



PROUD to be Forefield
Passion, Respect, Opportunity, Unique, Determined



Forefield Junior School

Religious Education Subject Leader Report

Academic Year 2024–2025



Philosophy

At Forefield Junior School, Religious Education plays an important role in helping pupils understand the diverse beliefs and worldviews that shape the world. Through RE, pupils develop knowledge, understanding and respect for different religions and worldviews, while also reflecting on their own ideas and values.

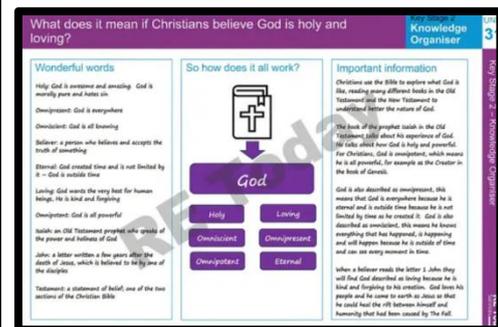
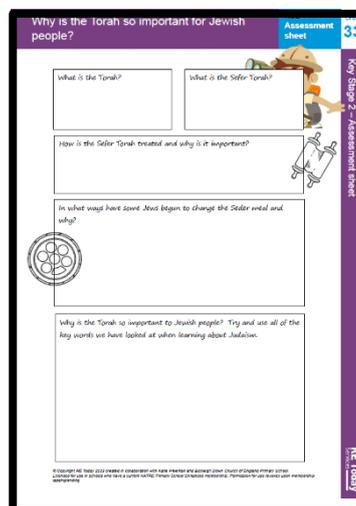
Our RE curriculum encourages curiosity, discussion and respectful enquiry. Pupils are supported to ask thoughtful questions about belief, identity, meaning and morality. Through this learning, pupils develop respect for people of all faiths and worldviews and gain a deeper understanding of the world around them.

RE contributes significantly to pupils’ personal development and supports them in becoming thoughtful, respectful and informed members of modern British society.

Curriculum Development: Moving to the RE Today Scheme

A key focus this academic year has been the review and development of the Religious Education curriculum across our school.

Following a review of the existing provision, the school has transitioned to the RE Today Scheme of Work, which is aligned with the locally agreed syllabus. This scheme provides a clear, structured and progressive framework for teaching RE across Key Stage 2.



The RE Today curriculum is structured around three key strands:

Believing

This strand focuses on what people believe. Pupils learn about key beliefs within different religions and worldviews and explore important questions about God, meaning, truth and faith.

Living

This strand explores how beliefs influence the way people live their lives. Pupils examine how religion and belief guide moral choices, traditions, daily practices and ways of living.

Expressing

This strand focuses on how beliefs are expressed. Pupils learn about religious celebrations, worship, rituals, art, music and symbols used to express faith and belief.

Using these strands ensures that pupils develop a well-rounded understanding of religion, exploring not only beliefs but also how these beliefs shape everyday life and cultural traditions.

All further information to support this can be found on our curriculum page of our school website (see pictures below)

RELIGIOUS EDUCATION (RE) AT FJS

Clear Learning Intent
The principle aim is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address.
Learning is guided by a key enquiry question introduced at the start of a topic and referred back to as knowledge deepens.
Learning objectives are shared, visible and understood by all pupils.
Links to previous learning are made and key vocabulary is reinforced.

Religious Vocabulary
Key words and definitions are explicitly taught, modelled and revisited.
Vocabulary is displayed and used confidently by pupils and staff.
Pupils are encouraged to use precise, subject-specific language in discussion and written work.
Teachers model the correct use and pronunciation of religious terminology/names.

High-Quality Resources
Religious artefacts, sacred texts and objects from the 'lived experience' of Christians, Jews, Hindus and Muslims are used regularly.
Visual and hands-on resources help make abstract concepts concrete and engaging.
Resources are current, accurate and inclusive, representing diverse people and places (RE Today resources - [t3log](#) with the Sefton agreed syllabus).

Talk and Explanation
Teachers use clear, accurate explanations.
Opportunities for peer discussion and collaborative learning are frequent.
Oracy skills are developed through debate, reasoning and presentation. (Voice21)
Teachers and pupils use dialogue to deepen understanding and clarify misconceptions.

Progression
Pupils have strong foundations from their experiences of the RE Curriculum at Forefield Infants.
Learning builds on prior knowledge and skills across year groups and re-visits concepts and vocabulary.
The 'themes' of Believing, Living and Expressing ensure that pupils return to key concepts and deepen their understanding.

Pupil Outcomes
Pupils produce well-presented, accurate and thoughtful work.
Work demonstrates secure knowledge of key learning points.
Pupils can recall key knowledge (eg the places of worship of world religions).
Evidence of enjoyment, curiosity and pride in learning about the world and its views.

Active Learning and Enquiry
Lessons are built around investigation, questioning and exploration.
Pupils engage in discussion - building on, probing and challenging views expressed.
Learning encourages curiosity about the world around them.
Topics guided by key enquiry questions.

Assessment and Feedback
Teachers use effective questioning to gauge understanding during lessons.
Retrieval questions built into lessons.
Oracy opportunities built into lessons.
End of topic assessments that follow key learning objectives to gauge understanding (completed via SeeSaw or quiz in books).
Marking and feedback focus on knowledge, not just presentation.
Assessment informs next steps and future planning.
Pupils reflect on their learning and act on feedback to improve.

Religious Education Curriculum

	Autumn Term	Spring Term	Summer Term
Year 3	<p><i>What is it like for someone to follow God?</i></p> <p><i>What is the Trinity and why is it important for Christians?</i></p>	<p><i>How do festivals and worship show what matters to a Muslim?</i></p> <p><i>How do festivals and family life show what matters to Jewish people?</i></p>	<p>What do Christians learn from the creation story?</p> <p>How and why do people try to make the world a better place?</p>
Year 4	<p>What kind of world did Jesus want?</p> <p>What do Hindus believe God is like?</p>	<p>For Christians when Jesus left, what was the impact of Pentecost?</p> <p>Why do Christians call the day that Jesus died 'Good Friday'?</p>	<p>What does it mean to be a Hindu in modern Britain today?</p> <p>How and why do people mark the significant events of life?</p>
Year 5	<p>What does it mean if Christians believe God is Holy and loving?</p> <p>What does it mean to be a Muslim in Britain today?</p>	<p>Why is the Torah so important to Jewish people?</p> <p>Creation and science, conflicting or complimentary?</p>	<p>How can following God bring freedom and justice?</p> <p>What matters most to Humanists and Christians?</p>
Year 6	<p>Christians and how to live: what would Jesus do?</p> <p>Why do Christians believe that Jesus was the Messiah?</p>	<p>What do Hindus want to be good?</p> <p>What difference does the resurrection make to Christians?</p>	<p>For Christians, what kind of king is Jesus?</p> <p>Why do some people believe in God and some not? How does faith help people when life gets hard?</p>

Sequential Learning of Religions and Worldviews

A major strength of the RE Today scheme is the carefully sequenced and progressive structure of learning.

At Forefield Junior School, the RE curriculum is being organised to ensure that pupils revisit key religions and worldviews across Key Stage 2 in increasing depth. This allows pupils to build on prior knowledge and deepen their understanding over time.

Across the year groups, pupils study the four major religions and worldviews that form the core focus of the Key Stage 2 curriculum:

- Christianity
- Islam
- Judaism
- Hinduism



Pupils also explore wider worldviews and philosophical questions, helping them understand that people interpret life, meaning and morality in different ways.

Through this sequential approach, pupils are able to:

- Build secure knowledge of key religious beliefs
- Understand similarities and differences between religions

- Develop respect and appreciation for different faiths and cultures
- Reflect thoughtfully on their own ideas and values

This structured curriculum ensures that learning is progressive, meaningful and respectful of all religions and worldviews.

Assessment in Religious Education

Assessment in RE takes place in a variety of ways to ensure that teachers can accurately monitor pupil understanding and progression.

Pre-Learning Tasks

At the start of each unit, pupils complete a pre-learning task which allows teachers to assess prior knowledge and identify misconceptions. These tasks provide a starting point for the unit and help teachers adapt lessons accordingly.

Pre-learning tasks are recorded in pupils' RE books and may include:

- Mind maps
- Discussion responses
- Question prompts
- Short reflective writing

What does it mean if Christians believe God is holy and loving?

What kind of world did Jesus want?

What is it like for someone to follow God?

Post-Learning Tasks

At the end of each unit, pupils complete a post-learning task. These tasks allow teachers to assess how pupils' understanding has developed and provide clear evidence of progress.

Comparing pre and post learning tasks enables teachers to clearly demonstrate learning across the unit.

Assessment Through the RE Today Scheme

The RE Today scheme provides structured assessment guidance and assessment sheets which support teachers in evaluating pupils' understanding across the three strands:

- Believing
- Living
- Expressing

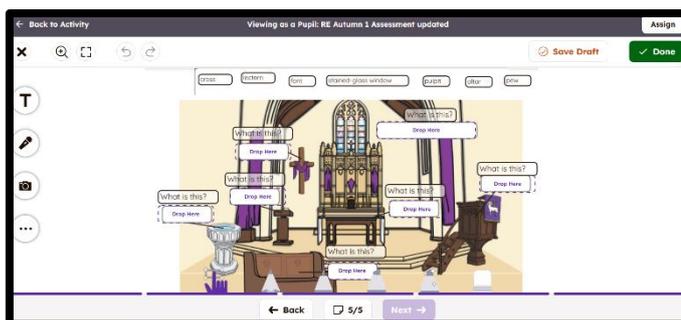
These assessments help teachers identify whether pupils are working towards expectations, meeting expectations, or working at greater depth.

Use of Seesaw for Assessment

Seesaw is also used as a tool to support assessment and capture pupil voice.

Through Seesaw, pupils may:

- Respond to key questions
- Complete quizzes
- Share examples of work
- Reflect on learning



This allows teachers to assess understanding in different formats and provides an additional way to record evidence of learning.

Attainment Overview

	Working towards expected standard	Working at expected standard	Working at greater depth
Y3	6%	85%	9%
Y4	14%	68%	18%
Y5	16%	74%	10%
Y6	21%	71%	8%

