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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 3** | Topic: Special Books – What makes the bible special?  Concept: Special Books A  **Golden Thread - Special** | Topic: Waiting during Advent – Why do you need to wait for Christmas?  Concept: Waiting A | Topic: Trees as symbol – Why are trees used as a symbol?  Concept: Trees as a symbol A  (Jewish tradition, Christianity, Buddhist tradition) | Topic: The key events of Holy Week – What happened during the week to change people’s emotions?  Concept: Changing Emotions A  **Golden Thread - Love** | Topic: Wesak – Who was the Buddha?  Concept: Celebrating A | Topic: The Buddhist Community – How do Buddhists see community?  Concept: community A  **Golden Thread - Community** |
| Assessment Focus | Communicate - Begin to describe my own response to the concept ‘special’ | Apply – To begin to describe how waiting relates to their own and others’ lives | Inquire – To begin to describe, in simple terms, what the trees as a symbol means | Contextualise – To begin to describe how emotions change during Holy Week | Evaluate – To be able to describe why celebrating wesak is important to Buddhists |  |
| **Year 4** | Topic: Buddhist teaching – What did the Buddha teach?  Concept: Teaching A  **Golden Thread - Community** | Topic: Mary, Mother of God – What makes a person holy?  Concept: Holy B | Topic: Journeys – What makes a journey a pilgrimage?  Concept: Pilgrimage B  (Christianity + another religion) | Topic: The Cross as a Symbol – Why have a symbol that focuses on the death of Jesus?  Concept: Symbol B  **Golden Thread - Belonging** | Topic: Peace – What did the Buddha say about peace?  Concept: Peace A | Topic: Neighbour – Who is my neighbour?  Concept: Neighbour A  **Golden Thread - Community** |
| Assessment Focus | Communicate – To describe my own response to the concept ‘teaching’ | Apply – To describe how my ideas about the concept ‘Holy’ apply to my own and others’ lives | Inquire – Describe the meaning of pilgrimage | Contextualise – Describe how the cross as a symbol is used by Christians | Evaluate – To describe why the concept of peace is important to Buddhists |  |
| **Year 5** | Topic: Creation – Why is being a steward important in a religion?  Concept: Stewardship B  (Jewish tradition, Christianity, Islam) | Topic: The Magi – Why did they need to warn Mary and Joseph about Jesus’ birth?  Concept: Warning A | Topic: What does it mean to be a Muslim today?  Concept: Belonging A  **Golden Thread – Belonging** | Topic: Why did Jesus have to suffer?  Concept: suffering A | Topic: Stories of justice – What is the true meaning of justice?  Concept: Justice A  (Jewish tradition, Christianity, Islam) | Topic: What does it mean to be a Muslim today?  Concept: Umma C  **Golden Thread – Community** |
| Assessment Focus | Communicate – Begin to accurately explain what stewardship is | Apply – To begin to accurately explain how warnings might affect their own and others’ lives | Inquire – Being to accurately explain what it means to belong to something | Contextualise – To begin to accurately explain Christian belief about Jesus’ suffering | Evaluate – . To begin to accurately explain the value of *justice* to religious believers and identify and explain issues raised. |  |
| **Year 6** | Topic: Rites of passage – Are rights of passage important?  Concept: Rites of passage B  **Golden Thread - Special** | Topic: The birth of Jesus – How many stories are there about Jesus’ birth?  Concept: interpretation A  **Golden Thread – Love** | Topic: The good life – How do you lead a good life if there is nothing to guide you?  Concept: The one life C | Topic: Passover – Is freedom important?  Concept: Freedom A | Topic: What does it mean to be a Muslim today?  Concept: Ritual B | Topic: What does it mean to be a Muslim today?  Concept: peace A |
| Assessment Focus | Communicate – Accurately explain my own response to the concept ‘Rites of Passage’ | Apply – Accurately explain how the concept of interpretation may affect my own and others’ experiences | Inquire – To V explain the concept of ‘The one life’ | Contextualise – To accurately explain how freedom is expressed in the Passover celebrations | Evaluate – To explain the value of ritual to Muslims  To identify and explain situations or issues that may arise in relation to ritual |  |

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| Christianity | Buddhism | Islam | Overview – multiple religions | Overview - Humanism | Overview - Judaism |