

Roots to grow; wings to fly.



Everyone achieves their potential.

TATTENHALL PARK PRIMARY SCHOOL

We respect, we enjoy, we believe.

Religious Education Curriculum

Intent

At Tattenhall Park Primary School, our aim is to provide opportunities for children to engage with the reality and diversity of religion and belief in the modern world. We aim to teach children the essential knowledge of other religions and worldviews, as well as skills and attitudes such as critical thinking and empathy. This understanding of others' worldviews is an essential first step to enabling each pupil to understand, reflect on and develop their own personal worldview, which is one of the core tasks of education.

Our RE curriculum secures a good balance and breadth of study in relation to the agreed Cheshire West syllabus. We meet the expectations that essential knowledge from the following religions will be studied across EYFS-KS2:

- Christianity*
- Islam*
- Judaism*
- Sikhism*
- Hinduism*
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The curriculum has a clear rationale based on developing pupils' skills of enquiry into the world of religion and belief. Good links are forged with other areas of the curriculum to enable pupils to see connections between RE and their wider learning; for example, when looking at ancient civilisations in history topics and how the origins of their beliefs, religions and values were formed. Links with PSHE and the No Outsiders programme nurture children to spiritually, socially, culturally and morally develop.

We believe that pupils should be encouraged to explore beyond the surface and engage with the deeper meaning and significance of religion and belief.

Implement

As a school, we maintain strong links to the national curriculum and agreed Cheshire West and Chester RE syllabus. Pupils forge strong links between their study of religion and belief and their exploration of more personal reflections on issues of meaning and purpose, because teachers consistently plan and deliver RE very effectively.

Our curriculum is taught on a two-year rolling programme (Year A and Year B) and within phases (EYFS, Years 1/2, Years 3/4 and Years 5/6). Enquiry based questions are set out within a progression map for each unit of religion in each phase; within each religion we ensure there is clear skill, knowledge and vocabulary progression throughout school. These questions are set in order to develop ongoing skills and developing attitudes throughout the primary journey whilst building on children's prior learning of a religion. Questioning is used well to prompt pupils to think below the surface of religion and belief.

We ensure pupils have a clear grasp of the purpose and direction of their learning each lesson through the enquiry question they are presented with and how it is extending their subject understanding; most importantly emphasis is placed on why this question is purposeful, real and very relevant in their own lives. Teachers deliver well-planned, imaginative and interesting lessons that grasp pupil voice and record this in a way that is accessible for all, including children with SEND; children can convey their interpretations and ideas through a creative representation.

The subject co-ordinator ensures resources are kept up to date, monitors any adaptations or progress made within the subject locally and nationally, monitors the subject across the school, creates action plans and to provides subject feedback to SLT as appropriate. RE is assessed at the end of each lesson and states if children are working towards, at or exceeding age-related expectations. This format also highlights the specific skills and attitudes within the lesson plan; children may have the capacity to achieve some skills better than others as a subject which captures a child's voice and thoughts. This is then used to make sure all children are continuing to make progress and any children whose levels drop, or increase can be addressed accordingly.

Impact

Through quality first teaching of RE, following the agreed CWAC syllabus, children will develop a strong understanding of how the beliefs, values, practices and ways of life within any religion cohere.

From EYFS and onwards, children are guided to develop their ability of discussing and responding to a range of ultimate questions about the meaning and significance of existence; as a result, we hope they have the ability to ask significant questions about, and show an impressive understanding of, issues related to the nature, truth and value of religion.

In order to achieve this, lessons will equip them with the skills to independently think for themselves, take initiative to ask questions, investigate and work constructively with others.

As they nurture and grow, children's originality and imagination within their own responses will become significant and open minded. An impact of our RE curriculum will be children offering personal reflections on meaning and purpose whilst understanding how religion and belief impact their own lives, so they can make choices which are informed with their own values.

Religious Education Curriculum

Whole School Overview

Year groups	Year A	Year b
Nursery <i>These themes may be adapted at various points for the children interest.</i>	All About Me Celebrations A Ticket to Ride Amazing Animals Growing Under the sea / Our Colourful World!	
Reception <i>These themes may be adapted at various points for the children interest.</i>	All about me Terrific tales Ticket to Ride Amazing Animals Come Outside Fun at the Seaside	
1/2	Autumn Term Christianity Spring Term Islam The meaning of Light in Hinduism and Christianity. (Free Choice) Summer Term Judaism Beliefs and rituals. (Free Choice)	Autumn Term Christianity Spring Term Islam Services of worship and the community (Free Choice) Summer Term Judaism The meaning of light in Judaism and other religions. (Free Choice)
3/4	Autumn Term Christianity Spring Term Christianity Judaism Summer Term Humanism (Free Choice) Sikhism	Autumn Term Christianity Spring Term Islam Baha'l faith (Free Choice) Summer Term Christianity Sikhism

5/6	<p>Autumn Term Christianity</p> <p>Spring Term Islam Angels (Free Choice)</p> <p>Summer Term Hinduism Religious Diversity (Free Choice)</p>	<p>Autumn Term- Christianity</p> <p>Spring Term Islam Hinduism</p> <p>Summer Term- Buddhism Sikhism Poverty (Free Choice)</p>
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Religious Education Vocabulary

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E.Y.F.S.

Religions and significant followers			
Christianity Jesus Christians	Islam Muslims Muhammed	Hinduism Hanaman Rama and Sita	Judaism Jewish Jews
Sikhism Sikhs Guru Granth Sahib	Buddhism Buddhists Buddha	Baha' I Faith God	Humanism Humanists

RE Knowledge Vocabulary		
beliefs faiths religions special unique family stories places events words pray	teachings followers friends gifts water jobs birth peace prayer symbols traditions	Bible Quran Torah light candle beginning creation happiness truth blessing kindness

Festivals, celebrations and services			
Christianity Birthday Advent Nativity Christmas Christening Baptism Easter	Islam Prayer Zakat- giving to charity	Hinduism Rangoli Diwali	Judaism Hannukah
Across all religions		special events beginning of new life birthdays	

Enquiry vocabulary and questioning

Look at...

Think about...

Share...

Why...?

When...?

How...?

What happened?

What do you notice...?

Tell me...?

How do you/ does he/ does she/ do they feel?

What does the story tell us about...?

Why is that important?

How is that used?

How can you know?

Why do you think I think that...?

Why is this special?

Explain this to a friend.

What happens when...?

Retell...

Can you think of a question for...?

Name some...

Religious Education curriculum

E.Y.F.S.- nursery

	General Theme	Content	Opportunities to teach/ discuss:
Autumn 1	All About me!	Starting nursery/my new class	
		New Beginnings	New life Birth- where were you born? Family Who is the newest member in your family?
		People who help us/ Careers	What is a community? You belong to a school community.
		My family	Special people in your life. Special places you visit.
		What am I good at?	
Autumn 2	Let's celebrate!	Harvest	Harvest growing crops charity giving donations.
		Diwali	Hinduism Friendship Light
		Bonfire night celebrations	
		The Nativity	Christianity and Christians The story of the birth of Jesus Values that each character shows within the story. Giving and receiving- the true meaning of Christmas. Traditions

		<p>Father Christmas Christmas Lists Letters to Father Christmas</p>	
Spring 1	Ticket to ride!	<p>Space A Starry Night, Van Gogh Transport Toys old and new Chinese New Year</p>	
Spring 2	Amazing animals!	<p>Dinosaurs Zoo animals Farm animals Easter</p>	<p>Story of creation Story of Noah's ark New life at Easter Season of spring- identify what is changing/ growing.</p>
Summer 1	Growing!	<p>The great outdoors Plants & Flowers Weather / seasons Planting beans/seeds Reduce, Reuse & Recycle What lives in our pond? Life cycles Minibeasts</p>	<p>Baptism- what is a christening? Buddhism- The lotus flower Baha'I faith- how can you show helpfulness? What makes you happy?</p>
Summer 2	Under the sea/Our colourful world!	<p>Where in the world shall we go? Send me a postcard! Marine life Seasides in the past Compare: Now and then! Seaside art Reduce, Reuse & Recycle Fun Science / Materials</p>	<p>What does the word special mean? What is special to you? Who is special to you? Where are your special places? Why are they special?</p>
			<p>What special events do you celebrate? Choose a special event in the church- discuss why this is special? How do we celebrate it? Weddings/ baptism etc.</p>
			<p>Special books- what are your special books? Why are they special? Show children the Bible, the Quran and the Torah- explain these are very special books to people.</p>

curriculum

E.Y.F.S.- Reception

General Theme		Content	
Autumn 1	All about me!	Starting school / my new class / new Beginnings	New life- how do we celebrate this? Birth- where were you born? What is a birthday?
		Homes - where I live	
		Families - my family	Family- What does it mean to belong? What different things can you belong to? A team, a school, a religion.
		Communities Local church visit	What is a religion? <ul style="list-style-type: none"> Name the 8 religions (See above) What are the followers of each religion called? What does it mean to have faith? - Explain that to have a faith means to believe in something. What do you believe in? What are their beliefs, hopes and wishes for their village. Special places in the village- church. Who may visit the church? Who looks after the church? What happens in our local church?

	Superheroes	<p>Friendship What makes a good friend? How can you be a good friend? Why is Jesus special to Christians? Is he alive today?</p>
	People who help us / Careers	What jobs do people do in the church?
	Human body	
	Harvest	<p>Gifts and donations. What is the difference? what is a charity? Helping others Baha'I faith- how can we show helpfulness?</p>
Terrific tales!	Traditional Tales Library visits	<p>Special books in religions- Name the Quran, the bible and the Torah. Explain which followers use these books from which religion. Show children these books and discuss the similarities. Explain that special words and stories are in these books. What story is most special to each child? Who read this book with them? When did they first read this book? Children draw the front cover of their most special book.</p> <p>A lesson on the Quran- What stories did Muhammad tell to teach people how to be the best they can be? How do the children make sure they are making good choices? Children note the good choices they make every day.</p>

	Zog - castles and knights	
	Old favourites	<p>Introduce Hinduism as a faith. Story of Diwali- Rama and Sita. Was Hanuman a good friend to Rama and Sita? What is a Rangoli? Why is Diwali a festival of lights? Is light special in lots of religions?</p>
	Familiar tales	
	Gingerbread Man	
	The Nativity	<p>Christianity Remind children-who are Christians? The story of the birth of Jesus Values that each character shows within the story.</p> <p>Giving and receiving- the true meaning of Christmas. Why do we give presents at Christmas?</p> <p>What are traditions? Traditions at Christmas in Christianity and in Judaism- Introduce Judaism as another belief/ faith. People who follow Judaism are called Jewish people. What is Hannukah? How is it celebrated? Discuss what is similar and different to our Christmas?</p>
	Christmas Lists Letters to Father Christmas	
Spring 1	Ticket to Ride!	<p>Baptism What is baptism? Where does a child go to be baptized? How was Jesus baptized? (Bible story) Why does the father pour water over the baby's head during baptism?</p>

	Where in the world have you been?	Easter Season of spring- what symbols do the children recognize that shows us Spring is here? Discuss new life. The story of Easter focus on how Jesus came back to life? What colours will the children see in the church during Easter?	
	Where do we live in the UK / world? Fly me to the moon!		
	Vehicles past and Present		
	Design your own transport!		
	Who was Neil Armstrong?		
Spring 2	Amazing Animals!	Life cycles	
		Safari	
		Animals around the world	
		Climates / Hibernation	
		Down on the Farm	
		Min Beasts	
		Animal Arts and crafts	
		Night and day animals	
		Animal patterns	
		David Attenborough	
	Happy Habitats	Sikhism How do Sikhs help other people? What is the Chauri and how is it used? What happened to the Guru Granth Sahib at the beginning and end of each day? Story of creation Story of Noah's ark	
Summer 1	Come Outside!	Plants & Flowers Weather / seasons Does the moon shine? The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Staying healthy / Food / How have I changed? Fun Science / Materials	Buddhism How do Buddhists celebrate the Buddha's Birthday? Why is the lotus flower important? Why does this statue of Buddha have long ears and curly hair?

Fun at
the
Seaside!

Under the sea
Off on holiday / clothes
Where in the world shall we go?
Send me a postcard!
Marine life
Fossils - Mary Anning
Dinosaurs
Seasides in the past Compare: Now
and then!
Seaside art

Love- what things/ who
do you love? How can you
show that you love
someone or something?

Prayer

What is prayer?
Who do I think God is?

Special events- what special
events have you had this term?
How did you celebrate these
special events? Choose a special
religious event to explore. (This
must be on a rolling programme
and different to EYFS the
previous year).

Religious Education Vocabulary

Year 1 & 2

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World Religions, Followers and Significant individuals

Christianity God Jesus Christians St Francis David & Goliath Good Samaritan	Islam Muslims Muhammed Allah	Hinduism Hanaman Rama and Sita	Judaism Jewish Jews Abraham Joseph Miriam Esther
Sikhism Sikhs Guru Granth Sahib	Buddhism Buddhists Buddha	Baha' I Faith God	Humanism Humanists

RE Knowledge Vocabulary

beliefs faiths religions unique relatives lessons teachings precious beauty events leader significant parable neighbour	followers stewards disciples responsibilities peace prayer symbols traditions passages prayer courage	Bible Quran Torah light candle beginning creation honesty blessing kindness resurrection wisdom
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Festivals, celebrations and services

<p>Christianity Birthday Advent Nativity Christmas Christening Baptism Easter Resurrection Christingle</p>	<p>Islam Prayer Five Pillars of Islam -Zakat- giving to charity Shahadah- to have faith</p>	<p>Hinduism Rangoli Diwali</p>	<p>Judaism Hanukkah Shabbat</p>
<p><i>Across all religions</i></p>		<p><i>Special events Significance of light</i></p>	

Enquiry Vocabulary and Questioning

In your own words...

What different ways can you think of...?

What symbols can you see?

Share...

Discuss...

What happened?

Notice...

How do you/ does he/ does she/ do they feel?

What is different or similar about...?

Why is that important?

How is that used?

How can you know/ tell?

Why do you think I think that...?

Why is this special?

Explain this to a friend.

What happens when...?

Retell...

Can you think of a question for...?

Name some...

What would you choose to do?

What does the word ____ mean?

Can you write a prayer for...?

What does the parable _____ teach us about ____ ?

What is the message in the parable?

What questions would you ask them/ him/ about... ?

Skills and the development of knowledge of concepts in RE

The ongoing skills and attitudes listed below are central to the study of Religion and World Views at Tattenhall Park Primary School and should be reflected in learning opportunities, throughout all stages of learning.

Ongoing Skill	Concepts and development of progression
Investigate	<ul style="list-style-type: none"> • Ask questions to further develop knowledge already taught. • Use of a stimulus (special book, bible story, verse or parable) to enhance understanding of a religion • Use of other resources to further enquiry and generate other questions around a significant religious concept or value.
Interpret	<ul style="list-style-type: none"> • Draw meaning from symbolism or forms of expression • Understand religious language • Suggest messages and meanings behind religious verses, teachings or parables.
Reflect	<ul style="list-style-type: none"> • Reflect on feelings, beliefs, experiences, lessons, relationships, practices and questions. • Self-understanding of their own faiths, beliefs and values.
Empathy	<ul style="list-style-type: none"> • Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow. • the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others • the ability to see the world through the eyes of others, to consider different perspectives and to respect different points of view. • Religious tolerance- the belief that all religions are equally valid; to respect religious freedom of all traditions and faiths without discrimination.
Evaluate	<ul style="list-style-type: none"> • Compare and contrast different religions with religious tolerance (see above). • Analyse and distinguish between religions and faiths.
Synthesis	<ul style="list-style-type: none"> • Link significant features of religion(s) together
Application	<ul style="list-style-type: none"> • make links between religion and individual, community, national and international life
Expression	<ul style="list-style-type: none"> • the ability to articulate ideas, beliefs and values; • the ability to respond to religious ideas, beliefs and questions

Religious Education curriculum

Year 1 & 2 - year a

Year a Autumn	Enquiry Questions and Knowledge	Skills, Concepts & Attitudes	Vocabulary
<p>Christianity- <i>A sense of belonging, symbols of Christianity, Harvest, Christmas, Religious Diversity- name other religions and recognise that these religions have symbols too.</i></p>			
Christianity	<p><i>What different religions are there in the world? Which of the symbols are associated with Christianity?</i></p>	Interpret	<p><i>symbols represent religions beliefs faiths</i></p>
	<p><i>Who do Christians believe was special? How am I special and unique? Who is special to me?</i></p>	Application	<p><i>Jesus God Spirit</i></p>
	<p><i>What does the word belonging mean? What does it mean if you belong to something or someone? How can you help somebody to feel like they belong?</i></p>	Reflection	<p><i>family community school friends relatives</i></p>
	<p><i>What would you expect to see at a baptism? Why is this a special service and who do you expect to see there? Who is this special for?</i></p>	Investigate, interpret & reflect	<p><i>christening ceremony font baptism Holy spirit welcome community prayers hymns gown candle</i></p>
	<p><i>What symbols would you recognise at a baptism? What do they each represent?</i></p>	Investigate & interpret	<p><i>light oil cross A white garment Dove font church</i></p>

	What is Harvest? What happens at this time of year in your local church and community?	Investigate, application & empathy	crops ripe gathered cull thankful environment vegetables quality
	Can you discuss how the Christmas story is the same or different to your school nativity?	Evaluate	story events characters significant moments
	What does the word precious mean? What was precious about the gifts given at the birth of Jesus?	Investigate & interpret	precious traditions unique significant followers teachings wisdom symbolising
	How was Jesus baptized? How is this similar and different to a Christian baptism service?	Investigate, evaluate & application	believing forgiveness John the Baptist Dove Holy spirit
	What different religions are there in the world? Do they have special symbols?	Investigate & application	religions faiths beliefs followers see above for religions and followers.

Year a spring	Enquiry Questions	Skills & Concepts	Vocabulary
	<u>Islam</u> Symbolism of Islam Place of worship (compare) Welcoming into a Muslim family (compare)		
	<u>Christianity</u> The disciples Jesus		

Easter Resurrection			
Islam	Which symbols represent Islam? What do Muslims believe?	Investigate & interpret	
	Who was Muhammed? Who is Allah?	Investigate	
	Where do Muslims worship?	Evaluate	
	How is a baby welcomed into a Muslim family?	Application and evaluate	
	Compare place of worship in Islam with Christianity and a welcoming of a baby in a Christian family and into a Muslim family.		
	Jesus had 12 special friends. Who were the disciples? What makes somebody a special friend? How would you tell someone how to be a special friend?		
	Discuss a time when you were really hungry. Feeding of the 5000- Share the story and follow the activity here: https://childrensministry.com/jesus-feeds-five-thousand/	Provide loaves fish Sea of Galilee miraculous multiplied thousands miracle	
	Resurrection- Create a storyboard of Easter Sunday <u>only</u> . Don't discuss the crucifixion.		

Year a summer	Enquiry Questions	Skills & Concepts	Vocabulary
Judiasm	How do Jews remember Shabbat? Rituals/ artefacts/ family life / community		
	What is the symbolism of the Shabbat meal?		
	What does God is One mean? Mezuzah		
	How did Esther show honesty and how is this remembered at Purim?		

Year 1 & 2 – year b

Year b Autumn	Enquiry Questions	Skills & Concepts	Vocabulary
Christianity	<p>Christianity- Story of creation Bible- stories and parables Harvest Christmas The importance of prayer</p>		
	<p>What do you think is beautiful? What is beautiful in the world?</p>	<p>Reflect, empathy & expression</p>	<p>Synonyms for beauty</p>
	<p>What is the story of creation? How do you know this is a sacred story to Christians?</p>	<p>Investigate</p>	<p>creation bible light rest wonder</p>
	<p>How can we be stewards of creation?</p>	<p>Application, empathy & expression</p>	<p>protect environment recycle care</p>
	<p>Which book is the most special to you and why? What is a special book to Christians and why?</p>	<p>Empathy, expression & application</p>	<p>bible teachings stories verses parables</p>
	<p>The bible includes lots of words of wisdom. Explain your favourite to your friend.</p>	<p>Interpret & reflect</p>	<p>Quotes from the bible</p>
	<p>Share the following bible stories and parables each week: David & Goliath Parable of the lost sheep Parable of the Two Builders Parable of the Good Samaritan (love thy neighbour) Discuss the meanings and messages within each.</p>	<p>Interpret, reflect, empathy & expression</p>	
<p>What is Harvest? Is there a difference between gifts and donations? How do people give thanks around the world?</p>	<p>Investigate, application & empathy</p>	<p>crops ripe gathered cull thankful environment vegetables quality</p>	

Retell the Christmas story. What happened before and after the birth of Jesus?	Recall & Interpret	Events Characters Significant moments
Which values in the Christmas story are still important today?	Empathy & application	values meaning kindness resilience hope friendship family journey faith love
Why do Christians pray? Which prayers from the bible do you think are important and why?	Interpret, reflect & empathy	

Year b spring	Enquiry Questions	Skills & Concepts	Vocabulary
<i>Islam</i> <i>Easter</i>			
	What is the Torah? Why is the Torah important for Jews? What are the similarities with Christians and the bible?		
	What do Jews believe about God? God is one, promise to Abraham.		
	Who was Joseph?		
	How did Miriam show courage and truthfulness and choose between right and wrong? What good choices do you make each day?		
	Can you compare the Judaism beliefs of how the world was created with the Christians creation story? What is the same and what is different? D		
	In the creation story, Jews believe God made humans superior to all animals. Do you agree?		

Year a spring	Enquiry Questions	Skills & Concepts	Vocabulary

Year 3 and 4 Curriculum – year b

Year b Autumn	Enquiry Questions	Skills & Concepts	Vocabulary

Year b spring	Enquiry Questions	Skills & Concepts	Vocabulary

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_____ Curriculum

Year 5 & 6

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Overarching _____ Vocabulary

Year 5 & 6 - year a

Year a Autumn	Enquiry Questions	Skills & Concepts	Vocabulary

Year a spring	Enquiry Questions	Skills & Concepts	Vocabulary

Year 5 & 6 – year b

Year b Autumn	Enquiry Questions	Skills & Concepts	Vocabulary

Year b spring	Enquiry Questions	Skills & Concepts	Vocabulary

Year b summer	Enquiry Questions	Skills & Concepts	Vocabulary

SKILLS Progression

E.Y.F.S. & Key Stage 1 – To be used when differentiating across year groups within phases

NURSERY	RECEPTION

	Year 1	Year 2
Skills		

SKILLS Progression

Key Stage 2 - To be used when differentiating across year groups within phases

	Year 3	Year 4	Year 5	Year 6
Skills				

Curriculum

Linking our curriculum – A guide for making meaningful links between topics taught through school

Child Starting Year 1 in year A	Child Starting Year 1 in year B

Curriculum

Treads Throughout our Topics

Curriculum							
1&2							
3&4							
5&6							