

Early Years Foundation Stage

Religious education is an entitlement for all registered pupils, aged 4 to 19. Children in Nursery classes and other early years' settings are not subject to the requirements of the locally agreed syllabus but they are required to cover the religious and spiritual aspects of the Early Years Foundation Stage through Understanding the World and Personal, Social, Emotional Development in the Areas of Learning. Practitioners will find much in the Staffordshire Agreed Syllabus which supports them in enabling children to meet these sections of the early learning goals. In Reception classes both the Staffordshire Agreed Syllabus and the Early Years Foundation Stage apply. Criteria for both can be integrated.

Reception/Key Stage 1

Dimension	Curriculum Opportunities Pupils should have the opportunity to:		
Beliefs teachings and sources	Engage with stories and extracts from religious literature and talk about their meanings - 1.1a	Explore stories about the lives and teachings of key religious figures - 1.1b	Find out about ways in which sacred texts are regarded, read and handled by believers - 1.1c
Practices and ways of life	Find out about how and when people worship and ask questions about why this is important to believers - 1.2a	Explore the preparations for and find out about the celebration of festivals 1.2b	Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives - 1.2c
Expressing meaning	Explore as appropriate the special nature of artefacts used in worship - 1.3a	Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies - 1.3b	Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression - 1.3c
Identity diversity and belonging	Reflect and respond to stories about belonging and relating to religious communities - 1.4a	Identify and ask questions about customs associated with particular religious communities - 1.4b	Find out about ceremonies in which special moments in the life cycle are marked - 1.4c
Meaning purpose and truth	Ask and respond imaginatively to questions about things that are interesting or puzzling in the world - 1.5a	Listen to and ask questions about stories of individuals and their relationship with God - 1.5b	Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers - 1.5c
Values and commitments	Reflect and respond to stories highlighting the morals and values of believers in practice - 1.6a	Reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions - 1.6b	Explore stories from religious traditions and find out about attitudes to the natural world - 1.6c

Key Stage 2

Dimension	Curriculum Opportunities Pupils should have the opportunity to:			
Beliefs teachings and sources	Explore the origins of sacred writings and consider their importance for believers today - 2.1a	Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings - 2.1b	Explore the life of key religious figures and make links with teachings and practices of special significance to followers - 2.1c	Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers - 2.1d
Practices and ways of life	Compare and contrast the practice of religion in the home in different religious communities - 2.2a	Identify the main features and patterns of an act of worship and talk about the importance of worship for believers - 2.2b	Investigate some features of key religious festivals and celebrations and identify similarities and differences - 2.2c	Investigate the life of a person who has been inspired by their faith and make links between belief and action - 2.2d
Expressing meaning	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	Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions - 2.3b	Compare and contrast the use of symbols, actions and gestures used in worship by different communities - 2.3c	Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice - 2.3d
Identity diversity and belonging	Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences - 2.4a	Find out about the activities of a local religious community and make links with key religious teachings - 2.4b	Research some key events in the development of a religious tradition and explain the impact on believers today - 2.4c	Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked - 2.4d
Meaning purpose and truth	Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings - 2.5a	Investigate and reflect on a range of religious responses to suffering, hardship and death - 2.5b	Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life - 2.5c	Make links between beliefs and action and reflect on how this might have local, national and international impact - 2.5d
Values and commitments	Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers - 2.6a	Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment - 2.6b	Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives - 2.6c	Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour - 2.6d