



*Chadsmead Curriculum
coverage of Religious Education*

The Chadsmead EYFS Curriculum mapped against the Staffordshire Agreed Syllabus' aims

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

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

	CYCLE 1 Staffordshire scheme/Love to celebrate/ additional unit	CYCLE 2 Staffordshire scheme/Love to celebrate/ additional unit
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;		
<ul style="list-style-type: none"> Reflecting on the reality of religious diversity and on the issues raised by living in a diverse world 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> What festivals do other faith celebrate? Does everyone celebrate Christmas? Puddles and the Christmas Play 1.1b Autumn 2 How do different faiths celebrate a new baby? Additional unit Puddles and the Christening Splash Spring 1
<ul style="list-style-type: none"> Reflecting and developing skills of analysis and discernment in relation to prejudice, discrimination and bias. 		<ul style="list-style-type: none"> Why did Reverend Freddie Fisher bless the stray cats? Additional Unit Puddles and St Francis Service Summer 1
<ul style="list-style-type: none"> Reflecting on skills of self-awareness, moral judgement and responsible choice. 	<ul style="list-style-type: none"> How should we look after nature? And make good choices. Additional unit The seven kittens and the baby bird. Summer 2 	<ul style="list-style-type: none"> How could we help people who are hungry? A Wet and Windy Harvest for Puddles 1.4b Autumn 1 Why should we look after all animals and natures? Additional Unit Puddles and St Francis Service Summer 1 How should you treat nature? The Tiny Ants 1.5a Summer 2

The Chadsmead Key Stage 1 Curriculum mapped against the Staffordshire Agreed Syllabus' aims

	CYCLE 1 Year 1 Staffordshire scheme	CYCLE 2 Year 2 Staffordshire scheme
KS1: Exploring 1) An increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms;		
<ul style="list-style-type: none"> Explore religious stories and sacred texts acquiring knowledge and understanding of insight into religious experience and living within a faith community. 	<ul style="list-style-type: none"> Jesus in the temple 1.1a Answers Summer 1 Mary and Martha 1.1a Answers Summer 1 The paralysed man 1.1a Answers Summer 1 Jesus and the children 1.1a Answers Summer 1 Esther Queen of the Jews 1.2b Celebration Spring 1 	<ul style="list-style-type: none"> Christian creation story 1.6c Caring for the natural world Autumn 1 Muhammad and the crying camel 1.6c Caring for the natural world Autumn 1 Buddha and the swan 1.6c Caring for the natural world Autumn 1 The story of Elizabeth and Zechariah 1.3c Valuing new life- Birth of Jesus Autumn 2 Travelling to Bethlehem 1.3c Valuing new life- Birth of Jesus Autumn 2 The story of the shepherds 1.3c Valuing new life- Birth of Jesus Autumn 2 The story of the wise men 1.3c Valuing new life- Birth of Jesus Autumn 2 The story of the angels 1.3c Valuing new life- Birth of Jesus Autumn 2 The Bible 1.5c Storytelling through sacred writings Summer 1 The Qu'ran 1.5c Storytelling through sacred writings Psalms 1.5c Storytelling through sacred writings Summer 1 The lost sheep 1.5c Storytelling through sacred writings Summer 1 Sura 1.5c Storytelling through sacred writings Summer 1 The boy who threw stones at trees- Islam 1.6a Showing kindness and goodness Summer 2 Guru Nank the jasmine flower and the milk Sikhism 1.6a Showing kindness and goodness Summer 2
<ul style="list-style-type: none"> Explore lifestyles acquiring knowledge and understanding that offer insight into religious experience and living within a faith community. 	<ul style="list-style-type: none"> The 5ks of Sikhism 1.6b Caring Autumn 1 Role play the Gurdwara 1.6b Caring Autumn 1 Events at birthdays, weddings, baptism, confirmation 1.2b celebrations Spring 1 	<ul style="list-style-type: none"> Visit to the Catholic church to look at items for worship and ceremonies 1.3a worship and ceremonies Spring 1 Adhan call to prayer 1.2 Belonging to a group Spring 2
<ul style="list-style-type: none"> Explore rituals acquiring knowledge and understanding that offer insight into religious experience and living within a faith community. 	<ul style="list-style-type: none"> Baptism 1.4c Belonging Autumn 2 Aqiqah 1.4c Belonging Autumn 2 Harvest 1.2b celebrations Spring 1 Christmas 1.2b celebrations Spring 1 Easter 1.2b celebrations Spring 1 Whitsun 1.2b celebrations Spring 1 Wedding 1.2b celebrations Spring 1 Muslim Eid 1.2b celebrations Spring 1 Jewish Passover 1.2b celebrations Spring 1 Going to church 1.5b Families Spring 2 What happens at a place of worship 1.2a Worship Summer 2 Prayer 1.2a Worship Summer 2 	<ul style="list-style-type: none"> Having a new baby 1.3c Valuing new life- Birth of Jesus Autumn 2 Christmas rituals 1.3c Valuing new life- Birth of Jesus Autumn 2 Identify actions, gestures and rituals used as part of worship and ceremonies. 1.3a worship and ceremonies Spring 1 Christian prayer 1.3a worship and ceremonies Spring 1 Muslim prayer 1.3a worship and ceremonies Spring 1 Baptism 1.2 Belonging to a group Spring 2 Aqiqah 1.2 Belonging to a group Spring 2 How to use the Bible 1.5c Storytelling through sacred writings Summer 1 How to use the Qu'ran 1.5c Storytelling through sacred writings Summer 1
<ul style="list-style-type: none"> Explore symbolism acquiring knowledge and understanding that offer insight into religious experience and living within a faith community. 	<ul style="list-style-type: none"> Symbols of the main celebrations in the Christian calendar 1.2b celebrations Spring 1 Faith building symbolism 1.2a Worship Summer 2 	<ul style="list-style-type: none"> Having a new baby symbols 1.3c Valuing new life- Birth of Jesus Autumn 2 Christmas symbolism 1.3c Valuing new life- Birth of Jesus Autumn 2 Christian prayer 1.3a worship and ceremonies Spring 1 Muslim prayer 1.3a worship and ceremonies Spring 1 Baptism 1.2 Belonging to a group Spring 2 Aqiqah 1.2 Belonging to a group Spring 2

	CYCLE 1 Year 1 Staffordshire scheme	CYCLE 2 Year 2 Staffordshire scheme
KS1: Engaging 2) A developing capacity to engage with ultimate questions and to formulate their own sense of identity and values;		
<ul style="list-style-type: none"> 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, 	<ul style="list-style-type: none"> How do faith communities show they care? 1.6b Caring Autumn 1 Why does a Gurdwara need a kitchen? 1.6b Caring Autumn 1 How do Sikhs show they care through a Gurdwara? 1.6b Caring Autumn 1 	<ul style="list-style-type: none"> What might a Christian do if they were given a piece of land? 1.6c Caring for the natural world Autumn 1 What stories, symbols and visual forms of expression are important to members of faith communities? 1.3c Valuing new life- Birth of Jesus Autumn 2
<ul style="list-style-type: none"> Engaging to express and evaluate their personal responses to human and religious questions 	<ul style="list-style-type: none"> How do people show they care? 1.6b Caring Autumn 1 Who cares for us? 1.6b Caring Autumn 1 How do people celebrate? 1.2b celebrations Spring 1 What did they learn from God? 1.5b Families Spring 2 How do families and Christians care for a family? 1.5b Families Spring 2 What can believers learn from their stories and why is important to them? 1.1a Answers Summer 1 	<ul style="list-style-type: none"> How do people care for the natural world? 1.6c Caring for the natural world Autumn 1 What would a Christian do if someone wasn't caring for an animal? 1.6c Caring for the natural world Autumn 1 How do people show what is important to them? 1.3c Valuing new life- Birth of Jesus Autumn 2 How do people use actions, gestures and rituals in their daily lives? 1.3a Worship and ceremonies Spring 1 Why do people tell stories that have meanings? 1.5c Storytelling through sacred writings Summer 1
<ul style="list-style-type: none"> Engaging and gaining skills to be able to relate the things studied and discussed, to their own experience. 	<ul style="list-style-type: none"> Have a Friyay celebration discuss the items you could have in a new celebration 1.4c Belonging Autumn 2 How do you express yourself through celebrations? 1.2b celebrations Spring 1 What can we learn from stories? 1.1a Answers Summer 1 What have you learnt from the stories? 1.1a Answers Summer 1 Why do people meet up? 1.2a Worship Summer 2 How important is it for you to meet up? 1.2a Worship Summer 2 	<ul style="list-style-type: none"> How can you show you care about the world? 1.6c Caring for the natural world Autumn 1 Who is responsible for the land? 1.6c Caring for the natural world Autumn 1 How can you show what or who is important to you through actions, gestures and rituals? 1.3a worship and ceremonies Spring 1 What difference does it make to belong? 1.2 Belonging to a group Spring 2 What differences does it make to belong to a faith community 1.2 Belonging to a group Spring 2 Reflect on religious stories 1.5c Storytelling through sacred writings Summer 1 What can stories tell you about important things in life? 1.5c Storytelling through sacred writings Summer 1 What makes a good person? 1.6a Showing kindness and goodness Summer 2 Who do believers think is good? 1.6a Showing kindness and goodness Summer 2

	CYCLE 1 Year 1 Staffordshire scheme	CYCLE 2 Year 2 Staffordshire scheme
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;		
<ul style="list-style-type: none"> Reflecting on the reality of religious diversity and on the issues raised by living in a diverse world 	<ul style="list-style-type: none"> Why do people of different faith help people in their community? 1.6b Caring Autumn 1 Why do people celebrate special moments in life? 1.4c Belonging Autumn 2 	
<ul style="list-style-type: none"> Reflecting and developing skills of analysis and discernment in relation to prejudice, discrimination and bias. 	<ul style="list-style-type: none"> Who can you turn to? 1.5b Families Spring 2 What makes up a family? 1.5b Families Spring 2 Are their different types of families? 1.5b Families Spring 2 	
<ul style="list-style-type: none"> Reflecting on skills of self-awareness, moral judgement and responsible choice. 	<ul style="list-style-type: none"> How do people feel when they help others? 1.6b Caring Autumn 1 Reflect on how celebrations make you happy. 1.2b celebrations Spring 1 Who turned to God? 1.5b Families Spring 2 	<ul style="list-style-type: none"> How do you show what is important to you? 1.3c Valuing new life- Birth of Jesus Autumn 2 How can you be good? 1.6a Showing kindness and goodness Summer 2

The Chadsmead Lower Key Stage 2 Curriculum mapped against the Staffordshire Agreed Syllabus' aims

	CYCLE 1 Year 3 Staffordshire scheme	CYCLE 2 Year 4 Staffordshire scheme
LKS2: Exploring 1) An increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms;		
<ul style="list-style-type: none"> Explore religious stories and sacred texts acquiring knowledge and understanding of insight into religious experience and living within a faith community. 	<ul style="list-style-type: none"> The eightfold path, . 2.6a Exploring Living by Rules Autumn 1 The 10 commandments, . 2.6a Exploring Living by Rules Autumn 1 The five pillars. 2.6a Exploring Living by Rules Autumn 1 Identify rules found in sacred texts and show how this influences behaviour. 2.6a Exploring Living by Rules Autumn 1 Explore the story of Easter and Passover 2.2c Sharing food in Religious Festivals Spring 2 Spring 2 Explore the Brahma and the sea of milk and Christian creation stories 2.1d the beginning of the world Summer 1 The story of John the Baptist 2.1c Religious leaders Summer 2 Jesus in the desert t 2.1c Religious leaders Summer 2 	<ul style="list-style-type: none"> Book of Genesis: How does this link to stories beliefs and practices? 2.6d Environmental: Harvest Autumm 1 Jesus in the desert 2.6c Commitment: Lent Spring 1 The story of Buddha 2.4c Study a chosen religion Spring 2 The story of Lakshmi 2.3d Thinking about God Summer 1 The story of Krishna 2.3d Thinking about God Summer 1 Study quotes from the Bible and Qur'an about worship 2.2b features and patterns of worship Summer 2
<ul style="list-style-type: none"> Explore lifestyles acquiring knowledge and understanding that offer insight into religious experience and living within a faith community. 	<ul style="list-style-type: none"> Jewish Sabbath 2.2a Religion in the home Autumn 2 Hindu Puja 2.2a Religion in the home Autumn 2 Christian homes 2.2a Religion in the home Autumn 2 How items of worship give people a sense of identity 2.3c symbols of worship Spring 1 Passover festival 2.2c Sharing food in Religious Festivals Spring 2 Spring 2 	<ul style="list-style-type: none"> Sukkah: How does this link to stories beliefs and practices? 2.6d Environmental: Harvest Autumm 1 Shrove Tuesday Fasting Ash Wednesday 2.6c Commitment: Lent Spring 1 Study the main features lifestyles of Buddhists 2.4c Study a chosen religion Spring 2 Study Christian and Islamic worship 2.2b features and patterns of worship Summer 2
<ul style="list-style-type: none"> Explore rituals acquiring knowledge and understanding that offer insight into religious experience and living within a faith community. 	<ul style="list-style-type: none"> Explore rituals and characteristic at homes of believers 2.6a Exploring Living by Rules Autumn 1 Christian marriage 2.3c symbols of worship Spring 1 Hindu 7 steps of marriage 2.3c symbols of worship Spring 1 Seder plate 2.2c Sharing food in Religious Festivals Spring 2 	<ul style="list-style-type: none"> Festival of Sukkoth: How does this link to stories beliefs and practices? 2.6d Environmental: Harvest Autumm 1 Rites of passage: birth, marriage, funerals, joining a faith. 2.4d Landmarks of life Autumn 2 Study the rituals of Christian confirmation and Sacred Thread Upanayana 2.4d Landmarks of life Autumn 2 Learn chants and prayer rituals of Buddhist 2.4c Study a chosen religion Spring 2

	CYCLE 1 Year 3 Staffordshire scheme	CYCLE 2 Year 4 Staffordshire scheme
LKS2: Engaging 2) A developing capacity to engage with ultimate questions and to formulate their own sense of identity and values;		
<ul style="list-style-type: none"> 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, 	<ul style="list-style-type: none"> What do we need rules for? Class rules.2.6a Exploring Living by Rules Autumn 1 What makes people's homes different? 2.2a Religion in the home Autumn 2 Why are practises at home important? 2.6a Exploring Living by Rules Autumn 1 Explain and compare symbols actions and gestures compare and contrast different communities 2.3c symbols of worship Spring 1. Why would it be important to share a meal in a faith community? 2.2c Sharing food in Religious Festivals Spring 2 How was the world created? 2.1d the beginning of the world Summer 1 How was Jesus a good leader? 2.1c Religious leaders Summer 2 	<ul style="list-style-type: none"> How does the stories of harvest and practices of Harvest affect believers? 2.6d Environmental: Harvest Autumn 1 What are our priorities and important events in our life? 2.4d Landmarks of life Autumn 2 How do we prepare for special events? 2.6c Commitment: Lent Spring 1 What are the meanings of key actions and symbols of Buddhism? 2.4c Study a chosen religion Spring 2
<ul style="list-style-type: none"> Engaging to express and evaluate their personal responses to human and religious questions 	<ul style="list-style-type: none"> Evaluate and express their opinion on life without rules 2.6a Exploring Living by Rules Autumn 1 What is happening in these homes of believers? 2.6a Exploring Living by Rules Autumn 1 What would the world be like without Love, Peace and Justice? 2.3c symbols of worship Spring 1 Write their own creation studies and evaluate creation stories 2.1d the beginning of the world Summer 1 How do we know what is true? 2.1c Religious leaders Summer 2 	<ul style="list-style-type: none"> What do humans need to survive? 2.6d Environmental :Harvest Autumn 1 Why do different religions and countries celebrate harvest in different ways? 2.6d Environmental: Harvest Autumn 1 How to we moral choices to help the environment 2.6d Environmental :Harvest Autumn 1 Why is important to celebrate special times in life? 2.4d Landmarks of life Autumn 2 Why might it be important to join in a celebration? 2.4d Landmarks of life Autumn 2
<ul style="list-style-type: none"> Engaging and gaining skills to be able to relate the things studied and discussed, to their own experience. 	<ul style="list-style-type: none"> Discuss moral code 2.6a Exploring Living by Rules Autumn 1 How rules influence behaviours – individuals and communities. 2.6a Exploring Living by Rules Autumn 1 Makes links between item and rituals at home and how they are important to believers. 2.6a Exploring Living by Rules Autumn 1 How might traditions strengthen faiths? 2.2c Sharing food in Religious Festivals Spring 2 	<ul style="list-style-type: none"> How would believers behave differently to non-believers? What impact would this have on their lives? 2.6c Commitment: Lent Spring 1 Link the Hindu god studied and the practices of believers 2.3d Thinking about God Summer 1 Link how worship affects believers behaviour 2.2b features and patterns of worship Summer 2

	CYCLE 1 Year 3 Staffordshire scheme	CYCLE 2 Year 4 Staffordshire scheme
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;		
<ul style="list-style-type: none"> Reflecting on the reality of religious diversity and on the issues raised by living in a diverse world 	<ul style="list-style-type: none"> Decide on the which rules are good and how this would affect a believer 2.6a Exploring Living by Rules Autumn 1 What impact do rules have on the lives of believers? 2.6a Exploring Living by Rules Autumn 1 Comparing and contrasting Christian, Jewish and Hindu homes 2.2a Religion in the home Autumn 2 	<ul style="list-style-type: none"> Share how the ideas and experiences of ceremonies are important to them and what they say about their personal beliefs. 2.4d Landmarks of life Autumn 2 Reflect on the lifestyles choices of Buddhists and their own lifestyles. 3.4c Study a chosen religion Spring 2 Create a list of ideas they like from both. 2.4c Study a chosen religion Spring 2
<ul style="list-style-type: none"> Reflecting and developing skills of analysis and discernment in relation to prejudice, discrimination and bias. 	<ul style="list-style-type: none"> What would the world be like without Love, Peace and Justice? 2.3c symbols of worship Spring 1. Reflect on how creation stories pose difficult questions and explore ethical discussion 2.1d the beginning of the world Summer 1 	<ul style="list-style-type: none"> How might being hungry effect a person's views on God or a provider? 2.6d Environmental: Harvest Autumn 1 Share ideas of what is right and wrong and talk about the challenge of their won commitments? 2.6c Commitment: Lent Spring 1
<ul style="list-style-type: none"> Reflecting on skills of self-awareness, moral judgement and responsible choice. 	<ul style="list-style-type: none"> This about one rule and reflect on responsible choice. Make moral judgements on the effect of the rule. 2.6a Exploring Living by Rules Autumn 1 Identify rules that are important to them and make the link between personal value, rules and behaviour. 2.6a Exploring Living by Rules Autumn 1 Random acts of Kindness 2.6a Exploring Living by Rules Autumn 1 Identify attitudes and judgements the might influence their homes demonstrate their own values at home. 2.6a Exploring Living by Rules Autumn 1 Explain traditions in that are important to them and what it says about their values 2.2c Sharing food in Religious Festivals Spring 2 	<ul style="list-style-type: none"> What moral judgements and actions can take to improve the lives of people who do not have enough food? 2.6d Environmental: Harvest Autumn 1 How do our values and actions have an effect on the natural world? 2.6d Environmental :Harvest Autumn 1 Make choices about their priorities 2.4d Landmarks of life Autumn 2 Think about the attributes of the gods studied and how they might live up to this reputation 2.3d Thinking about God Summer 1 Talk about their own experiences of gatherings linking values, interests and commitments to groups 2.2 features and patterns of worship. Summer 2

The Chadsmead Upper Key Stage 2 Curriculum mapped against the Staffordshire Agreed Syllabus' aims

	CYCLE 2 Year 5 Staffordshire scheme	CYCLE 1 Year 6 Staffordshire scheme
UKS2: Exploring 1) An increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms;		
<ul style="list-style-type: none"> Explore religious stories and sacred texts acquiring knowledge and understanding of insight into religious experience and living within a faith community. 	<ul style="list-style-type: none"> Krishna eating soil 2.1b Sacred Writings-Hinduism Autumn 1 All gods lead to God as all rivers lead to the sea 2.1b Sacred Writings-Hinduism Autumn 1 Rama and Sita 2.1b Sacred Writings-Hinduism Autumn 1 Blessed are the peacemakers my 5.9 2.3a Peace Summer 2 Explore The peace of the Lord be with you. 2.3a Peace Autumn 2 The story of Buddha 2.4a religious diversity happiness Spring 1 Jesus the good shepherd 2.5b Easter: Suffering and Hardship Holy week 2.5b Easter: Suffering and Hardship Good Friday and the Easter Sunday 2.5b Easter: Suffering and Hardship Easter poetry: The nail man by Steve Turner. I don't believe in Easter by Paul Cookson. Only at Easter by Stewart Henderson 2.5b Easter: Suffering and Hardship The lost sheep Luke 15: 3-7 and Matthew 18: 12-14 2.1a Wise Words Summer 1 The story of the night of power Qu'ran 2.1a Wise Words Summer 1 	<ul style="list-style-type: none"> The story of rest days Old Testament Exodus 20 8-11 2.5d Belief in action. Spring 2 Genesis 1 God rests from his creation 2.5d Belief in action. Spring 2 Exodus 20 the ten commandments 2.5d Belief in action. Spring 2 The lost Sheep 2.3b Words of Wisdom Autumn 2 Bilal the first Muezzin 2.3b Words of Wisdom Autumn 2 Prophet Muhammad and the thirsty camel 2.3b Words of Wisdom Autumn 2 Angulimala and the Buddha 2.3b Words of Wisdom Autumn 2 Abraham and Isaac 2.3b Words of Wisdom Autumn 2 The formation of the Khalsa 2.3b Words of Wisdom Autumn 2 The story of Jesus helping the poor 2.5c justice-rich and poor Spring 1
<ul style="list-style-type: none"> Explore lifestyles acquiring knowledge and understanding that offer insight into religious experience and living within a faith community. 	<ul style="list-style-type: none"> How Hindus worship 2.1b Sacred Writings-Hinduism Autumn 1 Divali 2.1b Sacred Writings-Hinduism Autumn 1 Explore Ahimsa non violence Hinduism 2.3a Peace Summer 2 Explore Do not take a life Islam 2.3a Peace Summer 2 Blessed are the peacemakers Christianity 2.3a Peace Summer 2 Study the lifestyles of humanist 2.4a religious diversity happiness Spring 1 Compare the lifestyles of Buddhists to Humanists 2.4a religious diversity happiness Spring 1 	<ul style="list-style-type: none"> Explore the Shabbat and the Jewish rest day 2.5d Belief in action. Spring 2 Explore the experiences of Jews in Europe during WW2. 2.5a The importance of hope Summer 1 Explore the life of Rabbi Hugo Gryn 2.5a The importance of hope Summer 1 Explore Islamic relief and Christian Aid 2.5c justice-rich and poor Spring 1
<ul style="list-style-type: none"> Explore rituals acquiring knowledge and understanding that offer insight into religious experience and living within a faith community. 	<ul style="list-style-type: none"> Key beliefs and key facts about Hinduism 2.1b Sacred Writings-Hinduism Autumn 1 Blessed are the peacemakers Mt5.9 discuss character traits of Christians and Jews Shalom 2.3a Peace Summer 2 Hindu concepts of Karma, Dharma, and Ahimsa 2.2d Values and beliefs Autumn 2 	<ul style="list-style-type: none"> The Shabbat meal 2.5d Belief in action. Look at the festival of Hannukkah and how it celebrates good over evil. 2.5a The importance of hope Summer 1 Study ceremonies associated with joining a faith community 2.6b Commitment Autumn 1 Explore Jewish Bar and Bat Mitzah 2.6b Commitment Autumn 1 Explore Christian Confirmation 2.6b Commitment Autumn 1 Muslims giving Zakat 2.5c justice-rich and poor Spring 1 Ummah (Islam) and fellowship (Christianity) 2.5c justice-rich and poor Spring 1 Visit a place of worship. Study: What to wear, what to expect, how to behave and why 2.4b Taking part Summer 2
<ul style="list-style-type: none"> Explore symbolism acquiring knowledge and understanding that offer insight into religious experience and living within a faith community. 	<ul style="list-style-type: none"> All gods lead to God as all rivers lead to the sea. 2.1b Sacred Writings-Hinduism Autumn 1 Explore the symbol of peace from different faiths and compare and contrast these. 2.3a Peace Summer 2 The happy human symbol from Humanism 2.4a religious diversity happiness Spring 1 Symbolism of Eucharist and Communion 2.5b Easter: Suffering and Hardship El Salvador crosses 2.5b Easter: Suffering and Hardship 	<ul style="list-style-type: none"> Explore the term holy as set apart and separate 2.5d Belief in action. Spring 2 Havdolah candle Jewish Sabbath 2.5d Belief in action. Spring 2 Spice box 2.5d Belief in action. Spring 2 Visit a place of worship and identify symbolism 2.4b Taking part Summer 2

	CYCLE 2 Year 5 Staffordshire scheme	CYCLE 1 Year 6 Staffordshire scheme
KS2: Engaging 2) A developing capacity to engage with ultimate questions and to formulate their own sense of identity and values;		
<ul style="list-style-type: none"> 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, 	<ul style="list-style-type: none"> Where do you go to be at peace or your parents? 2.3a Peace Summer 2 Who is a peacemaker? 2.3a Peace Summer 2 Why are symbols important to believers? 2.3a Peace Summer 2 Is happiness the purpose of life? 2.4a religious diversity-happiness Spring 1 Why isn't life fair? 2.5b Easter: Suffering and Hardship What are wise words 2.1a Wise words Summer 1 	<ul style="list-style-type: none"> How can your values become actions that have impact? 2.5d Belief in action. Spring 2 Identify puzzling questions and the impact of seeking answers 2.5a The importance of hope Summer 1 Why am I here? 2.5a The importance of hope Summer 1 Does life have a meaning? 2.5a The importance of hope Summer 1 Is there a God? Why is there suffering? 2.5a The importance of hope Summer 1 Does God cause suffering? 2.5a The importance of hope Summer 1 What do we know about charities already? 2.5c justice-rich and poor Spring 1
<ul style="list-style-type: none"> Engaging to express and evaluate their personal responses to human and religious questions 	<ul style="list-style-type: none"> Engage in the story of Sadako Sasaki and her cranes for peace. Evaluate and express an opinion of this. 2.3a Peace Autumn 2 What would happen in a happiness lesson? 2.4a religious diversity-happiness Spring 1 What do faith communities say about suffering, hardship and death? 2.5b Easter: Suffering and Hardship What is inspiration? 2.2d Values and beliefs Autumn 2 	<ul style="list-style-type: none"> What are the "Bid questions"? How do we respond to them? 2.5a The importance of hope Summer 1 What is the problem of Evil? 2.5a The importance of hope Summer 1 What does it mean to make a commitment? 2.6b Commitment Autumn 1 What are your commitments? 2.6b Commitment Autumn 1 Express what is meant by stories with a message? 2.3b Words of Wisdom Autumn 2 What do wise words mean to you? 2.3b Words of Wisdom Autumn 2 Express view and evaluate views on What has made the world so unfair? What can be done to make it fairer? Can children make a difference? Can people "make poverty history"? 2.5c justice- rich and poor Summer 2 Express opinions on Why should people who follow..... care about people who are poor, hungry and badly treated? 2.4b Taking part Summer 2
<ul style="list-style-type: none"> Engaging and gaining skills to be able to relate the things studied and discussed, to their own experience. 	<ul style="list-style-type: none"> What are your experiences of peace? How do they compare to Sadako Sasaki 2.3a Peace Summer 2 Evaluate the responsibilities verses happiness 2.4a religious diversity-happiness Spring 1 Evaluate who inspires them and why? 2.2d Values and beliefs Autumn 2 	<ul style="list-style-type: none"> Relate ideas of their own commitments to the meaning of joining a faith and the impact of commitment on their future lives. 2.6b Commitment Autumn 1 Using what they have learnt design a coming of age ritual 2.6b Commitment Autumn 1 In your experience: How do these two charities make a difference in the world today? 2.5c justice-rich and poor Spring 1 In your experience: What are our own thoughts and experiences about wealth and poverty? 2.5c justice-rich and poor Spring 1 How do our attitudes make a difference to others? 2.5c justice-rich and poor Spring 1 Plan a charitable event 2.4b Taking part Summer 2

	CYCLE 2 Year 5 Staffordshire scheme	CYCLE 1 Year 6 Staffordshire scheme
KS2: 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;		
<ul style="list-style-type: none"> Reflecting on the reality of religious diversity and on the issues raised by living in a diverse world 	<ul style="list-style-type: none"> Discuss the stories studied and how they affect diversity and the impact they might have on believers. 2.1b Sacred Writing-Hinduism How would it reflect what the Bible means for believers and what it has to teach? 2.1a Wise words Summer 1 The salt march 2.2d Values and beliefs Autumn 2 	<ul style="list-style-type: none"> Reflect on I think a day of rest is not/ important because....2.5d Belief in action. Other ideas I have about this are....2.5d Belief in action. A believer would agree/disagree because...2.5d Belief in action. If I could change one thing about....2.5d Belief in action. What message would you like to give the class, school, country? 2.3b Words of Wisdom Autumn 2 Reflect on the impact of beliefs on the way believers make sense of life and act 2.5c justice-rich and poor Spring 1
<ul style="list-style-type: none"> Reflecting and developing skills of analysis and discernment in relation to prejudice, discrimination and bias. 	<ul style="list-style-type: none"> Show how they might express symbolically their own values and consider the consequences of showing commitment in this way 2.3a Peace Summer 2 Reflect on the life of Malala. 2.2d Values and beliefs Autumn 2 Reflect on the life of Archbishop Desmond Tutu 2.2d Values and beliefs Autumn 2 Reflect on the life of Gandhi 2.2d Values and beliefs Autumn 2 Reflect on the life of Rabbi Hugo Gryn 2.2d Values and beliefs Autumn 2 	<ul style="list-style-type: none"> Discuss the values and dilemmas Muslims and people of faith when events clash with religious events. For example, Mo Farah at the Olympics. 2.5d Belief in action. What is evil? Animal testing, poverty, war racism. Natural evil such as natural disasters. Reflect on the treatment of Jews in the Holocaust. 2.5a The importance of hope Can anyone support any of these charities or do you need to be a member of the religion? 2.5c justice-rich and poor Spring 1
<ul style="list-style-type: none"> Reflecting on skills of self-awareness, moral judgement and responsible choice. 	<ul style="list-style-type: none"> Reflect on the story of Sadako Sasaki discuss moral judgements and responsible choices. 2.3a Peace Summer 2 Reflect on their favourite book and what it make them think about. 2.1a Wise words Summer 1 What makes a good leader? 2.2d Values and beliefs Autumn 2 I believe..... so I always try to.....2.2d Values and beliefs Autumn 2 	<ul style="list-style-type: none"> Self-awareness of the origins of evil. 2.5a The importance of hope How do/ should believers respond in the face of evil? 2.5a The importance of hope Reflect on the issues of justice, fairness and poverty that faith based charities address. 2.5c justice-rich and poor Spring 1