



R.E

Rationale

God's Love in Action

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

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1. Curriculum Vision

At St Thomas CE Primary School, we strive to unlock the hidden treasures within our children, their families, and the community through a culture of lifelong learning. Acknowledging everyone as unique, all God's children are welcomed, valued, and respected, achieving, and thriving in an environment which is safe, stimulating and enriching. Everything is underpinned by our School Mission Statement.

2. National Curriculum

Academies should follow paragraphs 50 to 88 of the Department for Education's [guidance on collective worship in schools](#). The main points of this are detailed below.

Each pupil must take part in a daily act of collective worship unless they have been withdrawn by their parents, or if in the sixth form they have decided to withdraw themselves. This applies to academies with and without a religious designation.

Academies with a religious designation must provide collective worship in accordance with the tenets and practices of the academy's designated faith. It can also choose to reflect the other principal religions and those found in the local community.

The above also applies to former voluntary-controlled or foundation schools with a religious designation that have converted to academies. They must provide collective worship in accordance with the tenets and practices of the academy's designated faith.

Academies without a religious designation must provide collective worship that is wholly or mainly of a broadly Christian character. A school can reflect the religious backgrounds represented in its community, as long as the majority of provision is broadly Christian.

Academies without a religious designation can apply via the ESFA to the Secretary of State for exemption from providing broadly Christian collective worship for some or all of its pupils. In its application, it will be asked to give

reasons for the application (such as consideration of the family background of pupils), details of consultation with governors and parents, and of proposals for future collective worship.

3. Intent

Why do learners at St Thomas CE Primary School need to study R.E?

We are dedicated to promoting St. Thomas' as a happy, positive, and successful experience for children and their families. We want our school to be a place where our children and our community lay good foundations for a secure, happy, useful, and meaningful future and relationships.

As a Church of England school with a range of faiths, we see the spiritual development of our children important, and the Religious Education experienced in school plays a vital part in this. We want to aid our children on their own spiritual journey, whatever form that may take and to develop the Christian values that link to our Christian Vision. We also seek to develop a sense of '...self-belief, mutual respect and belonging.'

Children are taught to understand and respect the importance of religious beliefs in the world around them. We aim to ensure that the RE curriculum is challenging, dynamic and relevant to pupils of all ages giving them a better understanding of the world that they live in.

St Thomas CE Primary School is committed to a high standard of Religious Education which is appropriate to the age and background of our pupils.

In St Thomas CE Primary School Religious Education will:

- Enable pupils to achieve knowledge and understanding of Christianity, especially as represented by the Church of England
- Enable pupils to achieve knowledge and understanding of the other principal religions represented in Great Britain
- Enable pupils to achieve knowledge and understanding of the influences of religions on peoples' lives and in society

- Enable pupils to reflect on and respond to faith in the light of their experiences and the fundamental Christian/British Values

4. Implementation

RE is taught one lesson a week focussing on the big question from the CofE 'Understanding Christianity' teaching scheme and resource as well as The Emmanuel Project scheme and resource by Suffolk Diocese to support the teaching of other faiths such Islam, Judaism, Sikhism, Buddhism and Hinduism.

Our RE teaching addresses key questions for each unit and lesson. The Understanding Christianity curriculum encourages pupils to explore core Bible texts, examine the impact for Christians and consider possible implications. Each unit incorporates the three elements:

- Making sense of the text – Where learners develop skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; whilst making sense of the meanings of texts for Christians
- Understanding the impact – Where pupils examine ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world
- Making connections – Where pupils evaluate, reflect on and connect the texts and concepts studied, and discern possible connections between these and pupils' own lives and ways of understanding the world

RE is taught through:

- Role play, hot seating, and drama.
- Story telling.
- Discussion and debate.
- Written reflections
- Reflections through Art, Music, and Film

- Visits to the Church, Synagogue, Mosque, Buddhist temple, Gurdwara
- Quizzes
- Use of visitors

In Early Years Foundation Stage, the children develop their understanding of the world, through practical activities, by learning about religion by doing, talking, listening, acting out and experiencing through their senses. All children are encouraged to make sense of their world by being given opportunities to explore and observe three of the core concepts of '**The Big Story**' – creation, salvation, and incarnation.

In Key Stage One, the children continue to develop their knowledge and understanding of religions whilst identifying features of religion and becoming more familiar with religions influence on their own community. They are beginning to identify features of religion and how these may influence themselves and others through five of the core concepts of '**The Big Story**' – creation, incarnation, salvation, God, and gospel.

In Key Stage Two, the children aim to extend their knowledge and understanding of religions locally and worldwide. All children are encouraged to use specific vocabulary when exploring their curiosity and must create increasingly challenging higher-order questions about religious beliefs, values, and human life. They make links between values and commitments, and their own attitudes and behaviour, as well as making links between religions and describe some similarities and differences both within and between religions. They are given the opportunity to express their own ideas and opinions in the response to the religious materials they come across. The ability to 'dig deep' and give reasons for their beliefs and opinions is vital at this stage of learning to ensure all children are challenged through six of the core concepts of 'The Big Story' – creation, incarnation, salvation, God of Kingdom, People of God, and gospel.

Our commitment to providing our children with a diverse outlook on the world they live in, is enforced with each class having another religion to focus their comparisons to. This Multi-Faith coverage is shown below in our Long-Term Curriculum Plan

5. Impact and assessment

The intended impact of our curriculum is that children build semantic and procedural knowledge. Children will have a wider understanding of the world's religions, particularly Christianity, and be able to compare them. Children will have an enriched experience of local and worldwide people and places of various religions. They will have developed their own views on world issues. They will be able to speak confidently, and they will feel comfortable and confident when debating their own opinions when discussing religion with others.

Assessment, Recording and Reporting

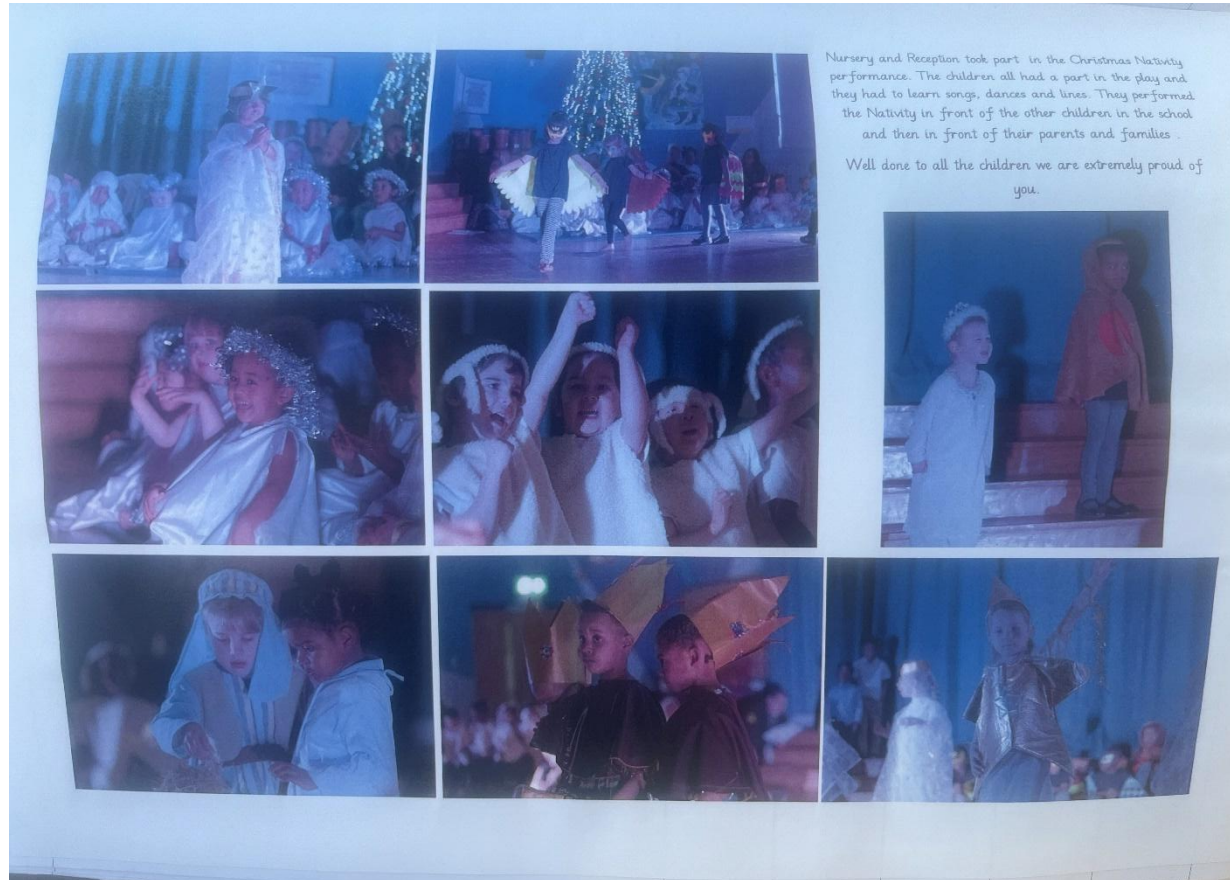
- Yearly Written Report
- Weekly Planning sheets including Evaluations and Next Steps
- Annual Assessments recorded
- Coordinator monitoring

Spiritual, Moral Social and Cultural development

Their spiritual development within RE enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment. Their moral development is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives.

Their social development enriches pupils' understanding of what it means to live in a Muslim community and go to school in a Christian community where Jesus' command to love one another is put into practice. Their cultural development provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

EYFS



EYFS: Why do Christians perform nativity plays at Christmas?

Year 1

ST THOMAS CATHOLIC ACADEMY

L.O: To understand the birth of Jesus 9th November 2022
S.C: I can talk about the birth of Jesus
I can retell the story of Jesus birth
I can explain why the birth of Jesus is important to Christians

The birth of Jesus

gabriel visited Mary

gabriel met the shepherds

Mary Wolf a Long Way

EVERY ONE CAME

ST THOMAS CATHOLIC ACADEMY

L.O: To explore a variety of Christmas cards
116.11.22
S.C: I can talk about who I send Christmas cards to why
I can create a Christmas image or message for a Christmas card
I can explain why many people send Christmas cards at Christmas

Happy Christmas
Happy Christmas.


Y1: Why does Christmas matter to Christians?

Year 2

5th October 2022

L.O: To learn that Muslims believe Muhammad is a messenger

S.C: I can talk about how Muhammad showed compassion in a story
I can explain how Muhammad showed compassion in each story
I can explain how Muhammad is a messenger to Muslims



19th October 2022


L.O: To understand what happens during Ramadan

S.C: I can share why Ramadan is important to Muslims
I can explain what fasting is to Muslims
I can explain the different parts of Ramadan

What Happens during Ramadan?


During Ramadan what different things might a Muslim do?

they will Give money to other peopervll.




Some Muslims, including children, fast during Ramadan. If Muslims are fasting, what does this mean they are doing?

muslims perents Give Food other peoper and not Give Food to child.




How do you think you would feel if you fasted and could not eat during the day?

I Feel as not strong.



Y2: How do some Muslims show Allah is compassionate and merciful?

Year 3



Success Criteria	TA
I can explain what a Murti is and why it is important in Hindu weddings	✓
I can share ideas of what I would give as a wedding present	✓
I can discuss what I think would be for and against presents for Rama & Sita	✓

For	Against
Necklace - a nice piece of jewellery	Rama can't wear it!
Sticks of incense - a lovely smell for the house	You can only use it once.
a statue of them both	It can break.
Diya lamps - You can light candles in it	It was break.
Murti - a beautiful present	Lots of people will buy one.
A picture frame - an amazing gift	It was break.

Y3: How does the story of Rama and Sita inspire Hindus to follow their dharma?

Year 4


Success Criteria			TA
I can match words that describe parts of the Trinity			✓
I can begin to describe the trinity to a partner			✓
I can begin to explain what the Trinity means to Christians			

God	Jesus	Holy spirit
Earth shaker	Mirical shaker	Promise giver
Gender Modeler	Devil buster	Life starter
Space shaper	Stake opener	Heart booster
Time Plat	Sick helper	Life helper
Hdy creator	king of night	Fire blazer

I can identify the symbolic meanings in paintings of Jesus baptism


I can create my own painting including symbols of the Trinity

The cross is in that picture



Jesus is in both pictures

that



The dove is in both pictures


There are more people in one

Y4: What is the Trinity?

Year 5

LO: To explore holiness in a key story from the Torah

Success Criteria	SA	TA
I can discuss the importance of the story of the Burning Bush	X	
I can explore art work of the Burning Bush and the symbolism	X	
I can create my own art work of the burning bush and include symbols	X	



LO: To explore how Moses rescued the Israelites

Success Criteria	SA	TA
I can discuss the importance of the word 'holy' in relation to Moses	✓	
I can explore with a partner what I feel is holy in the story of the Burning Bush	✓	
I can explain how Moses rescued the Israelites from Egypt and its importance	✓	

Is the 'land' holy?
I say yes because God's presence was there.

Is the 'bush' holy?
Yes, ~~because~~ because of God chose that bush and God is holy so the ordinary bush became holy because of God's presence ~~because~~

- 1) Moses was born in Egypt
- 2) A bush
- 3) Angry
- 4) Passover
- 5) Snakes

Passover

Passover is celebrated in Spring to celebrate Moses leading the the Israeli's out of slavery and Egypt

Y5: What is holiness for Jewish people: a place, a time, an object, or something else?

Year 6

Thursday

LO To explore biblical texts about the Messiah.

Success Criteria	TA	SA
I can discuss and explain how the artwork relates to Jesus being the Messiah.	✓	
I can explain what the clues are in a biblical text about the Messiah.	✓	

THE MESSIAH - ENTRY INTO JERUSALEM SCENE

Write the actors' and director's notes on the storyboard for each scene. Ensure that the notes explain what is happening and what is important in this bit of the action. Explain the meaning of each part of the story.

As Jesus and his followers were coming closer to Jerusalem, they stopped at Bethpage at the hill called the Mount of Olives. From there Jesus sent two of his followers and said to them, "Go to the town you can see there. When you enter it, you will quickly find a donkey tied there with its colt. Untie them and bring them to me. If anyone asks you why you are taking the donkeys, say that the Master needs them, and he will send them at once."
Matthew 21:1-3

→ Jesus is making a grand entrance into. He wants the people to know he's here ✓

Jesus orders his disciples to inform the people that he is the king and has arrived ✓

The followers went and did what Jesus told them to do. They brought the donkey and the colt to Jesus and laid their coats on them, and Jesus sat on them.
Matthew 21:6-7

Jesus sends his disciples to fetch a horse ✓

This was to bring about what the prophet had said: "Tell the people of Jerusalem, 'Your king is coming to you. He is gentle and riding on a donkey, on the colt of a donkey.'"
Matthew 21:4-5

↓ The disciples obeyed Jesus and returned with a donkey ✓

When Jesus entered Jerusalem, all the city was filled with excitement. The people asked, "Who is this man?" The crowd said, "This man is Jesus, the prophet from the town of Nazareth in Galilee."
Matthew 21:10-11

← The people of Jerusalem are celebrating Jesus' arrival they welcome him by laying leaves to make a sign ✓

Many people spread their coats on the road. Others cut branches from the trees and spread them on the road. The people were walking ahead of Jesus and behind him, shouting, "Praise to the Son of David! God bless the One who comes in the name of the Lord! Praise to God in Heaven!"
Matthew 21:8-9

I know Jesus is the Messiah because he is very wise. I also know he's the Messiah due to the fact that he is floating and that there are bright clouds behind him. ✓

Y6: Was Jesus the Messiah?

6. Staff CPD

All teaching staff receive 1:1 instructional coaching, delivered by a trained coach from the senior leadership team. These fortnightly meetings follow a programme based around cognitive load theory and quality first teaching. Staff questionnaires and audits are completed at two points in a year, to signpost subject knowledge support. Subject leaders have a 1:1 session, each half term, with senior leaders, to develop action plans and support for their curriculum area. Teachers also receive 1:1 coaching with either the subject lead or our lead practitioner in planning and delivering a science unit.

Teachers are provided with:

- Access to 'Understanding Christianity' planning and resources.
- Access to the 'Emmanuel Project' planning and resources.
- Links and visits to the local Mosque, Pagoda, and church through LIEP.
- Support with planning and delivery by the subject lead.
- Subject lead receives training through BEP and the R.E leaders conference.