



Religious Education

Regis Manor Primary School



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Collaboration - Empathy - Independence - Creativity - Perseverance



Intent

At Regis Manor, we value the holistic development of every child. We recognise the importance of ensuring that all children have opportunities to grow their spiritual, moral, social and cultural conscience. From the early stages of a child's education right the way through their schooling life effective Religious Education teaching and learning opportunities can nurture children to become aware of the world around them and develop an enthusiasm to actively engage in the local and wider community. Religious Education supports children to become well-rounded citizens who have developed a sense of identity, understand the importance of belonging and value difference. Our ambitious and inclusive curriculum educates all the children in knowledge, skills and understanding, to be effective, inquisitive, curious, independent learners and influence their wider thinking across all areas of the curriculum.

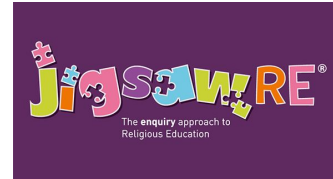
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Implementation

At Regis Manor we teach Religious Education through weekly sessions. We follow the Jigsaw curriculum where

‘children are free to make their own choices and decisions concerning their own view of the world and their beliefs and morals’.



Each year group will learn about a variety of religions and worldviews through these sessions. This allows us to immerse the children in the learning about religions from around the world. We are able to offer many practical experiences that enhance the learning and make the sessions memorable and insightful. We encourage a variety of high quality in depth discussion allowing the children to understand the views of others and express their own.

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Enrichment Activities

We aim for our children to learn about world religions through an enquiry based approach. The RE sessions themselves are full of enrichment activities as the teaching and learning differs to that of the children's usual routines offering a hands on practical experience allowing children to participate in workshops and acquire knowledge to answer key questions that provoke reflection and acceptance of cultures.

KS1 and KS2 also visit the local church at times for example for carol singing and harvest. In reception we learn about the Christmas story and perform a nativity to the rest of the school and parents. We have also held our own Christingle sessions within the provision, making Christingles and hearing the story of Christingle.

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Impact of your curriculum

Skills developed within Religious Education are woven in all aspects of Regis Manor. From EYFS all the way through to Year 6, RE books showcase that children have developed an understanding of the wonderful diverse world in which we live. They demonstrate that children are able to learn about and from the six major religions.

Children have developed an understanding of how religion and belief can impact the way people choose to live their lives.

Children understand how religious beliefs and teachings, practices and ways of life and values and commitments are both similar and different from their own. Children are valued members of the school and wider community and proactively show respect to one another, those that are welcomed into school and those they meet outside of the school gate. Learning opportunities provided by effective questioning and a safe learning environment allow children to engage in the diverse ways in which people live and this supports children to become unafraid of difference and blossom into valued citizens of the future.

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Our KS1 Curriculum Coverage

Religious Education Curriculum Map – Regis Manor Primary School

	Christianity	Judaism	Islam	Sanatana Dharma	Buddhism	Sikhi	Humanism
Age Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer 2
Ages 3-4	What makes people special to me and others? Christianity and Judaism	What is Christmas to me and others? Christianity concept: Incarnation	How do I and other people celebrate? Sanatana Dharma	What is Easter to me and others? Christianity concept: Salvation	What can I and other people learn from stories? Christianity, Islam, Sanatana Dharma, Sikhi	What makes places special to me and others? Christianity, Islam, Judaism	
Ages 4-5	What makes people special? Christianity and Judaism	What is Christmas? Christianity concept: Incarnation	Celebrations Sanatana Dharma	What is Easter? Christianity concept: Salvation	What can we learn from stories? Christianity, Islam, Sanatana Dharma, Sikhi	What makes places special? Christianity, Islam, Judaism	
Year 1 Ages 5-6	What do Christians believe about God? HRV	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? SOW	What do Humanists believe? BP	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? SA	Who is God to Sanatanis? BP	Why do Sanatanis use symbols? SA	
Year 2 Ages 6-7	Is it possible to be kind to everyone all the time? HVR	Why do Christians believe God gave Jesus to the world? HRV	Who is God to Muslims? SA	How important is it to Christians that Jesus came back to life after his crucifixion? UQ	How important is the prophet Muhammad to Muslims? JF	How important is the Qur'an to Muslims? SOW	

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Our KS2 Curriculum Coverage

Year 3 Ages 7-8	What motivates Humanists to lead good lives? HVR	Has Christmas lost its true meaning? SA	Could Jesus heal people? Did He perform miracles or was there some other explanation? UQ	What is 'good' about Good Friday? JF	Does visiting the Ganges make a person a better Sanatani? BP	What is the best way for a Sanatani to lead a good life? PWR
Year 4 Ages 8-9	What is the best way for a Jew to lead a good life? PWR	What is the most significant part of the nativity story for Christians today? SA	How do Jewish beliefs, teachings and stories <u>impact on daily</u> life? BP	Is forgiveness always possible for Christians? SA	How does celebrating Shavuot help Jewish children feel closer to God? IB	Do people need to go to church to show they are Christians? IB
Year 5 Ages 9-10	What is the best way for a Sikh to show commitment to God? SA	Is the Christmas story true? SOW	What is the best way for a Christian to show commitment to God? BP	How significant is it for Christians to believe that God intended Jesus to die? UQ	How are sacred teachings and stories interpreted by Sikhs today? SOW	How do inspirational people impact on how Humanists live today? HRV
Year 6 Ages 10-11	What is the best way for a Buddhist to show commitment to their beliefs? SA	What is the best way for a Buddhist to live a good life? Right Living and Intention? JF	Is anything ever eternal? SOW	Is Christianity still a strong religion over 2000 years after Jesus was on Earth? HRV	What is the best way for a Muslim to show commitment to God? PWR	Does belief in Akhirah (life after death) help Muslims lead a good life? JF

BP – Beliefs and Practices

SOW – Sources of Wisdom

SA – Symbols and Actions

PWR – Prayer, Worship and Reflection

IB – Identity and Belonging

UQ – Ultimate questions

HRV – Human, responsibility and Values

JF – Justice and Fairness

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Assessment

At Regis Manor, we assess children's progression in RE against the core curriculum skills and objectives for each year group at the end of each termly topic. We highlight whether the child has met or is working towards their Learning objective on a Topic Assessment Sheet.

If the child has not met their learning objectives for the term, their teacher will record the reasons why on the topic sheet and outline the next steps needed in their learning in order for them to meet the target.

