



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 and Non-Religious World Views

Statutory timings (CWAC)	Ways of living and believing							
	Christianity	Islam	Judaism	Hindu Dharma	Sikhi	Humanism	World views	Free Choice
EYFS	Majority	Eid al-Fitr		Diwali				
KS1 (Year 1 and 2)	2 terms	1 term	1 term			½ term	½ term	1 term
KS2 (Year 3 and 4)	2 ½ terms	½ term	½ term	1 term		½ term		1 term
KS2 (Year 5 and 6)	1 ½ terms	1 term			1 term		1 ½ terms	1 term

Essential content	Vocabulary
<p>EYFS – Christianity</p> <ol style="list-style-type: none"> 1. Develop curiosity as to why Christians do nativity plays at Christmas. 2. Explain why Christians give and receive presents at Christmas. 3. Explore why Christians say Jesus is special through the miracle stories. 4. Talk about how Christians might worship God in church. 5. Recall key important aspects of the Easter story & begin to say why Christians think the resurrection is important. 6. Talk about the Bible as a special book for Christians which has many special stories. 	<p>Christmas, Incarnation, Easter, God, resurrection, church, Bible, Nativity, Christians, Christianity, minister, Diwali, Eid Celebration, miracle, Son of God.</p>
<p>EYFS – Other religious/non-religious worldviews</p> <ol style="list-style-type: none"> 7. Understanding the World: Past & Present – Talk about the lives of the people around them & their roles in society. 8. Understanding the World: People, Culture and Communities - Know some similarities and differences between different religious/non-religious communities & how they celebrate in this country. Explore Diwali & Eid. 	
<p>KS1 – Christianity</p> <ol style="list-style-type: none"> 9. Identify key aspects of the Christmas story and explain why Jesus was good news for Christians. 10. Recall key teachings Christians believe about God found in the 'lost' parables, the parable of the good Samaritan & other parables studied. 11. Explain how Christians view the creation of the world and try to take care for it, (stewardship). 12. Explore what it means to Christians to belong to a church, e.g., Baptism (both adult and infant) 13. Describe key important things Christians believe about Jesus. Refer to the Easter story, life & teachings of Jesus. 14. Understand the Bible is a holy book (special) and explain why it might be important to Christians. 	<p>Christmas, Incarnation, Easter, resurrection, parable, Samaritan God, creation, stewardship, good news, Bible, baptism, Holy Spirit, saviour Holy book (special)</p>
<p>KS1 – Islam</p> <ol style="list-style-type: none"> 15. Talk about who Muslims say Allah and Muhammad (pbuh) are e.g., 99 names of Allah / Prophet of God. 16. Explain that the Qur'an is the holy book of Islam and say how it should be treated. 17. Show an understanding of at least two Muslim artefacts and explain how they are used. (Qur'an stand and Misbaha (Islamic Prayer Beads)) 18. Describe at least three things that might happen at a Muslim baby's naming ceremony. (Whispering into baby's ear, sweet taste of dates, hair shaved and weighed) 19. Describe at least three things that might happen at a Muslim marriage. (Gifts, clothing, contract.) 	<p>Islam, Allah, Muhammad (pbuh), Qu'ran, Misbaha</p>
<p>KS1 – Judaism</p> <ol style="list-style-type: none"> 20. Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives. 21. Describe how Shabbat (day of rest) is important to a Jew and how Jews may go to Synagogue during this period. 	<p>Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Menorah, Shema, Purim.</p>

<p>22. Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue. (Yad, Mezuzah, Menorah, Star of David.)</p> <p>23. Describe how Jewish families celebrate festivals with reference to the story of Esther and Purim.</p>	
<p>KS1 – Humanism</p> <p>24. Explain how a Humanist understands human beings, where they came from, that they have good and bad features and how they can help make the world a better place.</p> <p>25. See how Humanists understand the world by asking questions, looking for evidence and believe the world to be a natural place.</p> <p>26. Recognise the Happy Human as a symbol for Humanism and that there are different ways to be happy.</p> <p>27. Explain how Humanists try to approach life by being kind to people, animals and the planet. How people feel and how they should be treated.</p> <p>28. Why Humanists value human achievements, promote freedom and fairness and want to make the world a better place.</p>	<p>Humanism, Humanist, natural, happiness, the Happy Human, empathy, achievements, freedom, fairness, kindness.</p>
<p>KS1 – Comparing world views for 'In the beginning'</p> <p>29. Retell two stories that explain how the world was made.</p> <p>30. Explain how different groups of people believe the world was made (Hindu, Genesis, Big Bang Theory.)</p> <p>31. Describe how religious and non-religious people say we should care for the world. (St Francis, David Attenborough)</p>	<p>Creation, sacred cows, recall Genesis story Hindu creation story, Big Bang, St Francis of Assisi, David Attenborough, Humanist, Hindu, Christian.</p>
<p>LKS2 – Christianity</p> <p>32. Explain how Christians see God as 'Three in One' (Father, Son & Holy Spirit) through symbols. (Trinity)</p> <p>33. Suggest what Christians can learn about Jesus from nativity stories and the Easter story.</p> <p>34. Describe and suggest reasons why Christians use titles to describe Jesus including Christmas & Easter (e.g., Saviour, Emmanuel, Messiah, Light of the World)</p> <p>35. Understand the concept of salvation means 'to be rescued' from sin.</p> <p>36. Describe how Christians live their lives as disciples and choose to follow Jesus.</p> <p>37. Explain why & how people lives changed when they met Jesus.</p>	<p>Christmas, Incarnation, Easter, Resurrection, salvation, Saviour, parable, disciples God, symbols, Trinity, good news, Bible, Prodigal Son, sin, fall, Light of the world, messiah, Emmanuel.</p>
<p>LKS2 – Hindu Dharma</p> <p>38. Explain how a Hindu may worship at home or in the mandir.</p> <p>39. Describe and explain how a Hindu celebrates Diwali and Holi</p> <p>40. Explain how a Hindu may view God.</p> <p>41. Retell some Hindu stories and explain their significance for a Hindu.</p> <p>42. Analyse a Hindu's journey of life and significant events along the way.</p>	<p>Hinduism, Hindu, Brahman, Vishnu, Shiva, Brahma, Rama, Sita, Hanuman, Diwali, Holi, Puja, Vedas, Mandir, Reincarnation, Karma, Aum, Dharma, Samsara, Moksha</p>
<p>LKS2 – Islam</p> <p>43. Identify and understand that Muslims believe the Prophets (including Jesus) who came before Muhammad (pbuh) all taught the same message, and that Muhammad (pbuh) is the last and final prophet.</p>	<p>Angels, Mosque, Iman, Minaret, Jesus, Muhammad (pbuh), Qu'ran, Allah, Mecca.</p>

<p>44. Recall at least 3 key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation. Eg 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 Qur'an and afterwards Muhammad (pbuh) became known to all Muslims as the 'Prophet of God.'</p> <p>45. Identify and recognise the Qur'an as the sacred book for Muslims. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God)</p> <p>46. Describe 3 ways Muslim worship shows devotion to Allah referring to life at home & in the Mosque. (Prayer, prayer mat, direction of prayers.)</p> <p>47. Analyse how the main features of a mosque explain Muslim key beliefs. (Washroom, Minarets, direction Mecca, removing shoes)</p>	
<p>LKS2 – Judaism</p> <p>48. Reflect on why and how Jews worship.</p> <p>49. Explain the importance of the Covenant for Jews</p> <p>50. Explain key features in a synagogue (Ark, Bimah, some women and men sit in different spaces, head covering), how worship happens there and explore how this relates to Jewish belief.</p> <p>51. Evaluate why Pesach (Passover) is important to Jews as an act of commemoration linked to the story of Moses.</p>	<p>Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Shema, Covenant, Seder, Israel, Pesach, Rabbi, Yahweh, Moses.</p>
<p>LKS2 – Humanism</p> <p>52. Explain how Humanists look to science for explanations of origins as evolved animals.</p> <p>53. Describe how Humans have the potential to make the world a better place and have responsibilities to the planet and each other.</p> <p>54. Discuss how Humanists recognise how beliefs may be questioned, supporting freedom of belief and how science may provide answers.</p> <p>55. Understand there is no single way to be happy as humans are all different and you should be free to pursue what makes you happy as long as this causes no harm.</p>	<p>Humanist, Humanism, Humanity, Science, Evidence, Evolution, Golden Rule, Happy human, Celebrant.</p>
<p>LKS2 – FREE CHOICE - Comparing world views</p> <p>87. Define what a Worldview is and how 'Nobody stands from Nowhere'. (Theos.)</p> <p>88. Explore your own worldview and the influences on their ideas and values.</p> <p>89. Identify some similarities and differences between the Abrahamic worldviews and non-Abrahamic worldviews.</p>	<p>World view, Abrahamic, Influences, similarities.</p>
<p>UKS2 – Christianity</p> <p>56. Evaluate how Christians around the world celebrate the good news of Jesus at Christmas. (Incarnation)</p> <p>57. Explain how the life of Jesus was a sacrifice.</p> <p>58. Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness.</p> <p>59. Outline how Christians interpret Genesis in the light of the Big Bang theory.</p> <p>60. Explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead.</p>	<p>Jesus, Christianity, Christians, Church, Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan, God, symbols, creation, good news, Bible, Saviour, Messiah,</p>

61. Evaluate diverse Christian expressions of worship.	sacrifice, rescue, Resurrection, Genesis, Big Bang Theory, Parable, Trinity, Holy Spirit, Salvation
UKS2 – Islam 62. Identify, describe, and explain key Muslim beliefs related to Allah (God). 63. Describe how Muslims believe that to have 'inner peace with God' humans must follow & submit to Allah's guidance & will. Including Jihad to have 'inner struggle with oneself' to make oneself a better Muslim. 64. Name the Five Pillars and explain why they are important to the majority of Muslims. 65. Explain & assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God. 66. Explain how Muslims' organisations help people in need.	Five Pillars (Shahadah, Sawm, Salah, Zakah, Hajj), Kabbah, Badah, Achlaq, Mumin, Ummah.
UKS2 – Sikhi 67. Explain how Sikhs believe in all pathways leading to God. 68. Describe the founder of Sikhi, Guru Nanak and recall key events in his life. 69. Describe what happens in the Gurdwara (e.g., welcoming a new baby, Khanda, Langar, Guru Granth Sahib, prayer hall, 4 doors), how the Guru Granth Sahib is treated with respect. 70. Explain the symbolism of the 5Ks for some Sikhs. (Khalsa Sikhs wear 5Ks generally, others may have some of the symbols e.g., Kara). 71. Analyse how Sikhs show community and equality in their lives. (e.g., Langar, charity, all people are equal, values, duty) 72. Discuss how Sikhs worship in Gurdwaras around the world.	Sikhi, Sikh, Guru Granth Sahib, Gurdwara, Punjabi, Gurdwara, Guru Nanak, 5Ks – kara, Kesh, Kirpan, Kachera, Kanga, pilgrimage, Golden temple, Nam Karan, Waheguru, Khanda, Shri Harmandir Sahib
UKS2 – Comparing world views on diversity 73. Analyse how religious diversity originated in the UK and give some examples. 74. Identify the origins of religious and non-religious worldviews around the world and place on a timeline. 75. Reflect on my own identity in relation to historical and cultural influences after studying a range of different worldviews.	Diversity, culture, worldviews Identity, origins, values, influences, respect, stereotypes, empathy
UKS2 – Comparing world views on science and belief 76. Explore whether the Big Bang Theory disproves the Genesis accounts of creation. 77. Comparing the views of the afterlife across a selection of religious worldviews to Christianity. (Views to be selected which are relevant to the individual school context). 78. Compare Humanist view that Humans are made by matter with no disembodied spirit or soul and there is one life to the Christian view. 79. Explain why Humanists feel that science is a process which allows claims to be tested. 80. Discuss if Christian spiritual experience can co-exist alongside scientific principles	Christian, Humanist, Genesis, evolution, afterlife, Heaven, reincarnation, science, Big Bang, Creation, Spirituality

<p>UKS2 – Equality and justice</p> <p>81. Define the terms equality, justice and fairness and discuss examples from different world views and how these can be demonstrated in the United Nations Declaration of Human Rights and The Equality Act.</p> <p>82. Explain how Humanists and others believe that what we share is greater than that which divides us and how people should be treated equally and compare to other views.</p> <p>83. Discuss our local, wider and global societies and the inequalities which exist. How prejudice, discrimination can be spread on social media (with reference to racism e.g., Islamophobia, Anti-Semitism or other recent news articles.)</p> <p>84. Discuss how a range of world views teach about care of the environment including the sacred status of the cow in Hindu Dharma.</p> <p>85. Discuss how people can work together in unity to make the world a better place with reference to the story of The Fingers of One Hand from the Baha'i community.</p> <p>86. Give two examples of how changemakers from different world views are making a fairer world.</p>	<p>Equality, Justice, Fairness, United Nations Declaration of Human Rights, Equality Act, prejudice, discrimination, racism.</p>
<p>UKS2 – FREE CHOICE – Belief in action</p> <p>90. Discuss the meaning of the Golden Rule from different perspectives.</p> <p>91. Explain what Jesus taught about the Greatest Commandment and how Christians show this in action.</p> <p>92. Compare similarities and differences between Desmond Tutu (Christian) and Dalai Lama (Buddhist) teaching about happiness to a Humanist view about happiness.</p> <p>93. Explain how those with religious and non-religious world views show support those in poverty. E.g., Christian Aid, Khalsa Aid, Islamic Relief and Médecins San Frontières.</p> <p>94. Explain concept of Fair Trade and how Christian communities (and others) show their support.</p> <p>95. Discuss how a world view can influence dedication to stewardship or environmentalism. E.g., Dr Vandana Shiva (Hindu), Dr Ruth Valerio (Christian), Lester R Brown (Humanist) and Rabbi Katy Allen (Jewish).</p>	<p>Golden Rule, Greatest Commandment, happiness, poverty, Fairtrade, belief in action. stewardship, environmentalism</p>
<p>UKS2 – FREE CHOICE – Christian world view on Kingdom of God on Earth and in Heaven</p> <p>96. Explain how some Parables teach about the Kingdom of God. E.g., Mustard Seed, Great Feast, Pearl.</p> <p>97. Discuss how the church community lives as God's kingdom on Earth.</p> <p>98. Explore own world view concerning life after death.</p> <p>99. Explain what a Christian believes about life after death including Biblical reference</p>	<p>Kingdom of God, Heaven, Earth, eternity, life after death, faith, Parables of Mustard Seed, Great Feast and Pearl.</p>