



The Ribblesdale Federation of Schools

R.E Curriculum Handbook

(Updated for 2026 -2027 Curriculum)



Year Group	Year A						Year B					
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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?	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 2/3 A & B	Unit 13 What is the good news Christians believe Jesus brings?	Unit 14 What is the good news Christians believe Jesus brings?	Unit 27 What do Hindus believe God is like?	Unit 28 Why do Christians call the day Jesus died Good Friday?	Unit 30 How and why do people mark significant events of life?	Unit 24 How and why do people try to make the world a better place?	Unit 21 How do festivals and worship show what matters to Muslims?	Unit 23 What do Christians learn from the creation story?	Unit 25 What kind of world did Jesus want?	Unit 16 Why does Easter matter to Christians?	Unit 26 For Christians when Jesus left; What was the impact of Pentecost?	Unit 29 What does it mean to be a Hindu in Britain today?
Year 2/3 C	Unit 15 who is Muslim and what do they believe? (Part 1)	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?						

Year 5/6	Unit 35 How can following God bring justice and freedom?	Unit 38 Why do Christians believe Jesus was the messiah?	Unit 39 Why do Hindus want to be good?	Unit 40 What difference does the resurrection make to Christians?	Unit 34 Creation and science: conflicting or complimentary?	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 41 For Christians, what kind of King is Jesus?	Unit 42 Why do some people believe in God and some do not?	Unit 33 Why is the Torah so important to Jewish people?	Unit 36 What matters most to Humanists and Christians?	U2.9 What can be done to reduce racism? Can religion help?
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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

Visit from a farmer/ national park ranger/ gardener/ wildlife volunteer

Visit from a local Christian

Nature walk

Farm visit

Church visit

Creation discover tuff tray

Wonder table with resources such as feathers/ shells/ pine cones/flowers and magnifying glasses

Create habitats

Small world retelling genesis 1

Garden centre role play

Look after our world challenge – litter picking, saving water, caring for plants, feeding birds

Thank you book

Books: Tiny Seed by Eric Carle, A seed is sleepy by Dianna Hutts Aston, What a wonderful world, The very hungry caterpillar

Harvest celebration

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 incarnate.

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

Parent and baby visitor – why babies are special
Local Christian visitor
Nativity
Church visit
Christmas tree decorations
Nativity small world
Bethlehem sensory tuff tray – sand, pebbles, wooden animals
Bethlehem stable role play
Christmas post office – writing letters
Timeline cards
Children bring in pictures of themselves as babies
Who is special to you? Create class display

Books: The first Christmas, the Christmas story, a very noisy Christmas, the nativity by Julie Vivas
Learn traditional carols
Christmas around the world

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

Parent and baby visitor
Christian visitor
Humanist visitor to talk about naming ceremonies
Artefact handling – baptism candle, christening gown, photos, certificate
Hindu community visitor
Place of worship visit
Welcome baby basket – clothes, toys, blanket, bottle, family photos
Family home role play
Vicar re-enacting a baptism
Role play of baptising babies
Welcome ceremonies comparison – picture cards

Ways we show we care display/ challenge

Books: owl babies, the family book, guess how much I love you, peace at last, here we are

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

Christian visitor

Lambs or chicks in school

Spring flowers

Nature walk spotting signs of life

Church visit during lent/ easter – crosses, palm crosses, easter displays, flowers, candles

Farm visit

Easter discovery tray – palm leaves, eggs, flowers, crosses, pebbles, moss

Holy week story basket – donkey, palm leaves, bread, cup, cross, stone, garden figures

Jerusalem market place role play

Make easter gardens

Flower shop

Grow new life – sunflowers, beans, cress

Drama of Holy Week

Books: The easter story, we're going on an egg hunt, the very first easter, the tiny seed

Hatching caterpillars to butterflies

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

Visit local church

Virtual mosque visit

Local nature walk – looking for how the place makes them feel/ might it be somewhere special

Christian and/or Muslim visitor

Artefact handling

Sound investigation – church bells, call to prayer

Small world places of worship

'My special place' gallery

Feelings walk

Explore how churches and mosques welcome visitors, design ways to welcome people to the classroom

Books: The everywhere bear, the journey home, coming to England, we're all wonders

Class book of places we love

Community spaces – visit and understand how they support different communities

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

Grandparent or family story teller

Christian/ Jewish visitor

Settle Stories

Library visit

Church visit

Story telling area

Story stones (for religious stories)

Theatre with puppets
Bookshop or Library role play

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

Christian visitor – vicar, church warden, Christian parent or church school governor

Visit from a farmer, National Park ranger or wildlife volunteer

Visit local church or walk in the local environment

Farm visit

Creation artefact box

Harvest Festival and collection

Link to Judaism as they read Genesis too

Stewardship challenge such as reducing litter, saving paper, caring for plants, recycling – eco team

Thankfulness Tree display

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

Local Christian visitor
Community volunteer visitor
Trip to a local church
Artefact box

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

Visitors from another faith
Visit to a mosque/church/synagogue
Artefact boxes
Visit from a faith leader to conduct a marriage reenactment (including Humanist)
Baptism/ Muslim baby welcome/ Jewish naming ceremony

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

Jewish visitor
Christian charity volunteer visitor
Environmental volunteer visitor
Trip to a community charity or church visit
Stewardship Walk

Year A

Unit 13: What is the good news Christians believe Jesus brings? (Part 1)

Year 2, 3 and 4

In this unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider. This unit is made up of two parts and learning covering the above content will continue in part two.

End of Unit Outcomes:

- Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news.
- Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.
- Recognise that Jesus gives instructions to people about how to behave.
- Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.
- Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).
- Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.

Suggested enrichment and links to Cultural Capital

Visit to a local church
Visitor who volunteers locally, eg food bank, charity fundraiser
Good News in our Community project
Artefact box including community action artefacts
Community thank you project – letters or artwork for people who support our community
Charity partnership

Year A

Unit 14: What is the good news Christians believe Jesus brings? (Part 2)

Year 2, 3 and 4

In this unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider.

End of Unit Outcomes:

- Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news.
- Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.
- Recognise that Jesus gives instructions to people about how to behave.
- Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.
- Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).
- Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.

Suggested enrichment and links to Cultural Capital

Local Christian Visitor
Foodbank volunteer
Visit local church
Food bank collection
Artefact box including community action artefacts
Community thank you project – letters or artwork for people who support our community
Charity partnership

Year A

Unit 27: What do Hindus believe God is like?

Year 2, 3 and 4

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

Hindu visitor to school

Visit a temple/mandir or virtual visit

Artefact box

Diwali community event

P4C – can one thing be many things? What makes a person valuable? Is there something special inside everyone?

Rangoli artwork workshop

Diwali celebration day – dance, stories, music, food tasting

Year A

Unit 28: Why do Christians call the day Jesus died Good Friday?

Year 2, 3 and 4

Within this unit, pupils will learn about how the Christian Salvation story fits into the big story of the Bible. They will find out about the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Pupils will study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today. Later in the unit, pupils will find out about how Christians today remember, celebrate and respond to the events of holy week and Easter. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.

End of Unit Outcomes:

- Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.
- Offer informed suggestions about what the events of Holy Week mean to Christians
- Give examples of what Christians say about the importance of the events of Holy Week
- Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities
- Describe how Christians show their beliefs about Jesus in worship in different ways
- Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.

Suggested enrichment and links to Cultural Capital

local vicar visit
charity project for Easter, eg Christian Aid
Visit a local church for lent/ Easter/ Holy week
Make palm crosses
Stations of the Cross
Experience Easter event – palm Sunday, last supper, garden of Gethsemane, Crucifixion, Empty Tomb interactive stations
Artefact box – palm leaves, bread, grapes, silver coins, crown of thorns, stone, white cloth
Easter Gardens
Easter around the world exploration
Easter songs

Year A

Unit 30: How and why do people mark significant events of life?

Year 2, 3 and 4

In this unit, pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people. They will take time to consider the links between ideas of love, commitment and promises within the ceremonies that they study. Pupils will learn about several rites of passage and use their knowledge to reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones.

End of Unit Outcomes:

- Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.
- Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today
- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.
- Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)
- Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones.
- Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.
- Give good reasons why they think ceremonies of commitment are or are not valuable today

Suggested enrichment and links to Cultural Capital

Visitors from different worldviews, including humanism

Visits to registry office and/or church

Artefact boxes eg marriage or baptism certificate, rings, order of service, photos, baptism candle, Hindu festival clothing and garland

Explore examples of ceremonies from around the world

Memory box project

School/ class time capsule

Year A

Unit 24: How and why do people try to make the world a better place?

Year 2, 3 and 4

In this unit, pupils will find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. They will consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings. Pupils will consider why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and nonreligious (e.g Humanist) worldviews. They will find out about the Jewish idea of Tikkun Olam and consider how charities like Tzedek help Jewish people to live out ideas and teachings, considering diversity of views. Pupils will have opportunities to raise their own questions about caring for the world and consider the responsibility that everyone must care for the world.

End of Unit Outcomes:

- Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).
- Make links between religious beliefs and teachings and why people try to live and make the world a better place
- Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)
- Describe some examples of how people try to live (e.g. individuals and organisations)
- Identify some differences in how people put their beliefs into action
- Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better
- Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas
- Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views

Suggested enrichment and links to Cultural Capital

Visitors from different faiths and worldviews
 Charity worker or volunteer visitor
 National Park ranger visitor
 Stewardship project
 Local area walk considering who looks after this place and what happens if nobody does?
 Community litter pick/ community action afternoon
 Explore 'world changers' eg Greta Thunberg, Martin Luther King Jr, Mahatma Ghandi
 Charity investigation
 Earth day/ environment day/ water day
 Make bug houses

Year A

Unit 35: How can following God bring justice and freedom?

Year 5 and 6

Within this unit, pupils will find out about the story of the Exodus, sequencing key events and considering different interpretations. Pupils will make clear connections between Bible texts studied and what Christians believe about how God can help during difficult times and how they should behave. They will explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Later in the unit, pupils will investigate the ten commandments, considering why the People of God were given these and what they mean for believers today.

End of Unit Outcomes:

- Explain connections between biblical texts and the idea of God's covenant with his people, using theological terms.
- Identify examples of Law texts and suggest how believers might interpret them
- Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
- Weigh up how Christian ideas about justice relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.

Suggested enrichment and links to Cultural Capital

Local Christian eg church leader visitor
Magistrate, MP or PCSO visitor
Rep from a Human Rights or Anti-Poverty Organisation
Visit a local church
Link to people such as William Wilberforce, Martin Luther King Jr or Desmond Tutu
Fairtrade

Year A

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

Year 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

Clergy visitor -consider inviting representatives from different traditions

Church visit during advent

Cathedral virtual tour (York Minster is a good one)

Artefact box

Christmas around the world

Year A

Unit 39: Why do Hindus want to be good?

Year 5 and 6

Within this unit, pupils will build on their learning about the Hindu worldview and way of life with particular progression from the units on 'what do Hindus believe God is like?' and 'what does it mean to be a Hindu in Britain today?' They will build on their understanding of dharma. Pupils will hear and interpret the story of the man in the well from the Mahabharata. They will investigate the key concepts of Karma, Dharma and samsara and how this might affect how a Hindu chooses to live their life using the example of two charities.

End of Unit Outcomes:

- Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.
- Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc
- Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live
- Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc.
- Give evidence and examples to show how Hindus put their beliefs into practice in different ways
- Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.
- Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view

Suggested enrichment and links to Cultural Capital

Hindu visitor

Visit Hindu Mandir/ Temple/ Virtual tour

Hindu Dharma Artefact Box

Year A

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

Year 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

Local priest or vicar visit

Visit to church

Artefact box – communion items and Easter worship eg palm cross, candle, cross

Funeral artefacts

Year A

Unit 34: Creation and science: conflicting and complimentary?

Year 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

Visitors: Scientist (could be secondary school teacher?) and Vicar, or Christian scientist would be high impact!
Investigate scientists who were Christians: Isaac Newton, Francis Collins, John Polkinghorne
Humanist visitor

Year A

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

Year 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

Muslim visitor
Visit to a mosque/ virtual tour
Artefact box – worship and festival items
Investigate British Muslims eg Nadiya Hussain, Moeen Ali, Sadiq Khan