurately describe how Protection is expressed in the festival of Raksha Bandhan, by the Hindus that participate.   |
| <b>Skill/process: Evaluate</b>                            | Discern and describe the value of messages from the Bible. EG How does 'turning the other cheek' 'Let he who is without sin cast the first stone', relate to how we act with one another today. Are the messages as important today as when they were said 2000 years ago? Explain. | Discern and describe the value of angels, within a Christian tradition. How do the messages or the concept of what an angel is impact on the lives of people today? Explain why Angels are important to Christians. | In simple terms, discern something of the value of remembering for Hindus in the celebrations and devotions paid to Vishnu .   | Discern and describe the value of LOVE in the lives of others around us and those who practice Christianity. EG Remembering that Jesus died because he loved us. The creation of Christianity because he died, The New 'Life' of the third part of the Trinity. Faith that people now have because of his death. How can we help others who are suffering, by showing our love and care?   | Thinking about the word sacred/special and what it means, discern and describe places that feel sacred or special to them. In detail explain why these places have such value for them                  | Explain in detail what value Hindus place on the celebration of protection, within Raksha Bandhan.  |
| <b>Year 4</b><br>Hours over the Year<br>45 in total (KS2) | Key Concept words<br><i>Welcoming, equality, care, belonging</i><br><b>Community</b>  | Key Concept words<br><i>Holy, special, love</i>   | Key Concept word<br><i>Remembering, community, ritual,</i>   | Key Concept word<br><i>Light, ritual, new beginnings, new life, ending, symbolism</i>  | Key Concept word<br><i>Message, community</i><br><b>Belonging</b>   | Key Concept word<br><i>Storytelling, journey's end, symbol</i><br><b>Symbol</b>   |
| <b>Unit title</b>   | <b>Neighbourliness</b>  | <b>The Holy Mother</b>  | <b>Gokul Ashtami (The birth of Krishna)</b>  | <b>Beginnings and Endings (The Paschal Candle)</b>   | <b>Hinduism, the religion</b>   | <b>Stones as Symbols</b>  |
| <b>Skill/process: Communicate</b>                         | Express creatively the concept of what the word neighbour means to them.  | Express in developing detail the concept of what the word HOLY means to them.   | Express in developing detail the concept of remembering and remembrance is.  | Express creatively the concept of beginning and ending. Show the Alpha and Omega symbols.  | Express their own ideas about what it is to belong to a religious faith/community.  | Express creatively and describe their own responses to stones as symbols, Look at stones of spirituality.   |
| <b>Skill/process: Apply</b>                               | Recognise and describe the impact of 'neighbour' as an influence in their lives and the lives of others.  | In the Christmas story Mary becomes the human mother of Jesus. Recognise and describe how they believe that Mary is a Holy person.  | Recognise and describe how Hindus remember Krishna. Read stories about his birth and how he was and still is celebrated today.   | Recognise the importance of the Paschal Candle in the role it plays within the church year.  | Recognise and describe in detailed terms what it means to belong. How does it apply in their life and the lives of others?  | Recognise and describe examples of when stone symbol is used/is useful in the Christianity.   |
| <b>Skill/process: Enquire</b>                             | Accurately describe the concept of neighbourliness and what it looks like in the community.   | Accurately describe how Mary is shown to be a holy person. What values do we see within her that demonstrates her 'holiness' amongst us?  | Accurately explain why, in detail, the importance of why Krishna is remembered by Hindus, especially his birthday.   | Accurately explain elements of the Paschal Candle<br>The cross, which is the most prominent symbol and most clearly identifies it as the Paschal candle<br>The Greek letters alpha and omega, which symbolize that God is the beginning and the end (from the Book of Revelation)<br>The year when the particular candle is being used, which represents God amidst the present congregation<br>Five grains of incense (most often red), which are embedded in the candle (sometimes encased in wax "nails") during the Easter Vigil to represent the five wounds of Jesus | Accurate describe, using examples from a range of religions what it means to 'belong'.  | Accurately describe the word symbol. What does it mean? How is it used? How do people feel about it? etc  |
| <b>Skill/process: Contextualise</b>                       | Read stories from a Christianity that demonstrate good neighbours. Are the actions relevant today, in the same manner?  | What are your responses to Mary as a holy person? Look at images of her and how she has been portrayed within Christianity. Do the images alter your feelings or make you think how you are expected to? Explain.   | Accurately describe how they remember someone of importance in their lives, (Living and maybe someone that has died). What rituals do they do to remember that person? | Are there ways, in our lives that we symbolise beginnings and endings? Accurately describe rituals that we have that link to the concept of The Paschal Candle.  | Accurately describe how important it is for Hindus to feel they belong, in their religious community.   | Accurately describe how the symbol of stone is used in Christianity.  |
| <b>Skill/process: Evaluate</b>                            | Describe why it is important to have good neighbours in our lives and the lives of everyone around us. Why should we value people who are good neighbours?  | Do you believe that there are holy people among us in our community? Reflect on how holiness 'looks' to others. Discern what you think holiness looks like today, in your life.                                     | Discern and describe the importance in our lives the value of remembering: someone/ something of great importance. How does remembering impact on how we behave?       | Discern and describe how rituals that we have and use impact on them. Do they think they have similar themes? How do they feel about the rituals we use today?   | Discern and describe how important it is for us all to feel we belong: Think about families, friendship groups, religious groups. What values do we take from knowing we belong?                        | Describe and discern the importance of the symbol of The Stone to Christians.   |

## RE - WHOLE SCHOOL OVERVIEW/ Living Difference IV

|   |  |   |  |   |  |  |
|---|--|---|--|---|--|--|
| <p><b>Year</b><br/><b>5</b><br/>Hours over the Year<br/>45 in total (KS2)</p> | <p>Key Concept words<br/><i>Equality, identity, message, community, and faith</i><br/><b>Belonging</b></p> <p>C and J</p>            | <p>Key Concept words<br/><i>Gift, remembering, storytelling, new life, holy, faith. symbol</i><br/><b>Incarnation</b></p> <p>C</p>  | <p>Key Concept words<br/><i>Community, devotion, freedom, message, faith, ritual, prayer</i><br/><b>Stewardship</b></p> <p>I</p>                       | <p>Key Concept words<br/><i>Divine, gift, message, storytelling, wisdom, discipleship, prophet</i><br/><b>Special/ divine</b></p> <p>C</p>                | <p>Key Concept words<br/><i>Care, community, equality, freedom, peace, thanking, symbol</i><br/><b>Identity</b></p> <p>Hu (H, B)</p>                                       | <p>Key Concept words<br/><i>Ritual, faith, journey, community, pilgrimage, holy, special, worship</i><br/><b>Community (Umma)</b></p> <p>I</p>         |
| <b>Unit title</b>   | <b>Belonging to Islam</b>  | <b>How Christians perceive the birth of Jesus</b>   | <b>Keeping the Faith</b>   | <b>Jesus, The Miracle maker</b>   | <b>Leading a Good Life as a Human</b>  | <b>The rituals of Hajj and Zakat</b>   |
| <b>Skill/process: Communicate</b>   | Express creatively the concept of belonging. Express what the word 'belonging means, to them.  | Express creatively what the term 'GOD' means to them. Give examples of how GOD is being 'interpreted' in the Christmas narrative  | Express creatively what the meaning of 'stewardship' or 'khalifah' in Muslim terms   | Express creatively the meaning of the word 'special' in relation to the man Jesus.  | Respond creatively and explain in your own way what it is to lead a good life as a human being.  | Respond creatively and explain the meaning of Umma, and it's importance within the Islamic faith.  |
| <b>Skill/process: Apply</b>   | Begin to explain different situations and occasions, with clear examples where they think 'belonging' is important.                  | Begin to explain different examples of how GOD reacts in different situations. Think about how GOD uses messengers etc.   | Begin to explain different examples of how we see stewardship is expressed by Muslims within the world community.                                      | Begin to explain given examples of the beliefs that Christians have, in relation to Jesus, with reference to appropriate stories from a Christian source. | Explain and examine examples of how we can live a 'Good Life'. Compare to other religions B, H.  | Begin to explain what community is in their own life.  |
| <b>Skill/process: Enquire</b>   | Accurately describe what belonging means to people who have a faith. Compare with how people feel they belong in the C and J faiths. | Begin to accurately describe how the narrative of 'Christmas' has been interpreted, after the event and now.  | Begin to accurately describe the importance and relevance of stewardship to Muslims and themselves. How do they act upon this in their everyday lives? | Begin to accurately describe why the concept of Special and its' relationship to DIVINE, in relation to Jesus, is important to Christians.                | Be accurate in describing what leading a 'Good Life' involves.   | Begin to accurately describe the huge importance of Hajj and Zakat to Muslims all over the world.  |
| <b>Skill/process: Contextualise</b>   | Begin to accurately describe what belonging means to the people of the Islamic faith. Give clear examples to demonstrate this        | Begin to accurately describe how Christmas for people who believe, and those who don't believe interpret the celebration, narrative of the meaning behind the celebration of the birth. | Begin to accurately describe and express your responses to the concept of Stewardship. Is it the same in other religions?<br><b>C, J</b>               | Begin to accurately describe what SPECIAL/DIVINE means to them in their everyday life.  | Accurately describe the TEN rules that Humanists live by.  | Begin to understand what Umma looks like in their own world. Be accurate in describing their personal responses.                                       |
| <b>Skill/process: Evaluate</b>  | Express why the concept of belonging holds such importance. Use the Five Pillars of Islam to assist responses.                       | Begin to discern the importance of the value of those who believe, in relation to how GOD brings the human form to Earth.   | Begin to discern the value of stewardship in their own and others' lives.  | Begin to discern what values being Special/Divine has in relation to their own lives and the lives of others around them                                  | Discern, in detail, the values and importance for Humanists place on being able to live a 'Good Life', for themselves and those around them                                | Begin to discern the value of Umma in the Muslim world of today/   |
| <p><b>Year</b><br/><b>6</b><br/>Hours over the Year<br/>45 in total (KS2)</p> | <p>Key Concept words<br/><i>God, law, prophet, wisdom, freedom, justice</i><br/><b>Laws</b></p> <p>C</p>                             | <p>Key Concept words<br/><i>Prophet, love, sacred, worship, new life, faith, love, journey</i><br/><b>Prophecy</b></p> <p>C</p>   | <p>Key Concept words<br/><i>Prophet, love, sacred, worship, new life, faith, love, journey</i><br/><b>Ritual</b></p> <p>I</p>                          | <p>Key Concept words<br/><i>Prophecy, Love, faith, cross, symbol</i><br/><b>Resurrection</b></p> <p>C</p>   | <p>Key Concept words<br/><i>Sacred, belonging, identity, special, worship, God, holy</i><br/><b>Special Places</b></p> <p>I (C)</p>  | <p>Key Concept words<br/><i>Devotion, freedom, gift, hope, love, faith, God, sacred, salvation</i><br/><b>Love</b></p> <p>C</p>                        |
| <b>Unit title</b>   | <b>Jesus, the breaker of Law</b>   | <b>The Magi's Warnings</b>  | <b>Wudu and Eid-ul-Fitr</b>  | <b>The significance of The Empty Cross</b>  | <b>Places of Worship</b>   | <b>World Wars and the sacrifices made.</b>   |
| <b>Skill/process: Communicate</b>   | Respond creatively and explain why we have laws. What laws do we have in society and religion?                                       | Respond creatively and explain the meaning of the word 'warning'.   | Respond creatively and explain the meaning of the word ritual. Look at a range of rituals in religion.   | Respond creatively and explain the meaning of resurrection.   | Respond creatively and explain the word 'sacred'. What makes a place sacred? Explain why some places are more sacred than others.  | Respond creatively and explain the concept of 'sacrifice' and the personal impact it can have on you.  |
| <b>Skill/process: Apply</b>   | Explain laws that we have in our live. Give examples of where and when laws are used.  | Explain examples given in The Bible how warning is significant in the gifts presented to Jesus, from the Magi.  | Explain and give examples of why rituals are significant to Muslims during the festival of Ramadan.  | Explain how the symbol of the empty cross, and it's link to resurrection, is significant to Christians.   | Begin to explain the features of a church which identify them as sacred. (C) Begin to explain the features of a mosque, which identify and create a sense of being sacred. | Explain and give examples of how the concept of sacrifice can be and is applied to their own life and the lives of others they know.                   |
| <b>Skill/process: Enquire</b>   | Accurately describe how Jesus broke the laws, at the time he lived and why you think he broke them.                                  | Accurately describe how the warnings given by the Magi are important to the story of Christmas.   | Accurately describe WHY ritual a are significant to Muslims during the festival of Eid-ul-Fitr.  | Accurately describe the significance and importance placed upon the resurrection and identify issues it raises.   | Begin to accurately describe their own understanding of the term SACRED. Give examples in explanations.  | Accurately describe what sacrifice means. Look at examples of people's sacrifices in the WWI and WWII conflicts. What does their sacrifice mean to us? |
| <b>Skill/process: Contextualise</b>   | Accurately describe your own responses and feelings about Jesus breaking Laws. Was he correct in                                     | Accurately describe a personal response to what the concept of  | Accurately describe the way ritual is important/significant and evident in their own life and experiences.   | Accurately describe their own responses to the concept of resurrection.   | Begin to accurately describe how people show that a place is sacred to them.   | Accurately describe how Christians believe that Jesus sacrificed his own life so that human race could live.   |



## RE - WHOLE SCHOOL OVERVIEW/ Living Difference IV

|                                |  |   |  |  |   |   |
|--------------------------------|--|---|--|--|---|---|
|                                | what he did and how he went about it?  | warning means to them, and those around them  |  |  | Begin to explain why a place is sacred to them.<br>How do people act, dress, respond etc. |   |
| <b>Skill/process: Evaluate</b> | Discern the values of LAW. How does it impact and effect our lives and the lives of those around us? | Discern how the concept of 'warning' might have an impact on their own lives or the lives of others in the world today. | Discern the value of ritual in their own lives and the lives of those around them. | Discern the values of how the concept of the resurrection impacts and effects the way people live. | Begin to discern the value of 'sacred place' to Muslims.                                  | Discern the value and the relevance of sacrifice that Christians feel Jesus and God made. What do they think and feel about this? |

### Key for Gold thread words.

#### Religion Coverage and visits

|   |  |
|---|--|
|   | <b>GOLD THREAD words:</b><br>Community, Belonging, Special, Love |
|   | Christianity (Abrahamic Faith)                                   |
|   | Judaism (Abrahamic Faith)  |
|   | Islam (Abrahamic Faith)  |
|   | Hinduism (Dharmic Faith)   |
|   | Buddhism (Dharmic Faith)   |
|   | Sikhism (Dharmic Faith)  |
|   | Humanism (Dharmic Faith)   |
| * | Visit off site OR visitor to school                              |