

Otterbourne CE Primary School R.E. Whole School Overview

Combining Concepts from 'Understanding Christianity' and Concepts from 'Living Difference IV' Key concept in UPPERCASE letters

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<b>CREATION</b> UC FS2 Unit F1: Why is the word 'God' so important to Christians? Christianity Focus	<b>INCARNATION</b> UC FS2 Unit F2: Why do Christians perform nativity plays at Christmas? Christianity Focus	<b>STORYTELLING</b> LD Unit: (Stories Jesus Told) Christianity Focus	<b>SALVATION</b> UC FS2 Unit F3: Why do Christians put a cross in an Easter garden? Christianity Focus	<b>POWER</b> LD Unit: Hindu God, Ganesh Hinduism Focus	<b>SPECIAL CLOTHES</b> LD Unit: Special Clothes Hinduism Focus
Assessment	To talk about the lives of people around them and their roles in society. To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.					
Year 1	<b>CREATION</b> UC KS1 Unit 1.2: Creation Who made the world? Core Learning Christianity Focus	<b>THANKFULNESS</b> UC KS1 Unit 1.3: Incarnation Why does Christmas matter to Christians? Core Learning Christianity Focus	<b>SPECIAL PLACES</b> LD Unit: Special Places - Mandir Hinduism Focus	<b>NEW LIFE</b> UC KS1 Unit 1.5: Salvation - Why does Easter matter to Christians? Core Learning Christianity Focus	<b>FRIENDSHIP</b> UC KS1 Unit 1.4: GOSPEL. What is the good news that Jesus brings? Christianity Focus	<b>SPECIAL FOOD</b> LD Unit: Special Food for Christians and Hindus. Christianity & Hinduism Focus
Assessment	To recognise that the creation story is important to Christians.					
Knowledge	To recognise what Christians have to be thankful for at Christmas.					
Skills	To recognise that the Mandir is a special place for Hindus					
Skills	To recognise what the Easter story says about New Life?					
Skills	To recognise that Jesus was friends with everyone he met and how this influences how Christians try to act today.					
Skills	To recognise the importance of the special foods in Holy Communion and Prashad.					
Year 2	<b>RESPONSIBILITY</b> UC KS1 Unit 1.2: Creation Who made the world? Digging Deeper Christianity Focus	<b>KINGSHIP</b> UC KS1 Unit 1.3: Incarnation Why does Christmas matter to Christians? Digging Deeper Christianity Focus	<b>CELEBRATING</b> LD Unit: Festival of Holi (Remembering Vishnu) Hinduism Focus	<b>FORGIVENESS</b> UC KS1 Unit 1.5: Why does Easter matter to Christians? Digging Deeper Christianity Focus	<b>LOVE</b> UC KS1 Unit: 1.1: God. What do Christians believe God is like? Christianity Focus	<b>REMEMBERING</b> LD Unit: Janmashtami (Krishna's Birthday) Hinduism Focus
Assessment	To simply describe why Christians feel responsible for the world God created for them.					
Knowledge	To understand the concept of Kingship and how Christians think Jesus was the King of the Jews and part of God.					
Skills	To simply describe How Hindus celebrate Vishnu at Holi?					
Skills	To simply describe what the Easter story says about forgiveness.					
Skills	To simply describe some examples that show that the Christian God is a loving God.					
Skills	To be able to recognise some things that Hindus may do at Janmashtami to remember Krishna.					

Year 3 / 4 Cycle A	<b>STEWARDSHIP</b> UC Lower KS2 Unit 2A.1: Creation and Fall. What do Christians learn from the creation story? Christianity Focus	<b>ANGELS</b> LD Unit: Angels in the Christmas Story Christianity Focus	<b>AUTHORITY</b> LD Unit: The Torah Judaism Focus	<b>SALVATION</b> UC Lower KS2 Unit 2A.5: Salvation Why do Christians call the day Jesus died 'Good Friday'? Christianity Focus	<b>FAITH</b> UC Lower KS2 Unit Kingdom of God 2A.6: When Jesus left, what was the impact of Pentecost? Christianity Focus	<b>ENLIGHTENMENT</b> LD Unit: Wesak Buddhism Focus
Assessment Knowledge Skills	To accurately describe what Christians do because they believe God is Creator.	To express creatively as well as describe their own responses to angels.	To accurately explain the meaning of the concept authority in the Jewish traditions.	To accurately describe what it means to Christians to have hope in Jesus.	To accurately explain the impact of Pentecost on Christianity today	To accurately explain how and why Buddhists celebrate enlightenment of the Buddha at Wesak
Year 3 / 4 Cycle B	<b>RITUAL</b> LD Unit: Sukkot Judaism Focus	<b>HOLY</b> LD Unit: Mary, Mother of God Christianity Focus	<b>IDENTITY</b> LD Unit: Mezuzah and Shema Judaism Focus	<b>FREEDOM</b> LD Unit: Passover Judaism Focus	<b>PROMISE</b> UC Lower KS2 Unit 2A.2: People of God. What is it like to follow God? Christianity Focus	<b>SUFFERING</b> LD Unit: Dukkha Buddhism Focus
Assessment Knowledge Skills	To discern the value of the sukkot rituals to Jews.	To accurately describe how many Christians show that they believe Mary is holy	To accurately describe how the Shema and Mezuzah are part of Jewish identity.	To accurately describe how freedom may be expressed in the Jewish traditions.	To make links between People of God and how some Christians choose to live their lives and in their church communities.	To begin to accurately explain what Buddha meant by Dukkha and the part this plays in Buddhist beliefs and practices
Year 5 / 6 Cycle A	<b>CREATION AND FALL</b> UC Upper KS2 Unit 2B.2: Creation and Science: Conflicting or Complementary Christianity Focus *	<b>INTERPRETATION</b> LD Unit: The 2 birth narratives Christianity Focus	<b>COMMUNITY</b> LD Unit: Umma: The Five Pillars of Islam Islam Focus	<b>SALVATION</b> UC Upper KS2 Unit 2B.6 (Yr5): Salvation. What did Jesus do to save human beings? Christianity Focus	<b>GOSPEL</b> UC Upper KS2 Unit 2B.5: What would Jesus do? Christianity Focus *	<b>RITUAL</b> LD Unit: Ritual Islam Focus
Assessment Knowledge Skills	To show a thorough understanding of why many Christians find science can validate the creation story in the bible.	To discern the value of the two interpretations of the birth narratives for Christians and discern the possible value of interpretation for themselves.	To accurately explain how aspects of Muslim practice and belief develop a sense of Umma.	To accurately explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.	To accurately explain how the gospel message informs how Christians view the world today.	To accurately explain the meaning of ritual when celebrating Ramadan and Eid-ul-Fitr

Year 5 / 6 Cycle B	<b>GOD</b> UC Upper KS2 Unit 2B.1: God. What does it mean if God is holy and loving? Christianity Focus *	<b>INCARNATION</b> UC Upper KS2 Unit 2B.4: Was Jesus the Messiah? Christianity Focus	<b>SACRED</b> LD Unit: Places of Worship - Mosque and Church Christianity and Islam Focus	<b>RESURRECTION</b> UC Upper KS2 Unit 2B.7 (Yr6): Salvation. What difference does the resurrection make for Christians? Christianity Focus *	<b>JUSTICE</b> UC Upper KS2 Unit 2B.8: Kingdom of God. What kind of king is Jesus? Christianity Focus	<b>BELONGING</b> LD Unit: Shahada and Salat Islam Focus
Assessment Knowledge Skills	To accurately explain why it is important to Christians that their God is both loving and holy.	To accurately explain the place of Incarnation and Messiah within the 'big story' of the Bible.	To accurately explain what sacred means and accurately explain the features of a church and a mosque which create a sense of the sacred.	To offer and justify their own responses as to what difference belief in the Resurrection might make to how people respond to challenges and problems in the world today.	To accurately explain the connections between biblical texts and the concept of the Kingdom of God.	To accurately describe how Muslims show they belong.

\*These units incorporate the non-religious worldview of humanism which SIAMs will expect that we include somewhere.

### Pillars of our Curriculum

Sustainability and Change

Diversity and Equality

Aspiration and Wellbeing

Threads through all the units

## Progression and Golden Threads

Golden Threads  Year Groups	Understanding our own place in the world (Self)	Understanding, evaluating and developing respect for the beliefs and customs involved in other faiths and how they can enrich our own lives (Others)	Developing reverence and awe at the world around us (Beauty)	Investigating the 'big story' of salvation in the Bible and the impact of the Christian faith (Beyond)
Year R	Runs through all units as we reflect on what things mean to us.	Special Clothes - Hinduism Power - Hinduism	Creation	Creation Storytelling Incarnation Salvation
Year 1		Special Places - Hinduism Special food - Hinduism	Creation	Creation Thankfulness Salvation Friendship
Year 2		Light - Hinduism Remembering - Hinduism	Responsibility	Responsibility Kingship Salvation Love as forgiveness
Year 3/4 Cycle A		Authority - Judaism Enlightenment - Buddhism	Stewardship	Angels Salvation Kingdom of God
Year 3/4 Cycle B		Ritual - Judaism Identity Judaism Freedom - Judaism Suffering - Buddhism		Holy People of God
Year 5/6 Cycle A		Sacred - Islam Belonging - Islam		God Incarnation Salvation Kingdom of God
Year 5/6 Cycle B		Community - Islam Ritual - Islam	Creation and Fall	Interpretation Salvation Gospel