Adelaide Heath Academy

Whole School Intent

Subject Intent- (How does it link to the whole school intent)

At Adelaide Heath Academy, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them and build their emotional intelligence, understanding and awareness of others beliefs. Through Religious Education, pupils develop their knowledge of the world faiths and the values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, building their effective communication skills and enabling them to question others values and experiences. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area building pupils independence and resilience to step outside their comfort zone and learn about the wider world, through this curriculum we aim to develop successful and caring members of the community who understand and are able to empathise with others. AT1 – Learning about religion and belief enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied. AT2 – Learning from religion and belief questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

Implementation Our Religious Education curriculum is ambitious, inclusive and carefully sequenced to ensure that all pupils develop a secure understanding of religion, belief, values and worldviews. The curriculum is designed to build progressively on prior learning, enabling pupils to deepen their knowledge, understanding and skills over time.

Religious Education begins in Year 3 and is taught as a discrete subject throughout Key Stages 2, 3 and 4. All pupils receive at least one dedicated RE lesson per week, ensuring sufficient time to develop substantive knowledge and engage meaningfully with key concepts, beliefs, practices and ethical issues.

The curriculum is structured to provide clear progression across all year groups, revisiting and extending learning so that pupils can make connections between different faiths, beliefs and worldviews. Learning is carefully adapted to meet the needs of all pupils, enabling them to access the curriculum, build confidence in expressing their views and make progress from their individual starting points. Where appropriate, pupils are supported to work towards recognised accreditation that celebrates their achievement and prepares them for their future pathways.

Through the study of a range of religions, beliefs and ethical perspectives, pupils develop respect, tolerance and understanding of diversity within modern society. They learn to ask questions, think critically, reflect on their own values and appreciate the beliefs and experiences of others. The curriculum actively promotes pupils' spiritual, moral, social and cultural development and supports them in becoming informed, respectful and responsible citizens.

By the time pupils leave school, they will have developed the knowledge, vocabulary and understanding needed to engage thoughtfully with religious, moral and philosophical issues, preparing them well for further education, employment and life in modern Britain.

Religious Education is taught through an enquiry-based approach that encourages pupils to investigate, question, discuss and reflect on a range of religious, philosophical and ethical issues. Lessons are carefully structured to promote curiosity, deepen understanding and develop religious literacy while enabling pupils to make meaningful connections between beliefs, practices, values and lived experiences.

Collaborative learning is a key feature of RE. Pupils are regularly provided with opportunities to engage in paired and group discussions, debates and shared enquiry tasks through lesson starters, main activities and plenaries. This supports the development of communication skills, respectful dialogue and the ability to consider and evaluate different perspectives.

Reading is embedded throughout the curriculum to develop disciplinary literacy and broaden pupils' understanding of religion and worldviews. A range of age-appropriate texts, including sacred writings, stories, case studies and contemporary sources, are explored using VIPERS strategies to develop vocabulary, inference, prediction, explanation, retrieval and summarising skills. Opportunities for independent reading are incorporated into lessons to promote engagement with subject-specific knowledge and language.

Retrieval practice is an integral part of teaching and learning in RE. Every lesson includes opportunities to revisit prior learning, strengthen long-term memory and enable pupils to draw comparisons across different faiths, beliefs and ethical viewpoints. This approach supports pupils in building a connected and coherent understanding of the subject over time.

Our RE curriculum is inclusive and reflective of the diverse religious and non-religious worldviews that shape modern society. Teaching takes place within a respectful, open and supportive environment where pupils feel confident to ask questions.

Disciplinary Literacy in Religious Education (Years 3–6)

Disciplinary literacy is embedded throughout our Religious Education curriculum to ensure that pupils develop the ability to read, write, speak and think as young religious scholars. Through carefully planned opportunities, pupils are taught the specialist vocabulary, language structures and communication skills required to engage with religious, philosophical and ethical concepts with increasing confidence and accuracy.

Reading in RE exposes pupils to a wide range of age-appropriate texts, including sacred writings, stories, prayers, religious accounts, artefacts, case studies and contemporary viewpoints. Teachers explicitly model and teach subject-specific vocabulary, enabling pupils to access increasingly complex concepts and develop religious literacy. VIPERS reading strategies are used to support comprehension, inference, prediction and critical thinking, helping pupils to interpret texts and consider different perspectives.

Oracy is a central feature of RE lessons. Pupils are regularly encouraged to discuss, debate and justify their ideas using appropriate religious and academic vocabulary. Structured talk opportunities enable pupils to develop confidence in expressing their beliefs, asking thoughtful questions and responding respectfully to the views of others. Through this approach, pupils learn how to build arguments, provide evidence and engage in reasoned discussion.

Writing opportunities are carefully sequenced to enable pupils to communicate their understanding effectively. Across Years 3 to 6, pupils progress from describing religious beliefs and practices to explaining connections, analysing viewpoints and evaluating the impact of religion on individuals and communities. Teachers explicitly model how to construct subject-specific responses using key vocabulary and disciplinary language.

Vocabulary development is prioritised throughout the curriculum. Key terminology is identified, explicitly taught and revisited regularly through retrieval practice, discussion and application activities. This ensures that pupils develop a secure understanding of important concepts and can articulate their learning with increasing precision.

By the end of Key Stage 2, pupils will be able to:

- Read and interpret a range of religious and non-religious texts.
- Use subject-specific vocabulary accurately and confidently.
- Ask thoughtful questions about religion, belief and worldviews.
- Express and justify their opinions using evidence and examples.
- Compare and evaluate different beliefs and practices respectfully.
- Write about religion and worldviews using increasingly sophisticated disciplinary language.
- Engage in meaningful discussion about spiritual, moral, social and cultural issues.

Through the deliberate teaching of disciplinary literacy, pupils develop the knowledge, vocabulary and communication skills needed to access the wider RE curriculum successfully and prepare them for further study at Key Stage 3 and beyond.

Reading in Religious Education (Years 3–6)

Reading is a fundamental component of our Religious Education curriculum and plays a key role in developing pupils' religious literacy. Through exposure to a wide range of texts, pupils build the knowledge, vocabulary and understanding required to engage meaningfully with different religions, beliefs and worldviews.

Throughout Key Stage 2, pupils encounter a rich variety of texts, including sacred scriptures, religious stories, parables, prayers, biographies, contemporary accounts, information texts and ethical case studies. These carefully selected texts provide authentic contexts for learning and enable pupils to explore how beliefs and values influence individuals, communities and societies. Teachers explicitly teach and model subject-specific vocabulary to ensure pupils can access increasingly complex religious concepts. New terminology is introduced in context, revisited regularly and embedded through reading, discussion and written application. This systematic approach supports pupils in developing confidence as readers and users of disciplinary language.

Reading activities are designed to develop comprehension, inference, interpretation and critical thinking skills. Through structured questioning and discussion, pupils learn to retrieve information, identify key messages, explore differing viewpoints and consider the significance of religious beliefs and practices. They are encouraged to support their ideas with evidence from texts and make links between their learning and the wider world.

Independent and shared reading opportunities are embedded within units of work, enabling pupils to deepen their knowledge while developing fluency and understanding. Pupils engage with texts that reflect a diverse range of faiths, cultures and experiences, promoting respect, empathy and appreciation of different perspectives.

By the end of Year 6, pupils will be able to:

- Read and understand a range of religious and worldview texts.
- Use evidence from texts to support their explanations and opinions.
- Understand and apply key religious vocabulary accurately.
- Compare and interpret different beliefs, practices and viewpoints.
- Draw connections between texts, religious concepts and real-life experiences.
- Engage critically and respectfully with questions about religion, belief and values.

Through reading in RE, pupils develop not only their literacy skills but also the knowledge, understanding and cultural awareness needed to become informed, reflective and respectful members of society. This contributes to their preparedness for further learning and life in a diverse modern world.

Assessment in RE -

Assessment in Religious Education is an ongoing process that is embedded within teaching and learning. Teachers use a range of formative assessment strategies, including retrieval practice, questioning, discussion, vocabulary checks, reading activities and written outcomes, to identify what pupils know, understand and can apply. These regular opportunities allow teachers to address misconceptions, adapt teaching and ensure pupils build secure knowledge over time.

Pupils demonstrate progress through their ability to recall and apply key knowledge, use subject-specific vocabulary accurately, make connections between religions and worldviews, and communicate increasingly sophisticated responses to religious, moral and philosophical questions. By the end of each unit, pupils complete an enquiry-based assessment task that enables them to demonstrate their understanding, explain concepts and beliefs, interpret religious ideas, and evaluate different viewpoints using evidence from their learning.

	Year 3	Year 4	Year 5	Year 6
Subject Vocabulary	Recognise and use simple religious vocabulary (e.g. faith, belief, worship, sacred, symbol).	Use a growing range of religious vocabulary accurately when describing beliefs and practices.	Explain concepts using increasingly precise religious terminology.	Confidently apply and compare complex religious and philosophical vocabulary.
Knowledge of Religions and Worldviews	Identify key beliefs, stories, symbols and practices within major world religions.	Describe similarities and differences between religions studied.	Explain how beliefs influence behaviours and ways of life.	Analyse how beliefs, traditions and values shape individuals and communities.
Sacred Texts	Know that some texts are sacred and identify examples.	Describe the purpose and significance of sacred texts.	Explain how sacred texts influence believers.	Interpret extracts from sacred texts and explain different viewpoints.
Religious Practices	Identify religious practices and festivals.	Describe why believers participate in practices and celebrations.	Explain the significance of practices for believers.	Evaluate the impact of religious practices on individuals and communities.
Questioning and Enquiry	Ask simple questions about beliefs and practices.	Ask relevant questions and suggest possible answers.	Investigate religious and ethical questions using evidence.	Explore complex questions from multiple perspectives and justify conclusions.
Comparison	Identify simple similarities and differences.	Make comparisons between religions and worldviews.	Explain similarities and differences using evidence.	Analyse and evaluate similarities and differences, considering context and interpretation.
Interpretation	Retell religious stories and identify key messages.	Explain meanings within stories, symbols and teachings.	Interpret how beliefs influence actions and experiences.	Consider different interpretations and explain how they may influence behaviour.
Reflection	Share personal views respectfully.	Link learning to personal experiences and values.	Reflect on how beliefs and values shape choices.	Critically reflect on moral, ethical and philosophical issues.
Evaluation	Express simple opinions.	Give reasons for opinions.	Support viewpoints using evidence from learning.	Present balanced arguments and evaluate differing perspectives.
Discussion and Debate	Participate in discussions with support.	Listen and respond respectfully to others.	Justify viewpoints using subject vocabulary.	Debate complex issues respectfully using evidence and reasoning.
Writing in RE	Describe beliefs, stories and symbols using simple sentences.	Explain religious beliefs and practices in organised paragraphs.	Compare viewpoints and explain significance using evidence.	Evaluate beliefs and ethical issues using reasoned written responses.
Reading in RE	Retrieve information from religious texts and information sources.	Make simple inferences from religious stories and texts.	Explain meanings and significance within texts.	Analyse, interpret and evaluate information from a range of religious and ethical sources.

By the end of Key Stage 2, pupils will have developed a secure and increasingly sophisticated understanding of a range of religions, beliefs and worldviews. Through a carefully sequenced curriculum, pupils build strong substantive knowledge alongside the disciplinary skills needed to investigate, interpret, discuss and evaluate religious and ethical concepts.

Pupils leave Year 6 as religiously literate learners who can confidently use subject-specific vocabulary, engage with sacred and non-sacred texts, and draw thoughtful comparisons between different beliefs and practices. They are able to ask perceptive questions, articulate their views with confidence, justify opinions using evidence and show respect for viewpoints that may differ from their own.

Through regular opportunities to read, discuss, debate and reflect, pupils develop critical thinking skills and learn to engage with complex moral, spiritual and philosophical issues in an informed and respectful manner. They understand how religion and belief influence individuals, communities and societies and recognise the diversity of experiences within modern Britain and the wider world.

Our pupils demonstrate curiosity, empathy and open-mindedness. They are able to challenge misconceptions, celebrate diversity and appreciate the role that faith and worldview play in shaping identity, values and decision-making. As a result, they are well prepared for the next stage of their education and equipped to become thoughtful, responsible and respectful citizens in an increasingly diverse society.

In RE, success is measured not only by what pupils know, but by their ability to think deeply, communicate respectfully, appreciate diversity and apply their learning to the world around them.

Half Term	Topic	Subject Content	Links to whole school intent	Links to Reading	Careers

Autumn 1	Buddhism	Pupils will: **Knowledge and Understanding** • Locate India on a world map and explain its significance as the birthplace of Buddhism. • Know that Siddhartha Gautama was the founder of Buddhism and explain why he became known as the Buddha. • Understand that Buddhists believe life involves suffering and that enlightenment leads to Nirvana. • Recognise that actions and choices are important within Buddhist teaching and link this to the concept of karma. • Identify key Buddhist symbols and explain their meanings. • Describe the main features of a Buddhist temple and explain how it supports worship and reflection. • Know the importance of the Tipitaka as a sacred Buddhist text and explain how Buddhists use it. **Disciplinary Enquiry** • Ask questions about Buddhist beliefs and practices. • Use evidence from images, artefacts and texts to develop understanding of Buddhism. • Make connections between Buddhist teachings and everyday behaviour. **Interpretation and Reflection** • Explain how Buddhist beliefs may influence the choices people make. • Reflect on the importance of kindness, compassion and self-discipline in their own lives. • Compare Buddhist values with their own experiences and beliefs. **Vocabulary** Nirvana, Buddha, Siddhartha Gautama, temple, worship, meditation, karma, enlightenment, Tipitaka, compassion. **Assessment Criteria :- Pupils will be able to:** • Explain who Siddhartha Gautama was and why he is important to Buddhists. • Describe key Buddhist beliefs, including karma, enlightenment and Nirvana. • Identify and explain the meaning of important Buddhist symbols and artefacts. • Describe the features and purpose of a Buddhist temple.	**Successful** • Pupils develop knowledge of a major world religion and build their understanding of how beliefs influence actions and behaviour. **Resilient** • Pupils explore the Buddha's journey to enlightenment and understand the importance of perseverance and self-improvement. **Emotionally Literate** • Pupils learn about compassion, kindness and mindfulness, developing empathy and understanding towards others. **Independent** • Pupils reflect on their own choices and recognise how actions can have consequences for themselves and others. **Effective Communicator** • Pupils discuss Buddhist beliefs respectfully, asking questions and articulating their own viewpoints using subject-specific vocabulary.	• Read and explore age-appropriate accounts of the life of Siddhartha Gautama. • Retrieve information from texts about the Buddha and the origins of Buddhism. • Use inference skills to understand how the Buddha may have felt during key events in his life. • Explore extracts from the Tipitaka and discuss their meanings. • Develop understanding of subject-specific vocabulary including *Buddha, Nirvana, meditation, karma* and *enlightenment*. • Compare information from texts, images and artefacts to deepen understanding of Buddhist beliefs. • Use VIPERS questioning to explain how Buddhist teachings influence believers today.	Children's TV presenter Actor

		• Use key religious vocabulary accurately when discussing Buddhism. • Explain how Buddhist beliefs influence the actions and lifestyles of believers today.			
Autumn 2	Christianity	Pupils will: **Knowledge and Understanding** • Describe the significance of the Ten Commandments for Christians. • Explain the importance of churches and other Christian places of worship. • Understand the story of Jesus' temptation in the wilderness and its significance for Christians today. • Know how Christians use the Bible as a source of guidance and teaching. • Recognise a range of Christian symbols and explain their meaning. **Disciplinary Enquiry** • Locate and use Bible references independently. • Explore how Christian teachings influence behaviour and decision-making. • Use religious sources to answer questions about Christian beliefs. **Interpretation and Reflection** • Explain why Christians may choose to follow the teachings of Jesus. • Consider how rules and guidance influence their own lives. • Reflect on concepts such as temptation, forgiveness and responsibility. **Vocabulary** Bible, Old Testament, New Testament, disciple, commandment, worship, temptation, prayer, symbol, faith. **Assessment Criteria :- Pupils will be able to:** • Explain the significance of the Ten Commandments for Christians. • Describe the events of Jesus' temptation in the wilderness and explain why they are important. • Identify Christian places of worship and explain their purpose. • Locate and use Bible references to find information. • Explain the meaning of key Christian symbols. • Describe how Christian teachings influence the lives of believers.	**Successful** • Pupils develop religious literacy through exploring Christian beliefs, teachings and sacred texts. **Resilient** • Through studying Jesus' temptation in the wilderness, pupils explore perseverance, self-control and overcoming challenges. **Emotionally Literate** • Pupils consider Christian teachings about forgiveness, kindness and helping others. **Independent** • Pupils reflect upon their own values and decision-making when considering the Ten Commandments. **Effective Communicator** • Pupils develop confidence in discussing and explaining Christian beliefs using evidence from the Bible. .	• Read and interpret extracts from the Bible, including the Ten Commandments and the temptation of Jesus. • Retrieve information from scripture and religious texts. • Develop inference skills when exploring the actions and choices of Jesus. • Identify the key message within Bible passages and explain its significance. • Explore the meaning and symbolism of Christian signs and symbols. • Use evidence from texts to explain Christian beliefs and practices. • Extend religious vocabulary including *disciple, commandment, worship, prayer* and *faith.*	Runner Broadcaster Teacher

Spring 1	Learning through games	Pupils will: **Knowledge and Understanding** • Identify individuals who have been inspired by their faith to bring about change. • Describe how religious beliefs can influence people's actions and decisions. • Understand the challenges faced by individuals who stand up for their beliefs. **Disciplinary Enquiry** • Investigate the relationship between belief and action. • Use evidence from biographies and case studies to support conclusions. • Ask informed questions about courage, commitment and leadership. **Interpretation and Reflection** • Explain how beliefs can help people overcome challenges. • Reflect on their own values and what influences their decisions. • Consider what it means to stand up for something they believe in. **Vocabulary** belief, commitment, courage, perseverance, inspiration, faith, values, challenge, justice, leadership. **Assessment Criteria :- Pupils will be able to:** • Identify individuals whose faith inspired them to make a positive difference. • Explain how beliefs influence people's actions and choices. • Describe challenges faced by people of faith and how they responded to them. • Use evidence from biographies and stories to support their ideas. • Explain how beliefs can help people overcome difficulties. • Reflect on values and beliefs that are important in their own lives.	**Successful** • Pupils learn how individuals have used their beliefs to achieve positive change in society. **Resilient** • Pupils study examples of people overcoming adversity through courage, determination and faith. **Emotionally Literate** • Pupils develop empathy by exploring the experiences and challenges faced by others. **Independent** • Pupils reflect upon their own beliefs and values and how these influence their actions. **Effective Communicator** • Pupils learn to discuss sensitive issues respectfully while listening to the perspectives of others.	• Read biographies and case studies of individuals whose faith inspired their actions. • Identify key information about significant religious figures. • Make inferences about challenges faced by individuals and how faith supported them. • Explore quotations and discuss their deeper meanings. • Summarise the impact individuals have had on their communities and wider society. • Compare experiences of different people of faith. • Develop vocabulary including *belief, perseverance, courage, commitment* and *inspiration*.	Drama therapist Art therapist Community arts worker

Spring 2	The Bible	Pupils will: **Knowledge and Understanding** • Explain what makes a text sacred. • Understand why the Bible is important to Christians. • Describe the difference between the Old and New Testaments. • Identify different genres of writing found in the Bible. • Understand the purpose of parables, psalms and proverbs. **Disciplinary Enquiry** • Use texts to investigate Christian beliefs and values. • Interpret stories and teachings from the Bible. • Explore how sacred texts influence the lives of believers. **Interpretation and Reflection** • Explain the significance of particular Bible stories. • Consider why some objects and texts are regarded as sacred. • Reflect on how respect is shown towards sacred texts and objects. **Vocabulary** sacred, scripture, Old Testament, New Testament, psalm, proverb, parable, disciple, gospel, worship. **Assessment Criteria :- Pupils will be able to:** • Explain what makes the Bible a sacred text. • Describe the differences between the Old Testament and the New Testament. • Identify and explain different types of writing found within the Bible. • Explain the purpose of parables, psalms and proverbs. • Retell a Bible story and identify its key message. • Explain why the Bible remains important to Christians today.	**Successful** • Pupils gain knowledge and understanding of one of the most influential texts in history. **Resilient** • Pupils explore lessons within biblical stories that encourage perseverance and hope. **Emotionally Literate** • Pupils consider themes such as respect, compassion and responsibility. **Independent** • Pupils investigate sacred texts and develop their own interpretations and responses. **Effective Communicator** • Pupils communicate ideas using evidence from religious texts and subject-specific vocabulary.	• Read a range of biblical genres including parables, psalms, proverbs and narratives. • Explore how different text types communicate meaning. • Retrieve information from both Old and New Testament extracts. • Discuss the purpose and audience of different biblical writings. • Develop inference skills by exploring the messages within parables. • Use evidence from scripture to support explanations. • Extend vocabulary including *sacred, scripture, parable, psalm, gospel* and *proverb*.	Sound tech Stage manager

Summer 1	Forgiveness	Pupils will: **Knowledge and Understanding** • Define forgiveness and explain why it is important within different religions. • Understand Jewish teachings about covenant, repentance and Yom Kippur. • Explain the process of teshuvah and its importance for Jewish believers. • Understand Buddhist teachings about forgiveness and compassion. • Identify similarities and differences between Buddhist and Jewish perspectives. **Disciplinary Enquiry** • Compare different religious responses to wrongdoing. • Use evidence to explain differing beliefs about forgiveness. • Explore how beliefs influence actions and relationships. **Interpretation and Reflection** • Reflect on the importance of forgiveness in their own lives. • Explain how forgiveness can affect individuals and communities. • Consider situations where forgiveness may be difficult. **Vocabulary** forgiveness, covenant, teshuvah, repentance, Yom Kippur, compassion, karma, reconciliation, responsibility. **Assessment Criteria :- Pupils will be able to:** • Explain the meaning of forgiveness and why it is important. • Describe Jewish beliefs about forgiveness and Yom Kippur. • Explain the importance of Teshuvah within Judaism. • Describe Buddhist teachings about forgiveness and compassion. • Compare Jewish and Buddhist beliefs about forgiveness. • Reflect on how forgiveness can impact relationships and communities.	**Successful** • Pupils understand how forgiveness contributes to positive relationships and community cohesion. **Resilient** • Pupils explore strategies for managing conflict and rebuilding relationships. **Emotionally Literate** • Pupils develop empathy by considering the feelings and experiences of others. **Independent** • Pupils reflect on their own actions and take responsibility for their choices. **Effective Communicator** • Pupils discuss ethical issues respectfully and explain differing religious perspectives on forgiveness.	• Read stories and religious teachings linked to forgiveness in Judaism and Buddhism. • Compare religious perspectives using information from texts. • Use inference to explore feelings, motivations and consequences within stories. • Retrieve information about Yom Kippur and Teshuvah. • Identify similarities and differences between religious teachings. • Explain how religious beliefs influence attitudes towards forgiveness. • Develop vocabulary including *forgiveness, covenant, repentance, reconciliation* and *compassion*.	Playwriter Writer

Summer 2	Pilgrimage	Pupils will: **Knowledge and Understanding** • Explain what a pilgrimage is and why people undertake pilgrimages. • Identify important pilgrimage sites associated with different religions. • Describe the significance of pilgrimage for believers. • Understand that pilgrimage can be both a physical and spiritual journey. **Disciplinary Enquiry** • Investigate evidence from pilgrimage accounts. • Explore different reasons why people choose to travel to sacred places. • Compare pilgrimage with other types of journeys. **Interpretation and Reflection** • Consider the personal impact pilgrimage may have on believers. • Reflect on journeys that have been significant in their own lives. • Explain how experiences can shape beliefs and values. **Vocabulary** pilgrimage, sacred place, journey, devotion, worship, faith, spirituality, commitment, reflection. **Assessment Criteria :- Pupils will be able to:** • Explain what a pilgrimage is and why people undertake pilgrimages. • Identify significant pilgrimage sites within different religions. • Describe the importance of pilgrimage for believers. • Explain how pilgrimage differs from other types of journeys. • Describe the experiences and feelings pilgrims may encounter. • Explain how pilgrimage can influence faith, identity and belonging.	**Successful** • Pupils develop understanding of the significance of sacred journeys within different religions. **Resilient** • Pupils explore the physical, emotional and spiritual challenges faced by pilgrims. **Emotionally Literate** • Pupils consider the personal meaning and importance of pilgrimage for believers. **Independent** • Pupils reflect on journeys and experiences that have shaped their own lives. **Effective Communicator** • Pupils share ideas and discuss how experiences can influence beliefs and identity.	• Explore first-hand accounts and narratives from pilgrims. • Read information texts about significant places of pilgrimage. • Identify why sacred places hold importance for believers. • Infer emotions and experiences from pilgrimage accounts. • Compare pilgrimage journeys across different religions. • Summarise how pilgrimage can influence beliefs and identity. • Develop vocabulary including *pilgrimage, sacred, devotion, worship* and *spiritual journey*.	Theatre analysis Costume design Special effects technician

Upper Primary

Half Term	**Topic**		**Links to whole school intent**	**Links to Reading**	**Careers**

Autumn 1	Skills development and practice	**Knowledge and Understanding** • Define and explain the concepts of justice, freedom, equality, rights and responsibility. • Understand that religious and non-religious worldviews may have different interpretations of justice and freedom. • Explain how beliefs about justice have influenced important historical and contemporary figures. • Describe how religious teachings have inspired movements for human rights, equality and social change. • Understand the role religion has played in promoting peace, reconciliation and non-violent protest. • Identify examples of injustice within society and discuss how faith communities respond. • Explain how concepts of justice and freedom can sometimes conflict. **Disciplinary Enquiry** • Investigate historical and contemporary case studies where religious beliefs inspired social action. • Analyse evidence from religious teachings and sacred texts relating to justice and freedom. • Explore different viewpoints regarding human rights and ethical decision-making. • Select and use evidence to support conclusions about moral and social responsibility. • Develop and answer increasingly complex questions about fairness and equality. **Interpretation** • Interpret religious teachings about justice and explain how believers may apply them in everyday life. • Examine how different faith groups respond to issues of poverty, discrimination and inequality. • Consider multiple perspectives on freedom and evaluate their strengths and limitations. **Reflection and Evaluation** • Reflect on what freedom means in modern society. • Evaluate whether justice can ever be fully achieved. • Express informed opinions about moral issues, using evidence to justify viewpoints. • Consider how individuals can contribute to creating a fairer society. **Subject Vocabulary** Justice, freedom, equality, prejudice, discrimination, reconciliation, rights, responsibility, activism, protest, fairness, morality, human rights, compassion, stewardship. **Assessment Criteria :- Pupils will be able to:** • Explain the concepts of justice, freedom, equality and human rights. • Describe how religious beliefs have inspired individuals to challenge injustice. • Explain religious teachings related to justice and freedom. • Analyse examples of social action influenced by faith. • Explain why ideas of justice and freedom may sometimes conflict. • Use evidence to justify their views on issues of fairness and equality.	**Successful** • Pupils develop a deeper understanding of fairness, equality and human rights in local and global contexts. **Resilient** • Pupils explore how individuals have shown courage and determination when standing against injustice. **Emotionally Literate** • Pupils develop empathy by considering the experiences of people affected by discrimination and inequality. **Independent** • Pupils critically evaluate moral issues and form evidence-based viewpoints. **Effective Communicator** • Pupils engage in debate, presenting balanced arguments and respectfully challenging ideas.	• Read historical and contemporary case studies linked to freedom, justice and human rights. • Analyse speeches, quotations and writings from influential figures such as Martin Luther King Jr., Mahatma Gandhi and Nelson Mandela. • Use evidence from religious texts to explore concepts of justice and equality. • Compare different viewpoints on moral and ethical issues. • Evaluate how language is used to influence opinion and inspire change. • Develop critical reading skills through the analysis of social and religious issues. • Extend vocabulary including *justice, equality, discrimination, reconciliation, human rights* and *activism*.	Children's TV presenter Actor

Autumn 2	World Values and Traditions	Knowledge and Understanding • Understand the concept of values and explain how values influence behaviour and decision-making. • Identify and explain key values within Christianity, Islam, Judaism, Buddhism and Humanism. • Understand the Buddhist concept of karma and its impact on moral choices. • Explain the significance of the Five Pillars of Islam. • Describe key Christian teachings promoted by Jesus and explain their relevance today. • Identify similarities and differences between religious and non-religious values. • Recognise the diversity of beliefs that exist within and between faith communities. Disciplinary Enquiry • Investigate how values are expressed through worship, festivals, traditions and daily life. • Explore how different communities define what is right and wrong. • Use a range of sources to compare religious and non-religious perspectives. • Draw conclusions about the influence of belief systems on individuals and societies. Interpretation • Interpret teachings from different faiths to explain their influence on moral decision-making. • Analyse why particular values are prioritised by different groups. • Explore how values can influence responses to contemporary issues. Reflection and Evaluation • Reflect upon the values that influence their own choices. • Evaluate the importance of shared values in building communities. • Consider whether people need religion to live moral lives. • Justify opinions respectfully using evidence from their learning. Subject Vocabulary Values, morality, ethics, worldview, Humanism, karma, responsibility, compassion, respect, tolerance, belief, tradition, integrity. **Assessment Criteria :- Pupils will be able to:** • Explain what values are and how they influence behaviour. • Describe values found within different religions and worldviews. • Explain the Buddhist concept of karma and its impact on choices. • Identify similarities and differences between religious and non-religious values. • Explain how values influence moral decision-making. • Evaluate the importance of shared values in creating positive communities.	**Successful** • Pupils develop an understanding of diverse values and traditions that shape communities around the world. **Resilient** • Pupils explore how values support individuals when making difficult decisions. **Emotionally Literate** • Pupils appreciate the beliefs and experiences of people from a range of backgrounds. **Independent** • Pupils examine their own values and consider how these influence their behaviour. **Effective Communicator** • Pupils discuss differing worldviews respectfully and confidently.	• Read extracts from religious and non-religious sources exploring values and morality. • Compare teachings from Christianity, Islam, Judaism, Buddhism and Humanism. • Retrieve information about how values influence behaviour and decision-making. • Analyse examples of moral dilemmas from a range of perspectives. • Identify common themes across different faith traditions. • Use evidence from texts to justify viewpoints. • Develop vocabulary including *ethics, morality, worldview, Humanism, karma* and *integrity*.	Runner Broadcaster Teacher

Spring 1	Creation (Sikhism and Judais)	**Knowledge and Understanding** • Retell and explain Sikh and Jewish creation stories. • Understand that creation stories help believers explain the origins and purpose of life. • Describe the key messages found within creation narratives. • Explain why Jews and Christians share the Genesis creation story. • Understand differences between literal and symbolic interpretations of creation. • Identify similarities and differences between creation stories from different faith traditions. **Disciplinary Enquiry** • Compare accounts of creation and identify common themes. • Explore questions about the origins of the universe. • Use evidence from religious texts to support explanations. • Investigate how creation stories shape beliefs about the environment and human responsibility. **Interpretation** • Interpret symbolism and deeper meanings within creation stories. • Explore how believers understand and apply creation teachings today. • Consider different interpretations of religious texts within faith communities. **Reflection and Evaluation** • Reflect on the relationship between humans and the natural world. • Evaluate why creation stories remain important for believers. • Consider how religious and scientific explanations may complement or challenge one another. • Express informed viewpoints about questions surrounding creation and purpose. **Subject Vocabulary** Creation, creator, Genesis, stewardship, symbolism, interpretation, origins, responsibility, environment, faith, belief. **Assessment Criteria :- Pupils will be able to:** • Retell and explain Sikh and Jewish creation stories. • Identify similarities and differences between different creation accounts. • Explain what creation stories teach believers about God, humanity and the world. • Describe the concept of stewardship and its importance. • Interpret symbolic meanings within creation stories. • Evaluate why creation stories remain important for believers today.	**Successful** • Pupils build knowledge of creation narratives and their significance within different faith traditions. **Resilient** • Pupils explore themes of responsibility and stewardship towards the world around them. **Emotionally Literate** • Pupils develop appreciation for different beliefs about the origins and purpose of life. **Independent** • Pupils compare differing interpretations and form their own informed viewpoints. **Effective Communicator** • Pupils articulate similarities, differences and interpretations using appropriate religious vocabulary.	• Read and compare Sikh, Jewish and Christian creation accounts. • Identify similarities and differences within creation narratives. • Explore symbolic and literal interpretations of texts. • Use evidence from scripture to support understanding. • Investigate key themes such as responsibility, stewardship and purpose. • Develop comprehension through discussion and interpretation of sacred texts. • Extend vocabulary including *creation, stewardship, creator, symbolism, origins* and *interpretation*.	Drama therapist Art therapist Community arts worker

Spring 2	Free Will and Determinism (Christianity)	**Knowledge and Understanding** • Define free will and determinism. • Understand Christian beliefs about free will and moral responsibility. • Explain how Christians believe God guides decision-making. • Know the significance of Holy Week and its key events. • Understand the choices made by key figures within the Easter story. • Explore how beliefs about free will affect behaviour. **Disciplinary Enquiry** • Examine different viewpoints regarding human choice and responsibility. • Analyse examples of real-life moral dilemmas. • Use evidence from scripture to support explanations. • Investigate how decisions can have consequences for individuals and communities. **Interpretation** • Interpret Gospel accounts of Holy Week. • Explain how Christians may apply teachings about free will in daily life. • Compare religious and non-religious views about decision-making. **Reflection and Evaluation** • Reflect on choices they make and factors influencing them. • Debate whether people are always responsible for their actions. • Evaluate the importance of freedom of choice. • Construct balanced arguments using evidence and reasoning. **Subject Vocabulary -** Free will, determinism, responsibility, consequence, morality, temptation, choice, commitment, sacrifice, redemption. **Assessment Criteria :- Pupils will be able to:** • Explain the concepts of free will and determinism. • Describe Christian beliefs about choice, responsibility and moral decision-making. • Explain the significance of key events during Holy Week. • Use evidence to discuss moral dilemmas and human behaviour. • Compare different viewpoints regarding responsibility for actions. • Justify their opinions using evidence, reasoning and religious teachings.	**Successful** • Pupils develop critical thinking skills through exploring complex moral and philosophical concepts. **Resilient** • Pupils recognise that making positive choices often requires self-discipline and perseverance. **Emotionally Literate** • Pupils reflect on how decisions affect themselves and others. **Independent** • Pupils evaluate influences on their behaviour and consider personal responsibility. **Effective Communicator** • Pupils justify opinions and engage in thoughtful discussion about moral dilemmas.	• Read Gospel accounts of Holy Week and the Easter story. • Explore narratives involving choice, temptation and responsibility. • Analyse religious teachings linked to free will. • Use inference to examine motives and decisions made by key biblical figures. • Discuss varying interpretations of scripture. • Use evidence to support viewpoints during debate and discussion. • Develop vocabulary including *free will, determinism, consequence, responsibility, temptation* and *morality*.	Sound tech Stage manager

Summer 1	Morals, Values and Life Choices	Pupils will: **Knowledge and Understanding** • Define morals, ethics, values, beliefs and life choices. • Explain how religious and non-religious beliefs influence decision-making. • Understand Buddhist teachings about positive and negative karma. • Explain the importance of Christian values and teachings. • Identify key Humanist beliefs and values. • Understand differences within Jewish worship traditions. • Explain why values may differ between individuals and faith communities. **Disciplinary Enquiry** • Investigate moral issues from a range of viewpoints. • Compare responses to ethical questions across worldviews. • Analyse how cultural, religious and personal influences shape decisions. • Use evidence to support arguments about morality. **Interpretation** • Interpret religious teachings relating to moral behaviour. • Explain how values influence daily actions and long-term life choices. • Analyse how different people may reach different conclusions about the same issue. **Reflection and Evaluation** • Reflect on personal values and how they develop. • Evaluate the role of religion in shaping moral behaviour. • Consider whether morality can exist without religion. • Present balanced and evidence-based responses to ethical questions. **Subject Vocabulary** Ethics, morality, values, conscience, worldview, influence, responsibility, Humanism, karma, diversity, integrity. **Assessment Criteria :- Pupils will be able to:** • Explain the difference between morals, values and beliefs. • Describe how religion and worldviews influence life choices. • Compare religious and non-religious approaches to moral decision-making. • Analyse how values influence behaviour, relationships and aspirations. • Evaluate different responses to ethical issues. • Present balanced arguments supported by evidence and examples.	**Successful** • Pupils understand how values influence decisions, aspirations and future pathways. **Resilient** • Pupils explore how people maintain beliefs and values when facing challenges. **Emotionally Literate** • Pupils develop understanding and respect for a range of moral and ethical viewpoints. **Independent** • Pupils reflect critically on their own values and how these guide decision-making. **Effective Communicator** • Pupils debate ethical issues using evidence and respectful reasoning.	• Read ethical case studies and moral dilemmas from a range of religious and non-religious perspectives. • Analyse texts exploring values and personal responsibility. • Compare approaches to moral decision-making across different worldviews. • Explore texts relating to contemporary issues and ethical debates. • Use evidence from reading to formulate balanced arguments. • Develop critical thinking through evaluating different perspectives. • Extend vocabulary including *ethics, values, conscience, morality, worldview* and *integrity*.	Playwriter Writer

Summer 2	Commitment (Islam)	Pupils will: **Knowledge and Understanding** • Define commitment and explain why commitments are important. • Understand how commitment is demonstrated within Islam. • Explain the significance of Sawm and Ramadan. • Describe ways that Muslims demonstrate commitment through worship and daily life. • Understand the importance of sacrifice in religious and non-religious contexts. • Explain how commitment influences personal identity and belonging. • Describe religious and non-religious ceremonies that mark important life stages. **Disciplinary Enquiry** • Investigate how commitment is expressed across different faiths and worldviews. • Examine the challenges associated with maintaining commitments. • Compare religious and non-religious commitments. • Use evidence from beliefs and practices to explain commitment. **Interpretation** • Interpret examples of commitment shown by believers. • Explain how acts of worship demonstrate dedication and faith. • Explore how commitment can shape a person's actions and priorities. **Reflection and Evaluation** • Reflect on areas of commitment within their own lives. • Evaluate whether making sacrifices is necessary to achieve important goals. • Consider how commitment contributes to personal growth and community cohesion. • Justify viewpoints using evidence, examples and religious teachings. **Subject Vocabulary -** Commitment, devotion, sacrifice, Ramadan, Sawm, worship, dedication, identity, belonging, perseverance, discipline, faith. **Assessment Criteria :- Pupils will be able to:** • Explain what commitment means and why it is important. • Describe how Muslims demonstrate commitment through worship and daily life. • Explain the significance of Ramadan and Sawm. • Compare religious and non-religious examples of commitment. • Explain how commitment contributes to identity and belonging. • Evaluate whether sacrifice is necessary to demonstrate commitment and achieve goals.	**Successful** • Pupils understand the role of commitment in achieving goals and maintaining positive relationships. **Resilient** • Pupils explore the self-discipline, perseverance and sacrifice demonstrated through religious commitment. **Emotionally Literate** • Pupils develop empathy by considering the dedication shown by believers in their daily lives. **Independent** • Pupils reflect on their own commitments and identify strategies for personal growth. **Effective Communicator** • Pupils discuss the importance of commitment, belonging and identity with confidence and respect.	• Read information texts about the Five Pillars of Islam and the significance of Ramadan. • Explore first-hand accounts of fasting and religious commitment. • Investigate how faith influences daily life for Muslims. • Use inference to understand the experiences of individuals demonstrating commitment. • Compare religious and non-religious examples of dedication and sacrifice. • Analyse how commitment shapes identity and belonging. • Extend vocabulary including *Sawm, Ramadan, devotion, sacrifice, discipline, commitment* and *belonging*.	Theatre analysis Costume design Special effects technician