



Religious Education at Thornton Primary School

Religious Education Intent

Religious Education teaching at Thornton Primary School follows the Leicestershire Agreed Syllabus (2021-26). This provides a coherent and progressive curriculum. The teaching of RE at Thornton contributes to the school's overall intent by:

- Providing systematic knowledge and understanding of a range of religions and worldviews, enabling pupils to develop their own ideas, values and identities while respecting the right of others to differ.
- Providing an opportunity to visit places of worship and meet people from religious and belief communities.
- To provide an opportunity to explore challenging questions about human life, beliefs, issues of right and wrong and what it means to be human. Pupils will learn from religions and worldviews about different ways of life in local, national and global contexts and will be able to discover, explore and consider different answers to these questions.
- To actively promote values including British Values and develop pupils readiness to participate in life in modern Britain and in a plural world.
- Through their learning, to become literate and articulate about religions and beliefs and be thoughtful members of a plural society, so that their learning provides them with a means to make informed choices about how they want to live their lives whilst also understanding more about the faith of other people they meet.
- Addressing barriers to learning and develop cultural capital.
- Providing an opportunity to challenge preconceptions, be able to justify opinions and re-assess their own stance on issues.



Implementation

Concepts, knowledge and understanding are taught through weekly RE topics lessons and theme days with carefully selected enrichment opportunities to enhance pupils learning. RE will also be covered cross-curricular through other subject areas where appropriate. The school follows the Leicestershire Agreed Syllabus which is structured around the three strand of learning (Believing, Expressing and Living). This enables pupils to connect their learning to these three strands and also see links between them. Units are sequenced to help pupils to build knowledge and understanding progressively and also re-cap on previous learning. Many religions are introduced during the first two terms to provide a good grounding of knowledge on individual religions. Subsequent work throughout the year then provides an opportunity for building upon this learning further through themes. Some topics are taught in two parts to provide a recap of learning the following year before taking the theme further. We have chosen to include learning to focus mainly on two religions in depth in KS1 but incorporated elements of further religions in preparation for study in KS2. In Key Stage 2, learning progresses to start to explore religious and non-religious worldviews in more detail. Pupils are given the opportunity to explore the diversity across religions and worldviews and also be able to consider their own beliefs.



Recapping of learning helps to embed learning into long-term memory and absorb key knowledge. It also helps to clarify technical terms and check pupils' understanding as well as providing an opportunity to engage with content. Retrieval exercises and well-spaced reviews during teaching provide an opportunity for pupils to revisit and recall knowledge and also provide an opportunity for teachers to assess learning.

On occasion, topic headings may occur on a rotation depending of class sizes/organisation of year groups. This is carefully tracked by Subject Leaders to ensure topic content is not repeated, the progression of key knowledge and skills is still maintained and also that content is differentiated for different age groups when necessary.



Topic Map

	Aut 1	Aut 2	Spr 1	Spr 2	Summer 1	Summer 2
Reception	Being Special – where do we belong?	Why is Christmas so special for Christians?	Why is the word 'God' so important to Christians?	Why is Easter special to Christians?	What places are special and why?	What times/stories are special and why?
Year 1	What does it mean to belong to a faith community?	What do Christians believe God is like?	Who is Jewish and how do they live?		Who do Christians say made the world?	How should we care for the world and for others, and why does it matter?
Year 2	Who is a Muslim and how do they live? (Part 1)	Why does Christmas matter to Christians?	Who is a Muslim and how do they live? (Part 2)	Why does Easter matter to Christians?	What is the 'good news' Christians believe Jesus brings?	What makes some places sacred to believers?

	Aut 1	Aut 2	Spr 1	Spr 2	Summer 1	Summer 2
Year 3	What do Christians learn from the creation story?	What is it like for someone to follow God?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What kind of world did Jesus want?	How and why do people try to make the world a better place?
Year 4	What is the 'Trinity' and why is it important to Christians?	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	For Christians, when Jesus left, what was the impact of the Pentecost?	How and why do people mark significant events of life?

Year 5	What does it mean if Christians believe God is holy and loving?	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah?	Why is the Torah so important to Jewish people?	Christians and how to live – 'What would Jesus do?'	What matters most to Humanists and Christians?
Year 6	Creation and science – conflicting or complimentary?	Why do some people believe in God and some people not?	Why do Hindus want to be good?	What do Christians believe Jesus did to 'save' the people?	For Christians, what kind of king is Jesus?	What do religions say to us when life gets hard?

Impact

The impact of our curriculum is measured in terms of the extent to which pupils have developed new knowledge, understanding and skills and that they can use and recall this with fluency. In RE, this will be measured by:

- Assessment tasks and regular knowledge check activities.
- In school attainment tracking.
- Engagement in enrichment activities
- Route to Resilience activities
- Pupil voice – questionnaires, pupil book and learning reviews
- Subject Leader monitoring – Lesson visits, scrutiny of books, assessment, pupil interviews and questionnaires
- Governor monitoring
- Attendance data
- Behaviour Logs

The RE curriculum and resources used will be evaluated annually.

More detailed information about the curriculum can be requested from the School.



