



CHERITON FITZPAINE PRIMARY SCHOOL
RELIGIOUS EDUCATION CURRICULUM OVERVIEW



“Every time you break down that narrative of otherness, the narrative of togetherness grows.” **Brendan Cox**

VISION Our vision for Religious Education is to inspire a curiosity about people through exploring world views held so that pupils can gain authentic knowledge, understanding and the skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. R.E. has an important place in the curriculum: it provides a safe space for young people to develop their understanding of people, cultures, religious and non-religious world views. Children will gain a coherent understanding, thus preparing them for their journey through education and life in twenty-first century Britain.

	EYFS BIRTH - 3	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. PSED Make connections between the features of their family and other families. UW Notice differences between people. UW.
Maple N/R	EYFS 3-4	Develop their sense of responsibility and membership of a community. PSED Continue to develop positive attitudes about the differences between people. UW
	EYFS R	See themselves as a valuable individual. PSED Think about the perspectives of others. PSED Talk about members of their immediate family and community. UW Name and describe people who are familiar to them. UW Understand that some places are special to members of their community. UW Recognise that people have different beliefs and celebrate special times in different ways. UW
	EYFS ELG	Show sensitivity to their own and others' needs. PSED Talk about the lives of the people around them and their roles in society. UW Understand the past through settings, characters and events encountered in books read in class and storytelling. UW 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. UW

ASH Y1	Autumn A1	Autumn A2	Spring A1	Spring A2	Summer A1	Summer A2
Learning Focus	Who do Christians say made the World?	Christmas 1	Who is Jewish and how do they live?	What is God like?	What does it mean to belong to a faith community?	How should we care for the world, and why does it matter?
	What does it mean to create something? What is the Christian story of creation? If God made the world, how should people live? How do Christians say thank you? Can we retell the Christian creation story with art? What questions would we ask the creator of the world?	Who was Jesus? What happened in the story of the birth of Jesus? Was Jesus born where people would have expected? Why is waiting and preparing for Christmas important to many Christians? What do some people like to say thank you for at Christmas? How do people use the story of the nativity to guide their beliefs at Christmas?	What is precious to Jewish people? What does a mezuzah remind Jewish people about? How and why do Jewish people celebrate Shabbat? What stories do Jewish people tell from the Torah? What might the story of Chanukah make Jewish people think about How and why do Jewish people remember the story of Chanukah?	What do Christians learn from the parable of the Lost Son? What do Christians believe about forgiveness? What does the story of Jonah teach Christians about God? How and why do Christians worship God? What do Christians believe God is like?	What does it mean to belong to a community? How do Christians and Muslims show that they belong? How do Christians, Muslims and Jewish people show that they belong? What do worldviews say about how valuable people are? How do Muslims and Christians welcome a new baby? How do people show that they belong to each other?	What do Christian people believe about caring for people? What do Jewish people believe about being unique and special to God? What do Jewish people believe about caring for people? How do some religious and non-religious people show that they care for people? What do Christians and Jewish people believe about the beginning of the world and how do they think people should treat the world?
Knowledge and Skills	Retell the story of creation from Genesis 1:1–2:3 simply Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible Say what the story tells Christians about God, Creation and the world Give at least one example of what Christians do to say ‘thank you’ to God for Creation Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	Recognise that stories of Jesus’ life come from the Gospels Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas.	Recognise the words of the Shema as a Jewish prayer Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too	Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make	Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
Key Vocabulary	Creation, World, Belief, Thank, Harvest, God, believe, Bible, Genesis, praise	Incarnation, Jesus, Mary, Joseph, Shepherds, Advent, Secular, Religious, Birth, Celebration	Synagogue, Torah, Jewish, Mezuzah, Shabbat, Shema, God, Chanukah, Dreidel, Star of David	Forgiving, Prodigal, Worship, Nineveh, loving, Father, Parable, Jonah, God, Holy	Christians, Muslims, Jews, community, belonging, wedding, marriage, Christening	Unique, Special, Important, Caring, Charity, Friendship, Golden Rule

OAK 2/3/4	Autumn A1	Autumn A2	Spring A1	Spring A2	Summer A1	Summer A2
Learning Focus	What do Christians learn from the creation story?	What is the Trinity and why is it important for Christians? Christmas	Why does Easter matter to Christians?	What was the impact of Pentecost?	What makes some places sacred to believers?	How and why do people mark the significant events of life?
	Where does Creation belong in the 'Big Story' of the Bible? What kind of world do Christians believe in? What do we mean by good? How have Christians interpreted looking after the world? How do different Christians think about and look after the environment? What do Christians mean by 'The Fall'? What do many Christians learn from the stories of Creation and the Fall?	What is the Trinity? What happens in the biblical story of the baptism of Jesus? How is the Trinity shown in the biblical story of the baptism of Jesus? Why is the biblical story of the baptism of Jesus important for many Christians? Why do Christians get baptised? What might affect a Christian's decisions about baptism? What is the Trinity and why is it important for Christians	1. What are the main events of the Bible story of Holy week and Easter? 2. What are the six biggest moments in the story of Easter? 3. How do Christians feel about the main events of the Bible stories of Holy week and Easter? 4. What does it mean to say Jesus saved people by dying for them? 5. What impact does the Easter story have on many Christians? Why does Easter matter to Christians?	1. What can we remember about the Easter story? 2. What was the story of Pentecost? 3. Can we create our own Pentecost artwork? 4. What do Christians believe about the Holy Spirit? 5. What is the importance of the Lords Prayer? 6. What was the impact of Pentecost?	1. Which places are special to me? Where is a sacred place for a believer to go? 2. Which place of worship is sacred for Christians? 3. Which place of worship is sacred for Jewish people? 4. Which place of worship is sacred for Muslims? How are places of worship similar and different? Why are places of worship important to our community?	1. How is life like a journey? 2. What is the significance of baptism for Christians? What happens and what does it mean? 3. How do many Jewish people mark becoming an adult? 4. What ceremonies do many Hindus mark in the journey of life? Why do people choose to get married? What do wedding ceremonies show us about commitment, love, promises?
Knowledge and Skills	Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.	Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.	- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible - Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) - Recognise that Jesus gives instructions about how to behave - Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	- Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth - Offer informed suggestions about what the events of Pentecost in Acts 2 might mean - Give examples of what Pentecost means to some Christians now - Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now - Describe how Christians show their beliefs about the Holy Spirit in worship Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.	- Recognise that there are special places where people go to worship, and talk about what people do there - Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean - Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship - Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe - Give simple examples of how people worship at a church, mosque or synagogue - Talk about why some people like to belong to a sacred building or a community - Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.	- Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean - Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today - Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean - Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) - Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) - Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones - Make links between ideas of love, commitment and promises in religious and non-religious ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today.
Key Vocabulary	Creation, Big Story, Responsibility, Sin, Steward, Interpret, Genesis, Fall, Temptation	Trinity, Holy spirit, Messiah, John the Baptist, Believer's Baptism, Father, Jesus, Scripture, Infant Baptism, Denomination	God, Salvation, Saviour, Resurrection, Eternal Life, Secular, Easter, Worship, Good Friday, Religious	Pentecost, Holy Spirit, Disciples, Lord's Prayer, Baptised, Tongues, Acts, Trinity, Apostles	Worship, Jewish, Holy, Christian, Muslim, community, Mosque, Sacred, Church, Synagogue, Place of worship, Shabbat	Significant, Journey, Baptism, Commitment, Marriage, Bar Mitzvah, Bat Mitzvah, Ceremony, Wedding, Sacred thread

OAK 2/3/4	Autumn B1	Autumn B2	Spring B1	Spring B2	Summer B1	Summer B2
Learning Focus	Who is Muslim and how do they live?		Why do Christians call the day Jesus died 'Good Friday'?	What is it like to follow God?	How do festivals and worship show what matters to Muslims? (Unit 21)	What kind of world did Jesus want?
	What do Muslims think about God? What do some of the Muslim 99 Beautiful Names for God mean? What does the Shahadah say about Muslim beliefs? What do Muslims believe the Prophet Muhammad was like? Why is the Prophet Muhammad so important to Muslims? What do Muslims do because they love to treat the Quran with respect? Who was the Prophet Muhammad and why is he important to Muslims? What difference does worshipping God make to Muslims? What are the five pillars of Islam? Why is prayer so important to Muslims? Why is the Qur'an so special to Muslims? Why are the pillars of Sawm and Zakat so important?		What were the events of 'Holy Week'? How would Mary and the disciples have felt at different stages of the Easter story? What happened on Good Friday? How might Christians feel at Easter? What is the most important part of the Easter Story and why? Why do Christians call the day Jesus died 'Good Friday'?	Which information about Bible stories can we get from different types of texts? What can we say about Noah from reading the biblical story? What is the link between the story of Noah and the idea of covenant? What is the link between a Christian wedding ceremony and the idea of covenant? Did Abram show he trusted in God? Is it always easy for Christians to try to follow God?	How do festivals and family life show what matters to a Muslim? What does the opening chapter of the Qur'an teach Muslims about God? Why does prayer matter to Muslims? Why is the mosque a special place for Muslims? Why do Muslims celebrate at the end of Ramadan? What matters most to Muslims?	What was the Gospel? What did Jesus ask the disciples to do? What is an evangelist? How did Jesus want people to act? What do Christians learn from the Parable of the Good Samaritan? What kind of world did Jesus want?
Knowledge and Skills	Recognise the words of the Shahadah and that it is very important for Muslims. Identify key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and describe some of their meanings. Give examples of how stories about the Prophet show Muslim beliefs about Muhammad. Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions, such as caring for creation and fasting in Ramadan. Give examples of how Muslims put their beliefs about prayer into action. Think, talk about, and ask questions about Muslim beliefs and ways of living. Talk about what is good for Muslims about prayer, respect, celebration, and self-control, giving reasons for their ideas. Give reasons for whether prayer, respect, celebration, and self-control have something to say to them too.		Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	Make clear links between the story of Noah and the idea of covenant Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make links between the story of Noah and how we live in school and the wider world.	Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.
Key Vocabulary	Shahadah, Zakat, Hajj, Sawm, Salah, Tawhid, Ramadan, Prophet, Islam, Muslim		Salvation, Jerusalem, Resurrection, Forgiveness, Crucifixion, Palm Sunday, Disciples, Sin, Easter, Calvary	Noah, promise, covenant, Old Testament, righteous, prophets, Abraham, Abram, Wedding, Christians	Prophet, Muhammad, Allah, Fasting, Tawhid, Quran, Salah, Ramadan, Sawm, Eid	Jesus, Disciples, Follower, Clergy, Galilee, Vicar, Parable, Samaritan, Gospel, Evangelist

OAK 2/3/4	Autumn C1	Autumn C2	Spring C1	Spring C2	Summer C1	Summer C2
Learning Focus	What is the good news that Jesus brings?		What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?	How do festivals and family life show what matters to Jewish people?	How and why do religious and non-religious people try to make the world a better place?
	What did Jesus' good news mean for Matthew? What good news did Jesus bring to Matthew and the disciples? What do Christians believe Jesus teaches about forgiveness? What do Christians believe Jesus teaches about peace? How do Christians try to share Jesus' good news with others? How might Christian prayer link to forgiveness and peace? What can we say about the peace Jesus brings? How can Christians show the good news Jesus brings? What did Jesus teach Christians about prayer? What are the important parts of Christian prayer? What is the good news Christians believe Jesus brings? What have we learned about Jesus' good news?		How do many Hindus describe ultimate reality? How might the idea of Brahman being in everything affect how you live? What can we find out about some Hindu deities? How do many Hindus understand deities? What can we learn about deities from Ganesh? What do Hindus believe God is like?	What is Hindu Dharma? How and why do many Hindus perform Puja? What is dharma? What can we learn from the story of King Yudhishtira? What does the Ramayana tell Hindus about dharma? How and why do many Hindus celebrate Diwali?	What do many Jewish people do to mark Shabbat? What does Shabbat look like in the UK today? What do different Jewish people celebrate at Rosh Hashanah? What happens at Yom Kippur? What is the story of Passover? Why do many Jews celebrate Passover every year?	What is wrong with the world? How can the 'Golden Rule' help people to work out how to make the world a better place? Tikkun Olam, repairing the world: how do Jewish people try to make the world a better place? Who is inspired by Jesus' example of sacrifice? How do Muslims try to make the world a better place? How do non-religious people try to make the world a better place?
Knowledge and Skills	Christians believe the Gospel means "good news." Christians believe Jesus brings good news of peace, love, forgiveness, and eternal life. Christians believe Jesus forgave people and looked at their hearts, not just their past actions. The story of Matthew the tax collector shows forgiveness and second chances. Jesus chose unlikely people, such as fishermen and tax collectors, to be his disciples. Christians believe Jesus taught people how to live and behave. Christians believe Jesus taught forgiveness through sayings such as "forgive and you will be forgiven." Christians believe Jesus brings peace in difficult times. Christians pray to God and many use the Lord's Prayer as a guide. Christians believe prayer can include saying sorry, thank you, and asking for help. Christians try to follow Jesus' teachings through kindness, charity, forgiveness, and helping others. Pupils retell Bible stories linked to Jesus' good news. Pupils identify examples of forgiveness, peace, and love in Bible stories. Pupils discuss how Christians put Jesus' teachings into action. Pupils reflect on whether Jesus' teachings have meaning for everyone, not only Christians.		Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.	Describe how Hindus show their faith within their families in Britain today (e.g. home puja) Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.	Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.
Key Vocabulary	Christians, Jesus, Matthew, Fishermen, Disciples, Tax Collector, Peace, Forgiveness, Apostles, Prayer, Gospel, Good News, Love		Hindu, Brahman, Deity, Namaste, Shiva, Aum, Atman, Lakshmi, Vishnu, Brahma	Hindu, Puja, Ramayana, Shrine, Rama, Dharma, Deity, Mandir, Diwali, Sita	Rosh Hashanah, Yom Kippur, Pesach/Passover, Exodus, commandment	Love, forgiveness, honesty, kindness, generosity, service, Tikkun Olam, Zakah

BEECH	Autumn A1	Autumn A2	Spring A1	Spring A2	Summer A1	Summer A2
	What does it mean to be a Muslim in Britain today?	What does it mean if Christians believe God is Holy and Loving?	Why is the Torah so important to Jewish people?	What difference does the resurrection make to Christians?	What would Jesus do?	What matters most to Humanists, Christians?
Learning Focus	How many Muslims and how many mosques are there in Britain? How might the five pillars affect the lives of Muslims in Britain today? Why is Zakah/charity important to Muslims? How is charity important to you? Why do Muslims go on pilgrimage? What does it mean to be a Muslim in Britain today?	What words do Christians connect to their idea of God? What does the Bible say God is like? How can ideas of God be expressed in art? How do some Christians respond to a holy and loving God? How do churches and cathedrals reflect Christian ideas about God? What does it mean if Christians believe God is holy and loving?	What do Jewish people look like, and where do we find Jewish people in the UK? What is the Torah? What is a Sefer Torah? Why are there different types of synagogue in the UK? How does the Torah influence what Jewish people might eat? How are Jewish people adapting festivals in the UK? Why is the Torah important to Jewish people?	Why do Christians believe Jesus was resurrected? How do many churches mark Good Friday and Easter Sunday? What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt? When and why might a Christian have to stand up for their beliefs? Why do Christians have hope even when someone dies? What difference does the resurrection make to Christians?	Where do Christians find out about what Jesus did? Why do Christians think it is wise to follow Jesus' teachings? What was Jesus' sermon on the mount about? How do some Christians follow Jesus' example in caring for those in need? How far do Jesus' teachings and actions inspire others? How do Christians decide how to live? What would Jesus do?	Rules: do we need them? Who breaks them? Who is a Humanist? What codes for living do non-religious people use? What values matter most to Christians? How does it show? How can our different values be discussed? How do Humanists and Christians know how to act? What do they base their decisions on? 5. What matters most to Humanists and to Christians?
Knowledge and Skills	Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways Make connections between Muslim beliefs studied and Muslim ways of living in Britain/your region today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain	Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils'	Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice. Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice in different ways. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view.	Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view.	Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

	today, giving good reasons for their views.		own lives, and giving good reasons for their ideas.			
Key Vocabulary	Muslim, Ibadah, Submission, Ramadan, Shahadah, Salah, Sawm, Zakah, Hajj, Pilgrimage	Holy, Omnipresent, Omniscient, Believer, Eternal, Loving, Omnipotent, Isaiah, John, Testament	Torah, Sefer Torah, Orthodox, Secular, Pesach (Passover), Synagogue, Kosher, Progressive, Kashrut	Salvation, Resurrection, Interpret, Sacrifice, Biblical, Theological, Gospel, Eternal life, Incarnation, Funeral	Gospel, Theology, Luke, Matthew, Mark, John, Interpretation, Leprosy, Christ-like, Parables, Commandments	Humanist, Nonreligious, Belief, Moral, Golden rule, Humanism, Worldview, Christian Values, Authority
BEECH	Autumn B1	Autumn B2	Spring B1	Spring B2	Summer B1	Summer B2
	Green religion? What do religious and non-religious worldviews teach about caring for the Earth?	Why do Christians believe Jesus was the Messiah?	Creation & Science – Conflict or Complimentary?	Why do Hindus want to be good?	What can be done to reduce racism? Can religion help?	Why do some people believe in God and others not?
Learning Focus		What was going on that meant the People of God needed a saviour? What kind of rescuer/Messiah were people expecting? Why do Christians believe Jesus fulfils the expectations of the Messiah? Why do most Christians believe Jesus is the Messiah? How does Christmas fit in with Christian beliefs about Jesus? Why do Christians believe that Jesus was the Messiah?	What can we find out about the creation story in Genesis 1? What might many Christians see as important in Genesis 1? What relationships do scientists have with religious worldviews? How and why do some Christians see both science and religion as important? What are some different Christian views about the relationship between science and religion? Science and religion: conflicting or complementary?	Who or what is Brahman? What is atman? What can be learned about atman through a Hindu story? What is samsara? Why is atman important? What else is important? How might dharma affect the way someone lives their life? What is ahimsa and how does it affect the lives of Hindu people? Why do Hindus want to be good?	Racism: what is it and why is it unfair? What can we learn from the stories of two statues in Bristol? How did St Peter learn that God has no favourites? Can following the Golden Rule reduce racism? What can we learn from anti-racist people from different religions? How can I express my own vision for justice and equality?	Belief in God: what patterns can we see in our local area, our country and our world? What do we mean by agnostic, atheist or theist? How can psychology help us understand what people mean when they think about the idea of God? What can we learn from theology about the idea of God? Why do some people believe that God does not exist? Why do some people believe in God and some people not? What do we believe?
Knowledge and Skills	Identify and explain at least three examples of ways in which people from religious and non-religious worldviews respond to environmental issues. Describe examples of ways in which people use religious texts/sources of authority to respond to environmental issues.	Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms	Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations	Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. Make clear connections between Hindu beliefs about dharma, karma,	Describe examples of ways in which people use texts/teachings to make sense of responses to racism and how to approach the challenges it presents. Make clear connections between the challenges racism presents and how people of religious and non-religious worldviews respond to these, both	Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God

	Make clear connections between what people from religious and non-religious worldviews believe about the world and environment and how this impacts their actions. Reflect on and articulate lessons people might gain from beliefs about the environment and people's responses to environmental issues they have studied, recognising that people may think differently about these. Consider and weigh up different ideas about and responses to environmental issues and use this reasoning to help articulate personal responses on caring for the world.	Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.	Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.	samsara and moksha and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.	within and beyond their own communities Interpret case studies of how people holding both religious and non-religious worldviews have approached racism, reflecting on and articulating lessons people might gain from these. Offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own.	Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning. Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.
	Khalifa, stewardship, Bhumi, Tu B'Shevat, sustainability, activism, climate justice, green spirituality	Incarnation, trinity, gospel, prophecy, Messiah, saviour, advent, Christmas	Science, Genesis, Big bang theory, Complementary, Creation, Literal, Creator, Conflicting, Interpretation, Theory	Dharma, Samsara, Reincarnation, Atman, Duty, Karma, Moksha, Brahman, Ahimsa, Deity	Equity, justice, race, racism, discrimination, prejudice, hatred	Theist, Atheist, Psychology, Evidence, Psychologist, Agnostic, Humanist, Philosophy, Reason, Theologian