

23-24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Christianity & Hinduism	Unit: Trees Concept: Symbols  <b>Varied</b>	Unit: Nativity Concept: Holy  <b>Christianity</b>	Unit: Holi Concept: Good and evil  <b>Hinduism</b>	Unit: Easter Concept: Belief  <b>Christianity</b>	Unit: Raksha Bandhan Concept: Protection  <b>Hinduism</b>	Unit: Creation stories Concept: Creation  <b>Varied</b>
Year 4 Christianity & Islam	Unit: Eid-ul-Adha Concept: sacrifice  <b>Islam</b>	Unit: Magi Concept: Prophecy  <b>Christianity</b>	Unit: Belonging Concept: Belonging  <b>Islam</b>	Unit: The Empty Cross Concept: Resurrection <b>Christianity</b>	Unit: Places of worship Concept: Sacred <b>Christianity/ Islam</b>	Unit: Journey of life Concept: rites of passage  <b>Islam</b>
Year 5 Christianity & Judaism	Unit: Ideas of God Concept: Interpretation  <b>Judaism</b>	Unit: Hannukah Concept: Symbol/identity  <b>Judaism</b>	Unit: Creation stories Concept: Creation  <b>Varied</b>	Unit: Passover and Moses Concept: Freedom  <b>Judaism</b>	Unit: Prayer Concept: Ritual  <b>Judaism</b>	Unit: Shabbat Concept: Remembering  <b>Judaism</b>
Year 6 Christianity & Sikhism	Unit: Creation Concept: Stewardship  <b>Christianity</b>	Unit: An Extraordinary baby Concept: Incarnation  <b>Christianity</b>	Unit: Humanism Concept: a good life  <b>Humanism/ Atheism</b>		Unit: Baisakhi Concept: Identity  <b>Sikhism</b>	Unit: Guru Nanak Concept: Wisdom  <b>Sikhism</b>

Assessment point

**Children at ARE at the end of year 6 can:**

<i>Communicate</i>	Children and young people can explain their own response to the human experience of the concepts explored.
<i>Apply</i>	They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
<i>Enquire</i>	Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).
<i>Contextualise</i>	They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.
<i>Evaluate</i>	They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.