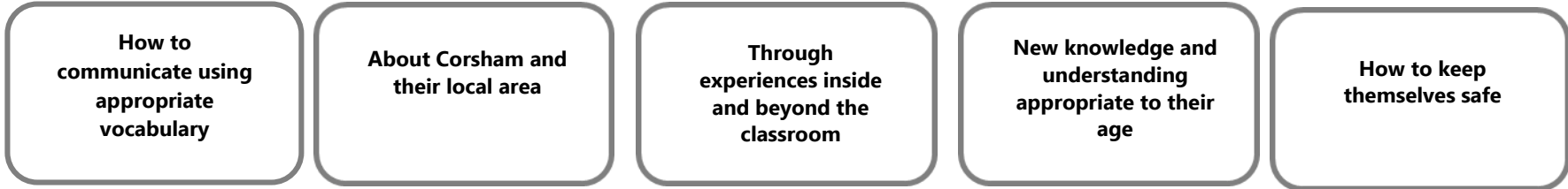


These 5 intentions underpin our curriculum because we want our pupils to have a love of learning which they can share, a sense of understanding and pride of where they live, and be safe in different situations.



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

EYFS	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>AT1</p> <ul style="list-style-type: none"> <li>To know how new life is celebrated.</li> <li>To know what it means to belong.</li> <li>To know why Jesus is important to Christians.</li> <li>To know how to care for others.</li> <li>To know how stories inspire actions.</li> <li>To know how different people find deeper meanings.</li> <li>To know the names of some sacred places</li> <li>To know what the Bible says about God's promises.</li> <li>To understand how festivals celebrate the natural world.</li> <li>To understand what Hindu stories teach about life and the world.</li> <li>To know what different people believe about how the world started.</li> <li>To know why we Christians celebrate Christmas/Easter.</li> <li>To know some Jewish festivals</li> <li>To begin to use a range of religious words.</li> </ul> <p>AT2</p> <ul style="list-style-type: none"> <li>To reflect upon whether it is possible to speak to God.</li> <li>To reflect upon what makes a place sacred</li> <li>To reflect upon and consider religious and spiritual feelings, experiences and concepts.</li> </ul>



	<ul style="list-style-type: none"> <li>To ask and respond imaginatively to puzzling questions, communicating their ideas.</li> <li>To reflect on how spiritual and moral values relate to their own behaviour</li> </ul>
<b>EYFS Misconceptions</b>	<b>KS1 Misconceptions</b>
<ul style="list-style-type: none"> <li>That everyone believes in the same thing.</li> <li>That everyone celebrates Christmas/Easter etc</li> <li>That religious stories are factual.</li> </ul>	<ul style="list-style-type: none"> <li>Mixing up different religions,</li> <li>That all people from the same country follow the same religion.</li> <li>Some pupils may mix up religious symbols.</li> </ul>
<b>LKS2</b>	<b>UKS2</b>
<p>AT1</p> <ul style="list-style-type: none"> <li>To know how Guru Nanak inspires Sikhs today.</li> <li>To know what Dharma teaches about attitudes to the planet.</li> <li>To understand how Jesus' treatment of outcasts speaks to Christians today.</li> <li>To know how Prophet Muhammed inspires Muslims today.</li> <li>To understand what is meant by 'pilgrimage'</li> <li>To know why some people might visit Jerusalem, Karbala or Makkah.</li> <li>To understand how prayer and fasting help Muslims.</li> <li>To know what is meant by the 'Holy Trinity'</li> <li>To know how Jews remember God's covenant.</li> <li>To know why matters to Christians about Easter.</li> <li>To know how different communities mark growing up and 'rites of passage'.</li> </ul> <p>AT2</p> <ul style="list-style-type: none"> <li>To reflect upon how art is used in religions and beliefs.</li> <li>To reflect upon how music and silence expresses belief.</li> <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>AT1</p> <ul style="list-style-type: none"> <li>To know how remembering maintains Jewish identity.</li> <li>To know what the Five Pillars of Islam are.</li> <li>To understand what Humanism is.</li> <li>To know how ancient stories influence modern celebrations</li> <li>To know who Buddha was and what he means for Buddhists</li> <li>To understand the joys and challenges for Muslims in Britain today.</li> <li>To know what Sikhs believe about God</li> <li>To understand how Hinduism began</li> <li>To know how to lead a happy and meaningful life.</li> <li>To know what Buddhists believe in</li> <li>To know how Hindus see Brahman</li> <li>To know what Khalsa means to Sikhs today</li> <li>To understand why people are still drawn to ancient places</li> <li>To understand diversity in the Church</li> </ul> <p>AT2</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> <li>To discuss ethics, and how we decide what 'good' is</li> </ul>
<b>LKS2 Misconceptions</b>	<b>UKS2 Misconceptions</b>
<ul style="list-style-type: none"> <li>Confusing morals with religious views</li> <li>That non-religious people do not have beliefs or values.</li> </ul>	<ul style="list-style-type: none"> <li>Religious belief is fixed and never changes.</li> <li>Children often interpret symbolic stories as literal, or assume they must be either true or false.</li> </ul>



	<ul style="list-style-type: none"> <li>Some pupils think being non-religious simply means “not believing in God” and nothing more.</li> </ul>
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Strong Foundations	Blocked Teaching
In EYFS, 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 Worships 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.

