

Religious Education (RE) at St Thomas' Primary School

Intent	As a Church of England School, the Christian faith is the foundation of everything that we do. In both learning and life experience, we aim to fulfil and embrace our school's Bible verse through an attitude of inquiry, respect and personal challenge. Through our R.E. curriculum, we aim to encourage and develop an enquiring approach to understanding Christianity and other world views, including non-faith views, within an attitude of respect and consideration. Our pupils will be encouraged to consider the impact of what they have learnt on their own lives, including how to live alongside others with compassion, a sense of belonging and without prejudice. Respect and open-mindedness towards others weaves through our ethos, encouraging pupils to develop their own sense of identity and belonging through self-awareness and reflection.
Implement	As a Voluntary Aided school under the governance of Manchester's Church of England Diocese, we are required to deliver 36 hours (KS1) and 45 hours (KS2) of RE curriculum time per year as a minimum (5-10% of curriculum time per week). 50% of teaching time should cover Christianity; 50% to cover other religions and non-religious beliefs.
Impact	RE significantly impacts children's learning by fostering a deeper understanding of diverse faiths, promoting empathy and respect, and developing critical thinking skills. These skills help students make informed decisions and engage in positive social interactions, making connections to the impact of learning on an individual's own beliefs and opinions.
Context	"I come that they might have life and life in all its fullness." The Gospel of John 10 v 10 Our church lies at the centre of our local area. Before 1758, Heaton Chapel did not exist but was simply part of Heaton Norris. The need for a chapel was identified by Parliament in 1645 but it was another 100 years until the church was dedicated 28 th October 1758. The main road from Manchester to Stockport ran through Heaton Chapel. There was a toll gate opposite the church. Heaton Chapel Station was built in 1851 close to the St. Thomas' Rectory because of the clergy man at the church. A large biscuit works was opened in 1918 by McVitie and Price. In this location chocolate covered biscuits such as Penguin biscuits and Jaffa cakes are made.

Learning and Growing in the Sight of God

Learning	Growing	Sight of God
 	 	 
Empowering our children to be inquisitive learners, taking on new challenges with perseverance, courage and joy. At St Thomas we have created a balance of knowledge and skills in each unit of study. Knowledge and therefore learning is built upon in each lesson, with regular opportunities given for knowledge retrieval. Children are given every chance of success in order to maximise motivation.	Living out our Christian values together as responsible citizens loving God, ourselves and our community. At St Thomas the children are encouraged throughout each period of history they study to empathise with the people alive at the time, to explore different viewpoints and to grow their understanding themselves and others.	Knowing that we are seen and loved by God. Our church is at the centre of our community and our school. We link our Christian Values throughout our curriculum and work and learn together in the sight of God .

Make sense of religious and non-religious beliefs	Understand the impact and significance of religious and non-religious beliefs	(Personal knowledge) Make connections between religious and non-religious beliefs, concepts, practices and ideas studied
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RE- Curriculum Overview



Identify, describe, explain and analyse beliefs and concepts in the context of living religions and nonreligious views, using appropriate vocabulary Explain how and why these beliefs are understood in different ways, by individuals within a community Recognise how and why sources of authority (eg texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation	Examine and explain how and why people express their beliefs in diverse ways Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world Appreciate and appraise the significance of different ways of life and ways of expressing meaning	Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response Discern possible connections between the ideas studied and their own worldviews- their ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding
Disciplinary		
Disciplinary Knowledge Disciplinary knowledge includes all the skills that children will need to develop over time in their RE lessons. They are skills that enable us to understand different beliefs, practices and worldviews and support us to understand and analyse similarities and differences within different beliefs and worldviews.		
Disciplinary Concepts Disciplinary concepts are concepts used in the study of RE. They form the basis of many questions' historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance. These concepts will enable children to ask both theological and philosophical questions, create connections, identify contrasts, examine similarities and have a wider understanding of all beliefs and worldviews.		
Theology	Philosophy	Human Sciences
Cause To understand different religious beliefs and worldviews Consequence To identify religious practices within different beliefs To be able to use key terminology accurately To draw similarities and comparisons across different beliefs	Cause To understand the basic ideas about knowledge, truth, right and wrong, religion and the nature and meaning of life. Consequence Use of the philosophical knowledge then supports the application of personal knowledge, making connections between their knowledge and understanding and also their skills.	Cause To understand how individuals and communities practice and interpret their beliefs, and how those beliefs impact their lives and societies. Consequence To explore the lived realities of religions and beliefs, rather than just the official doctrines. To recognise the diverse ways in which people interpret and experience religion, and how these experiences shape their lives and interactions.

Our Curriculum Approach: Windows, Mirrors, and Doors

At St Thomas' CE Primary School, our curriculum is rooted in our Christian vision, **'Learning and growing in the sight of God'** and inspired by the words of Jesus: *"I have come that they may have life, and have it to the full"* (John 10:10).

To ensure that learning enriches the mind, heart, and spirit, every subject area is taught through the framework of

Windows, Mirrors, and Doors.



Why We Use This Approach as a Church of England School

As a Church of England school, our purpose extends beyond academic achievement; we are committed to nurturing the **spiritual, moral, social, and cultural (SMSC)** development of every child. The **Windows, Mirrors, and Doors** approach provides a meaningful structure for reflection and character development across all subjects:

- **Windows (Looking Out):** God's world is rich, diverse, and wondrous. Through "Windows", pupils look out to explore new knowledge, diverse cultures, history, science, and global perspectives, developing **wisdom, awe, and curiosity**.
- **Mirrors (Looking In):** Every child is uniquely created in the image of God. Through "Mirrors", pupils reflect inward on their own lives, feelings, identity, and personal growth, grounding their learning in our core Christian values of **Compassion, Trust, Perseverance, Faith, Community, and Joy**.
- **Doors (Stepping Out):** Faith is lived out through action and service. "Doors" empower pupils to step through into the wider world, using their skills, empathy, and knowledge to act as **courageous advocates**, making a positive impact in their school, local community, and global society.

Example Questions

WINDOWS (Looking Out)



- *What does this reveal about people, places, or ideas beyond our own experience?*
- *How does this expand our understanding of the world and God's creation?*
- *What new vocabulary or concepts have opened my eyes today?*

MIRRORS (Looking In)



- *How does this topic connect to my own life, experiences, or family?*
- *Which of our school values (e.g. Perseverance, Compassion) did I need to use in this lesson?*
- *How do I feel about what I have discovered, and why?*

DOORS (Stepping Out)



- *How can I use what I've learned to help others or care for our world?*
- *What positive changes can we make in our school or Stockport community?*
- *How will this knowledge help me make wise choices in the future?*

RE- Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Being Special – Where do we belong? (C, M) Community	Why is Christmas special for Christians? (C) Joy/Faith	Why is the word 'God' so important to Christians? (C) Faith	Why is Easter special for Christians? (C) Faith/Compassion	Which stories are special and why? (C, M, J) Community	Why places are special and why? (C, M) Community
Reception	Being Special – Where do we belong? (C, M) Community	Why is Christmas special for Christians? (C) Faith	Why is the word 'God' so important to Christians? (C) Faith	Why is Easter special for Christians? (C) Faith	Which stories are special and why? (C, M, J) Community	Why places are special and why? (C, M) Community
Year 1	L1.2 Who do Christians say made the world? (C) Faith	L1.3 Why does Christmas matter to Christians? (C) Joy/Faith	L1.7 Who is Jewish and how do they live? (J) Community Perseverance	L1.1 What do Christians believe God is like? (C) Faith/Trust	L1.10 What does it mean to belong to a faith community? (C, J, NR) Faith Community	L1.9 How should we care for others and for the world, and why does it matter? (C, J. NR) Community
Year 2	L1.4 What is the 'good news' Christians believe Jesus brings? (Double Unit) (C) Joy/Faith	L1.4 What is the 'good news' Christians believe Jesus brings? (Double Unit) (C) Joy/Faith	L1.6 Who is a Muslim and how do they live? (Double unit) (M) Faith/Trust	L1.5 Why does Easter matter to Christians? (C) Faith	L1.6 Who is a Muslim and how do they live? (Double unit) (M) Community/Faith	L1.8 What makes some places sacred to believers? (C, M) Community/Faith Perseverance

RE- Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	L2.9 How do festivals and worship show what matters to a Muslim? (M) Faith/Community	L2.2 What is it like for someone to follow God? (C) Faith/Trust	L2.7 What do Hindu's believe God is like? (H) Faith/Trust	L2.5 Why do Christians call the day Jesus died Good Friday? (C) Faith/Joy Compassion	L2.1 What do Christians learn from the Creation Story? (C) Faith	L2.12 How and why do people try to make the world a better place? (C, H, M, NR) Community/Joy Perseverance
Year 4	L2.3 What is the 'Trinity' and why is it important for Christians? (C) Faith	L2.10 How do festivals and family life show what matters to Jewish people? (J) Community/Faith	L2.8 What does it mean to be a Hindu in Britain today? (H) Community Perseverance	L2.4 What kind of world did Jesus want? (C) Faith	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? (C) Faith/Joy Trust	L2.11 How and why do people mark the significant events of life? (C, M, NR) Community/Joy
Year 5	U2.1 What does it mean if Christians believe God is holy and loving? (C) Faith	U2.3 Why do Christians believe Jesus was the Messiah? (C) Faith/Joy Trust	U2.4 How do Christians decide how to live: 'What would Jesus do?' (C) Faith/Compassion	U2.5 What do Christians believe Jesus did to save people? (C) Faith/Trust	U2.9 Why is the Torah so important to Jewish people? (J) Faith/Perseverance Compassion	U2.10 What matters most to Humanists and Christians? (C, NR, M, J) Compassion
Year 6	U2.2 Creation and Science- conflicting or complementary? (C) Faith/Hope	U2.6 For Christians, what kind of King is Jesus? (C) Compassion/Faith	U2.8 What does it mean to be Muslim in Britain today? (M) Faith	Additional Unit How can following God bring freedom and justice? (C) Compassion/Faith Trust	U2.7 Why do Hindu's want to be good? (H) Faith/Perseverance	U2.11 Why do some people believe in God and some people not? (C, NR) U2.12 How does faith help people when life gets hard? (C, M, J, H, S, NR) Faith

RE- Curriculum Overview



Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	Being Special – Where do we belong? (C, M)	Why is Christmas special for Christians? (C)	Why is the word 'God' so important to Christians? (C)	Why is Easter special for Christians? (C)	Which stories are special and why? (C, M, J)	Why places are special and why? (C, M)
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Substantive Concepts	By the end of Early Years, pupils will: Encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. Be able to listen to and talk about stories. Be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. Ask questions and reflect on their own feelings and experiences. Use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.					
Key Vocabulary	Raksha Badham Welcome Love Special Rakhi Muslims Hindus Christians Jesus Baptism		Christians God Creation Adam Eve Bible Parable Precious Jesus Pearl		Christians Bible Muslims Torah Believer Text Stories Jews Qur'an Sepcial	Bible Mosque Imam Qur'an Vicar Christians Pilgrimage Muslims Holy Church
Disciplinary Concepts	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences
Experiential Knowledge Our Church Our Community Visit / Place / Person		Christmas in church		Church experience (DEAL)		
Protected Characteristics	Race Religion and belief	Race Religion and belief	Religion and belief	Race	Race Religion and belief	Race Religion and belief

RE- Curriculum Overview



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	Being Special – Where do we belong? (C, M)	Why is Christmas special for Christians? (C)	Why is the word 'God' so important to Christians? (C)	Why is Easter special for Christians? (C)	Which stories are special and why? (C)	Why places are special and why? (C, M)
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Substantive Concepts	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs
Key Vocabulary	Raksha Badham Welcome Love Special Rakhi Muslims Hindus Christians Jesus Baptism		Christians God Creation Adam Eve Bible Parable Precious Jesus Pearl		Christians Bible Muslims Torah Believer Text Stories Jews	Bible Mosque Imam Qur'an Vicar Christians Pilgrimage Muslims Holy Church
Disciplinary Concepts	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences
Experiential Knowledge Our Church Our Community Visit / Place / Person		Nativity in church				Church experience (DEAL)

RE- Curriculum Overview



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	L1.2 Who do Christians say made the world? (C)	L1.3 Why does Christmas matter to Christians? (C)	L1.1 What do Christians believe God is like? (C)	L1.7 Who is Jewish and how do they live? (J)	L1.10 What does it mean to belong to a faith community? (C, J, NR)	L1.9 How should we care for others and for the world, and why does it matter? (C, J, NR)
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Substantive Concepts	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs
Key Vocabulary (On Knowledge Organiser)	Creation World Belief Thank Harvest God Believe Bible Genesis Praise	Incarnation Jesus Mary Joseph Shepherds Advent Secular Religious Birth Celebration	Holy Forgivable Prodigal Worship Nineveh Loving Father Parable Jonah God	Synagogue Torah Jewish Mezuzah Shabbat Shema God Chanukah Jonah Driedel Star of David	Community Muhammad Allah Shabbat Icthus Faith Wedding Baptism Aqiqah Parable	Community World Pslam Stewardship Love Genesis Religious Non-religious Christian Jewish
Disciplinary Concepts	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences
Experiential Knowledge Our Church Our Community Visits / Places / People		Christians in school			Baptismal experience in church (DEAL)	

RE- Curriculum Overview



Protected Characteristics	Race Religion and belief	Race Religion and belief	Race Religion and belief	Race Religion and belief	Disability Race Religion and belief Age	Disability Race Religion and belief Age
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RE- Curriculum Overview

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