

## Religious Education – End of Year Evaluation 2025–26

### Evaluation of Impact

Religious Education continues to have a positive impact on pupils' knowledge, understanding and ability to engage thoughtfully with a range of religious and non-religious worldviews. The carefully sequenced curriculum enables pupils to build secure knowledge over time, revisit important concepts and develop increasingly accurate subject-specific vocabulary. Pupils are increasingly able to explain beliefs and practices, make connections between concepts and consider different perspectives with respect and sensitivity.

During 2025–26, leaders continued to strengthen the curriculum focus on making conceptual links within and across units, recognising that pupils are more likely to retain knowledge when they understand how new learning connects to what they already know. The spiral approach supports this by deliberately revisiting key concepts through spaced learning rather than treating units as isolated blocks. For example, in Key Stage 1, pupils revisit and connect concepts such as 'Christ', 'community', 'disciple' and 'rescue' through the story of the Good Shepherd. This supports pupils in developing a more connected understanding of religious concepts rather than simply recalling individual facts.

Assessment evidence indicates that daily reviews are supporting the retention of key vocabulary and concepts. Leaders have used end-of-year Mastermind quizzes alongside classroom evidence to identify where pupils have retained knowledge securely and where further retrieval or teaching is required. This has ensured that assessment is used to inform curriculum development rather than simply recording attainment.

Pupil voice has also been used to quality assure the impact of the daily reviews, with a particular focus on academically vulnerable pupils. Pupils were targeted and asked specific questions relating to areas they had previously found difficult in the end-of-year quizzes. This provided leaders with evidence about whether the daily review approach was helping pupils to remember and explain knowledge that had previously been insecure. The information gathered has helped leaders to understand not only where gaps remain, but whether pupils are becoming more confident in accessing and retaining challenging RE content.

The curriculum is further enriched through three whole-school faith celebration days across the year: Eid, Christmas and Diwali. These provide pupils with opportunities to move beyond learning about religious beliefs and practices in the classroom and experience elements of celebration within the school community. This helps pupils make meaningful connections between classroom learning and the ways in which religious traditions are lived and celebrated. The shared experiences also provide opportunities for pupils to develop respect, empathy and curiosity about the beliefs and traditions of others.

RE contributes directly to pupils' understanding of British Values, particularly mutual respect and tolerance of those with different faiths and beliefs. Through learning about different worldviews, discussing similarities and differences and participating in shared celebrations, pupils develop an understanding that people may hold different beliefs and traditions while contributing equally to the wider community. Pupils are increasingly able to listen to alternative perspectives, express their own ideas respectfully and engage in thoughtful dialogue.

### Curriculum and Teaching

The RE curriculum is coherently sequenced from EYFS through to Year 6 and follows the Bolton Agreed Syllabus for RE (2025). Leaders have carefully mapped the teaching of different faiths and key concepts to ensure that pupils build knowledge progressively. Individual religions are studied in sufficient depth before pupils are expected to make comparisons, allowing them to develop secure foundations in knowledge and vocabulary.

Christianity is taught through Understanding Christianity, supporting pupils to explore key biblical concepts within the overarching narrative of the Bible. Units on Islam, Hinduism and Judaism are supported through materials from the Bolton Agreed Syllabus. This provides consistency in content and expectations while ensuring that pupils encounter a broad range of religious and non-religious worldviews.

Teachers use prior learning and daily reviews to revisit important vocabulary and concepts. Questioning and discussion are used to check understanding and identify misconceptions during lessons. Knowledge organisers provide pupils with a clear reference point for essential knowledge and support the retention of key vocabulary.

During 2025–26, leaders continued to strengthen the emphasis on conceptual connections. Teachers make explicit links between current learning and previously taught concepts so that pupils develop increasingly coherent mental models of religious ideas. This is particularly important where concepts recur across different units and year groups.

Teaching is adapted to ensure that pupils with SEND and pupils who may be academically vulnerable can access the same ambitious curriculum. Teachers use modelling, visual supports, structured questioning, vocabulary support and adapted recording approaches where appropriate, while maintaining high expectations for pupils' knowledge and understanding.

First-hand experiences continue to enrich the curriculum. The three whole-school faith celebration days — Eid, Christmas and Diwali — provide authentic opportunities for pupils to connect classroom learning with the act of celebration. Pupils can draw on their developing knowledge of beliefs, traditions and practices and see how these are expressed within a shared community experience. This strengthens cultural understanding and provides meaningful opportunities to develop respect and empathy.

These experiences also reinforce the school's work on British Values, particularly mutual respect and tolerance. Pupils encounter different beliefs and traditions in a positive and respectful context and are encouraged to listen to others, ask questions appropriately and recognise that different beliefs form an important part of the diverse society in which they live.

### Assessment and Use of Information

Assessment in RE is purposeful and used to identify what pupils know, remember and understand. Teachers draw on questioning, discussion, daily reviews, written work and classroom observation to identify misconceptions and gaps in knowledge as they occur.

Daily reviews are a particularly important part of the assessment and teaching cycle. They revisit previously taught vocabulary and concepts, allowing teachers to check whether knowledge has been retained and to address areas of weakness promptly. Leaders have monitored whether these reviews are supporting pupils who are more vulnerable to falling behind and have used pupil voice as part of this quality-assurance process.

The end-of-year Mastermind quizzes provide an additional opportunity to assess retention of knowledge from across the academic year. Leaders recognise that the quizzes provide one source of evidence and therefore consider outcomes alongside pupils' written work, classroom discussion and their ability to explain and apply their understanding.

Where quiz responses identify recurring difficulties, leaders consider whether pupils require further retrieval, clarification or opportunities to make stronger conceptual links. This ensures that assessment informs subsequent teaching and curriculum planning.

Pupil voice has been deliberately targeted at academically vulnerable pupils, rather than being used simply as a general measure of enjoyment. Pupils were asked about specific questions or areas they had personally found difficult in the end-of-year quizzes. Their responses provided an additional layer of evidence about whether the daily reviews had helped them to secure knowledge that had previously been difficult to retain. This allows leaders to quality assure the effectiveness of the approach from the perspective of the pupils most likely to experience gaps in learning.

### Impact of Re-Assessment

Re-assessment provides leaders with evidence of pupils' retention of previously taught RE knowledge. The spring re-quiz revisited knowledge that pupils had previously been assessed on, allowing leaders to identify changes in pupils' ability to recall and demonstrate their understanding.

#### Year Group Improvement in Re-Assessment

|        |      |
|--------|------|
| Year 1 | +6%  |
| Year 2 | +11% |
| Year 3 | +14% |
| Year 4 | +12% |
| Year 5 | +8%  |

The data shows positive movement across all year groups represented, with improvements ranging from 6% to 14%. This provides evidence of improved retention of previously taught RE knowledge following further opportunities to revisit and retrieve learning.

The re-assessment outcomes are considered alongside written work, classroom discussion, daily review responses and pupils' ability to use vocabulary and explain concepts accurately. Leaders recognise that quiz performance alone does not provide a complete picture of achievement in RE, as pupils also need to demonstrate conceptual understanding, make connections and engage thoughtfully with different perspectives.

Leaders are particularly interested in the progress of academically vulnerable pupils. The targeted pupil voice process provides an additional means of checking whether pupils who previously struggled with particular quiz questions are now more confident in recalling and explaining the associated knowledge.

The positive movement in re-assessment supports the continued use of daily reviews and spaced retrieval within RE. Leaders recognise that secure retention is not achieved through a single assessment point; it is strengthened through repeated opportunities to revisit, connect and apply knowledge over time.

### Inclusion and Pupil Groups

Leaders consider the needs of pupils with SEND, disadvantaged pupils and those who are academically vulnerable when evaluating the impact of the RE curriculum. Assessment information, pupils' work, classroom observations and daily review responses are used to identify pupils who may need additional support or opportunities to revisit key knowledge.

Teaching is adapted through appropriate scaffolding, visual resources, vocabulary support, modelling and structured questioning. These approaches enable pupils to access the same ambitious curriculum while providing additional support where individual needs have been identified.

Pupil voice is used specifically to quality assure the impact of daily reviews on academically vulnerable pupils. Pupils who had found particular questions difficult in the end-of-year Mastermind quizzes were targeted and asked about those specific areas. This enabled leaders to establish whether pupils could now recall and explain knowledge that had previously been insecure and whether the daily review approach was having the intended impact.

This approach gives leaders a deeper understanding of the reasons behind assessment outcomes. Rather than relying solely on quiz scores, leaders can identify the particular concepts, vocabulary or questions pupils continue to find difficult and use this information to inform further teaching and retrieval.

The three faith celebration days also provide an inclusive context in which pupils can see different beliefs and traditions valued within the school community. They enable pupils to share experiences, learn from one another and develop respect for different backgrounds and beliefs. This is particularly important for pupils who may have limited opportunities to encounter different faith traditions beyond school.

Where appropriate, individual case studies are developed for pupils requiring closer monitoring and are shared with governors. These bring together assessment information, pupil voice and wider evidence of pupils' development, enabling governors to understand individual experiences and outcomes and to hold leaders to account for the effectiveness of actions taken.

### *Leadership and Curriculum Development*

Leaders use a range of evidence to evaluate the effectiveness of RE, including assessment outcomes, daily review information, pupils' work, classroom practice, pupil voice and evidence from curriculum monitoring.

The decision to strengthen conceptual links within and across units has been an important curriculum development priority. Leaders identified that pupils benefit from seeing how new learning connects to previously taught concepts, rather than encountering religious knowledge as a series of separate units. This has informed planning and classroom practice across the school.

Leaders have also used the assessment cycle to quality assure the impact of daily reviews, particularly for academically vulnerable pupils. Targeted pupil voice following the end-of-year quizzes provides evidence about specific questions pupils previously found difficult and whether repeated retrieval has helped them to secure that knowledge.

The three annual faith celebration days — Eid, Christmas and Diwali — form part of the school's wider approach to making RE meaningful and relevant. Leaders recognise that pupils benefit from opportunities to connect classroom knowledge with authentic experiences of celebration. These experiences also support the development of mutual respect and tolerance and provide a practical context for pupils to understand the diversity of beliefs within modern Britain.

The next stage of curriculum development will be to continue strengthening the explicit teaching and revisiting of core concepts and vocabulary, ensuring that pupils make meaningful connections across units and retain knowledge over time. Leaders will continue to use assessment and targeted pupil voice to evaluate whether these approaches are having the intended impact, particularly for pupils who are more vulnerable to gaps in learning.

## **Overall Evaluation**

*The RE curriculum is having a positive impact on pupils' knowledge, understanding and ability to engage respectfully with a diverse range of religious and non-religious worldviews. Clear sequencing, spaced retrieval and the strengthening of conceptual links are supporting pupils to develop knowledge that is increasingly connected and secure.*

*Assessment is used as part of an ongoing cycle of review, identification of need, response and evaluation. Daily reviews provide regular opportunities to revisit key vocabulary and concepts, while the Mastermind quizzes provide a broader check on retention. The spring re-assessment showed positive movement across all year groups represented, with improvements of between 6% and 14%.*

*A particular strength of the evaluation process is the targeted use of pupil voice with academically vulnerable pupils. By asking pupils about specific questions they had previously found difficult in the end-of-year quizzes, leaders can quality assure whether daily reviews are making a positive difference to their retention and understanding. This complements assessment data and helps leaders to understand the reasons behind gaps rather than simply identifying that a gap exists.*

*The three annual faith celebration days — Eid, Christmas and Diwali — strengthen the connection between classroom learning and lived experience. Pupils have opportunities to see how beliefs and traditions are expressed through celebration and to share these experiences as a school community. This supports pupils in developing respect, empathy and understanding while reinforcing the school's work on British Values, particularly mutual respect and tolerance of those with different faiths and beliefs.*

*Pupils increasingly demonstrate confidence in using RE vocabulary, explaining key concepts, making connections between beliefs and practices, and engaging thoughtfully with different perspectives. They are developing an informed understanding of the diverse community and wider society in which they live.*

*The next stage is to continue evaluating the impact of strengthened conceptual links, daily reviews, targeted support and meaningful faith experiences through the 2026–27 assessment and monitoring cycle, with particular attention to the retention and application of knowledge by academically vulnerable pupils.*