



Religious Education

Subject Leader Report
2024-2025



Subject Leader: Donna Rigby

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 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.



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

