







## Religious Education (RE) at St Thomas' Primary School

<b>Intent</b>	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.
<b>Implement</b>	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.
<b>Impact</b>	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.
<b>Context</b>	<b>"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.</b> 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 <sup>th</sup> 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
 	 	 
<b>Empowering our children to be inquisitive learners, taking on new challenges with perseverance, courage and joy.</b> At St Thomas we have created a balance of knowledge and skills in each unit of study. Knowledge and therefore <b>learning</b> 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.	<b>Living out our Christian values together as responsible citizens loving God, ourselves and our community.</b> 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 <b>grow</b> their understanding themselves and others.	<b>Knowing that we are seen and loved by God.</b> 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 <b>sight of God</b> .

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
<p>Identify, describe, explain and analyse beliefs and concepts in the context of living religions and non-religious views, using appropriate vocabulary</p> <p>Explain how and why these beliefs are understood in different ways, by individuals within a community</p> <p>Recognise how and why sources of authority (eg texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation</p>	<p>Examine and explain how and why people express their beliefs in diverse ways</p> <p>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</p> <p>Appreciate and appraise the significance of different ways of life and ways of expressing meaning</p>	<p>Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses</p> <p>Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response</p> <p>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</p>
Disciplinary		
<p><b>Disciplinary Knowledge</b></p> <p>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.</p>		
<p><b>Disciplinary Concepts</b></p> <p>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.</p>		
Theology	Philosophy	Human Sciences
<p><b>Cause</b></p> <p>To understand different religious beliefs and worldviews</p> <p><b>Consequence</b></p> <p>To identify religious practices within different beliefs</p> <p>To be able to use key terminology accurately</p> <p>To draw similarities and comparisons across different beliefs</p>	<p><b>Cause</b></p> <p>To understand the basic ideas about knowledge, truth, right and wrong, religion and the nature and meaning of life.</p> <p><b>Consequence</b></p> <p>Use of the philosophical knowledge then supports the application of personal knowledge, making connections between their knowledge and understanding and also their skills.</p>	<p><b>Cause</b></p> <p>To understand how individuals and communities practice and interpret their beliefs, and how those beliefs impact their lives and societies.</p> <p><b>Consequence</b></p> <p>To explore the lived realities of religions and beliefs, rather than just the official doctrines.</p> <p>To recognise the diverse ways in which people interpret and experience religion, and how these experiences shape their lives and interactions.</p>

## RE- Curriculum Overview



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

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	L2.9 How do festivals and worship show what matters to a Muslim? (M) <b>Faith/Community</b>	L2.2 What is it like for someone to follow God? (C) <b>Faith/Trust</b>	L2.7 What do Hindu's believe God is like? (H) <b>Faith/Trust</b>	L2.5 Why do Christians call the day Jesus died Good Friday? (C) <b>Faith/Joy Compassion</b>	L2.1 What do Christians learn from the Creation Story? (C) <b>Faith</b>	L2.12 How and why do people try to make the world a better place? (C, H, M, NR) <b>Community/Joy Perseverance</b>
<b>Year 4</b>	L2.3 What is the 'Trinity' and why is it important for Christians? (C) <b>Faith</b>	L2.10 How do festivals and family life show what matters to Jewish people? (J) <b>Community/Faith</b>	L2.8 What does it mean to be a Hindu in Britain today? (H) <b>Community Perseverance</b>	L2.4 What kind of world did Jesus want? (C) <b>Faith</b>	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? (C) <b>Faith/Joy Trust</b>	L2.11 How and why do people mark the significant events of life? (C, M, NR) <b>Community/Joy</b>
<b>Year 5</b>	U2.1 What does it mean if Christians believe God is holy and loving? (C) <b>Faith</b>	U2.3 Why do Christians believe Jesus was the Messiah? (C) <b>Faith/Joy Trust</b>	U2.4 How do Christians decide how to live: 'What would Jesus do?' (C) <b>Faith/Compassion</b>	U2.5 What do Christians believe Jesus did to save people? (C) <b>Faith/Trust</b>	U2.9 Why is the Torah so important to Jewish people? (J) <b>Faith/Perseverance Compassion</b>	U2.10 What matters most to Humanists and Christians? (C, NR, M, J) <b>Compassion</b>
<b>Year 6</b>	U2.2 Creation and Science- conflicting or complementary? (C) <b>Faith/Hope</b>	U2.6 For Christians, what kind of King is Jesus? (C) <b>Compassion/Faith</b>	U2.8 What does it mean to be Muslim in Britain today? (M) <b>Faith</b>	Additional Unit How can following God bring freedom and justice? (C) <b>Compassion/Faith Trust</b>	U2.7 Why do Hindu's want to be good? (H) <b>Faith/Perseverance</b>	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) <b>Faith</b>

## 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	<p><b>By the end of Early Years, pupils will:</b></p> <p>Encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship.</p> <p>Be able to listen to and talk about stories.</p> <p>Be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression.</p> <p>Ask questions and reflect on their own feelings and experiences.</p> <p>Use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.</p>					
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					
Protected Characteristics	Race  Religion and belief	Race  Religion and belief	Religion and belief	Race	Race  Religion and belief	Race  Religion and belief

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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Enquiry Question</b>	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)
<b>St Thomas' Value</b>	Compassion	Trust	Perseverance	Faith	Community	Joy
<b>Substantive Concepts</b>	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
<b>Key Vocabulary</b> (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 Ichthus Faith Wedding Baptism Aqiqah Parable	Community World Psalm Stewardship Love Genesis Religious Non-religious Christian Jewish
<b>Disciplinary Concepts</b>	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences
<b>Experiential Knowledge</b> Our Church Our Community Visits / Places / People						
<b>Protected Characteristics</b>	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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