



Religious Education

Subject Leader Report
2024-2025



Subject Leader: Donna Rigby

Autumn Term

This term, Religious Education at Masefield Primary School has flourished. The RE leader has conducted lesson observations, learning walks, book monitoring, pupil discussions, and refined teaching procedures, driving significant progress. The School Improvement Professional praised the subject's development over the past two years during a recent scrutiny, commending the school's vision and its impact on pupil outcomes.

Key Highlights: EYFS (Nursery & Reception): Pupils explored Why the word God is important to Christians and Why Christmas is important to Christians. Songs and continuous provision enabled children to engage naturally, fostering curiosity and joy in learning.

KS1 (Years 1 & 2): Pupils learned about Who Christians believe made the world and Why Christmas matters to Christians. Enrichment activities strengthened their understanding of Christianity and built their confidence in discussing RE topics.

KS2 (Years 3, 4, 5 & 6): Year 3: Topics included What Christians learn from the Creation Story and What Christians believe the 'Good News' is that Jesus brings, alongside an introduction to Islam. Year 4: Pupils explored What kind of world Jesus would want and were introduced to Hinduism, broadening their appreciation of cultural and religious diversity. Year 5: Pupils delved into What it means if Christians believe that God is holy and loving and revisited Judaism, exploring progressive and orthodox traditions. Year 6: Pupils examined What kind of king Christians believe Jesus was and How Christians decide how to live, developing critical thinking and ethical reasoning skills.

RE trips this term have had a profound impact, offering pupils real-world connections to their learning. Visits to places of worship and interactions with faith leaders enriched pupils' understanding, igniting curiosity and respect for diversity. These experiences have been transformative, inspiring pupils and enhancing their engagement with the subject.

The RE leader's vision has driven remarkable progress. The School Improvement Professional was particularly impressed by the curriculum's depth, the use of enrichment opportunities, and the pupils' ability to articulate their understanding confidently.

Next Steps:

1. Professional Development: Enhance staff knowledge and teaching strategies.
2. Expanded Enrichment: Build on the success of RE trips with additional experiential opportunities.
3. Pupil Voice: Strengthen opportunities for pupils to reflect and share insights.

Religious Education at Masefield Primary School continues to inspire pupils, fostering respect, understanding, and critical thinking in preparation for a diverse world.



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Spring Term

This term in RE, our EYFS children have explored what it means to be special and where we belong, celebrating the uniqueness of each child and the love found in families and communities. They have shared stories, experiences, and discussions about the people and places that make them feel valued and connected. As Easter approaches, the children have learned why this time is so special for Christians, discovering the story of Jesus, new life, and hope. Through creative activities, songs, and storytelling, they have deepened their understanding of kindness, love, and the joy of celebration. We are so proud of their enthusiasm, curiosity, and thoughtful reflections in their RE learning this term!

Our Year 1 children have done a fantastic job exploring "Who is Jewish and how do they live?"—their first introduction to a culture and faith different from Christianity. They have loved learning about Jewish traditions, special objects like the mezuzah, and important celebrations such as Shabbat. Through stories, discussions, and creative activities, they have shown curiosity, respect, and a wonderful enthusiasm for understanding different ways of life.

Year 2 have worked incredibly hard exploring the question, "**Why does Easter matter to Christians?**", deepening their understanding of this important celebration. They have learned about the events of Holy Week, the significance of Jesus' resurrection, and how Easter brings a message of hope and new life. Their visit to Kings Church was a wonderful opportunity to see Christian beliefs in action, ask thoughtful questions, and reflect on the importance of Easter in worship. We are so proud of their enthusiasm, curiosity, and respectful engagement in their RE learning this term!

Year 3 have done a fantastic job exploring "**What is the Trinity and why is it important to Christians?**" in their RE learning this term. They have discovered how Christians understand God as **Father, Son, and Holy Spirit**, using symbols, stories, and scripture to deepen their understanding. Through discussions, creative activities, and reflecting on the meaning of baptism, they have gained insight into how the Trinity shapes Christian beliefs and worship. Their thoughtful questions and enthusiasm have made this a truly enriching learning experience!

Year 4 have explored the concept of **Salvation** and why Christians call the day Jesus died **Good Friday**. They have learned that, despite the sadness of Jesus' crucifixion, Christians believe it was part of God's plan to save humanity, showing His love and forgiveness. Through



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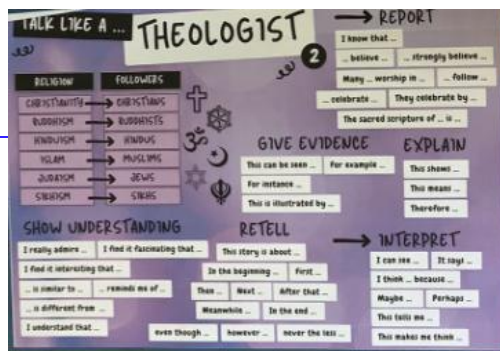
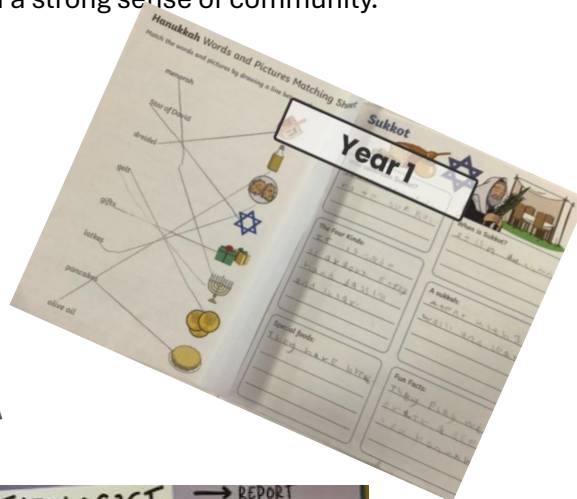


Bible stories, discussions, and reflection, they have deepened their understanding of how Good Friday leads to the hope and joy of Easter Sunday.

Year 5 have explored the theme of **"People of God"** and how following God brings **freedom and justice**. Through stories like **Moses and the Exodus**, they have learned how faith in God inspires people to seek fairness, stand up for others, and bring positive change to the world. Their discussions and reflections have shown a deep understanding of how Christian beliefs guide actions towards justice, compassion, and hope.

Year 6 have explored the concept of **Incarnation** and why Christians believe Jesus was the **Messiah**. They have learned that Christians see Jesus as the promised savior who came to bring peace, hope, and salvation to the world. Through studying Bible prophecies and Jesus' life, they have reflected on how his teachings, miracles, and sacrifice fulfill this belief. Their thoughtful discussions have shown a deep understanding of why Jesus is so important to Christian faith and worship.

I had the opportunity to meet with our **School Improvement Professional** to share the exciting implementation and impact of our **RE curriculum at Masefield**. We discussed how our carefully planned lessons help children explore different faiths, beliefs, and worldviews, preparing them for life in our diverse contemporary society. I highlighted the children's enthusiasm, deep reflections, and growing respect for different cultures, which show the positive impact of our curriculum. It was a fantastic opportunity to celebrate the way RE at Masefield fosters understanding, tolerance, and a strong sense of community.





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Summer Term

This term in Religious Education, our children have continued to explore key questions that deepen their understanding of faith, belief, and how these shape people's lives around the world. Across all year groups, pupils have engaged thoughtfully with their learning, asking meaningful questions and showing respect for the diversity of beliefs within our society. Their curiosity, enthusiasm, and growing confidence in discussing religious ideas have been a real highlight.

In Year 1, the children have explored the question "What do Christians believe God is like?" They have discovered that Christians believe God is loving, forgiving, and always present. Through Bible stories such as the parable of the Lost Son, the children reflected on the nature of forgiveness and love. They enjoyed creative activities such as storytelling, art, and drama to express what they have learned about God's character, and they confidently shared their thoughts during class discussions.

Year 2 pupils have explored "Who is a Muslim and what do they believe?" They have gained an introductory understanding of Islam, learning about the Five



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Pillars, daily prayer, and the importance of community (Ummah). Children enjoyed discovering how Muslim beliefs influence everyday life, and they asked thoughtful questions about fasting during Ramadan and the significance of prayer. Through stories, artefacts, and videos, they developed respect for different faith practices and the importance of belief in shaping identity.

In Year 3, children have studied "How do festivals and family life show what matters to Jewish people?" They explored the importance of celebrations such as Shabbat, Passover, and Hanukkah in Jewish life. Pupils were fascinated by the traditions, foods, and rituals of these festivals, and they reflected on how family and community are central to Jewish identity. Activities included role play, craft, and discussion, all of which helped deepen their understanding of the Jewish faith and way of life.

Year 4 pupils have investigated "What does it mean to be a Hindu in Britain today?" They have learned about Hindu beliefs, including dharma (duty), karma (actions), and moksha (liberation), and how these shape the lives of Hindus in the UK. Pupils explored festivals such as Diwali and Holi and enjoyed learning about the variety of ways Hindu families express their faith, both at home and in the mandir. Their reflections showed growing appreciation for how faith can be lived out in a modern British context.

In Year 5, children have explored "What does it mean to be a Muslim today?" They developed a deeper understanding of how Islamic beliefs guide daily life, looking closely at prayer, fasting during Ramadan, and the importance of pilgrimage to Makkah (Hajj). Pupils considered how these practices help Muslims stay connected to their faith and community. They reflected sensitively on the challenges and joys of living as a Muslim in Britain today, showing empathy and curiosity in their discussions.

Year 6 pupils have explored "Why do Hindus want to be good?" They studied Hindu beliefs about karma, samsara (the cycle of life, death, and rebirth), and moksha, understanding that Hindus strive to live good lives to progress spiritually. Pupils reflected thoughtfully on how these beliefs influence choices, behaviour, and relationships. They discussed how values such as honesty, non-violence, and generosity are expressed in Hindu life and compared these ideas to their own values and choices.

Throughout the term, children across the school have demonstrated their ability to make connections between their own lives and those of others, developing empathy and respect for different worldviews. The RE curriculum continues to



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promote reflection, curiosity, and understanding, preparing pupils for life in a rich and diverse society.

