

## CHADSMEAD PRIMARY ACADEMY – RELIGIOUS EDUCATION OVERVIEW

Title of the unit

Religions covered

Staffordshire agreed syllabus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Early Years Cycle 1</b>	<p>A wedding day wish for Puddles (Christianity)</p> <p>1.3b Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies</p>	<p>Puddles Lends a Paw Helping Others (Christianity)</p> <p>1.1b Explore stories about the lives and teachings of key religious figures</p>	<p>Special People</p> <p>What is special about us? Who do I think is special? Who is special to people of different faiths? How to make someone feel special?</p>	<p>Special Places</p> <p>What makes a place special? What is special about a place of worship? Why is the world a special place?</p>	<p>Special Times</p> <p>What makes a place special? What is special about a place of worship? Why is the world a special place?</p>	<p>The Baby Birds</p> <p>The five baby birds fly from their nest for the very first time... Mummy bird watches over them but soon becomes anxious as she soon notices one of them in danger!</p> <p>Seven New Kittens</p> <p>Muhammad and his friends are in awe at the wonder of the seven newly born kittens that mummy cat brings to sit on his cloak.</p>
<b>Early Years Cycle 2</b>	<p>A wet and Windy Harvest for Puddles (Christianity)</p> <p>1.4b Identify and ask questions about customs associated with particular religious' communities</p>	<p>Puddles and the Christmas Play (Christianity)</p> <p>1.1b Explore stories about the lives and teachings of key religious figures Puddles and the Christmas Play</p>	<p>Puddles and the Christening Splash! (Christianity)</p> <p>1.4b Identify and ask questions about customs associated with particular religious' communities</p>	<p>Puddles and the Happy Easter Day (Christianity)</p> <p>1.1c Find out about ways in which sacred texts are regarded, read and handled by believers.</p>	<p>Puddles and the St Francis Service. (Christianity)</p> <p>1.1b Explore stories about the lives and teachings of key religious figures</p>	<p>The Tiny Ants (Islam)</p> <p>1.5a Ask and respond imaginatively to questions about things that are interesting or puzzling in the world.</p>

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<b>Year 1/2 Cycle 1</b>	Caring 1.6b (Christianity, Sikhism) Listen to examples of care and concern shown by believers and religious communities and explore the reasons for these actions	Belonging 1.4c (Christianity, Sikhism) Find out about ceremonies in which special moments in the life cycle are marked	Celebration 1.2b (Christianity, Judaism) Explore the preparations for and find out about the celebration of festivals	Families 1.5b (Christianity) Listen to and ask questions about stories of individuals and their relationship with God	Answers 1.1a (Christianity) Engage with stories and extracts from religious literature and talk about their meanings	Worship 1.2a (Christianity, Buddhism) Find out about how and when people worship and ask questions about why this is important to believers
<b>Year 1/2 Cycle 2</b>	Caring for the natural world 1.6c (Christianity) Explore stories from religious traditions and find out about attitudes to the natural world	Valuing new life 1.3c (Christianity) Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression	Worship and ceremonies 1.3b (Christianity, Islam) Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies	Belonging to a group 1.2c (Christianity, Islam) Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives	Storytelling through sacred writings 1.5c (Christianity, Islam) Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers	Showing kindness and goodness 1.6a (Christianity, Sikhism) Listen and respond to stories highlighting the morals and values of believers in practice
<b>Year 3/4 Cycle 1</b>	Exploring living by rules 2.6a (Christianity, Islam) Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers.	Religion in the home 2.2a (Christianity, Judaism) Compare and contrast the practice of religion in the home in different religious communities.	Symbols of worship 2.3c (Hinduism, Christianity) Compare and contrast the use of symbols, actions and gestures used in worship by different communities	Sharing special food 2.2c (Judaism, Christianity) Investigate some features of key religious festivals and celebrations and identify similarities and differences	The beginning of the World 2.1d (Hinduism, Christianity) Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers	Religious Leaders 2.1c (Christianity) Explore into the life of key religious figures and make links with teachings and practices of special significance to followers

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Year 3/4 Cycle 2	<p>Environment: Harvest 2.6d (Judaism, Christianity)</p> <p>Explore religious stories and teachings about the environment and identify and reflect their impact on behaviour</p>	<p>Landmarks in life 2.4d (Hinduism, Christianity)</p> <p>Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked</p>	<p>Commitment: Lent 2.6c (Christianity)</p> <p>Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives</p>	<p>Study of a chosen religion 2.4c (Buddhism)</p> <p>Research some key events in the development of a religious tradition and explain the impact on believers today</p>	<p>Thinking about God 2.3d (Hinduism)</p> <p>Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice</p>	<p>Features and patterns of worship 2.2b (Islam)</p> <p>Identify the main features and patterns of an act of worship and talk about the importance of worship for believers</p>
Year 5/6 Cycle 2	<p>Commitment 2.6b (Judaism, Christianity)</p> <p>Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment</p>	<p>Words of wisdom 2.3b (Sikhism, Islam, Buddhism)</p> <p>Explore on the meaning of stories drawn from religious sources and reflect upon the significance of key words, phrases or expressions</p>	<p>Justice: rich and poor 2.5c (Islam, Christianity)</p> <p>Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life</p>	<p>Belief in action 2.5d (Judaism)</p> <p>Make links between beliefs and action and reflect how this might have local, national and international impact</p>	<p>The importance of hope 2.5a (Judaism)</p> <p>Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings</p>	<p>Taking part 2.4b (Islam, Christianity, Hinduism, Buddhism, Judaism, Sikhism)</p> <p>Find out about the activities of a local religious community and make links with key religious teachings</p>
Year 5/6 Cycle 1	<p>Sacred writings: Hinduism 2.1b (Hinduism)</p> <p>Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings</p>	<p>Values and beliefs 2.2d (Judaism, Christianity, Hinduism, Islam)</p> <p>Investigate the life of a person who has been inspired by their faith and make links between belief and action</p>	<p>Religious diversity: happiness 2.4a (Humanism, Buddhism)</p> <p>Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences</p>	<p>Easter: suffering and hardship 2.5b (Christianity)</p> <p>Investigate and reflect upon a range of religious responses to suffering, hardship and death</p>	<p>Wise words 2.1a (Christianity, Islam)</p> <p>Explore the origins of sacred writings and consider their importance for believers today</p>	<p>Peace 2.3a (Islam, Christianity)</p> <p>Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers</p>

## CHADSMEAD PRIMARY ACADEMY – RELIGIOUS COVERAGE OVERVIEW

Year Group	Christianity	Islam	Judaism	Buddhism	Hinduism	Sikhism	Humanist
EY	30	6					
1	14		1	2		3	
2	18	3				5	
3	8	2			4		
4	11	3	1	6	5		
5	5	2	1	2	8		2
6	11	3	13	4	2	2	