



St Thomas's
CE Primary School

Religious Education Policy

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“The principle aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living” BAS 2020

Intent

Our principal intent of our religious education curriculum is to explore beliefs of Christianity and major world religions. We aim to provide our children with the knowledge of how beliefs impact on the lives of believers. We intend for our pupils to gain the knowledge, understanding and skills needed to investigate significant questions raised by religion and belief, whilst inspiring them to connect with their own ideas and ways of living.

Religious Education is taught throughout the school in such a way as to reflect our overall aims and values.

Inspire - Throughout our RE curriculum, our pupils will meet many positive role models, introducing them to good moral influences and support them to develop and affirm their personal identity and responsible citizenship.

Believe – Our Religious Education ensures our pupils develop their own beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. Religious Education and the ethos of our school help support our children’s spiritual, moral and cultural development.

Achieve – At St. Thomas’s our pupils develop respect for others and an understanding of beliefs and practices which are different from their own

Our RE curriculum ensures children achieve an understanding of diversity in our society and their own roles in it. We make a positive difference to the world by putting our beliefs and values into action within our communities and wider world.

Implementation

At St Thomas’s we follow the Bury Agreed Syllabus which incorporates Understanding Christianity. The children explore 4 major world religions as well as world views and how the children play a vital role in the community. RE at St Thomas’s gives the children a chance to ask questions, reflect, develop their own understanding, and build on their own spiritual journey by following our golden threads - making sense of the belief, understanding the impact and making connections.

Our curriculum for Religious Education ensures that all pupils:

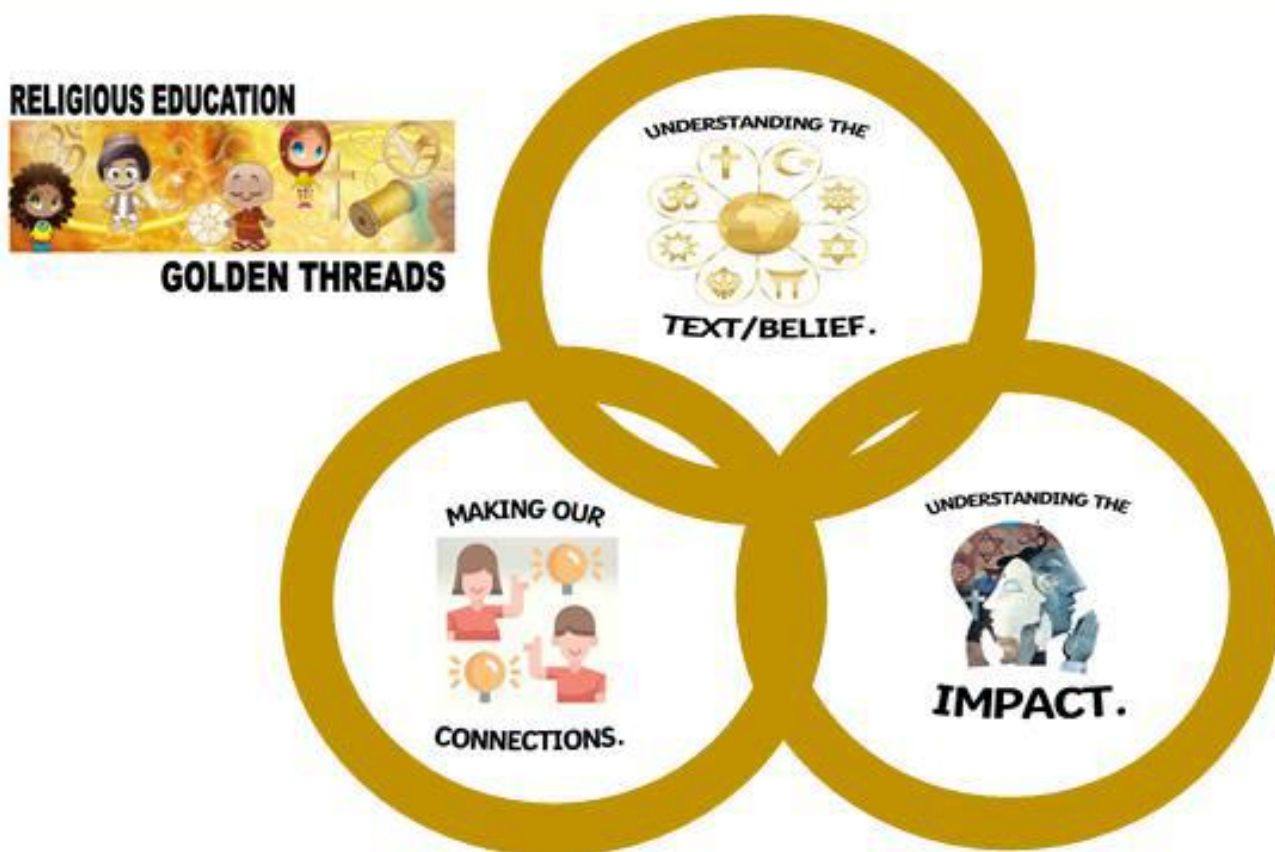
1. **Make sense of a range of religious and non-religious beliefs**, so that they can:
 - Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary.
 - Explain how and why these beliefs are understood in diverse ways, by individuals and within communities
 - Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
2. **Understand the impact and significance of religious and non-religious beliefs**, so that they can:
 - 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

3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- 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
- Discover possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

As a church school, RE is a core subject and consequently we ensure that at least 10% of curriculum time is dedicated to the subject as well as children taking part in RE days. RE is taught 1 hour per week which ensures sufficient time is given to enable pupils to meet the expectation and the challenge in the agreed syllabus.



Our Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F4: Being special: Where do we belong?	F2: Why does Christmas matter to Christians? (Incarnation)	F1: Why is the word God so important to Christians?	F3: Why is Easter special for Christians? (Salvation)	F5: Which places are special and why?	F6: Which stories are special and why?
Year 1	Unit 1.10: What does it mean to belong to a faith community?	Unit 1.3: Why does Christmas matter to Christians? (Incarnation)	Unit 1.2: Who do Christians say made the world? (Creation)	Unit 1.6: Who is Muslim and how do they live? (Part 1)	Unit 1.6: Who is Muslim and how do they live? (Part 2)	Unit 1.8: What makes some places sacred to believers?
Year 2	Unit 1.7: Who is Jewish and how do they live? (God, Torah, People) (Part 1)	Unit 1.7: Who is Jewish and how do they live? (God, Torah, People) (Part 2)	Unit 1.1: What do Christians believe God is like? (God)	Unit 1.5: Why does Easter matter to Christians? (Salvation)	Unit 1.4: What is the Good news Christians believe Jesus brings?	Unit 1.9: How should we care for others and the world and why does it matter?
Year 3	Unit L2.10: How do festivals and family life show what matters to Jewish people? (God, Torah, People, the Land)	Unit L2.1: What do Christians learn from the creation story? (Creation/Fall)	Unit L2.9: How do festivals and worship show what matters to a Muslim? (Ibadah)	Unit L2.5: Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	Unit 2.6: For Christians, what was the impact of Pentecost? (Kingdom of God)	Unit L2.11: How and why do people try to make the world a better place?
Year 4	Unit L2.7: What do Hindus believe God is like? (Brahman/atman)	Unit L2.8: What does it mean to be Hindu in Britain today? (Dharma)	Unit L2.2: What is it like for someone to follow God? (People of God)	Unit L2.3: What is the 'Trinity' and why is it important for Christians? (God/Incarnation)	Unit L2.4: What kind of world did Jesus want? (Gospel)	Unit L2.12: How and why do people try to make the world a better place?
Year 5	Unit 2.8: What does it mean to be a Muslim in Britain today? (Tawhid)	Unit 2.1: What does it mean if Christians believe God is holy and loving? (God)	Unit 2.4: How do Christians decide how to live? What would Jesus do? (Gospel)	Unit 2.6: For Christians, what kind of King was Jesus? (Kingdom of Gods)	Unit 2.9: Why is the Torah so important to Jewish people? (God/Torah)	Unit 2.11: Why do some people believe in God and some people not?
Year 6	Unit 2.7: Why do Hindus want to be good? (Karma/Dharma/Samsara/Moksha)	Unit 2.10: What matters most to humanists and Christians?	Unit 2.3: Why do Christians believe Jesus was the Messiah? (Incarnation)	Unit 2.5: What do Christians believe Jesus did to save people? (Salvation)	Unit 2.2: Creation and Science: Conflicting or complementary	Unit 2.12: How does faith help when life gets hard?

The Bury Agreed Syllabus provides St Thomas's with a spiral curriculum, its design ensures that all key religious and non-religious concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity, or in different applications. At St Thomas's, we believe this is especially important to ensure the depth of knowledge in all religions. Based on the BAS we have created our own medium terms plans which incorporates what the children should already know, key vocabulary, key learning outcomes and end points. These ensure staff know what the children should already know and what the key outcomes they need to achieve at the end of the unit.

Our key learning outcomes for each unit are linked to the three elements of the teaching and learning approach (making sense of beliefs, understanding the impact, making connections). The spiral curriculum ensures that our pupils will encounter some of the same concepts in different questions at different key stages. Exploring the same concepts again, from a different perspective and using varied materials, is essential to support pupils' ability to connect ideas and develop a coherent understanding of religion and belief, consolidating and embedding learning.

Impact

“It is important to prepare children and young people in Bury for life in a twenty-first century world, and it is clear that religion and belief play a central role in local and global affairs. Religious education gives our pupils an ideal opportunity to explore matters of religions and non-religious beliefs - to find out what matters most to people in a wide range of traditions represented in our borough and beyond, and to discern what is of value for themselves as they develop their own ideas and ways of living. The Bury Agreed Syllabus is an excellent resource to support pupils in this endeavour. It sets out what should be studied in RE and offers clear advice and guidance on how this can be done so that pupils can develop a coherent understanding of religions and non-religious beliefs. It is an innovative and rigorous syllabus that will promote high standards of RE in our schools, and I am pleased to commend it to all Bury schools.” Cllr Tamoor Tariq, Cabinet Member – Children, Young People and Skills

Religious education at St. Thomas's is an exciting, thought- provoking and challenging subject that is relevant to all our pupils. Through our RE curriculum our children explore 4 major world religions and non-religious views. Our children are encouraged to ask 'the big questions'. This enables them to understand and connect with the beliefs of others, whilst developing their own ideas.

Religious education ensures our children show respect for both themselves and others and helps develop their personal well-being and happiness.

Books

Within lessons children are asked questions these are recorded within our floor books. Evidence is gathered in the form of post it notes/ printed sheets and photographs this helps with the speaking and listening approach of the RE curriculum.

Exercise books are used from Year 3- Year 6 to record children's understanding of certain lessons and to capture the learning outcomes of the units. It is not expected that every child needs to write in their own exercise book every lesson as evidence maybe recorded within the class floor book. It is important that the key knowledge outcomes are evidenced either in the floor books (EYFS- Year6) or in the exercise books (Years 3-6) This will be monitored by the subject leader.

Assessment

Assessment is a key part of our RE curriculum at St Thomas's to ensure each child's progress is monitored which then leads then to the next steps of the child's learning to ensure depth of knowledge has been taught. This can be done in a variety of ways such as written tasks, speaking and listening, reflection or a quiz this is important to ensure the children have met the key learning outcomes at the end of each unit. In RE, by the end of each unit, pupils are expected to know, understand and apply the concepts, skills and processes.

Our high expectations in all key stages ensure our pupils reach the highest possible standards for all groups of pupils.

Withdrawal from Religious Education

Parents do have the right to withdraw their child from Religious Education. Where parents are wishing to exercise this right, a meeting would be arranged with the Headteacher and subject lead to discuss their concerns.

The Role of the Subject Leader

To lead this curriculum area and to complete the following:

- To monitor and evaluate the curriculum provision of the subject
- To carry out planning and book scrutiny
- To carry out learning walks
- To understand the achievement and attainment of the children within this subject
- To identify the priorities for school improvement and to carry these out through succinct action planning.
- To lead on training and staff development
- To attend relevant training and disseminate to whole school.
- To feedback impact and effectiveness to Headteacher.