


## The Chadsmead EYFS Curriculum mapped against our RE aims

	CYCLE A	CYCLE B
<b>EYFS: Exploring 1) An increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms;</b>		
<ul style="list-style-type: none"> <li>Explore <b>religious stories and sacred texts</b> acquiring knowledge and understanding of insight into religious experience and living within a faith community.</li> </ul>	<ul style="list-style-type: none"> <li>A Wedding Day wish for Puddles by Gill Vaisey A wedding Day Wish for Puddles 1.3b Autumn 1</li> <li>Puddles lends a paw by Gill Vaisey Puddles lends a paw 1.1b Autumn 2</li> <li>The sevens kittens (a Muslim story) by Gill Vaisey: Additional unit The seven kittens and the baby bird. Summer 2</li> </ul>	<ul style="list-style-type: none"> <li>A Wet and Windy Harvest by Gill Vaisey A Wet and Windy Harvest for Puddles 1.4b Autumn 1</li> <li>Puddles and the Christmas play by Gill Vaisey Puddles and the Christmas Play 1.1b Autumn 2</li> <li>The Nativity Story Puddles and the Christmas Play 1.1b Autumn 2</li> <li>Puddles and the Christening splash by Gill Vaisey Additional unit Puddles and the Christening Splash Spring 1</li> <li>Puddles and the Happy Easter day by Gill Vaisey Puddles and the Happy Easter Day 1.1c Spring 2</li> <li>The Easter story Puddles and the Happy Easter Day 1.1c Spring 2</li> <li>Puddles and St Francis Service by Gill Vaisey Additional Unit Puddles and St Francis Service Summer 1</li> <li>The Christian Creation story by Gill Vaisey Additional Unit Puddles and St Francis Service Summer 1</li> <li>The Tiny Ants by Gill Vaisey The Tiny Ants 1.5a Summer 2</li> </ul>
<ul style="list-style-type: none"> <li>Explore <b>lifestyles</b> acquiring knowledge and understanding that offer insight into religious experience and living within a faith community.</li> </ul>	<ul style="list-style-type: none"> <li>Role play visiting a church Puddles lends a paw 1.1b Autumn 2</li> <li>Different families with different faiths Special people Love to celebrate: My world Cornerstone unit Spring 1</li> <li>Festival of different faiths Special times Love to celebrate: My world Cornerstone unit Summer 1</li> <li>How might a Muslim behave? Additional unit The seven kittens and the baby bird. Summer 2</li> </ul>	<ul style="list-style-type: none"> <li>Role play visiting a church A Wet and Windy Harvest for Puddles 1.4b Autumn 1</li> <li>How do Christians celebrate Christmas at home? Puddles and the Christmas Play 1.1b Autumn 2</li> <li>How Christians treat the world and nature. Additional Unit Puddles and St Francis Service Summer 1</li> <li>How Muslims treat nature The Tiny Ants 1.5a Summer 2</li> </ul>
<ul style="list-style-type: none"> <li>Explore <b>rituals</b> acquiring knowledge and understanding that offer insight into religious experience and living within a faith community.</li> </ul>	<ul style="list-style-type: none"> <li>Wedding ceremonies (Christianity) A wedding Day Wish for Puddles 1.3b Autumn 1</li> <li>Festival of different faiths Special times Love to celebrate: My world Cornerstone unit Summer 1</li> </ul>	<ul style="list-style-type: none"> <li>Advent Puddles and the Christmas Play 1.1b Autumn 2</li> <li>Christenings Additional unit Puddles and the Christening Splash Spring 1</li> <li>Easter in a Christian church Puddles and the Happy Easter Day 1.1c Spring 2</li> <li>A St Francis service Additional Unit Puddles and St Francis Service Summer 1</li> </ul>
<ul style="list-style-type: none"> <li>Explore <b>symbolism</b> acquiring knowledge and understanding that offer insight into religious experience and living within a faith community.</li> </ul>	<ul style="list-style-type: none"> <li>Look at items and the symbolism of the item from a Christian church Puddles lends a paw 1.1b Autumn 2</li> <li>Festival of different faiths Special times Love to celebrate: My world Cornerstone unit Summer 1</li> </ul>	<ul style="list-style-type: none"> <li>Look at symbols from a Christian church A Wet and Windy Harvest for Puddles 1.4b Autumn 1</li> <li>Symbols in a church at Christmas Puddles and the Christmas Play 1.1b Autumn 2</li> <li>Items and Symbols at a Christening Additional unit Puddles and the Christening Splash Spring 1</li> <li>Symbols of Easter Puddles and the Happy Easter Day 1.1c Spring 2</li> <li>Items in a church Additional Unit Puddles and St Francis Service Summer 1</li> </ul>

	CYCLE A	CYCLE B
<b>EYFS: Engaging 2) A developing capacity to engage with ultimate questions and to formulate their own sense of identity and values;</b>		
<ul style="list-style-type: none"> <li>Engaging to appreciate the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged,</li> </ul>	<ul style="list-style-type: none"> <li>What is this for ( items)? Do you know what ..... does at the wedding ( people)? (Christianity) A wedding Day Wish for Puddles 1.3b Autumn 1</li> <li>Who helps us? Puddles lends a paw 1.1b Autumn 2</li> <li>How are we all special? Special people Love to celebrate: My world Cornerstone Unit Spring 1</li> <li>Why do we think the world is a special place? Special places Love to celebrate: My world Cornerstone unit Spring 2</li> <li>What are special times? Special times Love to celebrate: My world Cornerstone unit Summer 1</li> <li>How should we look after birds? Additional unit The seven kittens and the baby bird. Summer 2</li> </ul>	<ul style="list-style-type: none"> <li>How could we help someone who doesn't have enough food? A Wet and Windy Harvest for Puddles 1.4b Autumn 1</li> <li>How do you celebrate Christmas? Puddles and the Christmas Play 1.1b Autumn 2</li> <li>How do we get our names? Additional unit Puddles and the Christening Splash Spring 1</li> <li>How did Puddles and Jesus feel? What made them sad? Puddles and the Happy Easter Day 1.1c Spring 2</li> <li>How should we treat animals? Additional Unit Puddles and St Francis Service Summer 1</li> <li>How should we treat animals? The Tiny Ants 1.5a Summer 2</li> </ul>
<ul style="list-style-type: none"> <li>Engaging to express and evaluate their personal responses to human and religious questions</li> </ul>	<ul style="list-style-type: none"> <li>Expression their views on families and friends A wedding Day Wish for Puddles 1.3b Autumn 1</li> <li>How is our community special? Special places Love to celebrate: My world Cornerstone unit Spring 2</li> </ul>	<ul style="list-style-type: none"> <li>Talk about their peers ideas for helping people without food A Wet and Windy Harvest for Puddles 1.4b Autumn 1</li> <li>Talk about what we are thankful for at Christmas Puddles and the Christmas Play 1.1b Autumn 2</li> </ul>
<ul style="list-style-type: none"> <li>Engaging and gaining skills to be able to relate the things studied and discussed, to their own experience.</li> </ul>	<ul style="list-style-type: none"> <li>How is a church different to a home? Puddles lends a paw 1.1b Autumn 2</li> <li>What is your special place? Which special place would you like to visit and why? Special places Love to celebrate: My world Cornerstone unit Spring 2</li> <li>How might you or a Muslim look after a bird or kitten? Additional unit The seven kittens and the baby bird. Summer 2</li> </ul>	<ul style="list-style-type: none"> <li>How do we prepare for a baby? What is a Christening? Additional unit Puddles and the Christening Splash Spring 1</li> <li>What do you do at Easter to celebrate? Puddles and the Happy Easter Day 1.1c Spring 2</li> <li>How should you look after babies and new pets? Additional Unit Puddles and St Francis Service Summer 1</li> <li>How do you treat your pets? The Tiny Ants 1.5a Summer 2</li> </ul>

	CYCLE A	CYCLE B
<b>EYFS: Reflecting 3) A growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society;</b>		
<ul style="list-style-type: none"> <li>Reflecting on the reality of religious diversity and on the issues raised by living in a diverse world</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting and developing skills of analysis and discernment in relation to prejudice, discrimination and bias.</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on skills of self-awareness, moral judgement and responsible choice.</li> </ul>

## The Chadsmead Key Stage 1 Curriculum mapped against our RE aims

	CYCLE A	CYCLE B
<b>KS1: Exploring 1) An increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms;</b>		
 <b>Substantive knowledge: This is the knowledge about religious and non-religious traditions. It includes: the different ways people express their beliefs; the artefacts and rituals associated with religious and non-religious traditions; and concepts which relate to religious and non-religious traditions.</b>		
<ul style="list-style-type: none"> <li>Explore <b>religious stories and sacred texts</b> acquiring knowledge and understanding of insight into religious experience and living within a faith community. (Beliefs, teachings and sources)</li> </ul>	<ul style="list-style-type: none"> <li>In the Beginning retold by Steve Turner.</li> <li>The story of Channukah: Chanukah Lights Everywhere by Michael J Rosen.</li> <li>Belonging and Believing: My Jewish family by Gill Vaisey.</li> <li>Mezuzah and the Shema the first prayer children learn.</li> <li>Queen Ester saves her people ( the Torah) What does the Bible teach us about God? What stories of the Prophet do Muslims love to tell</li> </ul>	<ul style="list-style-type: none"> <li>How do Christians believe the world was made?</li> <li>Drama of the creation of the worlds.</li> <li>What happened to Adam and Eve in the garden of Eden?</li> <li>Who was Jesus?</li> <li>Jesus in the temple.</li> <li>Jesus and the paralysed man</li> <li>Jesus, Mary and Martha.</li> <li>Jesus and the disciples.</li> <li>The parable of the two builders Matthew The two houses</li> <li>Jesus and the Pharisee and the tax collector. Jesus' story about heartfelt prayer: Luke 18</li> <li>The mustard seeds The sower Matthew 13:1-23</li> <li>The parable of the talents. Big Bags of Money Matthew 25</li> <li>Noah's ark</li> <li>Mohammad and the crying camel</li> <li>Prince Siddhartha and the swan</li> <li>What stories are special to us? What is a holy book?</li> <li>What did Jesus teach about God in a story?</li> <li>What did Jesus say about how to treat others?</li> <li>How are holy books treated?</li> <li>What story is special for Jewish people in the Torah?</li> <li>Which story do Muslims tell about the Prophet Muhammad?</li> <li>What can be learnt from the story of Jonah? What is special about Jonah?</li> <li>The Torah, the Bible and the Qur'an.</li> <li>Quotes from the Qur'an</li> <li>The boy who threw stones</li> <li>Noah's ark</li> <li>Mohammad and the crying camel</li> <li>Prince Siddhartha and the swan</li> <li></li> </ul>
<ul style="list-style-type: none"> <li>Explore <b>lifestyles</b> acquiring knowledge and understanding that offer insight into religious experience and living within a faith community.</li> <li>(Practices and ways of life, Expressing meaning, Identity, diversity and belonging)</li> </ul>	<ul style="list-style-type: none"> <li>Items in a Jewish home.</li> <li>What people think about the miracles at Channukah</li> <li>Weddings</li> <li>Celebrations and festivals</li> <li>Introduction to Christianity What do Christians believe about God</li> <li>Understand why is Jesus important to Christians.</li> <li>Understand what do the miracles of Jesus teach us about what is important to Christians.</li> <li>Understand what do the miracles of Jesus teach us about what is important to Christians.</li> <li>Say which items are important to Christians like Vesper.</li> <li>Baptism</li> <li>Living as a Christian in a family</li> </ul>	<ul style="list-style-type: none"> <li>Should we care for everyone? Nature walk to see how we look after the world.</li> <li>What do Christians believe about caring for people?</li> <li>What do some religions say about caring for other people?</li> <li>How have some people shown they cared? How is the golden rule an encouragement to care?</li> </ul>
<ul style="list-style-type: none"> <li>Explore <b>rituals</b> acquiring knowledge and understanding that offer insight into religious experience and living within a faith community.</li> <li>(Meaning, purpose and truth 6. Values and commitments)</li> </ul>	<ul style="list-style-type: none"> <li>What happens at Shabbat</li> <li>Purim</li> <li>Baptism</li> <li>What is a mosque, and what happens at a mosque?</li> <li>How and why do Muslims pray and worship at the mosque?</li> <li>What can we learn from Muslim holy words?</li> </ul>	<ul style="list-style-type: none"> <li>What happens at Yom Kippur?</li> </ul>

	<ul style="list-style-type: none"> <li>• What happens at the celebration of Eid-ul-Fitr, and why?</li> <li>• Pictures and music of prayer.</li> <li>• Christian prayer-5 finger prayer</li> </ul>	
<ul style="list-style-type: none"> <li>• Explore <b>symbolism</b> acquiring knowledge and understanding that offer insight into religious experience and living within a faith community.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring the Synagogue</li> <li>• Weddings</li> <li>• Ketubah</li> <li>• Understand why do Christians pray.</li> <li>• Find out what happens at a religious building-The Church.</li> <li>• Baptism- items and their symbolism</li> <li>• What makes a place or an object special to us? And to Muslims?</li> <li>• showing Rosary Beads.</li> <li>• Muslim prayer and wudu-prayer mat.</li> <li>• Items in a church for prayer</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

**KS1: Engaging 2) A developing capacity to engage with ultimate questions and to formulate their own sense of identity and values;**



**PERSONAL KNOWLEDGE** This is the growing knowledge of how pupils' own values and beliefs connect with religious and non-religious traditions. It is important not to conflate this with citizenship or PSHE. Pupils will build this knowledge through reflection of how their own viewpoints relate to the 'life worlds' or religious and non-religious traditions.

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Engaging to appreciate the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged,</li> </ul> | <ul style="list-style-type: none"> <li>• Engaging to express and evaluate their personal responses to human and religious questions.</li> </ul> | <ul style="list-style-type: none"> <li>• Engaging and gaining skills to be able to relate the things studied and discussed, to their own experience.</li> </ul> |
|---|---|---|

**KS1: Reflecting 3) A growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society;**


Continuous objectives: Reflecting on the reality of religious diversity and on the issues raised by living in a diverse world.	Reflecting and developing skills of analysis and discernment in relation to prejudice, discrimination and bias.	Reflecting on skills of self-awareness, moral judgement and responsible choice.
--	---	---

**KS1: WAYS OF KNOWING** Pupils also need to be taught how to know about religious and non-religious traditions: the scholarship of RE. This is the disciplinary knowledge of RE. Pupils should be taught how to understand how the substantive knowledge came to be, how to interpret the accuracy and validity of claims being made, the differences between conceptions and misconceptions, and the types of methods used in enquiries, including the suitability of these methods.

### Multi-disciplinary Lenses

<p><b><u>CYCLE A: Human/ Social sciences/ living:</u></b></p> <ul style="list-style-type: none"> <li>• Symbolism and artefacts used by some Jewish at home.</li> <li>• Symbolism and artefacts used by some Jewish at home Mezuzah.</li> <li>• Shabbat and the importance of home and family life.</li> <li>• The role of festivals which link to Jewish history.</li> <li>• The synagogue and varying ceremonies that take place there.</li> <li>• Importance of festivals for the Jewish community such as Purim.</li> <li>• The importance of rites of passages.</li> <li>• The impact of Christian teachings on daily life.</li> <li>• The Masjid( the mosque) The importance of Ramadan and Eid-UI-fitr</li> <li>• The varying expressions of prayer.</li> </ul>	<p><b><u>CYCLE A: Theology/Believing:</u></b></p> <ul style="list-style-type: none"> <li>• The concept of One God and the importance of the Shema.</li> <li>• The Torah a sources of authority.</li> <li>• The concept of God introducing the Holy trinity</li> <li>• Sources of authority such as the Bible.</li> <li>• The life and teachings of Jesus.</li> <li>• The symbolism and artefacts as expressions of Christianity.</li> <li>• The importance of worship and gathering.</li> <li>• The local church(es) symbolism and artefacts as expression of Christianity.</li> <li>• rites of passage</li> <li>• The concept of One God</li> <li>• The life and teachings of the Prophet Muhammad.</li> <li>• The Qur'an as a source of authority and a revealed scripture.</li> </ul>	<p><b><u>CYCLE A: Philosophy/ Thinking:</u></b></p> <ul style="list-style-type: none"> <li>• Make links between believes and behaviours.</li> <li>• What do Christians believe and why they believe it.</li> <li>• Ways of reasoning.</li> </ul>
<p><b><u>CYCLE B: Human/ Social sciences/ living:</u></b></p> <ul style="list-style-type: none"> <li>• The importance of not hurting living things and Buddhist stories of daily life.</li> <li>• The role of festivals which connect with Jewish history.</li> </ul>	<p><b><u>CYCLE B: Theology/Believing:</u></b></p> <ul style="list-style-type: none"> <li>• The concept of One God.</li> <li>• The Bible and Torah as a sacred text for Christians and Jewish people.</li> <li>• The Life and teachings of Jesus.</li> <li>• The Bible as a sacred text and its genres.</li> <li>• The concept of the Golden rule.</li> <li>• The Bible as a sacred text for Christians and its different genres.</li> <li>• The life and teachings of the Prophet Muhammad.</li> <li>• The Qur'an as a revealed scripture.</li> <li>• The Bible as a sacred text for Christians and if's different genres.</li> <li>• The Torah as the five books of Moses written in Hebrew.</li> </ul>	<p><b><u>CYCLE B:Philosophy/ Thinking:</u></b></p> <ul style="list-style-type: none"> <li>• Ethical theory on the importance of looking after the world.</li> <li>• Making links between beliefs and behaviours.</li> <li>• Ethical theory on Christian value of Kindness.</li> <li>• The importance of loving ones neighbour: Tzedakah.</li> <li>• Make links between belief and behaviour.</li> </ul>

## The Chadsmead Lower Key Stage 2 Curriculum mapped against our RE aims

	CYCLE A	CYCLE B
<b>LKS2: Exploring 1) An increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms;</b>		
 <b>Substantive knowledge:</b> This is the knowledge about religious and non-religious traditions. It includes: the different ways people express their beliefs; the artefacts and rituals associated with religious and non-religious traditions; and concepts which relate to religious and non-religious traditions.		
<ul style="list-style-type: none"> <li>Explore <b>religious stories and sacred texts</b> acquiring knowledge and understanding of insight into religious experience and living within a faith community.</li> </ul>	<ul style="list-style-type: none"> <li>The story of Guru Nanak.</li> <li>Guru Nanak and the jasmine flower.</li> <li>Ganesh sweet tooth.</li> <li>The story of Rama and Sita.</li> </ul>	<ul style="list-style-type: none"> <li>Timeline of the Bible.</li> <li>The prophets</li> <li>Moses in Egypt and slavery.</li> <li>The ten plagues.</li> <li>The parting of the sea.</li> <li>Moses and the story of the ten commandments.</li> <li>The festival of Passover.</li> </ul>
<ul style="list-style-type: none"> <li>Explore <b>lifestyles</b> acquiring knowledge and understanding that offer insight into religious experience and living within a faith community.</li> </ul>	<ul style="list-style-type: none"> <li>Symbols of the Christian faith</li> <li>Christian's item of faith. Rosary, Bible, cross, fish</li> <li>Jewish items at home.</li> <li>Jewish items of symbolism.</li> <li>Seeing is Believing' – is it? What do I think about believing in God?</li> <li>What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers</li> <li>What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity?</li> <li>Jesus and John the Baptist. The Baptism of Jesus Christ. The Holy spirit</li> <li>What do Muslims believe about Allah? (The Arabic word for God is Allah</li> <li>What do Muslims believe about the Holy Quran, Allah's gift to humanity?</li> <li>.How do Hindu people show what they believe about gods and goddesses?</li> <li>Why are three of the gods of the Hindu way especially important?</li> <li>What are the similarities and differences between different ideas about God?</li> <li>5 pillars of Islam.</li> <li>Muslim prayer</li> <li>The Qur'an</li> <li>Prayer mats and items of faith</li> <li>What is a Guru?</li> <li>The formation of the khalsa. Kaur and Singh.</li> <li>Naming a baby Naam Karam</li> <li>The Gurdwara- the golden temple</li> <li>The Langar</li> <li>What do Hindus think about God?</li> <li>The Mandir?</li> <li>What is Puja?</li> <li>What is an avatar/ Ganesh?</li> <li>Diwali</li> </ul>	<ul style="list-style-type: none"> <li>Rules of faith linked to food.</li> <li>Food at Passover.</li> <li>Food at Easter the symbolism.</li> <li>Comparing Passover to Easter Venn diagram</li> <li>Christian Harvest.</li> <li>Food bank.</li> <li>Worldviews</li> <li>How do humanists decide what to believe?</li> <li>Atheism and agnosticism</li> <li>Why don't humanists believe in a god or gods?</li> <li>Meaning and purpose:</li> <li>What are humanists' views on happiness?</li> <li>Celebration and ceremonies: humanist</li> <li>What do Humanist value in life?</li> <li>Humanist ethics</li> <li>How do humanists believe we can lead a good life?</li> <li>How did Sidhartha Gotama see the world?</li> <li>.Are Buddhist searching for happiness or something else?</li> <li>Where and who founded Buddhism? (learn a traditional bow)</li> <li>The key beliefs of Buddhism (learning a Buddhist chant and meditation)</li> <li>Special place of Buddhism (learning a Buddhist chant and meditation)</li> <li>Items of the Buddhist faith</li> <li>Symbols of the Buddhist faith</li> <li>The 4 noble truth and enlightenment?</li> <li>The 3 Universal truths</li> <li>8 fold path</li> <li>What happens when someone dies in Buddhism-</li> <li>Shinnyo</li> <li>Buddhism compare to Humanism</li> </ul>

<ul style="list-style-type: none"> <li>Explore <b>rituals</b> acquiring knowledge and understanding that offer insight into religious experience and living within a faith community.</li> </ul>	<ul style="list-style-type: none"> <li>Jesus light of the world. Incarnation</li> <li>The journeys of Mary</li> <li>Peace at Christmas</li> <li>Incarnation: God becoming human</li> <li>Giving at Christmas. Christingle/ Shoebox appeal.</li> <li>What do Hindus think about God?</li> <li>Where do Hindus worship The Mandir?</li> <li>How do Hindus show commitment? Sacred thread ceremony.Upanayana</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Sukkoth and Sakat</li> <li>Easter</li> <li>Divali</li> <li>Ramadan</li> <li>Pesach</li> <li>What can we learn from celebrations and festivals?</li> <li>Why do we celebrate the festival of Christmas?</li> <li>Plan a festival to celebrate our school.</li> <li>Buddhist lantern floating ceremony</li> <li>The Buddhist festival of Wesak</li> </ul>
<ul style="list-style-type: none"> <li>Explore <b>symbolism</b> acquiring knowledge and understanding that offer insight into religious experience and living within a faith community.</li> </ul>	<ul style="list-style-type: none"> <li>Hindu weddings the 7 steps</li> <li>The 5 Ks of Sikhi.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

**LKS2: Engaging 2) A developing capacity to engage with ultimate questions and to formulate their own sense of identity and values;**



**PERSONAL KNOWLEDGE** This is the growing knowledge of how pupils' own values and beliefs connect with religious and non-religious traditions. It is important not to conflate this with citizenship or PSHE. Pupils will build this knowledge through reflection of how their own viewpoints relate to the 'life worlds' or religious and non-religious traditions.

<ul style="list-style-type: none"> <li>Engaging to appreciate the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged,</li> </ul>	<ul style="list-style-type: none"> <li>Engaging to express and evaluate their personal responses to human and religious questions.</li> </ul>	<ul style="list-style-type: none"> <li>Engaging and gaining skills to be able to relate the things studied and discussed, to their own experience.</li> </ul>
---	---	---

**LKS2: Reflecting 3) A growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society;**

Continuous objectives: Reflecting on the reality of religious diversity and on the issues raised by living in a diverse world.	Reflecting and developing skills of analysis and discernment in relation to prejudice, discrimination and bias.	Reflecting on skills of self-awareness, moral judgement and responsible choice.
--	---	---




**LKS2: WAYS OF KNOWING Pupils also need to be taught how to know about religious and non-religious traditions: the scholarship of RE. This is the disciplinary knowledge of RE. Pupils should be taught how to understand how the substantive knowledge came to be, how to interpret the accuracy and validity of claims being made, the differences between conceptions and misconceptions, and the types of methods used in enquiries, including the suitability of these methods.**

## Multi-disciplinary Lenses

<p><b>CYCLE A: Human/ Social sciences/ living:</b></p> <ul style="list-style-type: none"> <li>• Symbolism and artefacts as an expression of Christianity.</li> <li>• Symbolism and artefacts used by some Jewish people in festivals and rituals.</li> <li>• Symbolism and artefacts used by some Jewish people in festivals and rituals.</li> <li>• Christian community in charity work.</li> <li>• The five pillars of Islam.</li> <li>• Diversity of expression, customs and practices within Islam and their impact on daily life.</li> <li>• Symbolism including varying practice of wearing the 5Ks.</li> <li>• Global importance of Amritsar and the Golden Temple the langar. The Gurdwara.</li> <li>• The Mandir The importance of gatherings for worship. . Dharma, Symbolism and the centrality of the home in the Hindu tradition.</li> <li>• Sanatan Dharma, the diversity of practice Puja. The importance of gatherings for worship. . Dharma, Symbolism and the centrality of the home in the Hindu tradition.</li> <li>• Celebration of new life. Hindu</li> <li>• Celebration of commitment. Hindu</li> <li>• dramatic storytelling and celebrations.</li> </ul>	<p><b>CYCLE A: Theology/Believing:</b></p> <ul style="list-style-type: none"> <li>• The Concept of God(Trinity)</li> <li>• Sources of authority such as the Bible and interpretations.</li> <li>• The life and teachings of Jesus</li> <li>• The concept of one God.</li> <li>• The Qur'an as a revealed scripture. The life and teachings of Prophet Muhammad.</li> <li>• Concept of Brahman and Avatars.</li> <li>• Concept Brahman and the Trimurti</li> <li>• The life and teaching of Jesus</li> <li>• The Qur'an as a source of authority.</li> <li>• the life and teachings of the 10 Gurus. Concept: The Guru Granth Sahib as a living Guru.</li> <li>• Stories from the life of Guru Nanak</li> <li>• Impact of martyrdom on Sikh teachings.</li> <li>• The life and teachings of Guru Nanak</li> <li>• Avatars. Examples of the teachings of Hindu teachers,</li> <li>• Holy Books including the Ramayana</li> </ul>	<p><b>CYCLE A: Philosophy/ Thinking:</b></p> <ul style="list-style-type: none"> <li>• The different views about the nature of knowledge, meaning and existence.</li> </ul>
<p><b>CYCLE B: Human/ Social sciences/ living:</b></p> <ul style="list-style-type: none"> <li>• The impact of the ten commandments on Christian daily life.</li> <li>• Importance of festivals for the Jewish community.</li> <li>• the impact of faith on daily life. Food</li> <li>• Symbolism and artefacts used by some Jewish people at festivals and in rituals.</li> <li>• Symbolisms as an expression of Christianity.</li> <li>• Importance of festivals for the Jewish community.</li> <li>• The importance of celebrations and festivals in Christianity.</li> <li>• the importance of celebrations and festivals on people of faith.</li> <li>• Christian festivals.</li> <li>• importance of gathering for celebrations.</li> <li>• the importance of Ramadan.</li> <li>• the importance of the two Eid festivals.</li> <li>• the importance of festivals and celebrations for people of faith and how they are affected by culture.</li> <li>• the importance of the arts and sciences.</li> <li>• The importance of love and relationships. Diverse practice in relation to ceremonies.</li> <li>• The importance of the natural world and caring for the environment.</li> <li>• Monasteries, temples festivals and symbolism as expression of Buddhism.</li> <li>• festivals- Wesak</li> <li>• meditation and symbolism.</li> <li>• The importance of not hurting living things and Buddhist stories on daily life. The varying practice and the importance of looking after the environment.</li> </ul>	<p><b>CYCLE B: Theology/Believing:</b></p> <ul style="list-style-type: none"> <li>• Sources of authority the Bible,</li> <li>• Key teachings from important Christian thinkers</li> <li>• The Bible as a sacred text</li> <li>• Ramayana.</li> <li>• Atheism,</li> <li>• The importance of evidence.</li> <li>• Atheism, agnosticism.</li> <li>• the concept of one life and happiness</li> <li>• Absence of a sacred texts and divine rules</li> <li>• How Buddha's experience impacted on beliefs.</li> <li>• The Buddha and triple refuge.</li> <li>• The concepts of Four noble truths, The five precepts and noble eightfold path</li> <li>• the concept of The 8 fold noble truth.</li> </ul>	<p><b>CYCLE B:Philosophy/ Thinking:</b></p> <ul style="list-style-type: none"> <li>• Christian perspective on a moral issue.</li> <li>• ethical theory, including the importance of love and forgiveness with Christian tradition. Christian perspectives on moral issues.</li> <li>• Importance of evidence and reasoning in Humanist philosophy.</li> <li>• the importance of evidence and reasoning in Humanist thought.</li> <li>• Links between suffering and the Four Noble truths.</li> <li>• the different views about the nature of knowledge, meaning and existence.</li> </ul>



## The Chadsmead Upper Key Stage 2 Curriculum mapped against our RE aims

	CYCLE A	CYCLE B
<b>UKS2: Exploring 1) An increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms;</b>		
 <p>Substantive knowledge: This is the knowledge about religious and non-religious traditions. It includes: the different ways people express their beliefs; the artefacts and rituals associated with religious and non-religious traditions; and concepts which relate to religious and non-religious traditions.</p>		
<ul style="list-style-type: none"> <li>Explore <b>religious stories and sacred texts</b> acquiring knowledge and understanding of insight into religious experience and living within a faith community.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the story of Krishna eats mud.</li> <li>The Ramayana Rama and Sita and duty.</li> <li>Matsui the golden fish.</li> <li>Christian creation story.</li> <li>the fall of man. Adam and Eve.</li> <li>Study story of Brahma and the sea of milk.</li> <li>Introduce the Bible and the Qur'an. Discuss how they inspire people and how they should be treated and used.</li> <li>Islam – The story of the night of power (when he received the Qur'an)</li> <li>Aesop's fables</li> <li>The lost sheep</li> <li>Bilal the first Muezzin</li> <li>Anguilimala and the Buddha</li> <li>Abraham and Issaac</li> <li>The formation of the Khalsa</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Explore <b>lifestyles</b> acquiring knowledge and understanding that offer insight into religious experience and living within a faith community.</li> </ul>	<ul style="list-style-type: none"> <li>How did Islam inspire Malala?</li> <li>How did Christianity inspire Desmond Tutu?</li> <li>How did Sanatana Dharma inspire Ghandi?</li> <li>The Salt March</li> <li>Racism- What is it and what makes it unfair?</li> <li>Why were the two statues in Bristol treated differently?</li> <li>How did racism affect Mohammad Ali?</li> <li>How did Saint Peter realise God had no favourites?</li> <li>the golden rule is reflected in different faiths</li> <li>What icons showed they were antiracist through their faith?</li> <li>What can we learn from Hany El Banna? (Antiracist unit)</li> <li>Research Islam relief</li> <li>Research Christian aid</li> <li>Humanist views on charity.</li> <li>Compare the charities.</li> <li>Plan a charitable act</li> </ul>	<ul style="list-style-type: none"> <li>Should school be open on Sunday?</li> <li>Introduce "Holy" the concept of Shabbat.</li> <li>What do you do to relax what do you like from Shabbat what would be hard?</li> <li>What do ultimate questions?</li> <li>What is evil? Manmade and natural?</li> <li>Judaism in WW2. The Holocaust</li> <li>Hanukkah</li> <li>The life of Rabbi Hugo.</li> <li>Can we use Rabbi's inspiration as a message of Hope</li> <li>Yom Kippur</li> <li>Sacred art Hope over Evil.</li> </ul>
<ul style="list-style-type: none"> <li>Explore <b>rituals</b> acquiring knowledge and understanding that offer insight into religious experience and living within a faith community.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>40 days in the desert.</li> <li>Discuss temptation.</li> <li>Resisting temptation.</li> <li>Study Christ in the Wilderness</li> <li>Lent is preparing for Easter. Strove Tuesday.</li> <li>Fasting</li> <li>Ash Wednesday</li> <li>Why to Christian's like to remember the story of Jesus' temptation.</li> <li>Why is life unfair?</li> <li>Christian rescuing from sin.</li> <li>Jesus the Saviour- What does that mean? - the good shepherd picture.</li> <li>The last supper- Communion thank you for the suffering</li> <li>Timeline Holy week.</li> <li>Cruxifixion</li> <li>Salvation</li> </ul>

		<ul style="list-style-type: none"> <li>Easter poetry</li> <li>Easter art/ El Salvador crosses.</li> <li>Is life a journey? The life of the Buddha</li> <li>Buddhist Pilgrimage-</li> <li>Hindu Pilgrimage- Varanasi, Hardwar and the River Ganges</li> <li>Why do Hindus go on a pilgrimage?</li> <li>Why do Muslims go to Makkah</li> <li>Muslim Pilgrimage</li> <li>Christian pilgrimage</li> <li>Jewish pilgrimage</li> </ul>
<ul style="list-style-type: none"> <li>Explore <b>symbolism</b> acquiring knowledge and understanding that offer insight into religious experience and living within a faith community.</li> </ul>	<ul style="list-style-type: none"> <li>all Gods lead to God as all rivers lead to the sea' Explore Brahman is a Sanskrit word which refers to a transcendent power beyond the universe.</li> <li>Introduce the Trimurti (Brahma, Vishnu, and Shiva) especially Vishnu and his avatars</li> <li>Explore different avatars.</li> <li>Lichfield places of worship.</li> <li>The Mosque</li> <li>The Gurdwara</li> <li>The Mandir</li> <li>The Synagogue</li> </ul>	<ul style="list-style-type: none"> <li>Jewish history and faith recap.</li> <li>Jewish Bar Mitzvah</li> <li>Jewish Bat Mitzvah.</li> <li>Confirmation</li> <li>Holy Communion</li> </ul>

**UKS2: Engaging 2) A developing capacity to engage with ultimate questions and to formulate their own sense of identity and values;**



**PERSONAL KNOWLEDGE** This is the growing knowledge of how pupils' own values and beliefs connect with religious and non-religious traditions. It is important not to conflate this with citizenship or PSHE. Pupils will build this knowledge through reflection of how their own viewpoints relate to the 'life worlds' or religious and non-religious traditions.

<ul style="list-style-type: none"> <li>Engaging to appreciate the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged,</li> </ul>	<ul style="list-style-type: none"> <li>Engaging to express and evaluate their personal responses to human and religious questions.</li> </ul>	<ul style="list-style-type: none"> <li>Engaging and gaining skills to be able to relate the things studied and discussed, to their own experience.</li> </ul>
---	---	---

**UKS2: Reflecting 3) A growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society;**

Continuous objectives: Reflecting on the reality of religious diversity and on the issues raised by living in a diverse world.	Reflecting and developing skills of analysis and discernment in relation to prejudice, discrimination and bias.	Reflecting on skills of self-awareness, moral judgement and responsible choice.
--	---	---

**UKS2: WAYS OF KNOWING Pupils also need to be taught how to know about religious and non-religious traditions: the scholarship of RE. This is the disciplinary knowledge of RE. Pupils should be taught how to understand how the substantive knowledge came to be, how to interpret the accuracy and validity of claims being made, the differences between conceptions and misconceptions, and the types of methods used in enquiries, including the suitability of these methods.**

### Multi-disciplinary Lenses

<p><b><u>CYCLE A: Human/ Social sciences/ living:</u></b></p> <ul style="list-style-type: none"> <li>Impact of thinking about consequences of actions.</li> <li>The impact of Christian teachings on daily life,</li> </ul> <p>The impact of ahimsa, dharma and karma on daily life and beyond.</p> <ul style="list-style-type: none"> <li>Impact of thinking about consequences of action.</li> <li>The impact of the five pillars and Islamic teachings on Islamic views of helping others.</li> <li>The cultural expressions of the Christian faith and the roles of the Christian community in charity work.</li> <li>The cultural expressions of faith and the roles of the faith and non- religious community in charity work.</li> <li>The locally of places of worship in our locality. The church ( Christianity)</li> <li>The Masjid ( mosque)</li> <li>The gurdwara, langar and 5ks</li> <li>The importance of gatherings for worship ( Mandir)</li> <li>The synagogue and varying ceremonies that that place within it.</li> </ul>	<p><b><u>CYCLE A: Theology/Believing:</u></b></p> <ul style="list-style-type: none"> <li>the concepts of Brahman and avatars</li> <li>the concepts of Brahman and avatars and trimurti.</li> <li>the concept of Creation. The Bible as a source of authority.</li> <li>the concepts of Brahman and avatars. The concept of Hindu creation,</li> <li>The concept of Hindu creation and Christian creation.</li> <li>Qur'an as a source of authority and the value of recitation. The source of authority the Bible.</li> <li>The life and teachings of the Prophet Muhammad. The Qur'an as a revealed scripture.</li> <li>Sources of authority such as the Bible and its interpretations.</li> <li>How Buddha's experience impacted on beliefs.</li> <li>Sources of authority such as the Bible and its interpretations.</li> <li>Impact of martyrdom on Sikh teachings.</li> <li>Concepts: Ahimsa and Karma.</li> </ul>	<p><b><u>CYCLE A: Philosophy/ Thinking:</u></b></p> <ul style="list-style-type: none"> <li>Ethical theory including the importance of love and forgiveness with Christian tradition.</li> <li>Muslim perspectives on moral issues including the idea of intention.</li> <li>Buddhist perspectives on moral issues and consideration of the consequences of action in relation to karma,</li> <li>Ethical theory including the importance of love and forgiveness with Christian tradition.</li> <li>Sikh perspective on moral issues.</li> <li>Muslims perspectives on moral issues, including intention Niyah (Arabic: نِيَّة, variously transliterated niyyah, niyya [ 'nij.jah], "intention") is an Islamic concept: the intention in one's heart to do an act for the sake of God (Allah).</li> <li>Introduce moral issues and consider the consequences of action in relation to Karma and Ahimsa.</li> <li>Ethical theory including the importance of love and forgiveness within Christian tradition. Christian perspective on moral issues.</li> <li>Make links between beliefs and behaviour.</li> </ul>
<p><b><u>CYCLE B: Human/ Social sciences/ living:</u></b></p> <ul style="list-style-type: none"> <li>The importance of commitment to people of faith.</li> <li>Symbolism and artefacts used by some Jewish people at festivals and in rituals.</li> <li>The importance of rites of passages, worship, gathering and celebrations.</li> <li>The impact of Christian teachings on daily life. The role of Shabbat and the importance of the home and family life.</li> <li>The importance and role of Shabbat and reading of the Torah.</li> <li>The impact of Christian teachings on daily life.</li> <li>The varying expression of cultural expression of faith as a sacred pilgrimage.</li> <li>The importance of gathering for worship as a pilgrimage.</li> <li>Importance of festivals for the Jewish community Hannukah.</li> <li>Importance of festivals for Jewish community such as Yom Kippur.</li> </ul>	<p><b><u>CYCLE B: Theology/Believing:</u></b></p> <ul style="list-style-type: none"> <li>The concept of The Covenant, Mitzvot and atonement. Historical impact Jewish beliefs/cultures.</li> <li>Importance of reading the Torah out loud.</li> <li>The life and teachings of Jesus.</li> <li>The Bible as a sacred text for Christians and its different genres,</li> <li>Concept Salvation</li> <li>the life and teachings of Jesus.</li> <li>the concept of Incarnation and salvation.</li> <li>the concept of the Buddha.</li> <li>Jewish History</li> </ul>	<p><b><u>CYCLE B:Philosophy/ Thinking:</u></b></p> <ul style="list-style-type: none"> <li>ways of reasoning.</li> <li>The different views about the nature of knowledge, meaning and existence.</li> <li>The theory of loving one's neighbour.</li> <li>expressing loving one's neighbour as art work.</li> </ul>