

	Autumn	Spring	Summer
BEECH Reception/1 Year A	F Unit 1 Special Me F Unit 2 Special Times – Christmas and Hannukah	F Unit 3 Special Places – church building and synagogue F Unit 4 Special times – Easter and Passover	F Unit 5 Special stories – God creation F Unit 6 Special stories - Jesus
BEECH Reception/1 Year B 2023-24	KS1 Unit 2 What do Christian's believe about Jesus? (Link to Christmas)	KS1 Unit 1 What do Christians believe about God?	KS1 Unit 4 What do Jewish people believe about God and the covenant?
WILLOW Y2/Y3 Year A	KS1 Unit 6 What do Jewish people believe about Torah?	KS1 Unit 4 What do Christians believe about forgiveness? (Link with Easter)	KS1 Unit 3 What do Christians believe about love?
WILLOW Y2/Y3 Year B 2023-24	KS1 Unit 5 What do Christians believe about God and the covenant?	KS2 Unit 1 What do Jewish people believe about Torah?	KS2 Unit 2 What do Muslims believe about Islam and Iman?
ELM Y3/Y4 Year A	How do people express their beliefs, identity and experience? (North Somerset Unit 7)	KS2 Unit 4 What do Christian people believe about Salvation? (Link to Easter)	How should we live and who can inspire us? (North Somerset Unit 9)
ELM Y3/Y4 YEAR B 2023-24	KS2 Unit 3 What do Hindu people believe about Dharma, Deity and Atman?	Why do religious books and teachings matter? (North Somerset Unit 3)	KS2 Unit 6 What do Christian people believe about Agape love?
ASH Y4/5	KS2 Unit 11 What do Christian's believe about God and incarnation? (Link with Christmas)	KS2 Unit 10 What do Christian's believe about Salvation? (Link to Easter)	KS2 Unit 7 What do Jewish people believe about God and the covenant and Torah?

ASH Y4/5 YEAR B	North Somerset Units		
OAK Y6	KS2 Unit 8 What do Muslim people believe about Islam and submission to Allah?	KS2 Unit 9 Hinduism - What do Hindu people believe about Dharma, Deity and Atman?	KS2 Unit 12 Christianity – Agape
https://request.org.uk/?gclid=CjwKCAjwwL6aBhBIiwADycBIPeLUfu98QoVHjDGwEggSvZ3unEMXelwXCB8tKCVsrpdIS6ih5abYRoCO0IQAvD_BwE - website with clips on Christianity.		https://www.bbc.co.uk/bitesize/subjects/z7hs34j Useful website with clips and info	
https://www.twinkl.co.uk/resources/keystage2-ks2/ks2-subjects/ks2-religious-education Resources		https://www.bbc.co.uk/teach/ks2-religious-studies/z6pbqp3 My life films – interviewing children from different faith communities	
Awareness Mystery and Value Somerset http://www.amvsomerset.org.uk/			
Reception/1	Unit 1 Special Me Unit 2 Special Times – Christmas and Hannukah	Unit 3 Special Places – church building and synagogue Unit 4 Special times – Easter and Passover	Unit 5 Special stories – God creation Unit 6 Special stories - Jesus
	• Raise and suggest answers to relevant questions in response to their enquiry into the Christmas story. • Christians find out about what Jesus is like and how he wants people to live from the Bible. • Recognise the order of the key events in the Biblical narrative.	• Know that Jews believe in one God who created the universe. • Be able to recognise the Star of David as a symbol of Judaism, which represents the 6 days of creation found in Genesis. • Know that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants by God. • Raise and suggest answers to relevant questions in response to the story of creation. • Attempt to support their answers using reasons and/or information.	• Know basic elements of the story found in Genesis: • God made the world from nothing • God Makes everything in the world, including plants and animals • Man is the last to be made • Man is made last and is given responsibility to care for the world • God has created • Be able to recognise the Star of David as a symbol of Judaism, which represents the 6 days of creation found in Genesis. • Raise and suggest answers to relevant questions in response to the story of creation. • Attempt to support their answers using reasons and/or information.
	Unit 2 What do Christian's believe about Jesus? (Link to Christmas)	Unit 1 What do Christians believe about God?	Unit 4 What do Jewish people believe about God and the covenant?

	• Christians find out about what Jesus is like and how he wants people to live from the Bible. • Understand that Advent is the time before Christmas when Christians get ready for Jesus coming. • Recall Bible stories associated with the birth of Jesus. Including (a) the meaning of his names Immanuel (God is with us) and Jesus (he saves), (b), the angel Gabriel's message to Mary – that her baby is God's son, (c) his humble birth, (d) visited by shepherds -ordinary people – and the Magi. • Identify these stories with the religion of Christianity, whose members are collectively called Christians and know that these stories are from the Bible. • Recognise the order of the key events in the Biblical narrative. • Raise and suggest answers to relevant questions in response to their enquiry into the Christmas story.	• Christians find out about what God is like and how he wants people to live from the Bible. • There is a story in the Bible which Christians believe expresses their key beliefs about creation. – God created the universe. – The story is called the six days of creation and describes what God did as the world was created. – The last thing that God created was humans. • Christians believe that God expects humans to care for His world because it belongs to God. • Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.	• Know that Jews believe in one God who created the universe. • Know basic elements of the story found in Genesis: • God made the world from nothing • God Makes everything in the world, including plants and animals • Man is the last to be made • Man is made last and is given responsibility to care for the world God has created • Know that the Jewish name for God is Adonai which mean 'Lord'. Jews use the name with great respect, never carelessly. Sometimes Jews write the words as God because of its sacredness. • Be able to recognise the Star of David as a symbol of Judaism, which represents the 6 days of creation found in Genesis. • Know that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants by God. • Raise and suggest answers to relevant questions in response to the story of creation. • Attempt to support their answers using reasons and/or information.
Y2/Y3 Year A	Unit 6 What do Jewish people believe about Torah?	Unit 4 What do Christians believe about salvation? (Link with Easter)	Unit 3 What do Christians believe about love?
	• Know that the Torah means 'teaching' is the most important part of Jewish scriptures. • Know that it contains the first 5 books of the Hebrew Bible. • It teaches Jews what God is like and how they should live their lives. • One day a week Jews observe the Sabbath: they rest, have a meal on Friday evening with their family. Jews believe that bringing the family together once a week when no one works is important. • Understand how special the Torah is for Jews: the Torah is read every week in the synagogue, the end of one cycle is celebrated in Simchat Torah. • Raise and suggest answers to relevant	• Know that the Christian Holy book is called the Bible, and that it is divided into two parts – Old Testament (which Christians share with Judaism – Jesus was a Jew) and New Testament. • Recall stories from the Bible associated with the last eight days of Jesus' life, including (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection. • Recognise the order of the key events in the Biblical narrative. • Identify these stories with the religion of Christianity, who are collectively called Christians and know that they are from the Bible. • Understand that Christians believe	• Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like. • Recall the story of the Unmerciful Servant Matthew 18:23-34, linking it to forgiveness in the Lord's Prayer Matthew 6:5-15 including (a) Peter's question, "How many times should I forgive?" (b) the events of the parable, (c) understand that, just as Christians believe that God forgives them, Jesus wants them to forgive everyone (d) that Christians are reminded about these things every time they pray the Lord's prayer. • Reflect on the implications of this story for Christians and for themselves today.

	questions in response to the Jewish teachings on the Torah. • Attempt to support their answers using reasons and/or information	that Jesus died so that people can be forgiven by God. • Understand that Christians believe that Jesus rose from the dead, giving hope of a new life. • Raise and suggest answers to relevant questions in response to their enquiry into the Easter story.	• Raise and suggest answers to relevant questions in response to their enquiry into this story, e.g. 'Why did Jesus tell this story and other parables?'
Y2/Y3 Year B	Unit 5 What do Christians believe about God and Incarnation? (Link to Christmas)	Unit 1 What do Jewish people believe about Torah?	Unit 2 What do Muslims believe about Islam and Iman?
	• Christians believe the Bible talks about what God is like and his relationship with people who believe in Him. • Christians will describe one God as Father (parent), Son and Holy Spirit. The Trinity. • Recall what happens in both Infant Baptism and Believers' Baptism. Water is used. The person baptising usually says "I baptise you in the name of the Father, and the son, and the Holy spirit." The person is welcomed into the Christian Church. • Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.	• On the Shabbat Jews attend the synagogue, where they worship God. Doing this develops a sense of community. • The reading of the Torah is central to the service: during the service there will be readings from the Torah. • In the synagogue the Torah (Sefer Torah) is written on parchment, which are written by hand with a special ink. The importance of the scrolls is shown by the way they are: • Never touched by human hands- a special pointer is used • Each scroll has a mantle (cover) • Once they have been used, they are returned to the Ark • There is an ever-burning lamp outside the Ark to show God is always present • Know that some Jews wear Tephilin (or Tefillin), which are two straps with boxes on and contain small pieces of parchment from Torah, on the forehead to remind Jews they must love God with their mind and on their arm facing the heart to remind Jews they must love God with all their heart. • Know the Torah is written in Hebrew. • Raise and suggest answers to relevant questions in response to the importance and respect Jews give to the Torah. • Attempt to support their answers using reasons and/or information.	• Know that Muslims believe that Muhammad had many revelations over 22 years. • Understand that Islam teaches that Muhammad told many others what the revelations were. They wrote down the Words that had been revealed to Muhammad. What they wrote formed a book – the holy Qur'an. • Know that Muslims believe that the angel Gabriel was 'sent down' with God's holy book – the Mother of the Book. This was the book that was shown to Muhammad. So the Qur'an is a copy of God's holy book. • Understand that the Qur'an is treated with great respect by Muslims, including that it is often kept in a stand, kept above all other books, is sometimes wrapped in a cloth, a Muslim will wash their hands before touching the book. • Know that God's message is known as the 'Straight Path' or the Shariah • Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah.

Y3/Y4 Year B	Unit 3 What do Hindu people believe about Dharma, Deity and Atman?	Why do religious books and teachings matter? (North Somerset Unit 3)	Unit 6 What do Christian people believe about Agape love?
	- Recall stories of the exile, return and reign of Rama from the Hindu book: The Ramayana and understand how they teach a) respect for Parents, b) keeping promises, c) doing the right thing even when it's hard, and from his reign d) using power with care and responsibility towards those with less power, know that Hindus think these are important guidelines for right-living. - Understand when Hindus light lamps to celebrate Diwali they remember that God guides us in life the way lamps light up darkness, to help us see our way. - Know Dharma means 'right-living' and that the Hindu faith is called the 'Hindu Dharma' - Know that Hindu holy books describe Rama AND Krishna as special people called Avatars. These are believed by Hindus to be God, in human form and that God can choose to be born as an Avatar, in any time and place, when the world needs God's help or example. - Know that Hindus believe that they can also worship God in other divine forms (or deities) alongside the Avatars, such as a loving mother (Devi), Lakshmi, popularly worshipped at Diwali. - Recognise a form of Hindu worship (called puja) using a special tray called 'a puja thali' with a small sacred flame, a bell, flower petals, incense and water to help them not be distracted by anything else they may see, hear, smell or touch around them, to make it a special time. - Know and be able to use the following terms accurately and confidently: Mandir, shrine, puja, murti, prasad and arti. - Know that Hindus have a special place at home for performing puja	- understand how different people treat special writings; - reflect on why people behave in a particular way around special objects. - begin to understand what makes the Bible special to Christians; - begin to understand how Christians use the Bible as a guide for life. - understand how the Bible may be used as a guide on how to live a good life; - give examples of how Christians might live their lives; - express their understanding through art. - understand that there are many holy scriptures that are important to Hindus, such as the Vedas, the Bhagavad-Gita and many others; - understand that Hindus may use the scriptures to help them live their lives. - retell the story of Rama and Sita. - be able to say why dharma is important to Hindus; - give examples of how the characters in Rama and Sita fulfil their Dharma. - understand the different kinds of stories that are important to Christians; - be able to retell the story of The Lost Son. - begin to understand how and why people use stories from holy scriptures to guide their actions. - understand the different kinds of stories that are important to religions and beliefs; - be able to retell the story of The Good Samaritan; - begin to understand the moral messages found in Jesus' Parables. - apply learning to modern day situations.	- Christians believe the Bible talks about what God is like and his relationship with people who believe in Him. - Christians will describe one God as Father (parent), Son and Holy Spirit. The Trinity. - Recall what happens in both Infant Baptism and Believers' Baptism. Water is used. The person baptising usually says "I baptise you in the name of the Father, and the son, and the Holy spirit." The person is welcomed into the Christian Church. - Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.

	once a day. • Understand that Puja helps Hindus be quiet enough to 'hear' God guiding them from within and to know Hindus can perform Puja at home or in a place of worship called a Mandir. • Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman. • Attempt to support their answers using reasons and/or information.		
Y3/Y4 YEAR A	How do people express their beliefs, identity and experience? (North Somerset Unit 7)	Unit 4 What do Christian people believe about Salvation? (Link to Easter)	How should we live and who can inspire us? (North Somerset Unit 9)
	• reflect upon the underlying meaning of different forms of expression; • consider how people express information, ideas, feelings and beliefs in a variety of ways. • learn about aspects of El Salvador's history and the influence and activities of some religious groups on behalf of the poor and refugees. • consider the value of being part of a community. • reflect on what gives meaning to their lives and consider why God is important to many people as they create crosses of hope using symbols and images from their experience; • think about the key question: art and being human. • reflect on themes of hope and reconciliation; • explore ways of expressing what is important to them and other people and brings meaning and hope to their lives.	• Recognise that Christians refer to Jesus as 'the Saviour' or as 'my Saviour'. • Explain the Christian Salvation story and that it makes four main claims: – God created a perfect the world – Humanity went wrong – To save humanity, God had a salvation plan – God enters into the world as Jesus Christ who saves humanity • Recall the key features of the story of Zacchaeus: – Understand the context of the story; Zacchaeus is an outcast because he is seen as a greedy, corrupt traitor. Now he is sorry. He wants to make up for his bad deeds and live a better life. – Understand the message of this and other stories from the Bible – that Christians believe Jesus came to forgive and rescue everyone. No one is too bad – or too good. • Recall the story of Jesus' death on the cross. Understand that Christians believe that because Jesus died, they can be forgiven by God.	• identify some of the characteristics of leadership; • identify different types of leaders; • identify different things done by leaders and the impact leaders may have on other people; • say what makes a good leader. • recall aspects of the story of Moses learnt in previous lessons; • consider why, in the story, God chose Moses; • identify some of Moses' leadership qualities; • debate the pros and cons of leaving a life the Israelites knew, even as slaves, and following Moses into an unknown future. • learn about the Israelites, the Pharaoh, the plagues and the freedom to worship; • explore a range of artefacts connected with worship in different religions; • reflect on the differences and similarities in the way that people worship. • learn about the exodus of the Israelites from slavery in Egypt; • learn how to find the story of the Exodus in the Hebrew Bible or Old Testament; • reflect on the part played by Moses in the story and on his importance for Jews, Christians and Muslims.

			• think through the experiences of the Israelites as they fled slavery in Egypt to follow Moses into the wilderness to had for the 'Promised Land'; • make connections between the story of the Exodus and the festival of Pesach. • hear some stories about Guru Nanak; • identify some of the leadership qualities of Guru Nanak; • reflect on how Guru Nanak might inspire them. • know some of the life story of Desmond Tutu; • know that they are all 'very special people'; • consider how they can 'make a difference'; • consider how they might change their lives in the light of the qualities shown by Tutu. • identify some of values by which Gandhi lived his life. • know how the beliefs and actions of Gandhi helped change the world and impact on people today; • recognise their own values in response to Gandhi's teaching and life. • listen to a leader from a religion / belief community; • identify some of values by which they live their life. • pose questions to ask a visitor; • show understanding of what motivates people to work in their community. • learn about Christian teaching on love in action; • consider what it means to 'make a difference'. • develop knowledge and understanding of the life and work of Sister Frances; • consider gifts they have that can 'make a difference'.
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	Unit 11 What do Christians believe about God and incarnation? (Link with Christmas)	Unit 10 What do Christians believe about Salvation? (Link to Easter)	Unit 7 What do Jewish people believe about God and the covenant and Torah?
Y4/5	• Know that Islam means "Submission (to the will of Allah)" and the word Muslims means someone who has willingly submitted themselves to Allah. • Identify the two main beliefs of Islam as: • the belief in only one God, and • the belief that Muhammad is the Messenger of God • Understand that praying 5 times a day, which is prescribed in the Qur'an, is one way Muslims submit to the will of Allah. They do this by: • Being constantly reminded of Allah throughout the day, reminds them for what is important in their life and helps them straying from the path • The sujūd position (prostration) reflects Muslim submission as a physical act. • Salah can take place anywhere, as God created everything • Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah and the practice of Salah. • Attempt to support their answers using reasons and/or information	• Recognise that Christians refer to Jesus as 'the Saviour' or as 'my Saviour'. • Explain the Christian Salvation story and that it makes four main claims: – God created a perfect world – Humanity went wrong – To save humanity, God had a salvation plan – God enters into the world as Jesus Christ who saves humanity • Recall the key features of the story of Zacchaeus: – Understand the context of the story; Zacchaeus is an outcast because he is seen as a greedy, corrupt traitor. Now he is sorry. He wants to make up for his bad deeds and live a better life. – Understand the message of this and other stories from the Bible – that Christians believe Jesus came to forgive and rescue everyone. No one is too bad – or too good. • Recall the story of Jesus' death on the cross. Understand that Christians believe that because Jesus died, they can be forgiven by God.	• God first made his covenant agreement with Abraham. God promises he would be the father of a great nation, the Jewish people, who will live in the land of Canaan. • Recall the story of the giving of the 10 commandments to Moses: The people of Israel are enslaved in Egypt; God sends 10 plagues; the Pharaoh releases the Jews; this hasty departure is known as the exodus; the Jews spent 40 years as nomads; Moses went up Mt Sinai to receive from God the 10 commandments and other commandments which were the rules Jews had to live by. • Understand that the Jews made an agreement or covenant with God: If Jews agree to obey His commandments; the Jews would be His Chosen people. • Know that Jews celebrate the exodus at the week-long Passover festival; at the Seder meal Jews re-tell the story of the Exodus using symbolic food. The festival recalls this as a key event in their history because it shows: (a) God was at work in the events of history (b) they have been chosen to have a special relationship with God. • Understand that Jews believe there is one God who should be placed above all else. • The Shema, which expresses these key beliefs, is placed on the doorpost of Jewish houses in a Mezezah. • Raise and suggest answers to relevant questions in response to the story of Moses and the giving of the 10 commandments. • Attempt to support their answers using reasons and/or information.

	Unit 8 What do Muslim people believe about Islam and submission to Allah?	Unit 9 Hinduism - What do Hindu people believe about Dharma, Deity and Atman?	Unit 12 Christianity – Agape Love
Y6	Know that Islam means “Submission (to the will of Allah)” and the word Muslims means someone who has willingly submitted themselves to Allah. • Identify the two main beliefs of Islam as: • the belief in only one God, and • the belief that Muhammad is the Messenger of God • Understand that praying 5 times a day, which is prescribed in the Qur’an, is one way Muslims submit to the will of Allah. They do this by: • Being constantly reminded of Allah throughout the day, reminds them for what is important in their life and helps them straying from the path • The sujud position (prostration) reflects Muslim submission as a physical act. • Salah can take place anywhere, as God created everything • Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah and the practice of Salah. • Attempt to support their answers using reasons and/or information	• Recall stories of the exile, return and reign of Rama from the Hindu book: The Ramayana and understand how they teach a) respect for Parents, b) keeping promises, c) doing the right thing even when it's hard, and from his reign d) using power with care and responsibility towards those with less power, know that Hindus think these are important guidelines for right-living. • Understand when Hindus light lamps to celebrate Divali they remember that God guides us in life the way lamps light up darkness, to help us see our way. • Know Dharma means ‘right-living’ and that the Hindu faith is called the ‘Hindu Dharma’ Know that Hindu holy books describe Rama AND Krishna as special people called Avatars. These are believed by Hindus to be God, in human form and that God can choose to be born as an Avatar, in any time and place, when the world needs God's help or example. • Know that Hindus believe that they can also worship God in other divine forms (or deities) alongside the Avatars, such as a loving mother (Devi), Lakshmi, popularly worshipped at Divali. Recognise a form of Hindu worship (called puja) using a special tray called ‘a puja thali’ with a small sacred flame, a bell, flower petals, incense and water to help them not be distracted by anything else they may see, hear, smell or touch around them, to make it a special time. • Know and be able to use the following terms accurately and confidently: Mandir, shrine, puja, murti, prasad and arti. • Know that Hindus have a	• Christians try to be like Jesus and obey his teachings in the things that they think and do. • Recall the story of the Good Samaritan Luke 10.25-37. Man attacked on dangerous road; left without anything – even clothes; he is seen by a Priest and Levite (respected members of community); Samaritan stops and helps Jew; uses expensive oils; places man on donkey while he walks; taken to inn and pays for stay. • Know the context for the story: how the story came to be told – Jesus is asked how to inherit eternal life? Love God and your neighbour as yourself; Jesus is asked who is my neighbour? • Understand background to the story; Samaritans and Jews are enemies (at the end of the story the person asking the question cannot even say the word ‘Samaritan’, the people who walked by had good reason (muggers still around; might be a trap; he might be dead anyway (cleansing process); road called ‘red road’ for good reason. • How does this and other teachings of Jesus display disinterested love (agape) being shown to all: freely given; generous; selfless; self-sacrificing? • Support their attempt to answer the relevant questions they raise in response to their enquiry into the Good Samaritan parable using reasons and information to support their views.

		special place at home for performing puja once a day. • Understand that Puja helps Hindus be quiet enough to 'hear' God guiding them from within and to know Hindus can perform Puja at home or in a place of worship called a Mandir. • Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman. • Attempt to support their answers using reasons and/or information.	
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