



Re Curriculum Map 2026-2028

Chewton Mendip VA Primary School follows the Somerset agreed syllabus. As in our trust deed, we teach Christianity as 50% of our curriculum. Due to our mixed age classes, we work on a two year rolling programme.

2026/2027	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Robins	<u>What makes people special?</u> Religion: Christianity and Judaism Concept: Meaning and purpose Discipline: Theology	<u>Why are some festivals and celebrations special and how are these celebrated by different people?</u> Religion: Christianity, Judaism, Hinduism Concept: Personal and Collective Discipline: Social Sciences	<u>What makes places special to different people and why?</u> Religion: Christianity and Judaism Concept: Place and Time Discipline: Social sciences	<u>Who was Jesus and why is Easter special?</u> <u>Who is the Bishop of Bath and Wells (our vicar?) and why are they important?</u> Religion: Christianity Concept: Origins and expressions Discipline: Theology	<u>Why are some stories special?</u> Religion: Christianity Concept: Origins and expressions Discipline: Theology Philosophy	<u>How and why do some people care for the world?</u> Religion: Christianity Concept: Origins and expressions Ethics and values Discipline: Theology Philosophy
Objectives	*I can say what makes me special. *I can describe what Christians believe about people being special. *I can describe what Jewish people believe about people being special. *I can give examples of how religious people show others they are special. *I can explain my own ideas about what makes people special.	*I can name celebrations in my own life and explain why they are special. *I can describe why Christian festivals are important. *I can describe why Jewish festivals are important. *I can describe why Hindu festivals are important. *I can identify similarities and differences between festivals. *I can explain why festivals and celebrations matter to people.	*I can name a place that is special to me and explain why. *I can describe why churches are special to Christians. *I can describe why synagogues are special to Jewish people. *I can identify similarities and differences between churches and synagogues. *I can explain how stories make places special. *I can explain why places matter to individuals and communities.	*I can say who Jesus was and why he is important to Christians. *I can describe a story that shows Jesus' kindness. *I can explain why Easter is special to Christians. *I can identify Christian symbols linked to Easter. *I can say who the Bishop of Bath and Wells is and why they are important. *I can identify ways Christians express their beliefs. *I can explain my own ideas about leadership and celebration.	*I can name a story that is special to me. *I can say why the Bible is special to Christians. *I can describe the message of the Good Samaritan. *I can describe the message of the Lost Sheep. *I can identify similarities between special stories. *I can explain why stories matter to Christians and to me.	*I can name ways people care for the world. *I can explain why Christians care for the world. *I can describe the message of the creation story. *I can identify Christian caring actions today. *I can give reasons why everyone should care for the world. *I can explain my own ideas about caring and responsibility.

Assessment	Christians and Jewish people believe that everyone is special. Can you draw a picture of someone who is special to you and tell an adult why they are special?	Can you choose a festival or celebration and draw a picture of how people celebrate it? Tell an adult why this celebration is special for the people who enjoy it.	Can you choose a place that is special to you and draw a picture of it? Tell an adult why this place is special for you.	Can you draw or talk about something Christians do at Easter and explain why Easter is special? Can you also explain why the Bishop or vicar is important to Christians?	Listen to a Christian story Jesus told and tell an adult why this story is special? Can you draw a picture to show your favourite part of the story and explain what it teaches people?	Can you look at pictures of the world, plants, or animals and tell an adult how people can look after the world? Can you draw or talk about something Christians do to care for the world and explain why they think it is important?
Owls	<u>Who was Moses and what was important to him (God)?</u> Religion: Judaism Concept: Origins and expression Discipline: Theology	<u>What is the impact of Christmas celebrations on the environments, and does it matter?</u> Religion: Christianity Concept: Influence and power Discipline: Social sciences	<u>Who is Jesus and why is he important to some people?</u> (Jews, Christians, non-religion) Religion: Christianity, Judaism Concept: Origins and expression Discipline: Theology	<u>What do people think about how the world started?</u> Religion: Christianity, Islam focus Concept: Origins and expression Discipline: Theology	<u>Which special texts/books are important to Jews and Christians?</u> Religion: Christianity and Judaism Concept: Origins and expression Discipline: Theology	<u>How might following rules help people to live a good life?</u> Religion: Christianity and Non-religion-Humanism Concept: Ethics and values Discipline: Philosophy
Objectives	*I can say who Moses was. *I can describe why God was important to Moses. *I can retell part of the burning bush story. *I can explain how Moses helped the Israelites. *I can name a commandment and explain why rules matter. *I can explain why Moses is important in Judaism.	*I can explain why Christmas is important to Christians. *I can identify ways people celebrate Christmas. *I can describe environmental impacts of Christmas celebrations. *I can explain why Christians care for the environment. *I can identify different viewpoints about environmental responsibility. *I can explain whether the	*I can say who Jesus was. *I can explain why Jesus is important to Christians. *I can explain that Jesus was Jewish. *I can identify differences between Christian and Jewish beliefs. *I can describe a non-religious view of Jesus. *I can explain a message from a Jesus story.	*I can say that people have different ideas about how the world began. *I can explain Christian beliefs about creation. *I can explain Muslim beliefs about creation. *I can describe a scientific idea about the world's beginning. *I can identify similarities and differences between beliefs. *I can explain how beliefs influence caring	*I can explain that Christians have a special book called the Bible and Jewish people have a special book called the Torah. *I can describe how Christians use the Bible and how Jewish people use the Torah. *I can name at least one story or teaching from the Bible and one from the Torah. *I can identify a similarity and a difference between the Bible and the Torah.	*I can explain why rules help people live safely and happily. *I can name a Christian rule or teaching and say how it helps people. *I can name a Humanist principle and say how it helps people. *I can identify values shared by Christians and Humanists. *I can explain how rules guide behaviour and help communities. *I can express my own ideas about how rules

		impact of Christmas celebrations matters and why.	I can explain why Jesus is important to some people.	actions. *I can express my own ideas clearly.	*I can explain how stories from special books teach people how to live (e.g., kindness, fairness, respect). *I can express my own ideas about what makes a book special and why special books matter to people.	help people live a good life.
Assessment	Explain who Moses was and describe why God was important to him. Use a Jewish story about Moses (for example, the burning bush or the Ten Commandments) to show what Moses believed and how he tried to follow God.	Create a poster to explain some of the ways Christmas celebrations can affect the environment. Describe things Christians do at Christmas that might help or harm the world, and say why it might matter to Christians to look after the environment.	Explain who Jesus was and describe why he is important to Christians. Say how Jewish people understand Jesus differently, and explain how someone with no religion might think about Jesus. Use examples from stories or teachings you know.	Describe what Christians and Muslims believe about how the world began. Then say how someone who is not religious might think the world started. Use words, pictures, or a story to help explain your ideas.	Identify the special books used in Christianity and Judaism. Explain why the Bible is important to Christians and why the Torah is important to Jewish people. Describe one thing each group learns from their special book.	Explain how following rules can help people to live a good life. Describe one rule that Christians try to follow and one rule that Humanists think is important. Say how these rules help people to be kind, safe, or make good choices.
Woodpeckers	<u>What do Hindus believe about Dharma, Deity and Atman?</u> <u>How and why is Diwali celebrated by Hindus today?</u> Religion: Hinduism Concept: Origins and expression, personal and collective Discipline: Theology, Philosophy, Social sciences		<u>What is it like to be a Hindu in the UK and Somerset?</u> Religion: Hinduism Concept: Time and place, Personal and collective Discipline: Philosophy, Social sciences	<u>What is the nature of God in Christianity and what is incarnation?</u> Religion: Christianity Concept: Origins and expression Discipline: Theology	<u>How do different people decide what is right and wrong?</u> Religion: Christianity, non-religion Humanism Concept: Ethics and values Discipline: Philosophy, Theology	<u>What does religion say about how we should treat animals?</u> Religion: Christianity, Judaism, Hinduism, Islam Concept: Influence and power Discipline: Theology
Objectives	*I can identify Hinduism as a major world religion. *I can explain what Dharma means and give examples. *I can describe Hindu beliefs about Deity as one God in many forms. *I can name some Hindu deities and their qualities.		*I can describe key beliefs and practices of Hindus. *I can explain what happens in a mandir	*I can describe Christian beliefs about what God is like. *I can explain that Christians believe God is	*I can describe what right and wrong mean and give examples. *I can explain how Christians use the Bible and Jesus' teachings to	*I can explain why animals matter and why they need care. *I can describe Christian beliefs about caring for

	*I can describe how Hindus worship at home and in a mandir. *I can explain that Atman means the inner self or soul. *I can explain how Dharma, Deity and Atman influence Hindu behaviour. *I can identify Diwali as an important Hindu festival. *I can retell the story of Rama and Sita and explain its message. *I can describe how Hindus prepare for and celebrate Diwali. *I can explain what Diwali means to Hindus today. *I can explain how Diwali expresses Hindu beliefs and identity.	and why it is important to Hindus. *I can describe how Hindus celebrate festivals and practise their faith in the UK. *I can explain how living in different places (UK, Somerset, India) can affect how Hindus express their beliefs. *I can identify ways Hindus maintain community, belonging, and tradition in places where Hindu populations may be small. *I can explain what it might be like to be a Hindu in the UK and Somerset, using examples from worship, festivals, daily life, and community.	Father, Son, and Holy Spirit. *I can explain that incarnation means God becoming human in Jesus. *I can describe a story that shows Christians what God is like through Jesus. *I can identify ways Christians express their beliefs about God and incarnation. *I can explain why incarnation is important to Christians and express my own ideas clearly.	decide what is right. *I can explain how Humanists use reason, empathy, and consequences to decide what is right. *I can identify values shared by Christians and Humanists, such as kindness and fairness. *I can explain why some choices are difficult and give reasons for different viewpoints. *I can explain how different people decide what is right and wrong and express my own ideas clearly.	animals as part of God's creation. *I can describe Jewish and Muslim teachings about treating animals kindly and fairly. *I can explain Hindu beliefs about respect for all living beings and non-violence. I can identify similarities in how different religions teach kindness and responsibility toward animals. *I can explain how religious beliefs influence how people treat animals and express my own ideas clearly.
Assessment	Explain what Hindus believe about Dharma (living in the right way), Deity (God in many forms), and Atman (the inner self or soul). Then explain how and why Hindus celebrate Diwali today, and how the festival links to their beliefs about living well, good overcoming evil, and the importance of light.	Describe what it is like to be a Hindu living in the UK and in Somerset. Explain some of the things Hindus might do at home and in their community to show their beliefs. Talk about places Hindus might visit, festivals they celebrate, and how being a Hindu might feel different or similar depending on where they live.	Explain what Christians believe God is like. Use examples such as God being loving, powerful, forgiving or a creator. Then explain what Christians mean by "incarnation" and describe why they believe Jesus shows God living on Earth as a human. Use a story or teaching to help show your ideas.	Explain how Christians decide what is right and wrong, using an example such as a teaching from Jesus or a story from the Bible. Then explain how Humanists decide what is right and wrong, using ideas like kindness, fairness and thinking about the consequences of actions. Describe how these different beliefs	Explain how different religions teach people to treat animals. Describe what Christians, Jewish people, Hindus and Muslims believe about caring for animals, using a story, rule or teaching from each religion. Explain how these beliefs might influence the way people behave towards animals today.

				help people make good choices in everyday life.	
Buzzards	<u>What do Hindus believe about Dharma, deity and Atman?</u> <u>How and why is Diwali celebrated by Hindus today?</u> Religion: Hinduism Concept: Origins and expression Discipline: Theology	<u>What do Jewish people believe about God and the covenant?</u> <u>What do Jewish people believe about the Torah?</u> Religion: Judaism Concept: Origins and expression Discipline: Theology	<u>What does Salvation mean to Christians?</u> Religion: Christianity Concept: Origins and expression Discipline: Theology	<u>How do people understand good and evil?</u> Religion: Christianity, Judaism, Islam, Hinduism, Non-religion-Humanism Concept: Ethics and values Discipline: Philosophy, Theology, Social science	<u>How does data help us to understand religion and worldviews in Somerset?</u> Religion: All religions and non Concept: Personal and collective Discipline: Social sciences
Objectives	*I can explain Hinduism as a diverse global religion and describe how Hindu identity varies across places. *I can explain Dharma in depth and give examples of how it guides Hindu behaviour. *I can describe Hindu beliefs about Deity and explain how different deities express aspects of Brahman. *I can interpret symbols used in Hindu imagery and worship. *I can explain Atman and describe how it connects to samsara and moksha. *I can evaluate how Dharma, Deity and Atman influence Hindu life today. *I can explain the key themes of Diwali and link them to Hindu beliefs. *I can retell the story of Rama and Sita and explain different interpretations of its message. *I can describe how Hindus prepare for Diwali and explain the symbolism behind these actions. *I can compare Diwali celebrations in different places and explain how celebration expresses identity. *I can explain what Diwali means to Hindus today and how it supports community and belonging.	*I can describe Jewish beliefs about God as one, eternal, and creator. *I can explain what the covenant is and why it is important to Jewish people. *I can describe what the Torah is and why it is special. *I can explain how Jewish people use the Torah in worship and learning. *I can identify Jewish practices linked to the covenant and Torah. *I can explain how beliefs about God, the covenant, and the Torah shape Jewish identity and daily life.	*I can explain how different Christian groups understand Salvation. *I can describe and compare theological ideas about sin, repentance, and atonement. *I can explain different Christian interpretations of the Crucifixion and Resurrection. *I can analyse how Salvation is expressed through Christian sacraments and rituals. *I can evaluate how Salvation influences Christian moral choices. *I can construct a clear theological explanation of Salvation using evidence and vocabulary.	*I can describe what good and evil mean and give examples. *I can explain how Christians and Jews use teachings and commandments to choose good. *I can explain how Muslims use kindness, fairness, and responsibility to choose good. *I can describe Hindu ideas about good and evil using stories or values. *I can explain how Humanists use reason, empathy, and consequences to decide what is good. *I can explain similarities and differences in how people understand	*I can explain what data is and how it helps us learn about groups of people. *I can describe what data shows about religion and worldviews in Somerset. *I can compare local and national data and identify similarities and differences. *I can identify religious communities in Somerset using data. *I can describe how people express their beliefs in Somerset. *I can explain how data helps us understand religion and worldviews in Somerset and express my own ideas clearly.

	*I can use evidence from stories, practices and beliefs to explain how and why Diwali is celebrated today.			good and evil and express my own ideas clearly.	
Assessment	Explain what Hindus believe about Dharma (living in a good and truthful way), Deity (God shown in many forms), and Atman (the inner self or soul). Show how these beliefs appear in Hindu stories or teachings and how they guide Hindus in their everyday lives. Describe how Hindus celebrate Diwali today and explain why the festival is important. Talk about what Diwali means to different Hindu communities and how the festival shows Hindu ideas about good winning over evil and light overcoming darkness.	Explain what Jewish people believe about God and the covenant. Describe the promise between God and the Jewish people and how this is shown in stories such as Abraham or Moses. Then explain why the Torah is important to Jewish people and how it helps them to live and make good choices.	Explain what Christians believe "salvation" means. Describe why Christians think Jesus helps to save people and how his life, death and resurrection show God's love and forgiveness. Use a story or teaching to help explain your ideas.	Explain how different people understand good and evil. Describe what Christians, Jewish people, Muslims and Hindus believe about good and evil, using a story, rule or teaching from each religion. Then explain how Humanists understand good and bad actions without using religious beliefs. Show how these ideas help people decide how to behave.	Explain how data (like numbers, charts or surveys) can help us understand religion and worldviews in Somerset. Describe what the data might show about how many people follow different religions or have no religion. Explain how this information helps us learn about the communities, beliefs and traditions in our local area.

2027/2028

2027/2028	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Robins (Subject to change depending on Reception intake and class organisation)	<u>What makes people special?</u> Religion: Christianity and Judaism Concept: Meaning and purpose Discipline: Theology	<u>Why are some festivals and celebrations special and how are these celebrated by different people?</u> Religion: Christianity, Judaism, Hinduism Concept: Personal and Collective Discipline: Social Sciences	<u>What makes places special to different people and why?</u> Religion: Christianity and Judaism Concept: Place and Time Discipline: Social sciences	<u>Who was Jesus and why is Easter special?</u> <u>Who is the Bishop of Bath and Wells (our vicar?) and why are they important?</u> Religion: Christianity Concept: Origins and expressions Discipline: Theology	<u>Why are some stories special?</u> Religion: Christianity Concept: Origins and expressions Discipline: Theology Philosophy	<u>How and why do some people care for the world?</u> Religion: Christianity Concept: Origins and expressions Ethics and values Discipline: Theology Philosophy
Objectives	*I can say what makes me special. *I can describe what Christians believe about people being special.	*I can name celebrations in my own life and explain why they are special. *I can describe why Christian	*I can name a place that is special to me important and why.	*I can say who Jesus was and why he is important to Christians.	*I can name a story that is special to me. *I can say why the Bible is special to Christians.	*I can name ways people care for the world.

	*I can describe what Jewish people believe about people being special. *I can give examples of how religious people show others they are special. *I can explain my own ideas about what makes people special.	festivals are important. *I can describe why Jewish festivals are important. *I can describe why Hindu festivals are important. *I can identify similarities and differences between festivals. *I can explain why festivals and celebrations matter to people.	*I can describe why churches are special to festivals. * *I can describe why synagogues are special to Jewish people. *I can identify similarities and differences between churches and synagogues. *I can explain how stories make places special. I can explain why places matter to individuals and communities.	*I can describe a story that shows Jesus' kindness. *I can explain why Easter is special to Christians. *I can identify Christian symbols linked to Easter. *I can say who the Bishop of Bath and Wells is and why they are important. *I can identify ways Christians express their beliefs. *I can explain my own ideas about leadership and celebration.	*I can describe the message of the Good Samaritan. *I can describe the message of the Lost Sheep. *I can identify similarities between special stories. *I can explain why stories matter to Christians and to me.	*I can explain why Christian's care for the world. *I can describe the message of the creation story. *I can identify Christian caring actions today. *I can give reasons why everyone should care for the world. *I can explain my own ideas about caring and responsibility.
Assessment	Christians and Jewish people believe that everyone is special. Can you draw a picture of someone who is special to you and tell an adult why they are special?	Can you choose a festival or celebration and draw a picture of how people celebrate it? Tell an adult why this celebration is special for the people who enjoy it.	Can you choose a place that is special to you and draw a picture of it? Tell an adult why this place is special for you.	Can you draw or talk about something Christians do at Easter and explain why Easter is special? Can you also explain why the Bishop or vicar is important to Christians?	Listen to a Christian story Jesus told and tell an adult why this story is special? Can you draw a picture to show your favourite part of the story and explain what it teaches people?	Can you look at pictures of the world, plants, or animals and tell an adult how people can look after the world? Can you draw or talk about something Christians do to care for the world and explain why they think it is important?
Owls	<u>Who was Muhammad and what was important to him (God)?</u> Religion: Islam Concept: Origins and expression Discipline: Theology	<u>Who is Jesus and why is he important to some people? (Jews, Christians, Muslims, non-religious)</u> Religion: Christianity, Judaism, Islam, non-religion	<u>What good news did Jesus bring for Christians?</u> Religion: Christianity Concept: Origins and expression Discipline: Theology	<u>What is it like to be a Jewish person in the UK and Somerset?</u> Religion: Judaism Concept: Place and time Discipline: Social sciences	<u>What is prayer and why is it important to some people?</u> <u>Why do people travel to special places to pray?</u> Religion: Christianity, Islam, Judaism	<u>Why is Glastonbury special to the Somer people?</u> <u>Does visiting sacred places make someone a better person?</u> Religion: Non-religion, Christianity

		Concept: Origins and expression Discipline: Theology			Concept: Origins and expression, Place and time Discipline: Theology, Philosophy and Social sciences	Concept: Place and time, Ethics and values Discipline: Philosophy and Social sciences
Objectives	*I can name Muhammad and say he is important to Muslims. *I can talk about what Muslims believe God asked Muhammad to do. *I can retell parts of the story of the Qur'an. *I can identify ways Muslims show respect for God and Muhammad. *I can use key vocabulary correctly when talking about Islam. *I can talk about something important to me and how I show respect for it.	*I can name Jesus and say he is important to many people. *I can talk about why Jesus is important to Christians. *I can say how Muslims understand Jesus. *I can say how Jewish people understand Jesus. *I can use key vocabulary correctly when talking about different beliefs. *I can talk about someone who is important to me and why.	*I can say that Christians believe Jesus brought good news. *I can talk about how Jesus taught people to love and care for others. *I can describe how Jesus welcomed people who were left out. *I can talk about Jesus' teaching on forgiveness and kindness. *I can identify ways Christians try to follow Jesus' good news today. *I can talk about good news in my own life and how I can share it.	*I can say that Jewish people live in the UK and Somerset. (visitor) *I can talk about some Jewish traditions and celebrations. *I can identify places that are important to Jewish people. *I can describe how Jewish families practise their faith at home. *I can talk about what life is like for Jewish children in the UK and Somerset. *I can talk about similarities and differences between my life and Jewish life.	*I can say that prayer is a way some people talk or listen to God. *I can talk about why prayer is important to Christians, Muslims and Jewish people. *I can describe different ways people pray. *I can name special places people travel to for prayer. *I can use key vocabulary correctly when talking about prayer and special places. *I can talk about a place that feels special to me and why.	(Visit) *I can say why Glastonbury is special to some people in Somerset. *I can talk about stories and traditions linked to Glastonbury. *I can describe different reasons people visit Glastonbury. *I can name sacred places people visit and say why they matter. *I can talk about whether visiting a special place might help someone be a better person. *I can talk about a place that feels special to me and why.
Assessment	Explain who Muhammad was and why he is important to Muslims. Describe what Muhammad believed about God, and use a simple story or teaching to show how he listened to God and tried to live in a good and kind way.	Explain who Jesus is and why he is important to some people. Describe why Jesus is special to Christians, how Muslims see Jesus as an important prophet, and how Jewish people understand Jesus differently. You can also explain how some non-religious people	Explain what Christians believe is the "good news" Jesus brought. Describe how Jesus taught people to love God, to love others, and to forgive. Use a simple story or teaching to show how Jesus helped people and shared God's love.	Explain what it might be like to be a Jewish person living in the UK and in Somerset. Describe how Jewish people celebrate special days, visit places of worship, and follow their traditions at home. Talk about how Jewish people are part of the community and	Explain what prayer is and why it is important to Christians, Muslims and Jewish people. Describe how prayer helps people feel close to God, say thank you, ask for help or show love. Then explain why some people travel to special places to pray, such as churches,	Explain why Glastonbury is a special place for people in Somerset. Describe some of the things people might visit there for, such as the Tor, the Abbey or the stories linked to the town. Then explain why some people visit special or sacred places, like

		learn from Jesus' stories even if they do not follow a religion.		how life might be similar or different in Somerset compared to bigger cities.	mosques or synagogues, and how these places help them feel peaceful, connected and part of a community.	churches or quiet natural spaces, and talk about whether visiting these places can help someone feel calm, kind or thoughtful.
Woodpeckers	<u>What do Jewish people believe about God and the Covenant?</u> <u>What is the Torah?</u> <u>What is it like to be a Jewish person in the UK and Somerset?</u> Religion: Judaism Concept: Origins and expression, Time and place Discipline: theology, social sciences		<u>What do Christians believe about Salvation?</u> Religion: Christianity Concept: Origins and expression Discipline: Theology		<u>How do Muslims learn about Muhammad through stories and teachings, and how do these help them understand what God wants them to do?</u> Religion: Islam Concept: Origins and expression Discipline: Theology	<u>What helps people to make good decisions?</u> Religion: Christianity, Judaism, Islam and Non- religion- Humanism Concept: Ethics and values, meaning and purpose Discipline: Philosophy, Theology, Social sciences
	*I can say that Jewish people believe in one God. *I can explain what the Covenant is in simple terms. *I can retell the story of Abraham and the Covenant. *I can describe the story of Moses and the Ten Commandments. *I can explain why the Covenant is important to Jewish people today. *I can say what the Torah is and why it is special. *I can describe how the Torah is used in the synagogue. *I can identify ways Jewish people show respect for the Torah. *I can say that Jewish people live in the UK and Somerset. *I can describe aspects of Jewish family and community life in the UK. *I can talk about what life is like for Jewish children in the UK and Somerset.		*I can explain the word Salvation in simple terms. *I can retell the story of Adam and Eve and explain why Christians think it shows the need for Salvation. *I can describe what Christians mean by sin and forgiveness. *I can identify teachings of Jesus that link to Salvation. *I can describe the key events of Holy Week and explain why they matter. *I can explain why Christians believe Jesus' death is important for Salvation. *I can explain why Christians believe Jesus' resurrection is important for Salvation. *I can identify ways Salvation is shown in Christian worship. *I can recognise Christian symbols linked to Salvation and explain their meaning. *I can describe how Salvation influences Christian behaviour.		*I can explain who Muhammad is and why he is important to Muslims. *I can retell a story about Muhammad and identify the message or value it teaches. *I can describe how Muslims learn from Muhammad's example today. *I can explain how stories and teachings help Muslims understand what God wants them to do. *I can use key vocabulary accurately when discussing Islamic beliefs and practices.	*I can explain what a decision is and identify factors that influence decision-making. *I can describe how Christians use Jesus' teachings to help them make decisions. *I can explain how Jewish people use the Torah and commandments to guide their choices. *I can describe how Muslims use the Qur'an and Hadith to help them make good decisions. *I can explain how Humanists use reason, empathy, and

	*I can talk about similarities and differences between my life and Jewish life.	*I can compare Christian beliefs about Salvation with my own ideas about help and hope. *I can explain what Salvation means to Christians using key vocabulary.	*I can reflect on what guidance means and compare it with guidance in my own life.	consequences to make decisions. *I can compare different sources of guidance and reflect on what helps people make good decisions.	
Assessment	Explain what Jewish people believe about God and the covenant (a special promise between God and the Jewish people). Use a story, such as Abraham or Moses, to help show what this promise means. Then explain what the Torah is and why it is important to Jewish people. Finally, describe what it might be like to be a Jewish person living in the UK and in Somerset, including how people celebrate, learn and live their beliefs at home and in their community.	Explain what Christians believe “salvation” means. Describe why Christians think Jesus saves people and how his life, death and resurrection show God’s love and forgiveness. Use a Christian story or teaching to help explain your ideas.	Explain how Muslims learn about Muhammad through stories and teachings. Describe what these stories show about Muhammad’s character, such as kindness, honesty and obedience to God. Then explain how these stories help Muslims understand what God wants them to do in their everyday lives, like praying, helping others and showing respect.	Explain what helps different people make good decisions. Describe how Christians, Jewish people and Muslims use their holy books, teachings and rules to guide them. Explain how Humanists make good decisions by thinking carefully, being kind and considering how their actions affect others. Show how these ideas help people choose what is right in everyday life.	
Buzzards	<u>What do Christians believe about incarnation?</u> Religion: Christianity Concept: Origins and expression Discipline: Theology	<u>What is the impact of religious festivals on the environment, and which is more important?</u> Religion: Christianity, Islam, Hinduism, Judaism Concept: Influence and power, ethics and values Discipline: Social sciences, philosophy, theology	<u>What do Muslims believe about Islam and Iman?</u> Religion: Islam Concept: Origins and expression Discipline: Theology	<u>How and why might prayer strengthen people’s faith?</u> Religion: Christianity, Islam, Hinduism, Judaism Concept: origins and expression, Discipline: Theology	<u>Why are places of worship sacred to some people?</u> Religion: Christianity, Islam, Hinduism, Judaism, Non-religion-humanism, The Somer people (Glastonbury) Concept: Personal and collective, place and time Discipline: Theology, philosophy and social sciences

	*I can explain what Christians mean by incarnation. *I can identify biblical texts that Christians use to understand incarnation. *I can describe Christian beliefs about Jesus being fully human and fully divine. *I can explain how incarnation shapes Christian beliefs about God's nature. *I can describe how Christians express belief in incarnation through worship and symbolism. *I can explain how incarnation fits into the wider Christian story of salvation. *I can describe how belief in incarnation influences Christian behaviour and moral choices. *I can compare how different Christian traditions express belief in incarnation. *I can explain how incarnation shapes Christian beliefs about Jesus' mission and purpose. *I can describe how incarnation influences Christian ideas about hope, forgiveness, and reconciliation. *I can reflect on why incarnation remains important to Christians today. *I can evaluate how incarnation contributes to Christian understanding of meaning and purpose.	*I can identify a range of religious festivals and explain why they are important. *I can describe how festivals express belief, identity, and community. *I can explain the environmental impact of selected religious festivals. *I can describe how religious communities are adapting festivals to reduce environmental harm. *I can compare religious meaning with environmental responsibility. *I can evaluate which is more important and justify my viewpoint with evidence.	*I can explain what Muslims mean by Islam and Iman. *I can describe the Five Pillars of Islam and explain how they express faith. *I can identify the Six Articles of Faith and explain what they mean for Muslims. *I can explain how Islam (actions) and Iman (beliefs) work together in Muslim life.*I can describe how Muslims express Islam and Iman through worship, behaviour, and community. *I can reflect on how Islam and Iman guide Muslims in making choices and understanding their purpose.	*I can explain what prayer is and why it matters in different religions. *I can describe how Christians use prayer to strengthen their relationship with God. *I can explain how Muslims use Salah and Du'a to strengthen faith. *I can describe how Jewish people use prayer to connect with God and community.*I can explain how Hindus use prayer to express devotion and deepen faith.*I can compare prayer across religions and explain how and why it strengthens people's faith.	*I can explain what "sacred" means and identify reasons places become sacred. *I can describe why churches are sacred to Christians and how they are used. *I can explain why mosques are sacred to Muslims and how they support worship. *I can describe why synagogues and Hindu temples are sacred to Jewish and Hindu communities. *I can explain how Humanists find meaning in places without calling them sacred. *I can compare different views of sacred places and explain why they matter to people.
Assessment	Explain what Christians believe about "incarnation". Describe how Christians believe that God came to Earth as Jesus, and how Jesus shows people what God is like. Use a story or teaching to help explain your ideas, such as the Christmas story or one of Jesus' actions.	Explain how different religious festivals can affect the environment. Describe how Christians, Muslims, Hindus and Jewish people celebrate their festivals, and how these celebrations might use energy, food, water or materials. Then explain why these festivals are important to the people who celebrate them.	Explain what Muslims believe about Islam and Iman. Describe how Islam means following God's guidance and living in the way God wants. Then explain that Iman means having faith or belief in God. Use a simple example, such as praying, being kind or following the Five Pillars, to show	Explain how people pray in Christianity, Islam, Hinduism and Judaism. Describe what prayer looks like in each religion and why it is important. Then explain how prayer might help people feel close to God, feel supported, or feel guided in their lives. Use an example from each religion to	Why are places of worship sacred to some people? Religion: Christianity, Islam, Hinduism, Judaism, Non-religion-humanism, The Somer people (Glastonbury) Concept: Personal and collective, place and time Discipline: Theology, philosophy and social sciences

		Finally, talk about how people can enjoy their festivals while still looking after the environment.	how Muslims live out their beliefs.	show how prayer can strengthen faith.	
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Disciplines:

Theology: Questions about belief: what it is, where it has come from, how it has changed over time and how it is applied in different contexts.

Philosophy: Questions about the nature of reality, existence and knowledge.

Social sciences: Questions about the way that religion and beliefs are lived and the impact they can have at an individual, communal and societal level.

Progression for UKS2

To move learning forward for older pupils, you should:

- Increase **conceptual depth** (e.g., exploring *why* beliefs matter, not just *what* they are).
- Introduce **more complex vocabulary** (e.g., samsara, moksha, symbolism, interpretation).
- Encourage **comparison, evaluation, and reasoning**, not just description.
- Expect pupils to **use evidence** (stories, practices, artefacts) to support ideas.
- Include **philosophical questioning** and **ethical reflection**.
- Build **connections** between beliefs, practices, and lived experience.
- Develop **independent enquiry** (mini-research, interviews, reflective writing).

This curriculum introduces children to the major world religions and a broad range of worldviews. It enables pupils to engage with both religious and non-religious perspectives, while also reflecting on their own developing worldview.

The Somerset Agreed Syllabus places particular importance on locality, encouraging children to understand how worldviews have shaped Somerset's cultural, historical and spiritual landscape. Through this, pupils can explore their own beliefs and gain a clearer sense of their place within our school community, within Somerset, and within the wider world.