



Tilston Parochial
CE Primary School

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Our School Curriculum

A creative and thematic approach to learning.

Curriculum Intent and Progression Map

Subject: Religious Education





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Religious Education Curriculum Statement

“Religion is one tree with many branches. As branches, you may say, religions are many, but as a tree, religion is only one.”

Mahatma Gandhi

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

Religious Education at Tilston makes a distinctive contribution to pupils' learning by enabling them to reflect upon themselves as whole people, experiencing life through the body, the mind and the spirit. The purpose of Religious Education is to help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.

An essential part of the curriculum, religious education should be relevant, worthwhile and accessible to all. It should express that all pupils are loved and valued by God as part of creation. We aim to help the children in our school to respect themselves and to be sensitive to the needs of others.

Through religious education, we would like the children at Tilston to know and understand more about other people's culture, values and beliefs, and with that understanding to see what people have in common and the ties that bind us together. Through this understanding, we hope to send our children on their journey through life without prejudice or discrimination, and as children who are able to welcome difference and embrace the beauty of our diverse world.

TRUST

'May the God of hope fill you with all joy and peace as we trust in him.'
Romans 15:13

COURAGE

'Be strong and courageous, do not be frightened or dismayed, for the Lord your God is with you wherever you go.'
Joshua 1:9

COMMUNITY

'How good and pleasant it is when God's people live together in unity.'
Psalm 133.1

RESPECT

'Do to others as you would have them do to you.'
Matthew 7:12

JOY

'A happy heart makes the face cheerful.'
Proverbs 15:13

FRIENDSHIP

'There is a friend who sticks closer than a brother.'
Proverbs 18:24

Bringing out the Best in Everyone. *'Encourage one another and build each other up.'* Thessalonians 5:1



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Religious Education Curriculum Intent

“The whole purpose of religion is to facilitate love and compassion, patience, tolerance, humility and forgiveness.”

Dalai Lama

As a church of England school, the Christian faith is at the heart of everything we do. Our Christian values of trust, courage, community, respect, joy and friendship underpin all that we do and all that we seek to become at Tilston school; they help us to bring out the best in everyone by encouraging one another and building each other up. At Tilston, our whole curriculum is underpinned by Christian values; through the study of religious education, we aim to give children the chance to explore values further.

At Tilston Parochial Church of England Primary School, religious education plays a major role in preparing children for life, introducing them to a range of beliefs and values, many of which play a significant part in daily life, and helping them to develop tolerance and respect for others. In this area of Cheshire where there is little ethnic diversity, the school’s RE curriculum has a particularly important role to play in educating children about the great variety and diversity of cultures and beliefs which exist within our country and should link closely to the global dimension of our curriculum.

As a Voluntary Controlled School, we follow the Cheshire West and Chester agreed syllabus and the Chester Diocesan syllabus to formulate our long term and medium term planning. We are beginning to enhance this with the Understanding Christianity resource.

The purpose of teaching Religious Education at Tilston school is to:

- show children that Christianity is about following the living God, Father, Son and Holy Spirit and is relevant to their daily lives
- extend children’s ability to reflect upon themselves as whole people, experiencing life through body, mind and spirit
- help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development
- Develop skills to handle Bible text.
- Become active global citizens and courageous advocates serving our neighbour.
- Find a reason for hope in a troubled world.
- Understand how a religious faith can sustain us in difficult circumstances and in the face of opposition.

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Religious Education Implementation

“Religion is not a department of life; it is something that enters into the whole of it.”

Alan Watts

Religious Education will be taught throughout the school predominantly by the class teacher and may be supported from time to time by clergy from local churches and visiting speakers. Visits to St Mary’s Church, Tilston and support from Reverend Tim Robinson and Reverend Norma Robinson, are built into our Religious Education curriculum. Religious Education may be taught in a ‘whole class’ setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.

A variety of teaching approaches are encouraged:

- teacher presentations, role play and storytelling
- question and answer sessions, discussions and debates
- Philosophy for Children (P4C)
- individual and group research
- photographs, pictures and maps
- multimedia presentations

Religious Education will be integrated where appropriate with other subjects for example history, geography, SEAL and PSHE. Religious Education resources will be reviewed and updated regularly. Classroom support will be welcomed under the guidance of the teacher, eg. skilled individuals and parents.

Children with special educational needs and/or disabilities will work alongside the other children in their group, as in other curriculum areas, but differentiation in approach, language and expected outcome will be appropriate to the varying needs in the class.

Assessment is formative, focusing on each child’s individual performance in a range of activities in such a way that immediate feedback can be given. Progress is monitored and evaluated through observations, tasks and discussions with the child. Foundation Stage will continually assess pupils through observations which are recorded in their individual Learning Journeys.

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Religious Education Impact

“There comes a point where we need to stop just pulling people out of the river. We need to go upstream and find out why they're falling in.”

Desmond Tutu

Religious education at Tilston equips our children with a good knowledge of Christianity, Islam, Judaism, Hinduism, Sikhism and Humanism. Our children develop trust and respect for others and know what it means to be a part of a global community. Through learning about the religious experiences of others, children at Tilston show respect for other people, their beliefs and their lifestyles. This is evident in the children’s work, discussions which they have in the classroom and teacher’s assessments. Through our religious education curriculum, our children formulate their own sense of purpose in life and embark upon a personal search for a faith by which to live, developing their own beliefs, values and ideals in the light of their experiences. At Tilston, we encourage our children to develop an enquiring attitude towards religion and to explore activities of prayer and worship.

At Tilston Parochial Church of England Primary School, through our Christian vision, our children are encouraged to be hopeful, aspirational and courageous advocates for change. Our religious education curriculum aims to help children to make moral judgements and positive, healthy choices. Our children share our core Christian values, are respectful of each other and themselves, have a sense of self and of their worth and form their own views which they can clearly articulate.

The children at Tilston Parochial Church of England Primary School are kind, caring, empathetic individuals who bring joy to our school community every day. They are respectful and listen carefully to the points of view of others. Our children are able to question and share beliefs and thoughts in a way which is sensitive and tolerant of other’s views, showing understanding and an appreciation of those in their community. The children at Tilston continue their journey to secondary school as well-rounded, tolerant individuals with their core Christian values guiding them and remaining with them for many years after their time at Tilston

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Religious Education				
	Wrens Reception and Nursery	Robins Year 1/ 2	House Martins Year 3/ 4	Kestrels Year 5/6
Christianity	<ul style="list-style-type: none"> • Develop curiosity as to why Christians do nativity plays at Christmas. • Explain why Christians give and receive presents at Christmas. • Explain why Christians say Jesus is special. • Wonder why a minister pours water on babies in a baptism. • Talk about some things Christians might do in church. • Recall key important aspects of the Easter story and begin to explain why Christians think the resurrection is important. 	<ul style="list-style-type: none"> • Identify key aspects of the Christmas story and explain why Jesus was good news for Christians. • Explain why Christians might choose to follow Jesus. • Recall key teachings Christians believe about God found in the 'lost' parables, the parable of the good Samaritan & other parables studied. • Explain how Christians view the creation of the world and try to take care for it. • Evaluate what it means to Christians to belong to a church. • Talk about how Christians might use symbols in a church building and begin to suggest reasons why. • Describe key important things Christians believe about Jesus and refer to the Easter story, life and teachings of Jesus. 	<ul style="list-style-type: none"> • Explain how Christians see God as 'Three in One' through symbols. • Analyse what Christians can learn about Jesus from nativity stories. • Describe and suggest reasons why Christians call Jesus, Saviour. • Explain the concept of salvation. • Describe how Christians live their lives as disciples. 	<ul style="list-style-type: none"> • Describe how celebrating Easter shows a Christian understanding of Sacrifice and Reconciliation. • Outline how Christians around the world read the Bible to maintain their relationship with God. • Explain how Christians seek to live to advance the Kingdom of God on Earth. • Make connections between Christianity, Judaism and Islam. • Describe how references to Jesus' death & resurrection found in the Church (artefacts, ritual or text) reinforce the Christian idea of forgiveness.

		<ul style="list-style-type: none"> • Evaluate key teachings studied from the Bible and explain why they may be important to Christians. 		
Islam		<ul style="list-style-type: none"> • Talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God. • Explain that the Qur'an is the holy book of Islam and say how it should be treated. • Show an understanding of at least two Muslim artefacts and explain how they are used. • Describe at least three things that might happen at a Muslim baby's naming ceremony. • Describe at least three things that might happen at a Muslim marriage. 	<ul style="list-style-type: none"> • Identify & understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message and that Muhammad (pbuh) is the last & final prophet. • Recall at least three key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation. For example, Muhammad (pbuh) received messages from God; he told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qu'ran and afterwards Muhammad (pbuh) became known to all Muslims as the 'Prophet of God' 	<ul style="list-style-type: none"> • Identify, describe and explain key Muslim beliefs related to Allah (God). • Understand Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will. • Name the Five Pillars and explain why they are important to Muslims. • Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God. • Explain how Muslims' organisations help people in need.

			<ul style="list-style-type: none"> • Recognise the Qu’ran & identify it with Islam. Explain how & why Muslims treat it with respect & believe it to be the exact words of ‘Allah’ (God) • Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the Mosque. • Analyse how the main features of a mosque explain Muslim key beliefs. 	
<p style="text-align: center;">Judaism</p>		<ul style="list-style-type: none"> • Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives • Tell you why Shabbat is important to a Jew and how Jews may go to Synagogue during this period • Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue 	<ul style="list-style-type: none"> • Reflect on why and how Jews worship • Explain the importance of the Covenant for Jews • Explain key features in a synagogue, how worship happens there and explore how this relates to Jewish belief • Evaluate why Pesach is important to Jews as an act of commemoration 	

<p>Hinduism</p>				<ul style="list-style-type: none"> • Explain how a Hindu may worship at home or in the mandir • Describe and explain how a Hindu celebrates Diwali and Holi • Explain how a Hindu may view God • Retell some Hindu stories and explain their significance for a Hindu • Analyse a Hindu's journey of life and significant events along the way
<p>Sikhism</p>			<ul style="list-style-type: none"> • Explain how Sikhs believe in all pathways leading to God • Tell you about the founder of Sikhism, Guru Nanak and recall key events in his life • Tell you about what happens in the Gurdwara and how the Guru Granth Sahib is treated with respect • Explain the symbolism of the 5Ks • Analyse how Sikhs show community and equality in their lives 	

Humanism				<ul style="list-style-type: none">• Describe the main beliefs of Humanism and begin to compare it to following a religious belief• Say what Humanists think about God• Explain how Humanists believe they can be happy• Explore the happy human symbol• Describe how Humanists celebrate in their lives• Explain how Humanists lifestyle plays a role in modern society.
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Guidance for Church of England schools using the Cheshire West & Chester RE Agreed Syllabus Summer 2019

Cheshire West & Chester RE Agreed Syllabus

It is expected all year groups will study certain religions in key year groups and within the area of study some essential content is highlighted. There is an expectation in the syllabus pupils understand the essential content. See essential content lists below for more detail.

In addition, schools are free to choose optional units to study.

KS1 (Years 1 and 2)

Christianity - 3 terms	Judaism - 1 term	Islam - 1 term	Free Choice Enquiry - 1 term
Reference made to a Non-Religious Worldview (e.g. Humanism)			

Lower KS 2 (Years 3 and 4)

Christianity - 3 terms	Judaism - ½ term & Islam - ½ term	Sikhism or Hinduism 1 Term	Free Choice Enquiry - 1
Reference made to a Non-Religious Worldview (e.g. Humanism)			

Upper KS 2 (Years 5 and 6)

Christianity - 3 terms	Islam - 1 term	Sikhism or Hinduism - 1 Term (whichever wasn't studied in Yrs. 3 and 4)	Free Choice Enquiry - 1 term
Reference made to a Non-Religious Worldview (e.g. Humanism)			

Chester Diocesan Syllabus

The 2016 syllabus for church schools in Chester Diocese is based on a progressive understanding of theological concepts and there is a local Diocesan recommendation that all schools will follow the syllabus. In addition to this there is a national expectation all church schools have been trained in the Understanding Christianity resource and will draw on the resource to enhance the syllabus. Please see <https://www.chester.anglican.org/schools/> for further details.

The long-term plan below meets both the Diocesan and local agreed syllabus expectations and can be used in CW&C VC schools.

LONG TERM PLAN for RELIGIOUS EDUCATION - Chester Diocesan Primary Schools in Cheshire West & Chester

Key: highlighted grey = use Diocesan syllabus unit plans yellow italics = cf Understanding Christianity units highlighted green (own) = Use CW&C/own

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>General What is prayer? Who do I think God is?? How do our families celebrate special events? Where is my special place? What is love? <i>Why is the word God so important to Christians?</i> (CF. UC: F1)</p>	<p>Christianity What happens in our local church? Eg Harvest. Why do we do a nativity play? Why do Christians give presents at Christmas? (CF. Diocese FS plans)</p>	<p>Theme Festivals & Events See CW&C Early years Guidance for ideas Eg Holi, Eid Shrove Tuesday Mother's Day Baptism</p>	<p>Christianity How did Jesus come back to life in the Easter story? Why is Jesus special to Christians? Is he alive today? (CF. Diocese FS plans)</p>	<p>Islam Why is the Qur'an a special book for a Muslim? What stories did Muhammad tell to teach people how to be the best they can be? How do Muslims help other people? (own)</p>	<p>Storytime theme (Cont.) Why are some books special? Why are some stories special? Special Places (own) (CF Diocese FS plans)</p>
Y1/2 CYCLE A	<p>Judaism What do Jews believe about God? (Own) How do Jews show love for G-d in everyday life? (CF. Diocese Yr.2) (Shabbat, artefacts, symbols, Joseph, Miriam, Passover)</p>	<p>Christianity Discipleship Why did Zacchaeus change when he met Jesus? (Cf. Diocese Yr.1) Incarnation What can be learnt about Jesus from the nativity story? (Cf. Diocese Yr.1) CF. UC: 1:3</p>	<p>Christianity Why did Jesus teach people through stories? (own) (Parables of 2 builders, Sower, Good Samaritan) (CF Diocese Forgiveness Yr. 4)</p>	<p>Christianity Salvation Why do Christians put three crosses in an Easter garden? (FS) CF. UC: F3 What do Christian symbols teach about the Holy Spirit? (CF Diocese Yr. 2 Holy Spirit)</p>	<p>Islam How do Muslims express new beginnings? (own) (babies, marriage) (Cf with Christianity Y2 Discipleship- Baptism Diocese)</p>	<p>Christianity Creation Why do Christians look after their local environment? (Yr. 2) CF. UC: 1:2)</p>
Y1/2 CYCLE B	<p>Judaism How do Jews worship in a synagogue? (Own) (Torah, synagogue)</p>	<p>Christianity Creation How did Adam & Eve spoil creation? (CF Diocese Yr.2) (sin) Incarnation What does the visit of the magi tell Christians about Jesus? (Yr.2) CF. UC: 1:3</p>	<p>Christianity What did Jesus teach about God? (Lost Parables) (CF. Diocese Yr. 1) Salvation What do Christians believe about salvation (being rescued/ found)? CF. UC: 1:1</p>	<p>Christianity Christian Community How do Christians worship in church? Why is the bible important to Christians? CF. Diocese Yr. 1</p>	<p>Christianity Christian Community How do we know when someone belongs to a Christian community? What do Christians mean when they use the word church? (CF Diocese Yr.2)</p>	<p>Islam What do Muslims say God is like? (CF. Diocese Yr.3) Why is Muhammad (pbuh) important to Muslims? (CF. Diocese Yr.3)</p>

LONG TERM PLAN for RELIGIOUS EDUCATION - Chester Diocesan Primary Schools in Cheshire West & Chester

Key highlighted grey = use Diocesan syllabus unit plans *yellow italics* = cf Understanding Christianity units highlighted green (own) = Use CW&C/own MTPs

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3/4 CYCLE A	<p>Christianity God How do Christians use symbols to explain what God is like? How do Christians use words, prayers, songs or hymns to describe God as 'three in one'? (CF Diocese Yr. 3)</p>	<p>Christianity Creation Why do you think the creation stories are similar and different? (CF Diocese Yr. 4) <i>(Also see CF UC 2a:1)</i> Incarnation Why do you think there are different stories about Jesus' birth? (Diocese Yr.3)</p>	<p>Cross Religious How do people worship in a ...? (church, Mosque, Synagogue, mandir) (own)</p>	<p>Christianity Discipleship How does the Bible help Christians to live? (Cf Diocese Yr.3)</p>	<p>Sikhism Eg See CW&C Sikhism How do Sikhs worship? (own)</p>	<p>Sikhism Eg See CW&C Sikhism KS 2 Why is community and equality important to Sikhs? (own)</p>
Y3/4 CYCLE B	<p>Christianity Holy Spirit What does Christian art teach people about the Trinity? (CF Diocese Yr.3) <i>Also CF UC: 2a:3</i></p>	<p>Christianity Incarnation What is good news for Christians in the Christmas story? (CF Diocese Yr.4) <i>Also CF UC: 2a:3</i></p>	<p>Islam How was the Qur'an revealed to Muhammad as the final prophet (Night of Power, Qur'an, Islam) (own) Cf Diocese Yr.5 Mosque community)</p>	<p>Christianity Salvation Why do Christians believe Jesus rescued people? Why do Christians call the day Jesus died 'Good Friday?' (CF Diocese Yr.3)</p>	<p>Christianity Discipleship How do Christians follow Jesus? (CF Diocese Yr.4)</p>	<p>Judaism Why is Passover important to Jews? (own) (CF Diocese Judaism Yr. 2) for a few starting points</p>

LONG TERM PLAN for RELIGIOUS EDUCATION - Chester Diocesan Primary Schools in Cheshire West & Chester

Key: highlighted grey = use Diocesan syllabus unit plans highlighted yellow = cf Understanding Christianity units highlighted green = Use CW&C Ideas/MTPs

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y5/6 CYCLE A</p>	<p>Christianity Kingdom of God How does the local church community seek to bring God's kingdom on earth? (CF. Diocese Yr.5) Discipleship How does the 'Sermon on the Mount' help Christians to follow Jesus? (CF Diocese Yr. 6)</p>	<p>Christianity Creation Does Science disprove Genesis? (CF. Diocese Yr.6) CF. UC: 2b:2 Incarnation Why are titles given to Jesus at Christmas time? (CF. Diocese Yr.5) CF. UC: (2b:4)</p>	<p>Free Choice Eg CW&C Unit C What do different religions have to say about World Poverty and Charity? (Own)</p>	<p>Christianity Forgiveness What is the difference between forgiveness and justice? (CF. Diocese Yr.6) Salvation Where in a church building are there signs of salvation? (CF. Diocese Yr.6)</p>	<p>Islam Eg See CW&C Y5/6 Islam Unit B How is faith expressed through everyday life? (Worship of Allah, Everyday life, Islamic Aid) (Own)</p>	<p>Islam How do Muslims show community is important in practice? Why are the 5 pillars important to Muslims? (CF. Diocese Yr. 6) (5 pillars, Umma) community</p>
<p>Y5/6 CYCLE B</p>	<p>Free Choice Eg See CW&C Y3/4 Unit B What is Humanism? What does it mean to be a Humanist? What role does Humanism play in our modern society? (Own)</p>	<p>Christianity Christian Community How are local, national and global church communities similar and different? How do Christian leaders help build the kind of world Jesus wants? (CF. Diocese Yr.5) Incarnation Was Jesus the Messiah? CF. UC: 2b:4</p>	<p>Free Choice Eg See CW&C Y5/6 Unit B What does it mean to live in a religiously diverse world? (Own)</p>	<p>Christianity Eg See CW&C Y5/6 Christianity Unit A Which concepts do we find hard to understand in Christianity? (Own) CF UC 2b:6 What evidence is there for the resurrection? (CF Diocese Y6 resurrection) CF UC 2b:7</p>	<p>Hinduism Eg See CW&C Y5/6 Hinduism Unit A (Divali) How does the Hindu celebration of Divali show their understanding of God? (CF Diocese Hinduism Yr. 6)</p>	<p>Hinduism Eg See CW&C Y5/6 Hinduism Unit B How do Hindus worship? What are the significant stages of life for a Hindu? (Own) Also see Diocese Y4 & Y6 Hinduism</p>

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