



The Ribblesdale Federation of Schools

R.E Curriculum Handbook



Year Group	Year A						Year B					
	1	2	3	4	5	6	1	2	3	4	5	6
EYFS	Unit 1 Why is the word God so important to Christians?	Unit 2 Why do Christians perform Nativity plays at Christmas?	Unit 3 Being special: where do we belong?	Unit 4 Why do Christians put a cross on their Easter garden?	Unit 5 Which places are special and why?	Unit 6 Which stories are special and why?	Unit 1 Why is the word God so important to Christians?	Unit 2 Why do Christians perform Nativity plays at Christmas?	Unit 3 Being special: where do we belong?	Unit 4 Why do Christians put a cross on their Easter garden?	Unit 5 Which places are special and why?	Unit 6 Which stories are special and why?
Year 1	Unit 7 Who do Christians say made the world?	Unit 8 Why does Christmas matter to Christians?	Unit 9 Who is Jewish and how do they live? * 2025 Who is Muslim and what do they believe in Autumn 1, Unit 9 from 2026 onwards	Unit 10 What do Christians believe God is like?	Unit 11 What does it mean to belong to a faith community ?	Unit 12 How should we care for the world and others, and why does it matter?	Unit 7 Who do Christians say made the world?	Unit 8 Why does Christmas matter to Christians?	Unit 9 Who is Jewish and how do they live?	Unit 10 What do Christians believe God is like?	Unit 11 What does it mean to belong to a faith community ?	Unit 12 How should we care for the world and others, and why does it matter?

Year 2 Year 3	Unit 15 who is Muslim and what do they believe? (Part 1) * 2025 Who is Jewish and what do they believe in Autumn 1, Unit 9 from 2026 onwards	Unit 19 What is it like for someone to follow God?	Unit 17 who is Muslim and what do they believe? (Part 2)	Unit 22 How do festivals and family life show what matters to Jewish people?	Unit 20 What is the trinity and why is it important for Christians?	Unit 18 What makes some places special to believers?	Unit 13 What is the good news Christians believe Jesus brings?	Unit 14 What is the good news Christians believe Jesus brings?	Unit 23 What do Christians learn from the creation story?	Unit 16 Why does Easter matter to Christians?	Unit 21 How do festivals and worship show what matters to Muslims?	Unit 24 How and why do people try to make the world a better place?
Year 4/5/6	Unit 25 What kind of world did Jesus want?	Unit 38 Why do Christians believe Jesus was the messiah?	Unit 27 What do Hindus believe God is like?	Unit 40 What difference does the resurrection make to Christians?	Unit 34 Creation and science: conflicting or complementary	Unit 32 What does it mean to be Muslim in Britain today?	U2.5 Is it better to express your beliefs in art and architecture or charity and generosity?	Unit 30 How and why do people mark significant events of life	Unit 39 Why do Hindus want to be good?	Unit 28 Why do Christians call the day Jesus died Good Friday?	Unit 35 How can following God bring justice and freedom?	U2.9 What can be done to reduce racism? Can religion help?
Year 4/5/6 Year C	Unit 42 Why do some people believe in God and some do not	Unit 41 For Christians, what kind of King is Jesus?	Unit 33 Why is the Torah so important to Jewish people	Unit 29 What does it mean to be a Hindu in Britain today?	Unit 26 For Christians when Jesus left; What was the impact of Pentecost	Unit 36 What matters most to Humanists and Christians?						

Religious Education

Intent

The Church of England's 'Statement of Entitlement' states: *Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together.* While not all schools in the Ribblesdale Federation are church schools, we believe it is essential that all children have the opportunity to explore and understand religions and world views, their community and personal development and wellbeing. We intend to offer a broad and rich RE curriculum to allow children to do this - the content of our curriculum comes from NATRE's Primary Curriculum. This allows for the sequential acquisition of knowledge alongside the development of skills such as enquiry, interpretation, evaluation and reflection.

Our RE lessons are intended to make sure that children understand the relevance of RE in today's modern world and how it affects our lives. We are committed to giving children the opportunity to appreciate diversity, continuity and change within the religions and worldviews being studied, engaging with challenging questions of meaning and purpose raised by human existence. Children will recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places. It is important that all members of The Ribblesdale Federation hold a deep respect for the integrity of all religions and worldviews, and for the religious freedom of each person.

Our RE curriculum is designed to be fully inclusive, meeting the needs of all pupils. We will provide a safe space for pupils to explore their own religious, spiritual and philosophical ways of seeing, living and thinking, believing and belonging. We provide opportunities to engage in meaningful dialogue about all religious and world views.

Implementation

The Ribblesdale Federation follows a curriculum based on two sources: Understanding Christianity and the North Yorkshire Agreed Syllabus. This ensures that the RE curriculum is tailored to the needs of the class structure in our schools and to the needs of the children. Through our curriculum, children are given the opportunity develop skills such as enquiry, interpretation, evaluation and reflection through carefully sequenced units of work where children learn about Christianity and other religious and world views.

Our teaching of RE follows three core strands – Believing, Expressing and Living. We help children to learn about religious beliefs and religious teaching (Believing), religious and spiritual forms of expression and questions about identity and diversity (Expressing), and religious practices and ways of living, and questions about values and commitment (Living). We want our children to consider the impact of people's beliefs on their own actions and ways of life, to challenge stereotypical views and appreciate difference positively. Our learning in RE contributes to our children's personal development and our school provision for Spiritual, Moral, Social and Cultural (SMSC) and British Values. Our children are encouraged to develop and express their own thoughts and views.

The teaching that takes place incorporates a wide range of teaching strategies including, but not limited to: debate and discussion; art; music; visits and visitors; examining artefacts; critical thinking; drama; reading and retelling stories; and philosophical thinking.

In EYFS, children discover different religions and worldviews through first-hand experiences; meeting special people, books, times, places and objects and by making visits to places of worship. All children in EYFS have the opportunity to visit their local Church and welcome the Vicar into school. Children listen to and talk about stories. They are introduced to subject specific words. Children are encouraged to use all their senses to explore beliefs, practices and forms of expression and to talk about what they know and have. Children learn through a range of self-initiated and adult directed tasks, such as roleplay, dressing up, listening to religious music and looking at pictures and books.

In Key Stage 1, children are able to develop their knowledge and understanding of religions and world views, in a local, national and global context. They continue to use basic subject specific vocabulary. They are beginning to be able to raise questions and express their own views in response to material they learned about.

In Key Stage 2, children extend their knowledge and understanding of religions and world views, beginning to make connections. They are introduced to an extended range of sources and subject specific vocabulary. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Children are able to express their views in response to the materials they engage with, identifying relevant information, selecting examples and supporting their ideas and views.

Impact

Our RE Curriculum is of a high quality, well thought out and planned carefully to demonstrate progression so that children know and remember more. It has been planned to have high expectations of all learners and demonstrate coherence and progression. If children are assessed to be achieving the lesson aims then they are deemed to be making good or better progress.

We measure the impact of our curriculum through work scrutiny, pupil discussions and a reflection on standards achieved against the planned outcomes.

As a result of the high quality learning experiences in RE, children will know and understand more about the religions and beliefs of Christianity and other major religions and world views, have the knowledge and skills to express and communicate their ideas, be able to build upon their own beliefs and be able to show respect to all people within their community and beyond. Children will leave The Ribblesdale Federation with the foundations of RE, ready to develop their learning as they move onto secondary school.

Pupils with SEND

To support pupils with SEND to access a full RE curriculum, we use a range of approaches which include, but are not limited to: pre-teaching subject-specific vocabulary; concept cartoons; visual aids; additional thinking time; sentence stems to structure responses; additional adult support; use of technology; multi-sensory activities and multimedia teaching; and targeted questioning.

EYFS

This subject leader handbook is for the curriculum subject of RE. There is a separate EYFS handbook which shows the EYFS long-term curriculum. The EYFS curriculum is holistic and therefore a number of areas of learning will link to this subject and support children to be immersed in RE.

Year A

Unit 1: Why is the word God so important to Christians?

FS2

In this unit, pupils find out about the Christian belief that God created the heavens and the earth. They will learn the key events from the creation story found in Genesis 1. They will find out many Christians believe the earth and everything in it belongs to God and that God gave people the job of taking care of the world. Pupils will find out the story of Adam being tasked with naming animals. Pupils will learn that many Christians try to treat God's name with respect. They will learn that Christians believe Jesus told stories or parables about how much God loves them and find out what this means for believers today.

End of Unit Outcomes:

- Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world
- Think about the wonders of the natural world, expressing ideas and feelings
- Talk about what people do to mess up the world and what they do to look after it
- Retell stories, talking about what they say about the world, God, human beings
- Say how and why Christians like to thank their Creator

Suggested links to enrichment and Cultural Capital

Year A

Unit 2: Why do Christians perform Nativity plays at Christmas?

FS2

In this unit, the children will learn the key events from the Christian Christmas story. They will find out about the term incarnation (God come to earth as a human and as God) and learn about the Christian belief that this happened in Jesus. The children will learn about who Christians believe first visited Jesus in the stable and why. They will find out about the timeline of the story and that most Christians believe that the wise men/Magi arrived when Jesus was one or two years old. By the end of the unit, children will understand that some stories change over time and that it is important for believers to return to and study the original text. They will find out that some Christians perform nativity plays to retell the story so that others can find out more about the Christian belief of incarnation.

End of Unit Outcomes:

- Talk about people who are special to them

- Say what makes their family and friends special to them
- Retell religious stories, making connections with personal experiences
- Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus
- Recall simply what happens at a traditional Christian festival (Christmas)

Suggested links to enrichment and Cultural Capital

Year A

Unit 3: Being Special: Where do we belong?

FS2

This unit of learning is thematic, focusing on Christianity, Hindu Dharma and Islam. Within this unit, the children will reflect upon the things that are special to them and why they value these things. The children will learn about key religious symbols for Christians, Muslims and Hindus. They will find out about why many Christians believe that children are special to God and learn about the story of Jesus and the children. The children will also find out about the welcoming ceremonies that many Muslims and Christians have for a new baby. The children will learn out about how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan.

End of Unit Outcomes:

- Share and record occasions when things have happened in their lives that made them feel special
- Retell religious stories making connections with personal experiences
- Recall simply what happens at a traditional Christian infant baptism and dedication
- Recall simply what happens when a baby is welcomed into a religion other than Christianity

Suggested links to enrichment and Cultural Capital

Year A

Unit 4: Why do Christians put a cross on their Easter garden?

FS2

In this unit, pupils find out about the key events from Palm Sunday until Easter Day in the Christian Salvation story. They will find out about the Christian belief that Jesus saved his people from their sins by dying on the cross and rising again three days later. During the unit, pupils will encounter signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers.

End of Unit Outcomes:

- Talk about new ideas of new life in nature
- Recognise some symbols Christians use during Holy Week e.g. palm leaves, crosses, eggs, etc, and make connections with signs of new life on nature
- Recognise and retell stories connected with celebration of Easter
- Say why Easter is a special time for Christians
- Recognise some symbols Christians use during Holy Week e.g. palm leaves, crosses, eggs, etc., and make connections with signs of new life on nature
- Talk about some ways Christians remember these stories at Easter

Suggested links to enrichment and Cultural Capital

Year A

Unit 5: Which places are special and why?

FS2

This unit focuses on special places for Muslims and Christians. Within the unit, pupils reflect upon places that are special in their own lives and find out about places that are holy and important for many Christians and Muslims. Pupils find out about Churches, Mosques and their key features. To support this unit, teachers may wish to consider organising a visit to a place of worship or inviting a member of a Mosque or Church community to visit the school to speak with pupils about lived experience.

End of Unit Outcomes:

- Talk about somewhere that is special to themselves, saying why
- Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church
- Express a personal response to the natural world
- Begin to recognise that for Christians, Muslim or Jews, these special things link to beliefs about God
- Recognise that some religious people have places which have special meaning for them
- Talk about the things that are special and valued in a place of worship

Suggested links to enrichment and Cultural Capital

Year A

Unit 6: Which stories are special and why?

FS2

In this unit, pupils consider the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find out about why these might be special to a believer. With support, pupils will begin to consider the impact of these stories on the lives of believers. They will learn key events and retell stories from different worldviews remembering key events.

End of Unit Outcomes:

- Identify some of their own feelings in the stories they hear
- Talk about some religious stories
- Recognise some religious words, e.g. about God
- Identify a sacred text e.g. Bible, Torah
- Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zaccheus;
- what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanks; what the Chanukah story teaches Jews about standing up for what is right) etc .

Suggested links to enrichment and Cultural Capital

Year A

Unit 7: Who do Christians say made the world?

Year 1

Within this unit, pupils will learn about the Christian creation story. They will learn about the key events within the story and be able to retell it using key vocabulary. They will begin to understand that some Christians believe different things about creation. Pupils will begin to compare texts found within the creation story and start to think about how Christians might try to be stewards of the world. Pupils will also consider how Christians may act in response to creation and why they may choose to praise God for it.

End of Unit Outcomes:

- 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 Christian/Jewish Creation story and the world they live in.

Suggested enrichment and links to Cultural Capital

Year A

Unit 8: Why does Christmas matter to Christians?

Year 1

In this unit pupils will start to think about the term's secular and religious. Drawing from their knowledge from Foundation Stage, they will talk about the key events from the Christmas story in more detail. Pupils will find out about how Christmas is celebrated today and begin to consider which traditions are secular and which are religious. They will focus on religious artwork, saying how and why it helps Christians today to celebrate the key events from the story.

End of Unit Outcomes:

- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
- Recognise that stories of Jesus' life come from the Gospels.
- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- Decide what they personally have to be thankful for, giving a reason for their ideas
- Think, talk and ask questions about Christmas for people who are Christians and for people who are not.

Suggested enrichment and links to Cultural Capital

- Take part in a nativity play.
- To learn some modern and traditional Christmas songs/hymns.
- Visit the local church and look for signs of Jesus' story on the run up to Christmas.

Year A

Unit 9: Who is Jewish and how do they live?

Year 1

Within this unit, pupils will learn about Jewish worldviews and ways of life. They will learn about texts from the Torah and their importance for Jewish people today. They will find out about the mezuzah and the Shema prayer and what they mean for believers. Later in the unit, pupils will find out about Shabbat and Chanukah, discussing why Jewish people mark these times, what they learn from stories found in the Torah and why they are important today.

End of Unit Outcomes:

- 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.
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Suggested enrichment and links to Cultural Capital

- Visit a Synagogue
- Invite a Rabbi or member of the Jewish community into school
- Try food linked to Shabbat or Hannukah

Year A

Unit 10: What do Christians believe God is like?

Year 1

Within this unit, pupils find out what parables are, and that Christians believe these stories were told by Jesus to teach his followers about God. They learn about the parable of the Lost Son and what this story teaches many Christians about God, including God being loving and forgiving. Pupils think carefully about what it means for Christians to ask for forgiveness from God and the promise that people will be welcomed back into God's family. They also learn the story of Jonah and the Big Fish and find out about how many Christians put their beliefs into practice through worship.

End of Unit Outcomes:

- 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.

Suggested enrichment and links to Cultural Capital

Year A

Unit 11: What does it mean to belong to a faith community?

Year 1

In this unit, the pupils will focus on what it means to belong to a faith community. They will revisit knowledge from prior units about Muslims, Christians, and Jewish people, considering how members of these communities show that they belong. Throughout the unit, pupils will encounter artefacts, places of worship and symbols. Pupils will also consider where they belong and the communities to which they are a part of.

End of Unit Outcomes:

- 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.

Suggested enrichment and links to Cultural Capital

Year A

Unit 12: How should we care for the world and others, and why does it matter?

Year 1

Within this unit, pupils will encounter stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people. Pupils will revise their knowledge of Genesis 1 and what this account of creation tells Christians and Jews about caring for the world. Later in the unit, pupils will think carefully about different ways that Christians and Jews care for people of the world, including giving to charities, and how this action links to teachings found within the Bible and the Torah. Pupils will also take time to consider why people who are religious and non-religious should care for others and look after the natural world.

End of Unit Outcomes:

- Identify a story or text that says something about each person being unique and valuable
- Give an example of a key belief some people and 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.

Suggested enrichment and links to Cultural Capital

Year A

Unit 15: Who is a Muslim and what do they believe? (Part 1)

Year 2 and 3

In this unit, pupils will find out about Islam, key beliefs, and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.

End of Unit Outcomes:

- Recognise the words of the Shahadah and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean
- Give examples of how stories about the Prophet show what Muslims believe 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 (e.g. care for creation, fast 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 they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

Suggested enrichment and links to Cultural Capital

Year A

Unit 19: What is it like for someone to follow God?

Year 2 and 3

In this unit, pupils will learn about the Old Testament people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe that Noah made with God, making links to the promises that Christians make at a wedding ceremony. Pupils will spend time looking at several texts that share stories from the Old Testament people of God in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books. Later in the unit, pupils will learn about the story of Abram/Abraham and the covenant that he made with God. They will consider why following God might sometimes feel hard for believers.

End of Unit Outcomes:

- 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.

Suggested enrichment and links to Cultural Capital

Year A

Unit 17: Who is a Muslim and what do they believe? (Part 2)

Year 2 and 3

In this unit, pupils will find out about Islam, key beliefs and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.

End of Unit Outcomes:

- Recognise the words of the Shahadah and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean
- Give examples of how stories about the Prophet show what Muslims believe 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 (e.g. care for creation, fast 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 they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

Suggested enrichment and links to Cultural Capital

Year A

Unit 22: How do festivals and family life show what matters to Jewish people?

Year 2 and 3

Within this unit, pupils will build on their knowledge about Jewish worldviews and way of life. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will understand that Jews are diverse – beginning to use the language of Orthodox and Progressive. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.

End of Unit Outcomes:

- 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.

Suggested enrichment and links to Cultural Capital

Year A

Unit 20: What is the trinity and why is it important for Christians?

Year 2 and 3

In this unit, pupils will find out about the baptism of Jesus and where this is found in the Bible. They will study the text in detail and find out about what it means for Christians today. They will Investigate how Christians show their beliefs about God and the Trinity and how these impacts upon their lives. Later in the unit, pupils will find out about infant and believer's baptism in the church and what this means for Christians today.

End of Unit Outcomes:

- 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

Suggested enrichment and links to Cultural Capital

Year A

Unit 18: What makes some places special to believers?

Year 2 and 3

Within this unit, pupils will find out about various places of worship and why they are important to many believers. They will focus on the key features of churches, mosques and synagogues learning about how these can vary within different traditions. Pupils will also spend time considering the similarities that all places of worship have and how they support their local communities in practical ways.

End of Unit Outcomes:

- 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 nonreligious special places.

Suggested enrichment and links to Cultural Capital

Year A

Unit 25: What kind of world did Jesus want?

Year 4, 5 and 6

In this unit, pupils will learn about the concept of 'Gospel' which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus. Pupils will find out about Jesus' actions towards other people and what example these set for the actions of Christians today. Pupils will learn about links between the teachings within Bible and what the meaning of Jesus' good news for Christians is. Later in the unit. They will learn about the parable of the Good Samaritan and the importance of charity within the lives of many..

End of Unit Outcomes:

- Identify this as part of 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.

Suggested enrichment and links to Cultural Capital

Year A

Unit 38: What is the good news Christians believe Jesus brings?

Year 4, 5 and 6

In this unit, pupils will learn about the concept of 'incarnation' and how it fits within the big story of the Bible. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Pupils will study and discuss selected texts alongside key Christian beliefs, using theological terms. They will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.

End of Unit Outcomes:

- 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
- 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,

Suggested enrichment and links to Cultural Capital

Year A

Unit 27: What do Hindus believe God is like?

Year 4, 5 and 6

This unit begins to introduce Hindu Dharma to pupils, building on some encounters they may have had in EYFS and Key Stage One. In this unit pupils act as philosophers considering how Hindus might see the world. They look at the concepts of Brahman to build up understanding. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.

End of Unit Outcomes:

- 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

Suggested enrichment and links to Cultural Capital



Year A

Unit 40: What difference does the resurrection make to Christians?

Year 4, 5 and 6

Within this unit, pupils will study the 'big story' of the Bible, explaining the place of incarnation and salvation. They will study accounts of Jesus' death and resurrection comparing their thoughts with the different ways that Christians may interpret these texts. Pupils will spend time researching the connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnation and hope. They will carefully consider how worship on Good Friday and Easter Sunday may vary, thinking about how Christians put their beliefs into practice in different ways. Pupils will also make links between the resurrection and forgiveness. Pupils will also learn about Christian funerals and how these link to the promise of eternal life because of Jesus' sacrifice on the cross.

End of Unit Outcomes:

- Outline the timeline of 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, using theological terms.
- Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts
- 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

Suggested enrichment and links to Cultural Capital

Year A

Unit 34: Creation and science: conflicting and complimentary?

Year 4, 5 and 6

Within this unit, pupils will find out about the importance of creation within the 'Big Story' of the Bible. They will study Genesis 1 and find out about how different Christians may interpret this text in different ways. Pupils will spend time discussing and weighing up whether Genesis 1 is conflicting or complementary with what science says. Pupils will also encounter scientists who are religious and those who are not, and discuss how they may or may not

find science and faith compatible. They will encounter different theological theories that some Christians use to interpret the creation story, suggesting why these may be helpful for believers. By the end of the unit, pupils should understand that whilst some people see science and religion as opposites, others do not.

End of Unit Outcomes:

- 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
- 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

Suggested enrichment and links to Cultural Capital

Year A

Unit 32: What does it mean to be Muslim in Britain today?

Year 4, 5 and 6

Within this unit, pupils will extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an. They will find out about Muslim sources of authority and how they guide daily living for believers. Pupils will learn about ibadah and links to the Five Pillars, festivals, and places of worship. They will learn about submission, obedience, generosity, self-control and worship; making clear links to how these are lived out in the lives of Muslims today. Pupils will also spend time finding out about the lived experience of Muslims in Britain today.

End of Unit Outcomes:

- 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/Sheffield 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 today, giving good reasons for their views

Suggested enrichment and links to Cultural Capital

Understanding Christianity – Conceptual Building Blocks

God

EYFS Pupils will know that:	End of KS1 Pupils will know that:	End of Lower KS2 Pupils will know that:	End of Upper KS2 Pupils will know that:
	<ul style="list-style-type: none"> • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. • Christians worship God and try to live in ways that please him. 	<ul style="list-style-type: none"> • Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation). • Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. 	<ul style="list-style-type: none"> • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information.

Creation and Fall

EYFS Pupils will know that:	End of KS1 Pupils will know that:	End of Lower KS2 Pupils will know that:	End of Upper KS2 Pupils will know that:
<ul style="list-style-type: none"> • The word God is a name. • Christians believe God is Creator of the universe. • Christians believe God made our wonderful world and so we should look after it. 	<ul style="list-style-type: none"> • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God. 	<ul style="list-style-type: none"> • God the Creator cares for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God. • The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). • This means that humans cannot get close to God without God's help. • The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. 	<ul style="list-style-type: none"> • There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

People of God

EYFS Pupils will know that:	End of KS1 Pupils will know that:	End of Lower KS2 Pupils will know that:	End of Upper KS2 Pupils will know that:
		<ul style="list-style-type: none"> • The Old Testament tells the story of a particular group of people, the children of Israel — known as the People of God — and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God. • Christians believe that, through Jesus, all people can become the People of God. 	<ul style="list-style-type: none"> • The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. • Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world.

Incarnation

EYFS Pupils will know that:	End of KS1 Pupils will know that:	End of Lower KS2 Pupils will know that:	End of Upper KS2 Pupils will know that:
<ul style="list-style-type: none"> • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God 	<ul style="list-style-type: none"> • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming. 	<ul style="list-style-type: none"> • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<ul style="list-style-type: none"> • Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (see Salvation).

Gospel

EYFS Pupils will know that:	End of KS1 Pupils will know that:	End of Lower KS2 Pupils will know that:	End of Upper KS2 Pupils will know that:
	<ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way 	<ul style="list-style-type: none"> • Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. • Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice 	<ul style="list-style-type: none"> • Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. • Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. (See Salvation and Kingdom of God). • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.

Salvation

EYFS Pupils will know that:	End of KS1 Pupils will know that:	End of Lower KS2 Pupils will know that:	End of Upper KS2 Pupils will know that:
<ul style="list-style-type: none"> • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to others. 	<ul style="list-style-type: none"> • Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose from the dead, giving people hope of a new life. 	<ul style="list-style-type: none"> • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection. 	<ul style="list-style-type: none"> • Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.

			<ul style="list-style-type: none"> • This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.
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Kingdom of God			
EYFS Pupils will know that:	End of KS1 Pupils will know that:	End of Lower KS2 Pupils will know that:	End of Upper KS2 Pupils will know that:
		<ul style="list-style-type: none"> • Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven'.) • Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom 	<ul style="list-style-type: none"> • Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The parables suggest that there will be a future Kingdom, where God's reign will be complete. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world

		<p>visible by living lives that reflect the love of God.</p> <ul style="list-style-type: none">• Christians celebrate Pentecost, as the beginning of the Church.• Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.	
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