



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

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

Year 1 and 2

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 1 and 2

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

Year 1 and 2

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.
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Suggested enrichment and links to Cultural Capital

Local Muslim visitor to talk about what prayer means to them, how they celebrate Eid, experiences of Ramadan, why the Shahadah matters, favourite story of the Prophet Muhammad

Visit to a Mosque

Topic/ Faith Box (Islam)

Virtual Mosque tour

Live video call with a Muslim teacher

99 Names of Allah Art Project/ Islamic Pattern art

Ramadan Challenge – try one day of extra kindness, giving up complaining, helping at home, charity challenge

Charity project linked to Zakah

Listen to Adhan or Nasheeds

Taste testing foods, such as dates

Year A

Unit 16: Why does Easter matter to Christians?

Year 1 and 2

Within this unit, pupils will recognize that the concepts of God, Incarnation, Gospel and Salvation are all part of the big story of the Bible. They will find out about the key events of Holy Week and Easter, making links with the Christian belief of salvation. Pupils will learn about how Christians show their beliefs about Jesus being their savior within celebrations and worship in church at Easter. Pupils will learn about the instructions that Christians believe that Jesus gave his followers about how to behave. They will consider what the story of Easter means for Christians today and why they put their hope in heaven.

End of Unit Outcomes:

- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).
 - Recognise that Jesus gives instructions about how to behave.
- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.

Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.

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

Year 1 and 2

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

Local Muslim visitor to talk about what prayer means to them, how they celebrate Eid, experiences of Ramadan, why the Shahadah matters, favourite story of the Prophet Muhammad
Visit to a Mosque
Topic/ Faith Box (Islam)
Virtual Mosque tour
Live video call with a Muslim teacher
99 Names of Allah Art Project/ Islamic Pattern art
Ramadan Challenge – try one day of extra kindness, giving up complaining, helping at home, charity challenge
Charity project linked to Zakah
Listen to Adhan or Nasheeds
Explore how Muslims pray globally
Taste testing foods, such as dates

Year A

Unit 18: What makes some places special to believers?

Year 1 and 2

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

Local Church visit

Visit to another place of worship/ virtual visits

Faith community panel – 3 visitors of different faiths to interview

Artefact handling – stations for different faiths to compare similar objects with similar purposes

Build a place of worship

Explore sacred places globally

Year A

Unit 23: What do Christians learn from the creation story?

KS2

This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils familiarise themselves with the first Creation story from Genesis and key messages within it for many Christians about the world being good and how Christians are called to look after God's world. They move on to think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible.

End of Unit Outcomes:

- Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'
- Make clear links between Genesis 1 and what Christians believe about God and Creation
- Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world
- Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth – some specific ways)
- Describe how and why Christians might pray to God, say sorry and ask for forgiveness.
- Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today

Suggested enrichment and links to Cultural Capital

Local clergy visitor
Local area walk considering creation
Artefact box
Harvest festival
P4C – why do bad things happen? Is the world mostly good? Do humans have responsibilities towards nature?
Stewardship challenge
Habitat improvement project
Fallen world investigation

Year A

Unit U2.5 Is it better to express your beliefs in art and architecture or charity and generosity?

KS2

This investigation enables pupils to learn in depth from two different religions about why their holy buildings and works of art matter to them as expressions of devotion to God and worship, and about how they practice generosity and charity. Muslim and Christian examples are sometimes criticised by nonreligious people: this critique is examined too. Of course, the rather polarising title can receive the response 'both matter', as the final lesson will show, but the controversy is good for the pupils' learning.

End of Unit Outcomes:

Respond with ideas of their own to the title question (B2).

Find out about religious teachings, charities and ways of expressing generosity (C3).

Describe and make connections between examples of religious creativity (buildings and art) (A1).

Show understanding of the value of sacred buildings and art (B3).

Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).

Apply ideas about values and from scriptures to the title question (C2).

Outline how and why some Humanists criticise spending on religious buildings or art (A3).

Examine the title question from different perspectives, including their own (C1).

Suggested enrichment and links to Cultural Capital

Church leader visitor

Humanist visitor

Muslim visitor

Local church visit or mosque visit

Visit to foodbank or similar to do community project

Year B

Unit 21: How do festivals and worship show what matters to Muslims?

KS2

Within this unit. Pupils will identify some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. They will have opportunities to ask questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits of these for all people.

End of Unit Outcomes:

- Identify some beliefs about God in Islam, expressed in Surah 1.
- Make clear links between beliefs about God and *ibadah* (e.g. how God is worth worshiping; how Muslims submit to God)
- Give examples of *ibadah* (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.
- Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)
- Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims
- Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas

Suggested enrichment and links to Cultural Capital

Muslim visitor
Artefact box linked to worship and festivals
Visit a mosque/ virtual tour
Food tasting
Islamic calligraphy

Year B

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

KS2

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

Year A

Unit 36: What matters most to Humanists and Christians?

KS2

In this unit, pupils will think carefully about actions, sources of authority, values, religious and nonreligious worldviews. They will make links with sources of authority that tell people how to be good. Pupils will spend time thinking about the similarities and difference between Christian and Humanist ideas about being good and how people live. They will consider what it means to follow a moral code; carefully thinking about why this might be both helpful and difficult.

End of Unit Outcomes:

- Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)
- Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')
- Make clear connections between Christian and Humanist ideas about being good and how people live
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view
- Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice)
- Raise important questions and suggest answers about how and why people should be good
- Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views

Suggested enrichment and links to Cultural Capital

Invite Humanist visitor into school
 Invite local vicar or member of the Christian community into school
 Look at codes of practise belonging to many different groups

Year A

Unit 34: Creation and science: conflicting and complimentary?

KS2

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