



Corsham Regis  
Primary Academy

# SUBJECT LEADER IMPACT REPORT *RELIGIOUS EDUCATION*

**T**ogether **E**veryone **A**chieves **M**ore

# INTENT



## **How to communicate using appropriate vocabulary**

At Corsham Regis we encourage children to listen and respond appropriately to adults and their peers. To ask relevant questions to extend their understanding and build vocabulary and knowledge using sentence stems to support them articulating and justifying answers, arguments and opinions.

We also encourage children to give well-structured descriptions and explanations whilst participating actively in collaborative conversations using spoken language to develop understanding. This is achieved through speculating, hypothesising, imagining and exploring ideas, as well as considering and evaluating different viewpoints, attending to and building on the contributions of others.

## **About Corsham and the local area**

Where possible we reflect the religious backgrounds represented in the Corsham community. We attend our local church to learn about Christian festivals and celebrations including singing hymns and celebrating the children's learning. Collective worship Assemblies and RE themed days provide various opportunities including: sharing of common values, the opportunity to learn about other religions through their festivals and celebrations. We encourage participation and response through active involvement in activities to develop a community spirit, promote a common ethos and shared values and reinforce positive attitudes.

## **Through experience inside and beyond the classroom.**

As an academy we provide the opportunity for pupils to consider spiritual and moral issues and provide opportunities for them to explore their own beliefs. We promote wider reading such as stories from different cultures and non-fiction books to play scripts. This links to the writing the children do. Using the Wiltshire Agreed Syllabus, cross curricular links can be made with D&T, History, Art and Design, Geography and Music. From time to time, visitors will be invited to share their thoughts and beliefs.

# IMPLEMENTATION

RE is taught for 1 day in KS1 and 1.5 days in KS2, each term.

Our curriculum has been designed, based on the Wiltshire Syllabus-streamlined to suit the needs of the pupils in our school.



Corsham Regis Primary Academy

**Religious Education**

These 5 intentions underpin our curriculum because we want our pupils to have a love of learning which they can share, a sense of understanding and pride of where they live, and be safe in different situations.

How to communicate using appropriate vocabulary

About Corsham and their local area

Through experiences inside and beyond the classroom

New knowledge and understanding appropriate to their age

How to keep themselves safe

The essential skills and knowledge that we want our pupils to learn by the end of:

| EFYS  | KS1   |
|---|---|
| <ul style="list-style-type: none"> <li>To know what things are special to them.</li> <li>To know why Christmas/Easter is a special time for Christians.</li> <li>To know which stories are special to them.</li> <li>To recall simply stories connected with Christmas and Easter.</li> <li>To know a festival from another faith and know why it is important.</li> <li>To talk about somewhere that is special to themselves saying why.</li> <li>To know what makes a place special to people of different faiths.</li> <li>To talk about some special people in different religions.</li> </ul> | <p><b>AT1</b></p> <ul style="list-style-type: none"> <li>To know what it means to belong.</li> <li>To know why we Christians celebrate Christmas/Easter.</li> <li>To know what some people believe about God.</li> <li>To know why and how special places and symbols help people of different faiths show what they believe.</li> <li>To be able to talk about how being Jewish makes a difference to family and celebration.</li> <li>To know how to care for others.</li> <li>To be able to talk about people who inspire them.</li> <li>To know what makes someone inspirational.</li> <li>To know why Jesus is important to Christians.</li> <li>To know how Christians and Jews believe the world began.</li> <li>To know why god is important to Muslims.</li> <li>To begin to use a range of religious words.</li> </ul> <p><b>AT2</b></p> <ul style="list-style-type: none"> <li>To reflect upon and consider religious and spiritual feelings, experiences and concepts.</li> <li>To ask and respond imaginatively to puzzling questions, communicating their ideas.</li> </ul> |

Together Everyone Achieves More

| LKS2   | To reflect on how spiritual and moral values relate to their own behaviour   |
|--|--|
| <p><b>AT1</b></p> <ul style="list-style-type: none"> <li>To know how a Christian follows Jesus.</li> <li>To know the deeper meanings of festivals.</li> <li>To know why believers see life as a journey.</li> <li>To know why matters to Christians about Easter.</li> <li>To explain how and why believers from different faiths show care for others and the world.</li> <li>To explain how religious teachings help us to decide the best way to live.</li> <li>To know how art, architecture and poetry express religious beliefs and ideas.</li> <li>To know about the five pillars of Islam.</li> <li>To know where, how and why people worship.</li> <li>To know what different people believe God is like.</li> <li>To know why and how people follow significant leaders, such as Guru Nanak and Muhammed.</li> <li>To know who has made a significant difference to the world because of their faith.</li> </ul> <p><b>AT2</b></p> <ul style="list-style-type: none"> <li>To reflect on what it means to belong to a faith community, communicating their own and others responses</li> <li>To respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>To discuss their own and others views of religious truth and belief, expressing their own ideas</li> </ul> | <p><b>UKS2</b></p> <p><b>AT1</b></p> <ul style="list-style-type: none"> <li>To explain how we can make Corsham/Wiltshire a more respectful place.</li> <li>To understand how religion can help to build a fair world.</li> <li>To know why some people believe in life after death.</li> <li>To understand why pilgrimage is important to some religious believers.</li> </ul> <p><b>AT2</b></p> <ul style="list-style-type: none"> <li>To reflect on what it means to belong to a faith community, communicating their own and others responses</li> <li>To respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>To discuss their own and others views of religious truth and belief, expressing their own ideas</li> </ul> |

| Strong Foundations  | Blocked Teaching  |
|---|---|
| In EFYS, religion is introduced through stories, role plays and through themed assemblies which promote discussions which are built upon during each key stage so that their knowledge and understanding progresses throughout the school.  | This approach provides the children with an immersive experience for a whole day every term along with dedicated weeks for special festivals. where both knowledge and skills are explored and developed thoroughly. Knowledge and understanding is revisited through weekly Topic Talk Time sessions to aid retention of knowledge as each year progresses.  |
| Collective Worship/Assemblies   | Links within the community  |
| Collective Worship or assembly takes place every day. Monday morning Collective Worship is led by the Head Teacher and is based around a Christian value (joy, honesty etc). This Collective Worship is story-based and is re-visited during class-based collective worship on Thursday afternoons. Teachers take it in turns to lead a whole-school assembly on a Wednesday, focusing on awareness days, national/cultural celebrations/festivals etc. | At Corsham Regis Primary Academy, we have a close link with the local church (St Bartholomew's). At Easter, Christmas and Harvest, we hold services at the church with parents and invite Reverend Johnson into school to lead Collective Worship throughout the rest of the year. We regularly visit St Bartholomew's during local walks and take part in the annual Christmas Tree Festival, which is held in the church. We also encourage our families from other countries to share their culture with us, inviting parents into school and involving children, where possible, in the teaching of other faiths. |



As a theologian leaving Regis, every child will have the skills to:

Develop deep thinkers who are open minded about religion and worldviews.

Respect and appreciate worldviews that are different to their own.

Consider their personal preconceptions, responses and views.

Planning and resources from the Right Choice website are used and adapted. Teachers use resources from a wide range of other sources too, including Twinkl and BBC Bitesize.


The screenshot shows the 'Right Choice' website. The header features the logo and a search bar. A navigation menu includes links to 'About Us', 'Services', 'Store', 'Training & Events', 'Communication', 'Resources', and 'Contacts', along with a 'Login' button. The main content area is titled 'Wiltshire Agreed Syllabus for RE (whole syllabus for downloading)' and includes an image of hands holding a globe. It provides instructions on how to access the syllabus and lists key documents. A 'Documents' section at the bottom offers a download link for the 'Complete Wiltshire Agreed RE Syllabus 2016-2021 (DOCX)'. A right-hand sidebar contains a 'Navigation' menu with links to the 'Religious Education resource page', 'Wiltshire Agreed Syllabus', and various syllabus and guidance documents.

# Right Choice

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## Wiltshire Agreed Syllabus for RE (whole syllabus for downloading)



To access the whole Wiltshire Agreed Syllabus for RE 2016-21 please see the link below under 'Documents'. Please note that this version does not include the updates to the Syllabus which include:-

- [Core Concepts for each religion](#)
- [Assessment](#) - the Standing Advisory Council for Religious Education (SACRE) suggests that schools are welcome to use this proposal or follow their own school's policy on Assessment.

To access each section of the Agreed Syllabus for Religious Education please see the links under 'Agreed Syllabus Content' on the right hand side of this page.

### Documents

[Complete Wiltshire Agreed RE Syllabus 2016-2021 \(DOCX\)](#)

#### Navigation

- [Religious Education resource page](#)
- [Wiltshire Agreed Syllabus](#)
  - [Wiltshire Agreed Syllabus for RE \(whole syllabus for downloading\)](#)
  - [NEW RE guidance documents 2022!](#)
  - [NEW for 2022 - RE top-sheet/knowledge organiser](#)
  - [Yearly RE Teaching Plan for Each Year Group \(term by term\)](#)
  - [Religions in a nutshell and faith sensitivities](#)
  - [Core Concepts for each religion - new for 2016!](#)
  - [Assessment - new for 2016!](#)
  - [Foundation Stage 2](#)
  - [Key Stage 1](#)
  - [Key Stage 2](#)

The themes in our curriculum provide a way of opening up the Fields of Enquiry through exploring key questions. They differ across the key stages to reflect the progression expected as children and young people develop their understanding and skills. Whilst there is not a direct progression across all themes, this grid indicates the broad progression across key stages.

| Foundation Stage<br>Discovering | KS1<br>Exploring     | KS2<br>Connecting   |
|---------------------------------|----------------------|---|
| Special people                  | Believing            | Beliefs and questions   |
|                                 | Story                | Teachings and authority   |
|                                 | Leaders and teachers | Inspirational people  |
| Special places                  | Symbols              | Symbols and religious expression                                    |
| Special times                   | Celebrations         | Worship, pilgrimage and special places<br>Journey of life and death |
| Being special                   | Myself               | Religion and the individual   |
|                                 | Belonging            | Religion, family and community                                      |
|                                 |                      | Beliefs in action in the world                                      |


For Early Years, the overarching theme is 'SPECIAL'. The curriculum is divided up into Being Special, Special People, Special Times and Special Places.

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## Foundation Stage 2





Theme is SPECIAL; being special, special people, special times and places.

### Documents

 Christianity Christmas - lesson plans (Discovery RE) (PDF)

 Christianity Special books - medium term planning (previous syllabus) (PPTX)

 Easter - lesson plans (Discovery RE) (PDF)

 Islam The Mosque - medium term planning (previous syllabus) (PPTX)

### Navigation

[Religious Education resource page](#)

#### Wiltshire Agreed Syllabus

[Wiltshire Agreed Syllabus for RE \(whole syllabus for downloading\)](#)[NEW RE guidance documents 2022!](#)[NEW for 2022 - RE top-sheet/knowledge organiser](#)[Yearly RE Teaching Plan for Each Year Group \(term by term\)](#)[Religions in a nutshell and faith sensitivities](#)[Core Concepts for each religion - new for 2016!](#)[Assessment - new for 2016!](#)[Foundation Stage 2](#)

The SPECIAL themes for EYFS are mapped out across the year and enquiry-based learning questions are used as a stimulus for each term. This is the same for both Year A and Year B.

| Year A  | Term 1  | Term 2  | Term 3  | Term 4  | Term 5   | Term 6  |
|---------|---|---|---|---|--|---|
| EYFS/Y1 | Being Special<br><br>What things are special to me?<br><br>Christianity | Christmas<br><br>Why is Christmas a special time?<br><br>Christianity | Special Books<br><br>Which stories are special and why?<br><br>Christianity | Easter<br><br>Why is Easter a special time?<br><br>Christianity | Special Places<br><br>What makes a place special?<br><br>Islam or Christianity | Special People<br><br>Which people are special and why?<br><br>Christianity |



For Key Stages 1 and 2, Enquiry Based Learning Questions are used as a stimulus. There are 10 EBLQs for Key Stage 1 and 17 for Key Stage 2.

The 10 Enquiry Based Learning Questions are:-

- Q01. What do some people believe about God?
- Q02. The beginning of the world: what can we learn from special Christian and Jewish stories?
- Q03. Why is God important for Muslims?
- Q04. Why do Christians love the stories of Jesus?
- Q05. Why do we celebrate special times?
- Q06. How does being Jewish make a difference to family and celebration?
- Q07. Why and how do special places and symbols help people show what they believe?
- Q08. Who is an inspiring person and who inspires you?
- Q09. What does it mean to belong?
- Q10. How should we show care for others?

The 17 Enquiry Based Learning Questions are:-

- Q01. What do different people believe God is like?
- Q02. What matters to Christians about Easter?
- Q03. What makes some books sacred, how are they used and why do they matter to believers?
- Q04. How does a Christian follow Jesus?
- Q05. Who was Muhammad/ Guru Nanak? Why and how do people follow these leaders?
- Q06. What are the deeper meanings of festivals?
- Q07. How do art, architecture and poetry express religious beliefs and ideas?
- Q08. Where, how and why do people worship?
- Q09. Why is pilgrimage important to some religious believers?
- Q10. Why do some people believe in life after death and what difference does it make?
- Q11. Why do believers often see life as a journey and what significant experiences mark this?
- Q12. Can religious teachings help us decide what is the best way to live?
- Q13. Keeping the five pillars: what difference does it make to Muslims?
- Q14. How can we make Wiltshire / my town a more respectful place?
- Q15. How and why do believers care for others and the world?
- Q16. Justice and poverty: Can religions help to build a fair world?
- Q17. Who has made a difference to the world because of their faith? How and why?





| Year A  | Term 1   | Term 2   | Term 3  | Term 4  | Term 5   | Term 6   |
|---------|--|--|---|---|--|--|
| EYF5/Y1 | Being Special people, times and places   | Christmas  | Special Books   | Easter  | Special places Being special, special people   | Special People Being special, special people   |
| Y1/2    | Belonging What does it mean to belong? (Q9)  | Celebrations Why do we celebrate special times? (Christmas) (Q5)                               | Believing What do some people believe about God? (Q1)   | Celebrations Why do we celebrate special times? (Easter) (Q4)   | Symbols Why and how do special places and symbols help people show what they believe? (Q7)           | Symbols How does being Jewish make a difference to family and celebration? (Q6)                      |
| Y3      | Inspiration al People How does a Christian follow Jesus? (Q4)  | Symbols and religious expression What are the deeper meanings of festivals? (Q6)               | Journey of Life and Death Why do believers see life as a journey- what significant experiences mark this? (Q14) | Beliefs and Questions What matters to Christians about Easter? (Q2)   | Beliefs in action in the world Caring for others and the world (Q15)                                 | Beliefs in action in the world Caring for others and the world (Q15)                                 |
| Y4/5    | Journey of life and death Why do believers often see life as a journey and what significant experiences mark this? (Q14) | Religion and the individual Can religious teachings help us decide the best way to live? (Q12) | Symbols and Religious Expression How do art, architecture and poetry express religious beliefs and ideas? (Q7)  | Beliefs and Questions What matters to Christians about Easter? (Q2)   | Religion and the individual Keeping the five pillars: what difference does it make to Muslims? (Q13) | Religion and the individual Keeping the five pillars: what difference does it make to Muslims? (Q13) |
| Y6      | Beliefs and actions in the world All religious: Justice and poverty: Can religions help to build a fair world? (Q11)     | Religion, family and community How can we make Comham/Wiltshire                                | Inspiration al People How does a Christian follow Jesus? (Q4)   | Journey of life and death Why do believers see life as a journey- what significant experiences mark this? (Q14) | Worship, pilgrimage and special places Why do some   | Worship, pilgrimage and special places Why do some   |

|  |   |  |               |  |   |  |
|--|---|--|---------------|--|---|--|
|  | All religious: Justice and poverty: Can religions help to build a fair world? (Q11) | Comham/Wiltshire is a more respectful place? (Q11) | Follow Jesus? | Why do some people believe in life after death and what difference does it make? (Q10) | Why is pilgrimage important to some religious believers? (Q8) |  |
|--|---|--|---------------|--|---|--|

| Year B  | Term 1  | Term 2   | Term 3  | Term 4  | Term 5  | Term 6   |
|---------|---|--|---|---|---|--|
| EYF5/Y1 | Being Special people, times and places                        | Christmas  | Special Books   | Easter  | Special places Being special, special people  | Special People Being special, special people                         |
| Y1/2    | Myself How do we show care for others? (Q10)                  | Celebrations Why do we celebrate special times? (Q5)                             | Leaders and Teachers Who is an inspiring person? (Q8)   | Stories Why do Christians love to tell stories about Jesus? (Q4)    | Believing The beginning of the world: what can we learn from special Christian and Jewish stories? (Q3) | Believing Why is God important to Muslims? (Q4)                      |
| Y3      | Inspiration al People How does a Christian follow Jesus? (Q4) | Symbols and religious expression What are the deeper meanings of festivals? (Q6) | Journey of Life and Death Why do believers see life as a journey- what significant experiences mark this? (Q14) | Beliefs and Questions What matters to Christians about Easter? (Q2) | Beliefs in action in the world Caring for others and the world (Q15)                                    | Beliefs in action in the world Caring for others and the world (Q15) |
| Y4/5    | People and Beliefs What do different people                   | Symbols and religious expression   | Inspiration al People Who is Muhammad/Guru Nanak? Why   | Beliefs in action in the world                                      | Teachings and authority What makes  | Worship, pilgrimage and special places                               |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
|    | Believe God is like? (Q1)  | What are the deeper meanings of festivals? (Q6)  | and how do people follow these leaders? (Q5)             | Who has made a difference to the world because of their faith? How and why? (Q17)                                | some books sacred, how are they used and why do they matter to believers? (Q3)                       | Where, how and why do people worship? (Q6)   |
| Y6 | Beliefs and actions in the world All religious: Justice and poverty: Can religions help to build a fair world? (Q11) | Religion, family and community How can we make Comham/Wiltshire a more respectful place? (Q11) | Inspiration al People How does a Christian follow Jesus? | Journey of life and death Why do some people believe in life after death and what difference does it make? (Q10) | Worship, pilgrimage and special places Why is pilgrimage important to some religious believers? (Q8) | Beliefs and actions in the world All religious: Justice and poverty: Can religions help to build a fair world? (Q11) |

All of the enquiry-based learning questions for both Key Stages have been mapped out across a 2-year rolling programme. This ensures coverage and progression.

## **Our curriculum also encompasses these key attitudes**

**Self-awareness** in religious education includes pupils:

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule
- developing a realistic and positive sense of their own religious, moral and spiritual ideas
- recognising their own uniqueness as human beings and affirming their self-worth
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people

**Respect for all** in religious education includes pupils:

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own
- being ready to value difference and diversity for the common good
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society
- being prepared to recognise and acknowledge their own bias
- being sensitive to the feelings and ideas of others

**Open-mindedness and questioning** in religious education includes pupils:

- being willing to learn and gain new understanding
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions
- being willing to go beyond surface impressions
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith

**Curiosity, appreciation and wonder** in religious education includes pupils:

- developing their imagination and curiosity
- recognising that knowledge is bounded by mystery
- appreciating the sense of wonder at the world in which they live
- developing their capacity to respond to questions of meaning and purpose

**Critical awareness** in religious education includes pupils:

- having a willingness to examine ideas, questions and disputes about religious and spiritual questions
- distinguishing between opinions, viewpoints and beliefs
- developing the ability to argue respectfully, reasonably and evidentially about religious and spiritual questions
- being prepared to acknowledge bias and prejudice in oneself

When planning, teachers begin by looking at the Key Learning Outcomes and then use resources from the Right Choice website to gather ideas. Where possible, teachers make the learning cross-curricular. They are given the freedom to create their own resources or adapt others that they find useful.

#### Key Learning Outcomes - KS1

##### Q1 - What do some people believe about God?

- Talk about the ways in which a Christian/ or some Christians might describe God
- Talk about how not everybody believes in God
- Ask puzzling questions

##### Q2 - The beginning of the world – what can we learn from Christian and Jewish stories?

- Re-tell a story that most Jewish and Christian people tell about how the world was made
- Talk about how this story might help people think about God and creation
- Retell the scientific story of the Big Bang that may be told by many people
- Describe how some Jewish people have a weekly day of rest (Shabbat- as God rested)
- Communicate your own beliefs and feelings about the world and how it might have come to be.

##### Q3 - Why is God important for Muslims?

- Re-tell a story that some Muslims tell to help them understand what God is like
- Explore through Art and / or songs (*nasheeds*) some of the 99 names of Allah and what they might mean
- Ask puzzling and sensitive questions about the Muslim idea of humans' best relationship with God. (*Tawhid*).
- Make links with their own ideas

##### Q4 - Why do Christians love telling stories about Jesus?

- Retell a story that is loved by Christians
- Suggest reasons as to why this is a loved story

- Talk about why the Bible is an important book for Christians

##### Q5 - Why do we celebrate special times?

- Pupils can talk about why G-d is important to some Jewish people
- Talk about how a Mezuzah is important for some Jewish people and how it can remind them about God
- Describe how Shabbat is an important day of the week for some Jewish people
- Identify some things that happen at the festival of Sukkoth and/or Rosh Hashanah and what that means to Jewish people
- Ask some thoughtful questions and suggest some answers as to why Jewish people chose to celebrate in these ways
- Talk about special events and rhythms in their own life

##### Q6 - How does being Jewish make a difference to family and celebration?

- Pupils can talk about why God is important to some Jewish people
- Talk about how a Mezuzah is important for some Jewish people and how it can remind them about God
- Describe how Shabbat is an important day of the week for some Jewish people
- Identify some things that happen at the festival of Sukkoth and/or Rosh Hashanah and what that means to Jewish people
- Ask some thoughtful questions and suggest some answers as to why Jewish people chose to celebrate in these ways
- Talk about special events and rhythms in their own life

##### Q7 - Why and how do special places help people show what they believe?

- Talk about why some people find some places and objects holy
- Talk about how some people treat special objects or spaces
- Describe how a person might feel when they go into their special place or "use" their special object

# PROVISION

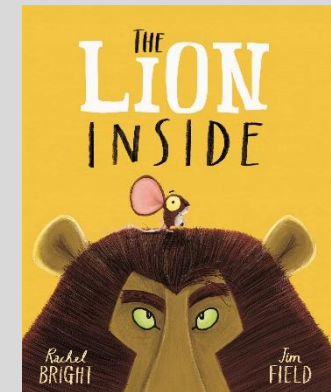
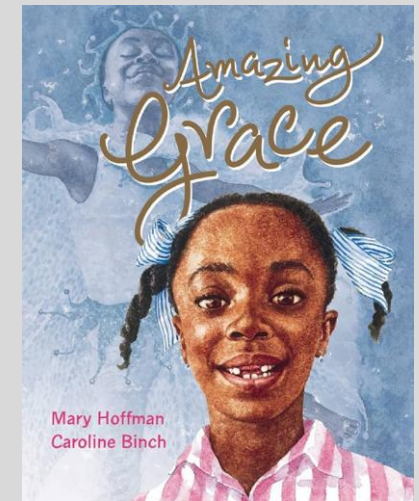


At the end of each term, classes take part in an RE Day (1 ½ days in Key Stage 2), focusing on one of the Learning Enquiry Based Questions. Children are given opportunities to share their own thoughts and beliefs, learn about a range of faiths from around the world and deepen their understanding through discussion. Where possible, lessons are cross-curricular, incorporating music, poetry, drama and art into the subject.

Work is photographed, displayed in floor books and on displays and within the children's books.



- ▶ Themed collective worship takes place twice a week and has a theme, which is referred to throughout the week.
- ▶ Each week, a Christian value is chosen (eg kindness, generosity, loyalty etc).
- ▶ This is introduced during the first, story-based Collective Worship of the week and is then explored further during a class-based Collective Worship later in the week.
- ▶ Singing assembly takes place on a Tuesday.
- ▶ Awareness days and special occasions are covered in Wednesday assemblies, which are led by teachers.
- ▶ Celebration assembly takes place on a Friday.



## COLLECTIVE WORSHIP



# ASSESSMENT

Within Early Years, children are assessed using this progression map. P Levels are used to assess the children's knowledge, understanding and skills within the subject.

| Assessment Progression Map  |   |  |   |
|---|---|--|---|
| Corsham Regis Primary Academy   |   |  |   |
| Religious Education   |   |  |   |
| Essential opportunities Early Years   |   |  |   |
| <p>Children should be provided with opportunities in RE to</p> <ul style="list-style-type: none"> <li>- listen to and talk about appropriate stories which engage children directly experience religion – engage with artefacts, visit places of worship (with a focus on feelings and symbols), listen and respond to visitors from faith communities</li> <li>- get to know and use religious words accurately e.g. God, Bible, synagogue, church, prayer</li> <li>- use all five senses – smell (e.g. incense), taste (e.g. special foods) see and touch (e.g. religious artefacts); hear (e.g. chants/hymns/prayers/bells)</li> <li>- make and do – make festive food, role play, dress up, dance have times of quiet and stillness</li> <li>- share their own beliefs, ideas and values talk about their feelings and experiences</li> <li>- use their imagination and curiosity to develop their appreciation and wonder of the world in which they live</li> <li>- begin to use ICT to explore religious beliefs and beliefs as practised in the local and wider community.</li> </ul> |   |  |   |
| Essential Learning Objectives   | Learning Outcomes   | P Levels   | Early Learning Goals  |
| <b>Being Special</b>  | To share and record occasions when things have happened in their lives that make them feel special.       | <b>P5</b> <ul style="list-style-type: none"> <li>- respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings.</li> <li>- respond to a variety of new religious experiences e.g. involving music, drama, colour, lights, food or tactile objects.</li> <li>- take part in activities involving two or three other learners.</li> <li>- may also engage in moments of individual reflection.</li> </ul> | <b>Personal, Social and Emotional Development</b> <ul style="list-style-type: none"> <li>Dispositions and Attitudes</li> <li>Self-Confidence/Self-Esteem</li> <li>Sense of Community</li> <li>Making Relationships</li> </ul> |
| <b>Special People</b>   | To talk about people who are special to them and say what makes their family and friends special to them. | <b>P6</b> <ul style="list-style-type: none"> <li>- express and communicate their feelings in different ways.</li> <li>- respond to others in group situations and co-operate when working in small groups.</li> <li>- listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals.</li> <li>- Carry out ritualised actions in familiar circumstances.</li> </ul>                  | <ul style="list-style-type: none"> <li>Behaviour and Self-Control</li> <li>Communication and Language</li> <li>Communication Thinking Reading Writing</li> </ul>  |
|   | To identify some of the qualities of a good friend.   |  |   |
|   | To reflect on the question 'Is it a good friend?'   |  |   |
|   | To recall and talk about stories of Jesus as a friend to others.  |  |   |
|   | To recall stories about special people in other religions and talk about what we can learn from them.     |  |   |

| Assessment Progression Map   |   |   |  |
|--|---|---|--|
| Corsham Regis Primary Academy  |   |   |  |
| Special Times  |   |   |  |
| To give examples of special occasions and suggest features of a good celebration.  | - Show concern and sympathy for others in distress e.g. through gestures, facial expressions or by offering comfort.<br>- Start to be aware of their own influence on events and other people.              | <b>Understanding the World</b> <ul style="list-style-type: none"> <li>Sense of Time</li> <li>Sense of Place</li> <li>Exploration and Investigation</li> <li>Cultures and Beliefs</li> </ul> |  |
| To recall simply stories connected with Christmas/Safer and a festival from another faith.                                 | <b>P7</b> <ul style="list-style-type: none"> <li>- listen to and follow religious stories.</li> <li>- can communicate their ideas about religion, life events and experiences in simple phrases.</li> </ul> | <b>Expressive Arts and Design</b> <ul style="list-style-type: none"> <li>Imagination</li> <li>Exploring</li> </ul>  |  |
| To say why Christmas/Safer and a festival from another faith is a special time for Christians/ members of the other faith. |   |   |  |

| Assessment Progression Map   |   |  |  |
|--|---|--|--|
| Corsham Regis Primary Academy  |   |  |  |
| Special places   |   |  |  |
| To talk about somewhere that is special to themselves saying why.  | - can evaluate their own work and behaviour in simple ways, beginning to identify some actions as right and wrong on the basis of consequences.<br>- can find out about aspects of religion through stories, music, or drama, answer questions and communicate their responses. | <b>Media and Materials</b> <ul style="list-style-type: none"> <li>Responding to Experiences</li> <li>Expressing and Communicating Ideas</li> </ul>   |  |
| To be aware that some religious people have places which have special meaning for them.                    | - can communicate their feelings about what is special to them e.g. through role play.<br>- can begin to understand that other people have needs and to respect them.<br>- can make purposeful relationships with others in group activity.                                     | <b>P8</b> <ul style="list-style-type: none"> <li>- can listen attentively to religious stories or to people talking about religion.</li> <li>- can begin to understand that religious and other stories carry moral and religious meaning.</li> <li>- are increasingly able to communicate ideas, feelings or responses to experiences or recall religious stories.</li> <li>- can communicate simple facts about religion and important people in religion.</li> <li>- can begin to realise the significance of religious artefacts, symbols and places.</li> <li>- can reflect on what makes them happy, sad, excited or lonely.</li> <li>- are able to demonstrate a basic understanding of what is right and wrong in familiar situations.</li> <li>- are often sensitive to the needs and feelings of others and show respect for themselves and others.</li> <li>- treat living things and their environment with care and concern.</li> </ul> |  |
| To get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. |   |  |  |
| To express a personal response to the natural world.   |   |  |  |



# ASSESSMENT

## Progression Map for Key Stages 1 and 2

Objectives for both AF1 (learning **about** religion and belief) and AF2 (learning **from** religion and belief) are broken down into milestones (End of Year 2, End of Year 4 and End of Year 6)

| Assessment Progression Map   |  |
|--|--|
| Religious Education  |  |
| Essential opportunities<br>Key stage 1   | Essential opportunities<br>Key stage 2   |
| <p>In Key Stage 1, children should be taught to:</p> <p><b>AF1 – learn about religion and belief (exploring)</b></p> <ul style="list-style-type: none"> <li>- explore a range of religious stories and sacred writings, and talk about their meanings</li> <li>- name and explore a range of celebrations, <u>practices</u> and rituals in religion, noting similarities where appropriate</li> <li>- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives</li> <li>- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses</li> <li>- identify and suggest meanings for religious symbols</li> <li>- begin to use a range of religious words</li> </ul> <p><b>AF2 – learn from religion and belief (responding)</b></p> <ul style="list-style-type: none"> <li>- reflect upon and consider religious and spiritual feelings, <u>practices</u> and concepts, for example worship, wonder, praise, thanks, concern, joy and sadness</li> <li>- ask and respond imaginatively to puzzling questions, communicating their ideas</li> <li>- identify what matters to them and others, including those with religious commitments, and communicate their responses</li> <li>- reflect on how spiritual and moral values relate to their own behaviour</li> <li>- recognise that religious teachings and ideas about values make a difference to individuals, <u>beliefs</u> and the local community</li> </ul> | <p>In Key Stage 2, children should be taught to:</p> <p><b>AF1 – learn about religion and belief (exploring)</b></p> <ul style="list-style-type: none"> <li>- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>- describe the variety of practices and ways of life in religions and understand how <u>practices</u> form, and are closely connected with, beliefs and teachings</li> <li>- identify and begin to describe the similarities and differences within and between religions</li> <li>- investigate the significance of religion in the local, <u>national</u> and global communities</li> <li>- consider the meaning of a range of forms of religious expression</li> <li>- understand why they are important in religion, and note links between them</li> <li>- describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>- use specialist vocabulary in communicating their knowledge and understanding</li> <li>- use and interpret information about religions from a range of sources</li> </ul> <p><b>AF2 – learn from religion and belief (responding)</b></p> <ul style="list-style-type: none"> <li>- reflect on what it means to belong to a faith community, communicating their own and <u>others</u> responses</li> <li>- respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>- discuss their own and <u>others</u> views of religious truth and belief, expressing their own ideas</li> <li>- reflect on ideas of right and wrong and their own and <u>others</u> responses to them</li> <li>- reflect on sources of inspiration in their own and others' lives</li> </ul> |

| Assessment Progression Map                      |   |  |   |
|---|---|--|---|
| Essential Learning Objectives                   | Milestone 1<br>End of Year 2  | Milestone 2<br>End of Year 4   | Milestone 3<br>End of Year 6  |
| <b>AF1 – Learning about Religion and Belief</b> | <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>- use religious words and phrases to identify some features of religions and its importance for some people</li> <li>- begin to show awareness of similarities in religions</li> <li>- retell religious stories and suggest meanings for religious actions and <u>practices</u></li> <li>- identify how religion is expressed in different ways</li> </ul> | <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>- use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences</li> <li>- make links between beliefs and practices, including religious stories and sacred texts</li> <li>- begin to identify the impact religion has on believers' lives</li> <li>- describe some forms of religious expression</li> </ul>                     | <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>- use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, <u>practices</u> and experiences</li> <li>- make links between them, and describe some similarities and differences both within and between religions</li> <li>- describe the impact of religion on peoples' lives</li> <li>- suggest meanings for a range of forms of religious expression</li> </ul> |
|   | <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>- ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief</li> <li>- recognise that some questions cause people to wonder and are difficult to answer</li> <li>- in relation to matters of right and wrong recognise their own values and those of others</li> </ul>           | <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>- identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief</li> <li>- ask important questions about religion and beliefs, making links between their own and others' responses</li> <li>- make links between religious and non-religious values and commitments, and their own attitudes and behaviour</li> </ul> | <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>- raise and suggest answers to questions and issues raised by religion and belief</li> <li>- apply their ideas relating to their study of religion and belief to their own and other peoples' lives</li> <li>- describe what inspires and influences themselves and others, in relation to religion and belief</li> </ul>  |



# ASSESSMENT

Teachers use the Progression document to assess the children in their class and then enter the initials of those working below their year group and those working above their year group on this Milestone Subject Assessment Overview document.

Corsham Regis

Primary Academy

Milestone Subject Assessment Overview 2023-2024

Class:

Year group:

Total number:

PP: SEND: EAL: ED Bottom 20% readers:

| Subject   | Working within Milestone 1   |                              | Working within Milestone 2   |                              | Working within Milestone 3   |                              | Percentage |          |       |
|-----------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------|----------|-------|
|           | Working below for year group | Working above for year group | Working below for year group | Working above for year group | Working below for year group | Working above for year group | Below      | Expected | Above |
| Science   |                              |                              |                              |                              |                              |                              |            |          |       |
| History   |                              |                              |                              |                              |                              |                              |            |          |       |
| Geography |                              |                              |                              |                              |                              |                              |            |          |       |
| DT        |                              |                              |                              |                              |                              |                              |            |          |       |
| Art       |                              |                              |                              |                              |                              |                              |            |          |       |

Corsham Regis

Primary Academy

|           |  |  |  |  |  |  |  |  |  |
|-----------|--|--|--|--|--|--|--|--|--|
| Music     |  |  |  |  |  |  |  |  |  |
| Computing |  |  |  |  |  |  |  |  |  |
| RE        |  |  |  |  |  |  |  |  |  |
| PE        |  |  |  |  |  |  |  |  |  |

Key- Girls, Boys, P.P, SEND, EAL

# PUPIL VOICE



In July 2025, I carried out some pupil conferences across Key Stage 2 which gave me a very good insight into the teaching and learning of Religious Education across the three classes.

## WWW:

- Pupils were able to talk about what they had learnt in their most recent RE day, and most could tell me some simple facts that they had learnt.
- All pupils enjoy RE days and enjoy learning about different cultures and beliefs.
- Pupils are given the opportunity to share their ideas and thoughts about different topics and are given opportunities to debate.
- Pupils find RE Topic Talk Time beneficial as it gives them the opportunity to re-visit questions and topics raised in RE days.
- Year 6 pupils enjoy carrying out research and sharing their findings with their peers.

## EBI:

In some cases, some core facts had not been retained.

Pupils would like to visit more places of worship and invite more visitors into our school to talk to the children about different faiths.

# EVIDENCE





We performed to parents in our Harvest Service and Christmas Service, at St Bartholomew's Church.



We collected lots of food donations for the Corsham Churches Foodbank.



Corsham Regis took part in the Christmas Tree Festival at St Bartholomew's Church.

# MAGIC MOMENTS



- To re-visit the overview, slimming it down to a few core religions that the children will know well.
- To invite more visitors from other cultures into school, giving pupils a broad range of experiences.
- To arrange a virtual tour of a place of worship for the whole school.

## FINAL REFLECTION/NEXT STEPS