

# Religious Education

## Statutory Guidance






The Staffordshire  
Agreed Syllabus for  
Religious Education

STATUTORY REQUIREMENTS 2023

**The vision for Religious Education (RE) in Staffordshire’s Agreed Syllabus 2023 is as follows:**

The role of RE in schools is to help prepare and equip all pupils for life and citizenship in today’s diverse and plural Britain, through fostering in each pupil an increasing awareness of, and sensitivity within, the diversity of religious and non-religious beliefs, practices, spiritual insights and world views they will encounter.

We live in an increasingly diverse society, religiously and culturally. Religious Education plays a special role in preparing pupils to flourish in this complex world. Educating pupils to live well in a culturally and religiously plural society means that they must learn how to navigate difference and diversity.

Curriculum themes	Key broad dimensions
 <b>EXPLORE</b>	1. Beliefs, teachings and sources 2. Practices and ways of life 3. Expressing meaning 4. Identity, diversity and belonging 5. Meaning, purpose and truth 6. Values and commitments
 <b>ENGAGE</b>	
 <b>REFLECT</b>	



### **Special Educational Needs & Disabilities (SEND) provision and the Staffordshire Agreed Syllabus for Religious Education (2023)**

A wide range of pupils have special educational needs, some of whom also have disabilities. A proportion of these pupils will be taught in special schools. Units of work should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study fully the requirements of the locally Agreed Syllabus for Religious Education.

The Staffordshire SACRE vision is that every pupil can achieve and benefit from good quality RE, including pupils with SEND. RE is a statutory part of the core curriculum for **all** pupils, including those with learning difficulties. Pupils with Special Educational Needs and Disabilities (SEND) are found in all contexts and all teachers are teachers of SEND pupils. Good quality teaching in RE will tailor the planning of the syllabus carefully to meet the special needs of all pupils. The law says that the Agreed Syllabus is to be taught to SEND pupils 'as far as it is practicable.' RE provision for different groups of pupils will vary but all pupils are included.

For pupils who may need modified provision, material may be selected from earlier or later key stages, where this is necessary, to enable individual pupils to progress and achieve. Such material should be presented in contexts suitable to the pupil's age.

#### **Pupils with complex learning difficulties and disabilities (CLDD)**

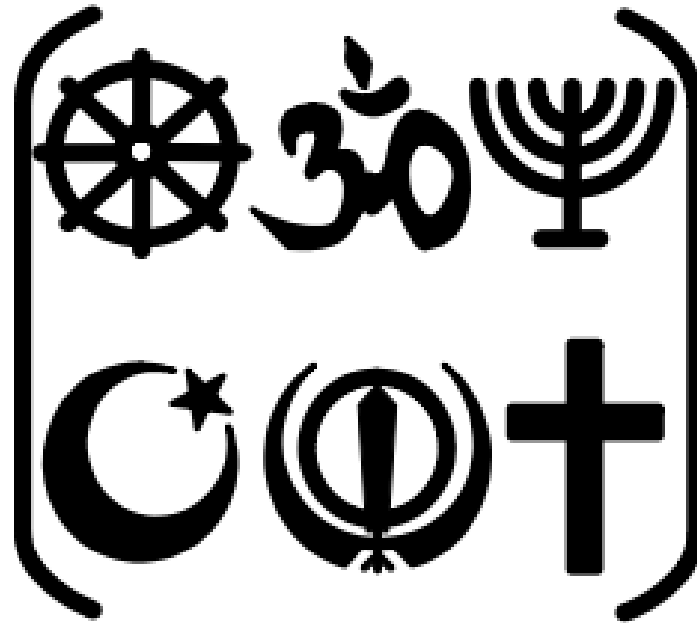
Quality RE begins with the unique experience of each pupil. A calm and peaceful space can enable pupils to experience and enjoy a sense of spirituality as an individual. RE for CLDD pupils involves developing a sense of themselves, their emotions, senses and feelings.

#### **Pupils with severe learning difficulties (SLD)**

Quality RE begins with the unique experience of each pupil. RE for SLD pupils involves developing a sense of themselves, their emotions, senses and feelings. Multi-sensory approaches can aid the enjoyment of spiritual experiences. The use of story, music and shared outdoor experiences will enhance such experiences. RE can also support the development of relationships and the understanding of the needs of other people.

#### **Pupils with moderate learning difficulties (MLD)**

RE for MLD pupils can provide an insight into the world of religions and human experience. Pupils can develop a sense of themselves, their emotions, senses and feelings. Multi-sensory approaches can aid the enjoyment of spiritual experiences. This can support pupils in making links with their own lives, in their own family and local community, which should include local religious communities.



# Religious Education

## Curriculum: Year A



## Two Rivers RE Curriculum

### **EYFS -Cherry Garden Physical Development**

#### **Topics**

**Year A :** Ourselves Autumn Celebration, Transport, Traditional Tales, Brown Bear, Pirates

#### **RE/ Personal Social and Emotional Development**

To know how to be self-proficient in feeding, cleaning, and dressing,

- to show independence,
- to show social awareness and acceptance,
  - to begin to respect each other,
  - to begin to develop life skills,
- to begin to develop self-esteem and confidence



## Two Rivers RE Curriculum

	<b>Autumn 1</b> Identity, diversity & belonging	<b>Autumn 2</b> Practices and ways of life	<b>Spring 1</b> Beliefs, teachings & sources	<b>Spring 2</b> Expressing meaning	<b>Summer 1</b> Values & commitments	<b>Summer 2</b> Meaning, purpose & truth
<b>Red Phase</b>  <b>(Years 1 &amp; 2)</b>	<u>Autumn Explorers</u>  <b>Find out about ceremonies in which special moments in the life cycle are marked 1.4c</b> <i>How are new babies welcomed into the world?</i> 1.2.6 Baptism ( <b>Christianity</b> ) Birth rites ( <b>Islam</b> )  Harvest Festival <i>Why do some people say thank you at Harvest?</i> 1.2.1	<u>Winter Warmers</u>  <b>Find out about how and when people worship (and ask questions about why this is important to believers) 1.2a</b> <i>How and why do people pray?</i> 1.2.5 Focus: <b>Christianity</b>  Hanukkah ( <b>Judaism</b> ) Diwali ( <b>Hinduism / Sikhism</b> ) Christmas ( <b>Christianity</b> )	<u>To Infinity and Beyond</u>  <b>Find out about ways in which sacred texts are regarded, read and understood by believers 1.1c</b> <b>Focus:</b> <i>How are special books treated?</i> 1.1.3 Focus: <b>Islam, Sikhism, Judaism</b> Visit to Gurdwara to see how the Guru Granth Sahib is treated  Chinese New Year (if applicable)	<u>Knight Fever</u>  <b>Engage with stories and extracts from religious literature and talk about their meanings - 1.1a</b> Noah's Ark Jonah and the Whale ( <b>Christianity / Judaism</b> )  Holi ( <b>Hinduism</b> ) Easter ( <b>Christianity</b> ) <i>What makes Easter a special time for Christians?</i> 1.2.4	<u>Pirates</u>  <b>Explore stories from religious traditions and find out about attitudes to the natural world 1.6c</b> <b>Christianity</b> and the environment <b>Islam</b> and animals The Weeping Camel, The Prophet and the Ants  Wesak ( <b>Buddhism</b> )	<u>The Land of Rhyme</u>  Explore why and when religious believers meet together to worship Explore places of worship and identify what makes them special <i>What can we learn from visiting a church?</i> 1.1.6 Church ( <b>Christianity</b> ) Hindu temple ( <b>Hinduism</b> ) Visit to local church to explore structural features and worship  Eid-ul-Fitr ( <b>Islam</b> )
	<b>Yellow Phase</b>  <b>(Years 3 &amp; 4)</b>	<u>Journeys</u>  <b>Identify and ask questions about customs associated with particular religious and non-religious ways of life 1.4b</b> <i>Why do people go on journeys to sacred places?</i> 2.5.3 Pilgrimages Hajj ( <b>Islam</b> ) Kumbh Mela ( <b>Hinduism</b> )  Harvest Festival	<u>Frozen Planet</u>  <b>Compare and contrast the practice of religion in the home in different religious communities 2.2a</b> <i>What does it mean to be part of a Jewish / Muslim family?</i> 2.4.1 Focus: <b>Judaism, Islam, Hinduism</b>  Hanukkah ( <b>Judaism</b> ) Diwali ( <b>Hinduism / Sikhism</b> ) Christmas	<u>Amazing Animals</u>  <b>Explore the meaning of a wide range of stories about the beginnings of the world (and reflect upon their importance for believers and non-believers) 2.1d</b> <i>What do creation stories teach us?</i> 2.4.5 Focus: <b>Christianity/Judaism</b>  Chinese New Year (if applicable)	<u>Out of this World</u>  <b>Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression 1.3c</b> Focus: Religious art ( <b>across all religions</b> ) Visit to an art gallery to view examples of religious art  Holi ( <b>Hinduism</b> ) Easter ( <b>Christianity</b> )	<u>Terrific Time Travellers</u>  <b>Explore rules for living found in sacred writings and teachings (and ask questions about their impact) 2.6a</b> The Ten Commandments ( <b>Christianity/Judaism</b> )  Wesak ( <b>Buddhism</b> )



## Two Rivers RE Curriculum

		(Christianity)				
<p><b>Blue Phase</b> <b>(Years 5 &amp; 6)</b></p>	<p><u>Egyptians</u></p> <p>Explore the diversity of a range of religious traditions and world views and identify and reflect on similarities and differences 2.4a <i>What do people around me believe?</i> 2.3.6</p> <p>Case studies of daily lives of children of different religions in the UK (<i>across all religions</i>)</p> <p>Harvest Festival</p>	<p><u>Lights, Camera, Action!</u></p> <p>Investigate some features of key religious festivals and celebrations and identify similarities and differences 2.2c Focus: Festivals of Light Diwali (<i>Hinduism/Sikhism</i>) Hanukkah (<i>Judaism</i>) Wesak (<i>Buddhism</i>)</p> <p>Hanukkah (<i>Judaism</i>) Diwali (<i>Hinduism / Sikhism</i>) Christmas (<i>Christianity</i>)</p>	<p><u>Space - 5, 4, 3, 2, 1...</u></p> <p>Explore the life of key religious and inspirational figures (making links with teachings and practices of special significance to followers) 2.1c P. Muhammad (<i>Islam</i>) <i>Why is Muhammad important to Muslims?</i> 2.5.5 Guru Nanak (<i>Sikhism</i>) <i>What makes Guru Nanak a special teacher?</i> 2.4.4 Visit from religious leader to talk about their religion's key figure</p> <p>Chinese New Year (if applicable)</p>	<p><u>Righteous Royals</u></p> <p>Identify some of the ways in which religions name and describe attributes of God (and make links with belief and practice) 2.3d Focus: <i>Hinduism</i> (use of multiple gods to represent different attributes of God) Visit to a Hindu temple to see shrines to different gods</p> <p>Holi (<i>Hinduism</i>) Easter (<i>Christianity</i>)</p>	<p><u>Magic</u></p> <p>Investigate ceremonies associated with joining or belonging to a community. Talk about the meaning of commitment 2.6b Amrit Ceremony (<i>Sikhism</i>) Confirmation (<i>Christianity</i>)</p> <p>Wesak (<i>Buddhism</i>)</p>	<p><u>Groovy Greeks</u></p> <p>Listen to and ask questions about stories of individuals and their relationship with God 1.5b</p> <p>Moses - Parting of the Red Sea (<i>Christianity/Judaism</i>) Muhammad - The Spider and the Cave (<i>Islam</i>)</p> <p>Eid-ul-Fitr (<i>Islam</i>)</p>



Sensory classes to cover some content from the Agreed Syllabus and EQUALS curriculum, linked to their thematic topics, as appropriate.

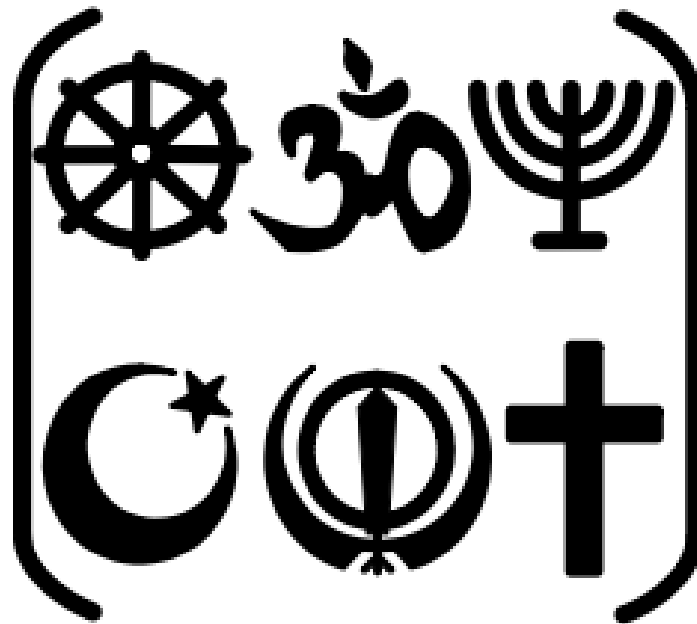
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Red 2 (Sensory)</b>	<p><u>Knowing Me</u></p> <p>Talk about belonging to a group or family <i>Myself - who am I?</i> 1.1.1</p> <p><b>Reflect and respond to stories about belonging and relating to religious communities and non-religious ways of life 1.4a</b> Focus: <b>Christianity</b> Visit to/from Tamworth Messy Church</p> <p>Harvest Festival</p>	<p><u>5,4,3,2,1 Blast Off!</u></p> <p><b>Explore the preparations for and find out about the celebration of festivals 1.2b</b> <i>Christmas - How is it celebrated?</i> 1.1.2 Visit to local church to celebrate Christmas</p> <p>Hanukkah (Judaism) Diwali (Hinduism / Sikhism) Christmas (Christianity)</p>	<p><u>Pets</u></p> <p><b>Engage with stories and extracts from religious literature (and talk about their meanings) 1.1a</b> Noah's Ark (Christianity)</p> <p>Chinese New Year (if applicable)</p>	<p><u>Over the Rainbow</u></p> <p><b>Explore as appropriate the special nature of artefacts used in worship 1.3a</b> Focus: <b>Christianity</b></p> <p>Holi (Hinduism) Easter (Christianity)</p>	<p><u>Octopus Garden</u></p> <p><b>Reflect and respond to stories highlighting the morals and values of believers in practice 1.6a</b> The Monkey King (Buddhism) Wesak (Buddhism)</p>	<p><u>Ugly Bug Ball</u></p> <p>Explore religious customs associated with food, dress and daily behaviour Focus: <b>Sikhism</b></p> <p>Eid-ul-Fitr (Islam)</p>
<b>Yellow 2 (Sensory)</b>	<p><u>Planes, trains and automobiles</u></p> <p><i>Why do people go on journeys to sacred places?</i> 2.5.3 Golden Temple pilgrimage site (Sikhism)</p> <p>Reflection time at the end of the day</p> <p>Harvest Festival</p>	<p><u>Let's celebrate</u></p> <p><b>Explore the preparations for and find out about the celebration of festivals 1.2b</b> <i>Celebrations - how and why are they important?</i> 1.1.4 Hanukkah (Judaism) Advent (Christianity) Visit to local church during Advent</p> <p>Reflection time at the end of the day</p>	<p><u>To the moon and back</u></p> <p><b>Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression 1.3c</b> Symbols including crescent moon and star (Islam)</p> <p>Reflection time at the end of the day</p> <p>Chinese New Year</p>	<p><u>We're going to the zoo</u></p> <p><b>Engage with stories and extracts from religious literature (and talk about their meanings) 1.1a</b> Noah's Ark (Christianity)</p> <p>Reflection time at the end of the day</p> <p>Holi (Hinduism) Easter (Christianity)</p>	<p><u>Do you believe in magic?</u></p> <p><i>Why do we wear different clothes for different occasions?</i> 2.6.6</p> <p>Reflection time at the end of the day</p> <p>Wesak (Buddhism)</p>	<p><u>Fun in the sun</u></p> <p><b>Explore as appropriate the special nature of artefacts used in worship -1.3a</b></p> <p>Reflection time at the end of the day</p> <p>Eid-ul-Fitr (Islam)</p>





## Two Rivers RE Curriculum

		<p>Hanukkah (Judaism) Diwali (Hinduism / Sikhism) Christmas (Christianity)</p>	(if applicable)	<p>What makes Easter a special time for Christians? 1.2.4</p>		
<p><b>Blue 2 (Sensory)</b></p>	<p><u>Journeys</u></p> <p><b>Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies 1.3b</b> Hajj Pilgrimage (Islam)</p> <p>Reflection time at the end of the day</p> <p>Harvest Festival</p>	<p><u>Winter</u></p> <p><b>Explore the preparations for and find out about the celebration of festivals 1.2b</b> Christmas - How is it celebrated? 1.1.2 Visit to local church to celebrate Christmas</p> <p>Reflection time at the end of the day</p> <p>Hanukkah (Judaism) Diwali (Hinduism / Sikhism) Christmas (Christianity)</p>	<p><u>Magic Carpet Ride</u></p> <p><b>Find out about how and when people worship (and ask questions about why this is important to believers) 1.2a</b> What is it like inside a religious building? 2.5.1 Temple (Hinduism) Gurdwara (Sikhism) Visit to a place of worship</p> <p>Reflection time at the end of the day</p> <p>Chinese New Year (if applicable)</p>	<p><u>Amazing Animals</u></p> <p>Who was St. Francis and what did he teach us about caring for animals? 2.4.6 (Christianity)</p> <p>Reflection time at the end of the day</p> <p>Holi (Hinduism) Easter (Christianity) What makes Easter a special time for Christians? 1.2.4</p>	<p><u>Who do you think you are?</u></p> <p><b>Reflect and respond to stories about belonging and relating to religious communities 1.4a</b></p> <p>Talk about belonging to a group or family Myself - who am I? 1.1.1</p> <p>Reflection time at the end of the day</p> <p>Wesak (Buddhism)</p>	<p><u>We're all going on a summer holiday</u></p> <p><b>Find out about ceremonies in which special moments in the life cycle are marked 1.4c</b> Coming of age (Judaism)</p> <p>Marriage</p> <p>Reflection time at the end of the day</p> <p>Eid-ul-Fitr (Islam)</p>



# Religious Education

Curriculum: Year B



**EYFS -Cherry Garden Re/Personal Social and Emotional Development**

**Topics**

**Year B :** Ourselves Snow and Ice Food Dinosaurs Animals Nursery Rhymes

**RE/ Personal Social and Emotional Development**

To know how to be self-proficient in feeding, cleaning, and dressing,

- to show independence,
- to show social awareness and acceptance,
  - to begin to respect each other,
  - to begin to develop life skills,
- to begin to develop self-esteem and confidence



## Two Rivers RE Curriculum

	<b>Autumn 1</b> Identity, diversity & belonging	<b>Autumn 2</b> Practices and ways of life	<b>Spring 1</b> Beliefs, teachings & sources	<b>Spring 2</b> Expressing meaning	<b>Summer 1</b> Values & commitments	<b>Summer 2</b> Meaning, purpose & truth
<b>Red Phase</b>  <b>(Years 1 &amp; 2)</b>	<u>Africa</u>  <b>Reflect and respond to stories about belonging and relating to religious communities and non-religious ways of life 1.4a</b> Khalsa (Sikhism) Non-religious groups  Harvest Festival Why do some people say thank you at Harvest? 1.2.1	<u>Celebrations</u>  <b>Find out about how and when people worship (and ask questions about why this is important to believers) 1.2a</b> How and why do people pray? 1.2.5 Focus: Islam  Hanukkah (Judaism) Diwali (Hinduism / Sikhism) Christmas (Christianity)	<u>Once Upon a Time</u>  <b>Explore stories about the lives and teachings of key religious figures 1.1b</b> Why is Jesus a special person? 2.3.2 Jesus (Christianity) Visit from Christian leader to talk about Jesus  Chinese New Year (if applicable)	<u>The Land Before Time</u>  <b>Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies 1.3b</b> Holy Communion (Christianity) Puja (Hinduism)  Holi (Hinduism) Easter (Christianity) What makes Easter a special time for Christians? 1.2.4	<u>Starry Night</u>  <b>Reflect and respond to stories highlighting the morals and values in practice 1.6a</b> Feeding of the 5000 (Christianity) Krishna and the Fruit Seller (Hinduism)  Wesak (Buddhism)	<u>Under the Sea</u>  Explore why and when religious believers meet together to worship Explore places of worship and identify what makes them special Mosque (Islam) Gurdwara (Sikhism) Visit to a mosque to explore structural features and Muslim worship  Eid-ul-Fitr (Islam)
	<b>Yellow Phase</b>  <b>(Years 3 &amp; 4)</b>	<u>Happy Healthy Me</u>  <b>Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked 2.4d</b> What happens at a wedding? 2.3.3 Focus: Weddings (across all religions)  Harvest Festival	<u>Victorian Wonderland</u>  <b>Identify the main features and patterns of an act of worship and talk about the importance of worship for believers 2.2b</b> Why are prayers and praying important to some people? 2.5.2 Focus: Prayer Christianity, Islam, Hinduism Buddhism (meditation)  Hanukkah (Judaism) Diwali (Hinduism / Sikhism) Christmas (Christianity)	<u>Let it Grow!</u>  <b>Explore the meaning of a wide range of stories about the beginnings of the world (and reflect upon their importance for believers) 2.1d</b> What do creation stories teach us? 2.4.5 Hinduism  Chinese New Year (if applicable)	<u>Chocoholics</u>  <b>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) 2.3a</b> Focus: Religious music (across all religions)  Holi (Hinduism) Easter (Christianity)	<u>The Great Outdoors</u>  <b>Explore rules for living found in sacred writings and teachings (and ask questions about their impact on the lives of believers) 2.6a</b> Five Pillars (Islam) Visit to The Islamic Experience Exhibition in Birmingham  Wesak (Buddhism)



## Two Rivers RE Curriculum

<p><b>Blue Phase</b> <b>(Years 5 &amp; 6)</b></p>	<p><u>Roald Dahl</u></p> <p>Find out about the activities of a local religious or community group (and make links with key religious teachings or moral codes) <b>2.4b</b> How does our community care for others? 2.4.2 Focus: <b>Christianity</b> Visit to Manna House Coffee Shop to meet a member of the Christian community and discuss local activities</p> <p>Harvest Festival</p>	<p><u>World War II</u></p> <p>Investigate the life of a person who has been inspired by their faith and make links between belief and action <b>2.2d</b> How can religion make a difference in people's lives? 2.6.5 Eg. Mother Theresa (<b>Christianity</b>)</p> <p>Hanukkah (<b>Judaism</b>) Diwali (<b>Hinduism / Sikhism</b>) Christmas (<b>Christianity</b>)</p>	<p><u>Vikings &amp; Anglo Saxons</u></p> <p>Explore the origins of sacred writings and consider their importance for believers today <b>2.1a</b> Qur'an (<b>Islam</b>) Guru Granth Sahib (<b>Sikhism</b>)</p> <p>Chinese New Year (if applicable)</p>	<p><u>Scientists &amp; Inventors</u></p> <p>Compare and contrast the use of symbols, actions and gestures used in worship by different communities <b>2.3c</b> Focus: <b>Christianity, Judaism, Hinduism</b></p> <p>Holi (<b>Hinduism</b>) Easter (<b>Christianity</b>)</p>	<p><u>Superheroes</u></p> <p>Explore religious stories and world views about the environment and identify and reflect on their impact on behaviour <b>2.6d</b> How and why should we care for our world? 2.6.1 Focus: <b>Hinduism, Buddhism</b></p> <p>Wesak (<b>Buddhism</b>)</p>	<p><u>What Do You See?</u></p> <p>Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers <b>1.5c</b> <b>Make links between beliefs and action 2.5d</b> Why did Jesus tell stories? 2.3.5 Focus: Parables of Jesus (<b>Christianity</b>) Visit from a Christian leader or believer to explain the impact of Jesus' teachings on their own life and actions</p> <p>Eid-ul-Fitr (<b>Islam</b>)</p>
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Sensory classes to cover some content from the Agreed Syllabus and EQUALS curriculum, linked to their thematic topics, as appropriate.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Red 2 (Sensory)</b>	<p><u>Nursery Rhymes</u></p> <p><b>Reflect and respond to stories about belonging and relating to religious communities 1.4a</b> Visit from someone who belongs to a non-Christian community</p> <p>Harvest Festival</p>	<p><u>Winter Wonderland</u></p> <p><b>Explore the preparations for and find out about the celebration of festivals 1.2b</b> Christmas - How is it celebrated? 1.1.2 Visit to local church to celebrate Christmas</p> <p>Hanukkah (Judaism) Diwali (Hinduism / Sikhism) Christmas (Christianity)</p>	<p><u>Bucketful of Dinosaurs</u></p> <p><b>Engage with stories and extracts from religious literature (and talk about their meanings) 1.1a</b> Feeding of the Five Thousand (Christianity)</p> <p>Chinese New Year (if applicable)</p>	<p><u>'Tickets Please' Transport</u></p> <p><b>Explore as appropriate the special nature of artefacts used in worship 1.3a</b> Focus: Judaism</p> <p>Holi (Hinduism) Easter (Christianity)</p>	<p><u>Food Glorious Food</u></p> <p><b>Reflect and respond to stories highlighting the morals and values of believers in practice 1.6a</b> The Good Samaritan (Christianity)</p> <p>Wesak (Buddhism)</p>	<p><u>Down in the Jungle</u></p> <p>Explore religious customs associated with food, dress and daily behaviour Focus: Hinduism</p> <p>Eid-ul-Fitr (Islam)</p>
<b>Yellow 2 (Sensory)</b>	<p><u>Outdoor Adventure</u></p> <p>Why do some people say thank you at Harvest? 1.2.1 Visit from a religious leader for Harvest Festival assembly</p> <p>Reflection time at the end of the day</p> <p>Harvest Festival</p>	<p><u>Around the World</u></p> <p>What does light mean? 1.2.2 Diwali (Hinduism / Sikhism)</p> <p>Reflection time at the end of the day</p> <p>Hanukkah (Judaism) Diwali (Hinduism / Sikhism) Christmas (Christianity)</p>	<p><u>Winter Warmers</u></p> <p><b>Find out about how and when people worship (and ask questions about why this is important to believers) 1.2a</b> What is it like inside a religious building? 2.5.1 Church (Christianity) Mosque (Islam) Visit to a place of worship</p> <p>Reflection time at the end of the day</p>	<p><u>Growing Up</u></p> <p><b>Find out about ceremonies in which special moments in the life cycle are marked -1.4c</b> Belonging - How are new babies welcomed into the World? 1.2.6 Baptism (Christianity) Welcoming ceremonies</p> <p>Reflection time at the end of the day</p> <p>Holi (Hinduism) Easter (Christianity)</p>	<p><u>Teddy Bears' Picnic</u></p> <p>Why is sharing food important on special occasions? 2.6.4 Passover (Judaism) Visit to a shop to buy different foods for a religious meal</p> <p>Reflection time at the end of the day</p> <p>Wesak (Buddhism)</p>	<p><u>Beside the Seaside</u></p> <p><b>Explore stories about the lives and teachings of key religious figures - 1.1b</b> Why is Jesus a special person? 2.3.2 Jesus (Christianity)</p> <p>Reflection time at the end of the day</p> <p>Eid-ul-Fitr (Islam)</p>



## Two Rivers RE Curriculum

			Chinese New Year (if applicable)	What makes Easter a special time for Christians? 1.2.4		
<p style="text-align: center;"><b>Blue 2 (Sensory)</b></p>	<p style="text-align: center;"><u>Witches and Wizards</u></p> <p>Explore as appropriate the special nature of artefacts used in worship 1.3a Visit from a religious leader with examples of artefacts for children to explore</p> <p>Reflection time at the end of the day</p> <p>Harvest Festival</p>	<p style="text-align: center;"><u>Celebrations</u></p> <p>Explore the preparations for and find out about the celebration of festivals 1.2b Christmas - How is it celebrated? 1.1.2 Visit to local church to celebrate Christmas</p> <p>Reflection time at the end of the day</p> <p>Hanukkah (Judaism) Diwali (Hinduism / Sikhism) Christmas (Christianity)</p>	<p style="text-align: center;"><u>The Circus is Coming</u></p> <p>Explore stories about the lives and teachings of key religious figures 1.1b What can the Buddha teach us? 2.3.4 Buddha (Buddhism) Guru Nanak (Sikhism)</p> <p>Reflection time at the end of the day</p> <p>Chinese New Year (if applicable)</p>	<p style="text-align: center;"><u>How Does your Garden Grow?</u></p> <p>Explore the meaning of a wide range of stories about the beginnings of the world (and reflect upon their importance for believers) 2.1d What do creation stories teach us? 2.4.5</p> <p>Reflection time at the end of the day</p> <p>Holi (Hinduism) Easter (Christianity) What makes Easter a special time for Christians? 1.2.4</p>	<p style="text-align: center;"><u>A Pirate Life for Me!</u></p> <p>Reflect and respond to stories highlighting the morals and values of believers in practice 1.6a The Good Samaritan (Christianity)</p> <p>Demonstrating care and concern for others</p> <p>Reflection time at the end of the day</p> <p>Wesak (Buddhism)</p>	<p style="text-align: center;"><u>Food Glorious Food</u></p> <p>Identify and ask questions about customs associated with particular religious communities 1.4b Eid-ul-Fitr (Islam) Visit to a shop to buy different foods for a religious meal</p> <p>Reflection time at the end of the day</p> <p>Eid-ul-Fitr (Islam)</p>



## Two Rivers RE Curriculum

### **Staffordshire Agreed Syllabus for Religious Education (2023)**

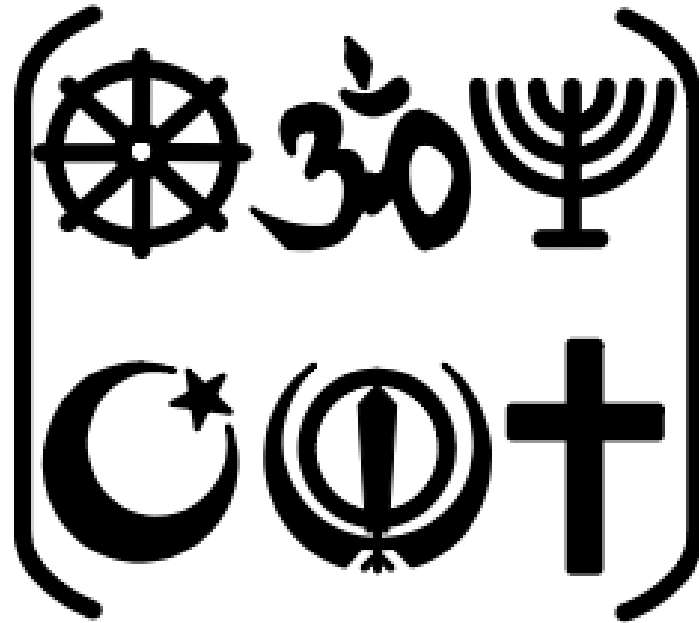
*EQUALS* SEN scheme of work

Coverage across six major world religions

Festivals

Visit or visitor opportunities





# Religious Education

Whole-school coverage across religions



## Two Rivers RE Curriculum

YEAR A – 2023-2024, 2025-2026, 2027-2028

	Christianity	Islam	Judaism	Hinduism	Sikhism	Buddhism
<b>Red Phase (Years 1 &amp; 2)</b>	Aut 1 - Baptism Aut 2 - Worship Aut 2 - Christmas Spr 2 - Stories Spr 2 - Easter Sum 1 - Natural world Sum 2 - Places of worship	Aut 1 - Birth rites Spr 1 - Sacred texts Sum 1 - Natural world Sum 2 - Eid	Aut 2 - Hanukkah Spr 1 - Sacred texts Spr 2 - Stories	Spr 2 - Holi Sum 2 - Places of worship	Aut 2 - Diwali Spr 1 - Sacred texts	Sum 1 - Wesak
<b>Yellow Phase (Years 3 &amp; 4)</b>	Aut 2 - Christmas Spr 1 - Creation Spr 2 - Easter Spr 2 - Religious art Sum 1 - Rules Sum 2 - Religious leaders	Aut 1 - Pilgrimage Aut 2 - In the home Spr 2 - Religious art Sum 2 - Eid	Aut 2 - In the home Aut 2 - Hanukkah Spr 1 - Creation Spr 2 - Religious art Sum 1 - Rules	Aut 1 - Pilgrimage Aut 2 - In the home Spr 2 - Religious art Spr 2 - Holi	Aut 2 - Diwali Spr 2 - Religious art	Spr 2 - Religious art Sum 1 - Wesak
<b>Blue Phase (Years 5 &amp; 6)</b>	Aut 1 - Case study Aut 2 - Christmas Spr 2 - Easter Sum 1 - Ceremonies Sum 2 - Stories	Aut 1 - Case study Spr 1 - Religious figures Sum 2 - Stories Sum 2 - Eid	Aut 1 - Case study Aut 2 - Festivals Aut 2 - Hanukkah Sum 2 - Stories	Aut 1 - Case study Aut 2 - Festivals Spr 2 - Attributes of God Spr 2 - Holi	Aut 1 - Case study Aut 2 - Festivals Aut 2 - Diwali Spr 1 - Religious figures Sum 1 - Ceremonies	Aut 1 - Case study Aut 2 - Festivals Sum 1 - Wesak
<b>Sensory Phase</b>	<p>Groups to cover a range of religions across the different topics as appropriate</p> <p>Worship, festivals, customs and traditions</p>					



## Two Rivers RE Curriculum

YEAR B – 2024-2025, 2026-2027, 2028-2029

	Christianity	Islam	Judaism	Hinduism	Sikhism	Buddhism
<b>Red Phase (Years 1 &amp; 2)</b>	Aut 2 - Christmas Spr 1 - Religious figures Spr 2 – Symbolic rituals Spr 2 - Easter Sum 1 – Morals and values	Aut 2 - Worship Sum 2 - Eid	Aut 2 - Hanukkah	Aut 2 - Diwali Spr 2 – Symbolic rituals Spr 2 - Holi Sum 1 – Morals and values	Aut 1 - Community Aut 2 - Diwali	Sum 1 - Wesak
<b>Yellow Phase (Years 3 &amp; 4)</b>	Aut 1 - Ceremonies Aut 1 - Prayer Aut 2 - Christmas Spr 2 - Religious music Spr 2 - Easter	Aut 1 - Ceremonies Aut 1 - Prayer Spr 2 - Religious music Sum 1 - Rules Sum 2 - Eid	Aut 1 – Ceremonies Aut 2 - Hanukkah Spr 2 - Religious music Sum 2 - Religious leaders	Aut 1 - Ceremonies Aut 1 - Prayer Aut 2 - Diwali Spr 1 - Creation Spr 2 - Religious music Spr 2 - Holi	Aut 1 - Ceremonies Aut 2 - Diwali Spr 2 - Religious music	Aut 1 - Ceremonies Aut 1 - Prayer Spr 2 - Religious music Sum 1 - Wesak
<b>Blue Phase (Years 5 &amp; 6)</b>	Aut 1 - Religious community Aut 2 - Person inspired by faith Aut 2 - Christmas Spr 2 - Worship Spr 2 - Easter Sum 2 - Parables	Spr 1 - Sacred texts Sum 2 - Eid	Aut 2 - Hanukkah Spr 2 - Worship	Sum 1 - Natural world Spr 2 - Worship Aut 2 - Diwali Spr 2 - Holi	Spr 1 - Sacred texts Aut 2 - Diwali	Sum 1 - Natural world Sum 1 - Wesak
<b>Sensory Phase</b>	Groups to cover a range of religions across the different topics as appropriate  Worship, festivals, customs and traditions					