



# Religious Education Intent and Implementation

At Cavendish Close Junior Academy, we aim to deliver a curriculum that helps children to **Aspire, Collaborate and Experience** a variety of opportunities.

## Intent

1	Pupils understand key beliefs and teachings from major religions and how these guide people's lives.
2	Pupils learn how people express their faith through worship, rituals, and celebrations.
3	Pupils recognise the meaning and importance of religious symbols and sacred writings.
4	Pupils explore how religions and worldviews shape moral choices and shared values.
5	Pupils understand how faith and community contribute to personal and collective identity.
6	Pupils reflect on life's big questions about purpose, meaning, and belief.

## Intent explanation

1	Pupils explore sacred stories, texts, and beliefs through discussion, comparison, and creative activities.
2	Pupils investigate festivals, ceremonies, and acts of worship using artefacts, media, and first-hand experiences.
3	Pupils study symbols and key texts to interpret their messages through art, storytelling, and reflection.
4	Pupils apply teachings about right and wrong to real-life situations through discussion and role play.
5	Pupils examine rites of passage and experiences of belonging through stories, visitors, and reflection.
6	Pupils engage in enquiry-based discussions to share, question, and develop thoughtful responses.

### ACE Curriculum Statement

“The essence of all religions is one. Only their approaches are different” - Mahatma Gandhi.

At Cavendish Close Junior Academy, we aspire to help children develop an understanding of values, identity, traditions, beliefs and practices of a variety of religions. We use the Derbyshire and Derby City Agreed Syllabus for our planning and assessment. The document is reviewed and developed on a five-yearly cycle. We are currently following the syllabus for 2020-2025.

All children experience a visit of a place of worship to enhance their learning over the course of the academic year. Year 3 visit the local church, Year 4 have a visit from the local synagogue, Year 5 visit a Mosque and Year 6 visit a Hindu Temple. In addition to this, all children visit the local church at least once a year and the local church also, in turn, visit school to deliver assemblies and work within classes.

RE is linked very closely to pupil’s spiritual, moral, social and cultural learning and within each class children collaborate through practical activities linked to their key learning. This provides our pupils with a safe space for them to discuss their views and respond to others courteously thus making a difference in our community. During our whole school assemblies, we acknowledge key religious festivals and events throughout the year and collaboratively learn about these.

Through all of these, our children are able become ACE in RE.

Our ACE Curriculum

**Aspire★Collaborate★Experience**



**Implementation**

**Long term curriculum coverage**

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
3	<b>Judaism.</b> How do family life and festivals show what matters to Jewish people?	<b>Christianity</b> What does it mean to be a Christian in Britain today?	<b>Christianity, Hinduism and Islam</b> What do different people believe about God?		<b>Christianity, Islam &amp; Judaism</b> Why are festivals important to religious communities?	<b>Christianity and Hinduism.</b> Why do people pray?
4	<b>Hinduism.</b> What does it mean to be a Hindu in Britain today?	<b>Christianity and Judaism</b> Why are festivals important to religious communities?	<b>Christianity</b> Why is Jesus inspiring to some people?		<b>Christianity, Judaism, Humanists.</b> What can we learn from religious about deciding what is right and wrong? Christians, Jewish people and Humanists	<b>Christians, Hindus and Humanists</b> Why do some people think life is a journey and what significant experiences mark this?
5	<b>Christianity and Humanist.</b> Why do some people believe God exists?	<b>Christianity</b> What would Jesus do? Can we live by the values of Jesus in the twenty-first century	<b>Islam</b> What does it mean to be a Muslim in Britain today?		<b>Christianity and Judaism.</b> If God is everywhere, why go to a place of worship?	<b>Christianity and Hinduism.</b> What do religious and non-religious worldwide views teach us about caring for our Earth?
6	<b>Sikhism.</b> What does it mean to be a Sikh in Britain today?	<b>Christianity, Hinduism and Humanists.</b> What do religions say to us when life gets hard?	<b>Christianity, Hinduism and Humanists.</b> What can be done to reduce racism? Can religions help?		<b>Christianity and Humanism.</b> What matters most to Christians and Humanists?	<b>Christianity, Islam and Humanism</b> Is it better to express your beliefs in arts and architecture or in charity and generosity?



**THE HARMONY TRUST**

BELIEVE • ACHIEVE • SUCCEED



**Key Concepts**

Beliefs and teaching
Worship and practices
Symbols and sacred texts
Morality and values
Identity and belonging
Big Questions

**Skills progression**

Skill	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding.	Begin to identify key beliefs and practices from major religions.	Develop understanding of how beliefs influence daily life and choices.	Compare beliefs across religions and worldviews, recognising similarities and differences.	Evaluate how beliefs shape responses to life's challenges and influence identity.
Interpretation	Recognise and describe religious symbols and stories.	Begin to interpret meanings behind symbols and sacred texts.	Analyse religious teachings and their messages.	Evaluate and compare interpretations across different faiths and worldviews.
Communication	Share ideas and responses to religious stories and practices.	Use subject vocabulary to explain beliefs and practices.	Express and justify personal and religious viewpoints clearly.	Communicate thoughtful responses to complex questions and diverse beliefs.
Enquiry and Critical Thinking	Ask simple questions about beliefs and values.	Explore moral choices and reflect on different perspectives.	Debate ethical issues and explore philosophical questions.	Investigate deeper questions about meaning, purpose, and belief using evidence and reasoning.
Empathy and Respect	Show awareness of different beliefs and practices.	Recognise how faith contributes to identity and belonging.	Respect diverse views and understand how beliefs influence behaviour.	Demonstrate empathy in discussions about sensitive topics and global issues.

Our ACE Curriculum

**Aspire★Collaborate★Experience**



**Key Lesson Outcomes**

**Autumn term 1**

Year Group	Year 3	Year 4	Year 5	Year 6
<b>Unit Title and description</b>	How do family life and festivals show what matters to Jewish people?	What does it mean to be a Hindu in Britain today?	Why do some people believe God exists?	What does it mean to be a Sikh in Britain today?
<b>Crucial Curriculum Content</b>	<ul style="list-style-type: none"> <li>Rosh Hashanah and Yom Kippur are important Jewish festivals that focus on reflection, saying sorry, forgiveness, and making a fresh start.</li> <li>Pesach (Passover) celebrates the Jewish people's escape from slavery in Egypt and reminds them of the importance of freedom</li> <li>The Ten Commandments are a set of important rules given to the Jewish people after their escape from Egypt, which are still followed today</li> <li>Jewish people say prayers of thanks and blessings every day showing the importance of gratitude in their faith and daily life.</li> </ul>	<ul style="list-style-type: none"> <li>Mahatma Gandhi was as a real-life example of Hindu beliefs in action.</li> <li>Recognising how Hindus worship at home and in the mandir: puja, aarti, use of murtis, incense, bells, flowers and sacred texts.</li> <li>Understanding how Hindu teachings inspire people to make a positive difference</li> </ul>	<ul style="list-style-type: none"> <li>Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1).</li> <li>Give two reasons why a Christian believes in God and one why an atheist does not (A3).</li> <li>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</li> <li>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</li> <li>Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</li> </ul>	<ul style="list-style-type: none"> <li>Sikhs believe in one God (Ik Onkar) and follow key values such as honesty, equality, service, and remembering God.</li> <li>The Guru Granth Sahib is the Sikh holy book, treated with great respect as a living Guru. It contains the teachings of Sikh Gurus and saints and is central to worship.</li> <li>Sikhs belong to a faith-based community. The Khalsa represents committed Sikhs who wear the Five Ks as symbols of their faith and identity. Festivals like Vaisakhi celebrate these values and strengthen community ties.</li> </ul>



			<ul style="list-style-type: none"> <li>Present different views on why people believe in God or not, including their own ideas (C1).</li> </ul>	
<b>Key Concepts</b>	Beliefs and teachings Worships and practices Identity and belonging Symbols and sacred texts	Beliefs and teachings Worship and practices Identity and belonging	Beliefs and teachings Big questions and meaning Morality and values	Beliefs and teachings Worship and practices Identity and belonging
<b>Lesson outcomes</b>	<ol style="list-style-type: none"> <li>To learn about Rosh Hashanah and Yom Kippur.</li> <li>To learn about Passover.</li> <li>To learn about the 10 commandments</li> <li>To learn about Jewish daily prayers.</li> <li>To compare family rituals</li> <li>To reflect on own goals</li> </ol>	<ol style="list-style-type: none"> <li>To learn what happens in a Hindu home.</li> <li>To learn about Ramayana.</li> <li>To learn how Hindus show their faith.</li> <li>To learn about Moksha</li> <li>To explore traditions.</li> <li>To learn about ahimsa.</li> </ol>	<ol style="list-style-type: none"> <li>To define the terms theist, atheist and agnostic.</li> <li>To explore Christian understanding of what God is like, using examples and evidence</li> <li>To give examples of ways in which believing in God is both valuable and challenging in the lives of Christians.</li> <li>To explore the impact of believing or not believing in God on someone's life.</li> <li>To explore different views on why people believe in God or not.</li> <li>6</li> </ol>	<ol style="list-style-type: none"> <li>To learn about the local Sikh community and begin to understand what it means to be a Sikh.</li> <li>To understand Sikh beliefs about God and compare with other religions.</li> <li>To learn about Guru Nanak's life, teachings and community.</li> <li>To explore why the Guru Granth Sahib is important to Sikhs.</li> <li>To learn about the Khalsa and understand the Five Ks.</li> <li>To explore Sikh values and festivals and reflect on our own values.</li> </ol>
<b>Key Vocabulary</b>	Yom Kippur, Shofar, Tashlikh, Pesach, Seder, Gratitude, Ten Commandments.	Ahimsa, Dharma, Karma, Moksha, Mandir, Puja, Prashad, Seva.	Omnipotent, Omnipresent, Omniscient, Omnibenevolent, Agnostic, Atheist, Theis, Transcendent.	Sikh, Gurdwara, Guru, Mool Mantar, Khalsa, Guru Granth, Sahib, Equality.



<b>ACE (Aspire, Collaborate, Experience) links</b>	<b>Aspire:</b> Aspire to understand Jewish traditions. <b>Collaborate:</b> Harvest festival (charity) <b>Experience:</b> Jewish daily prayer	<b>Aspire:</b> Aspire to understand Hindu traditions. <b>Collaborate:</b> Harvest festival (charity) <b>Experience:</b> Virtual tour of the Mandir.	<b>Aspire:</b> Aspire to understand Christian traditions. <b>Collaborate:</b> Harvest festival (charity) <b>Experience:</b> Visit from local vicar	<b>Aspire:</b> Aspire to understand Sikh traditions. <b>Collaborate:</b> Harvest festival (charity) <b>Experience:</b> Virtual experience of Guru Nanak's teachings.
--	--	---	--	--

**Autumn term 2**

Year Group	Year 3	Year 4	Year 5	Year 6
<b>Unit Title and description</b>	What does it mean to be a Christian in Britain today?	Why are festivals important to religious communities?	What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	What do religions say to us when life gets hard?
<b>Crucial Curriculum Content</b>	<ul style="list-style-type: none"> <li>Know that Christians express faith through home, church, and community life. Recognise Christian symbols and objects and their meanings. Describe daily Christian practices (prayer, charity, Bible reading). Explain why worship and fellowship are important in church. Identify how Christians help others locally and globally. Reflect on how values like love and kindness are shared across faiths.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that celebrations and festivals help people remember, thank, and hope.</li> <li>Describe how Christians, Jews, and Sikhs celebrate major festivals.</li> <li>Explain key stories behind Christmas, Easter, Passover, Rosh Hashanah/Yom Kippur, and Vaisakhi.</li> <li>Identify and explain key symbols and actions used in each faith.</li> <li>Recognise similarities and differences between festivals (home/church/synagogue/gurdwara).</li> <li>Reflect on what celebration means in their own life and community.</li> <li>Ask and answer thoughtful questions about forgiveness, freedom, love, and belonging.</li> </ul>	<ul style="list-style-type: none"> <li>Know key teachings of Jesus about love, forgiveness, justice, and generosity.</li> <li>Recognise how Jesus lived out his mission to help the poor and set people free.</li> <li>Identify what Christians believe the "Kingdom of God" looks like.</li> <li>Apply Jesus' teachings to moral choices in modern life.</li> <li>Reflect on their own values and how these</li> </ul>	<ul style="list-style-type: none"> <li>Ask and explore "big questions" about life and death.</li> <li>Describe Christian, Hindu, and Humanist beliefs about life after death.</li> <li>Explain how religious and non-religious people find comfort and hope.</li> <li>Compare beliefs about heaven, reincarnation, and legacy.</li> <li>Recognise how ceremonies express respect and remembrance.</li> </ul>

Our ACE Curriculum



	Express their own views respectfully and make links to their own experiences.		<p>connect with Jesus' example.</p> <ul style="list-style-type: none"> <li>• Use key religious vocabulary confidently to explain ideas.</li> <li>• Compare their own ideas about fairness, love and forgiveness with Christian beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect thoughtfully on their own ideas about life and what matters most.</li> <li>• Show respect and empathy when discussing sensitive topics.</li> </ul>
<b>Key Concepts</b>	Beliefs and teachings Worships and practises Identity and belonging	Worship and practices Beliefs and teachings Identity and belonging	Big Questions and Meaning Identity and Belonging Morality and Values	Big Questions and Meaning Identity and Belonging Morality and Values
<b>Lesson outcomes</b>	<ol style="list-style-type: none"> <li>1. To explore how Christians show their faith through objects and symbols in their homes.</li> <li>2. To understand how Christians show their faith through actions at home.</li> <li>3. To reflect on which Christian practices or objects are most central and why.</li> <li>4. To explore how Christians show their faith through worship and fellowship at church.</li> <li>5. To understand how Christians show faith</li> </ol>	<ol style="list-style-type: none"> <li>1. To explore how and why people celebrate important events in their own lives.</li> <li>2. To understand what Christmas means to Christians and how they celebrate it.</li> <li>3. To explore how Easter helps Christians remember Jesus' death and resurrection.</li> <li>4. To learn about the story behind Passover and how Jewish people celebrate it today.</li> <li>5. To understand that Jewish people celebrate new beginnings and forgiveness.</li> <li>6. To understand the meaning and traditions of Vaisakhi in the Sikh faith.</li> </ol>	<ol style="list-style-type: none"> <li>1. To understand what Jesus said his mission was and how Christians believe he fulfilled it.</li> <li>2. To explore Jesus' teaching about love and how it guides Christians today.</li> <li>3. To explore why Jesus said forgiveness and how Christians try to forgive others.</li> <li>4. To explain how Jesus taught people to care for others fairly.</li> </ol>	<ol style="list-style-type: none"> <li>1. To explore how religious faith can help people when life is difficult.</li> <li>2. To explore Christian beliefs about life after death and how they bring comfort.</li> <li>3. To understand Hindu beliefs about reincarnation and moksha.</li> <li>4. To explore Humanist and non-religious ideas about life and death.</li> <li>5. To explore how different faiths mark the end of life.</li> </ol>



	<p>through helping others locally.</p> <p>6. To discover how Christians show faith globally.</p> <p>7. To reflect on what being a Christian means and how it compares to our own family values.</p>	<p>7. To reflect on what we can learn from Christian, Jewish and Sikh celebrations.</p>	<p>5. To explore what Jesus said about wealth and generosity.</p> <p>6. To explore Jesus' parables about the Kingdom of God and what kind of world it describes.</p>	<p>6. To reflect on and express personal ideas about life, death and what matters most.</p>
<b>Key Vocabulary</b>	Bible, cross, crucifix, palm cross, Holy Family, faith, prayer, devotion, symbol.	Festival, Symbol, Celebration, Worship, Faith, Forgiveness, Freedom, Community	Mission, agape, forgiveness, justice, generosity, parable, kingdom of God, compassion.	Afterlife, soul, karma, heaven, Moksha, salvation, legacy, hope
<b>ACE (Aspire, Collaborate, Experience) links</b>	<p><b>Aspire:</b> Aspire to understand Christian worships.</p> <p><b>Collaborate:</b> To compare the values of our own families.</p> <p><b>Experience:</b> Visit to church</p>	<p><b>Aspire:</b> Aspire to understand how different religions celebrate special events in their religions.</p> <p><b>Collaborate:</b> To reflect on what we can learn from religions.</p> <p><b>Experience:</b> Visit to church</p>	<p><b>Aspire:</b> Use Jesus's parables to create our own aspirations.</p> <p><b>Collaborate:</b> Scenarios about forgiveness.</p> <p><b>Experience:</b> Visit to church</p>	<p><b>Aspire:</b> explore how religious faith can help people when life is difficult.</p> <p><b>Collaborate:</b> Compare views on life after death.</p> <p><b>Experience:</b> Visit to a Hindu temple and visit to church</p>



**Spring term 1 & 2**

Year Group	Year 3	Year 4	Year 5	Year 6
<b>Unit Title and description</b>	What do different people believe about God?	Why is Jesus inspiring to some people?	What does it mean to be a Muslim in Britain today?	What can be done to reduce racism? Can religions help?
<b>Crucial Curriculum Content</b>	<ul style="list-style-type: none"> <li>• People in different religions believe in God in different ways.</li> <li>• Christians believe in God as Father, Son, and Holy Spirit (Trinity).</li> <li>• Muslims believe in Allah, who has 99 special names.</li> <li>• Hindus believe in the Trimurti: Brahma (creator), Vishnu (preserver), and Shiva (transformer).</li> <li>• Sikhs believe in Waheguru, one God who is everywhere.</li> <li>• People show trust, faith, and love in their everyday lives.</li> <li>• Stories, art, symbols, and words help people understand God.</li> <li>• Not everyone believes in God, and people have different ideas.</li> <li>• Children can explore their own ideas about God and</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus taught people through stories called parables.</li> <li>• Jesus’ actions and words inspire Christians today.</li> <li>• Holy Week and Easter show why Jesus is important to Christians.</li> <li>• Christians believe Jesus’ death and resurrection allow people to be forgiven and closer to God.</li> <li>• People can show love, service, and fairness, inspired by Jesus.</li> <li>• The Holy Spirit helps Christians live like Jesus.</li> <li>• Role models show qualities like courage, kindness, fairness and generosity</li> </ul>	<ul style="list-style-type: none"> <li>• Islam is a major world religion followed by millions globally, including in Britain.</li> <li>• Muslims believe in one God (Allah) and follow the teachings of the Prophet Muhammad.</li> <li>• The Five Pillars of Islam guide Muslims in faith and daily life:  <b>Shahadah</b> – declaration of faith.  <b>Salat</b> – prayer five times a day.  <b>Sawm</b> – fasting during Ramadan.  <b>Zakat</b> – giving to help those in need.  <b>Hajj</b> – pilgrimage to Mecca if possible.</li> <li>• These practices help Muslims show devotion to God, remember their faith, and support the Muslim community (ummah).</li> <li>• The Qur’an is the holy book of Islam, treated with</li> </ul>	<ul style="list-style-type: none"> <li>• Fairness and respect: Everyone should be treated fairly, no matter what they look like or where they come from.</li> <li>• Kindness and equality: All people are valuable and deserve the same rights and respect.</li> <li>• Learning from religions: Many religions teach us to love our neighbours and treat others as we want to be treated.</li> <li>• Standing up for what’s right: We can make our schools and communities fairer by speaking out against racism.</li> <li>• Working together: People from different religions and backgrounds can help make the world a kinder, more peaceful place.</li> </ul>

Our ACE Curriculum



	express them in words, art, or drama.		<p>great respect as the word of Allah.</p> <ul style="list-style-type: none"> <li>• Muslims also follow Hadith and Sunnah for guidance.</li> <li>• Islamic art, calligraphy, and mosque design reflect the belief in the oneness of God (tawhid).</li> <li>• Pupils will develop respect for diversity and reflect on how beliefs influence daily life.</li> </ul>	
<b>Key Concepts</b>	Beliefs and teaching Symbols and sacred texts Big Questions.	Beliefs and teaching Morality and Values Symbols and Sacred Texts Worship and Practices Big Questions	Beliefs and teaching Worship and Practices Morality and Values Big Questions Identity and Belonging	Morality and Values Identity and Belonging Big Questions Beliefs and teaching
<b>Lesson outcomes</b>	<ol style="list-style-type: none"> <li>1. To know that people in different religions have different beliefs about God.</li> <li>2. To understand Christian beliefs about God as Father, Son, and Holy Spirit</li> <li>3. To know that Muslims believe in Allah and some of His attributes.</li> <li>4. To understand how Hindus show God in different forms.</li> <li>5. To know Sikh beliefs about one God, Waheguru.</li> </ol>	<ol style="list-style-type: none"> <li>1. To explore what makes a person inspirational and a good role model.</li> <li>2. To explore parables Jesus told and how they teach lessons.</li> <li>3. To understand how Jesus' parables teach forgiveness</li> <li>4. To understand key events of Holy Week and their significance.</li> <li>5. To explore how Christians live like Jesus today.</li> </ol>	<ol style="list-style-type: none"> <li>1. To introduce Islam and the concept of the Five Pillars.</li> <li>2. To explore the Shahadah and its significance in Islam.</li> <li>3. To understand the practice of Salat and its importance.</li> <li>4. To explore fasting during Ramadan and its significance.</li> <li>5. To understand Zakat and its role in helping others.</li> <li>6. To understand the significance of Hajj in a Muslim's life.</li> </ol>	<ol style="list-style-type: none"> <li>1. To understand what Racism is and understand why it is unfair.</li> <li>2. To learn about stories from the 2 statues in Bristol.</li> <li>3. To understand why St Peter said 'God has no favourites?'</li> <li>4. To understand how The Golden Rule and the Silver Rule can reduce racism.</li> <li>5. To learn how religions can teach us to be Anti-racist.</li> <li>6. To express my own opinions and my own</li> </ol>



**THE HARMONY TRUST**

BELIEVE • ACHIEVE • SUCCEED



	6. To reflect on personal ideas about God and explore different viewpoints.	6. To understand how the Holy Spirit helps Christians follow Jesus. 7. To reflect on Jesus as a role model and compare to other inspirational people.	7. To reflect on how the Five Pillars shape a Muslim's life.	vision for justice and equality.
<b>Key Vocabulary</b>	Faith, Belief, God, Trinity, Allah, Trimurti, Waheguru, Murtis	Parable, Role model, Holy Week, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday, Incarnation, Salvation, Holy Spirit	Islam , Muslim , Allah , Shahadah, Salat, Sawn, Zakat, Hajj	Racism, Tolerance, Sensitivity, Respect Acceptance , Prejudice , Fairness , Ethnicity
<b>ACE (Aspire, Collaborate, Experience) links</b>	<b>Aspire:</b> broaden their understanding of different worldviews by learning that people have different beliefs about God. <b>Collaborate:</b> Share viewpoints respectfully and listen to others <b>Experience:</b> Exploring sacred texts and symbols from different religions.	<b>Aspire:</b> To develop qualities of inspiration and leadership through looking at role models. <b>Collaborate:</b> Discussing parables, sharing ideas about forgiveness. <b>Experience:</b> Reading and interpreting parables.	<b>Aspire:</b> To develop respect for diversity and appreciate how beliefs shape lives <b>Collaborate:</b> Group discussions about the significance of religious events. <b>Experience:</b> Reflection by considering how commitment and service matter in their own lives	<b>Aspire:</b> Develop values of respect and inclusion <b>Collaborate:</b> To explore how different religions teach anti-racism and equality <b>Experience:</b> Exploring religious texts and teachings about equality.

**Summer 1**

Year Group	Year 3	Year 4	Year 5	Year 6
<b>Unit Title and description</b>	Why are festivals important to religious communities?	What can we learn from religions about deciding what is right and wrong?	If God is everywhere, why go to a place of worship?	What matters most to Christians and Humanists?

Our ACE Curriculum

**Aspire★Collaborate★Experience**



<p><b>Crucial Curriculum Content</b></p>	<p>Pupils will know that people celebrate festivals to remember important stories, people, or events.</p> <p>Pupils will know that Christian festivals (Christmas and Easter) are expressed through story, symbols, rituals, and community.</p> <p>Pupils will know that Muslim festivals (Ramadan and Eid) show devotion, charity, gratitude, and community.</p> <p>Pupils will know that Jewish festivals (Pesach and Rosh Hashanah) help people remember history, God’s guidance, and reflect on values.</p> <p>Pupils will know that festivals often use symbols, actions, sounds, and food to express beliefs and shared values.</p> <p>Pupils will know that festivals bring communities together, can be celebrated in different</p>	<p>Religions help people decide what is right and wrong Many religions teach rules or ideas that help people choose how to behave.</p> <p>The Ten Commandments are important rules. In Judaism and Christianity, the Ten Commandments are rules that help people live good lives, like telling the truth and not stealing.</p> <p>Jesus taught people to love others. In Christianity, Jesus taught that the most important thing is to love God and love your neighbour (other people).</p> <p>Sometimes it is hard to choose the right thing. Stories like The Fall and Temptation of Jesus show that people can feel tempted to do the wrong thing.</p> <p>Some people decide right and wrong without religion. People who follow Humanism try to treat others kindly and follow the Golden Rule: treat</p>	<p>Some places are special because Christians and Jews worship God there.</p> <p>The Western Wall is an important and special place for Jewish people.</p> <p>Christians worship in different places like churches and homes.</p> <p>Being part of a religious community means sharing faith and helping each other.</p> <p>People have different reasons for going or not going to places of worship.</p>	<p>Know different examples of good and bad behaviour.</p> <p>Know that Christians believe humans are made in God’s image but can also make wrong choices.</p> <p>Know that having a code for living can help people decide what is right and wrong.</p> <p>Know some key Humanist ideas about how to live a good life without religion.</p> <p>Know that Jesus’ teachings show that intentions and actions both matter, and that Christians try to “bear good fruit.”</p> <p>Know what the Fruit of the Spirit is, what each fruit means, and how it can be seen in everyday life.</p> <p>Know that values can sometimes clash, making it difficult to decide what is right.</p>
--	---	--	--	--



**THE HARMONY TRUST**

BELIEVE • ACHIEVE • SUCCEED



**Cavendish Close**  
Junior Academy

	ways, and help people reflect on what is important.	others how you would like to be treated.  Beliefs can inspire people to do good things. People like Martin Luther King Jr. and Desmond Tutu were inspired by their beliefs to help make the world fairer and kinder.		Know how to reflect on my own values and actions and think about how they affect others.
<b>Key Concepts</b>	Beliefs and teachings Worship and practices Symbols and sacred texts Morality and Values Identity and Belonging Big Questions	Beliefs and teachings Morality and Values Identity and Belonging Big Questions	Beliefs and teachings Worship and practices Identity and Belonging Big Questions	Beliefs and teachings Morality and Values Identity and Belonging Big Questions
<b>Lesson outcomes</b>	<ol style="list-style-type: none"> <li>1) To explore why people remember and celebrate important events in their own lives.</li> <li>2) To understand the stories, symbols, and rituals of Christmas and Easter.</li> <li>3) To understand the purpose and practices of Ramadan and Eid.</li> <li>4) To explore the stories, symbols, and meaning of Jewish festivals.</li> <li>5) To compare Christian, Muslim, and Jewish festivals</li> </ol>	<ol style="list-style-type: none"> <li>1) To understand why people have rules about right and wrong.</li> <li>2) To understand how rules in Judaism and Christianity guide people to live good live</li> <li>3) To explore what Jesus taught about how people should treat others.</li> <li>4) To understand how temptation can make it difficult to choose the right thing.</li> <li>5) To understand how Humanists decide what is right and wrong.</li> </ol>	<ol style="list-style-type: none"> <li>1) To identify some special places where people worship God and say why people go there.</li> <li>2) To explain why the Western Wall is special to Jewish people.</li> <li>3) To explain why Christians worship in churches, homes, or other places.</li> <li>4) To explain what a religious community is and why it is important.</li> <li>5) To explore different reasons why some people do or don't go to places of worship.</li> </ol>	<ol style="list-style-type: none"> <li>1) To recognise examples of good and bad behaviour and think about which are worse or less bad.</li> <li>2) To understand Christian beliefs about humans being made in God's image and the idea of sin.</li> <li>3) To explore what a code for living is and compare religious and non-religious codes.</li> <li>4) To learn about Humanist ideas for living well and discuss how they help behaviour.</li> </ol>

Our ACE Curriculum

**Aspire★Collaborate★Experience**



	and understand similarities and differences. 6) To understand why festivals are important in communities and in modern Britain.	6) To understand how religious beliefs inspire people to do good.		5) To understand Christian teachings on love and kindness using Jesus' stories. 6) To reflect on different values people hold and why making moral choices can be hard.
<b>Key Vocabulary</b>	celebrate festival symbol ritual story devotion community reflection	right wrong temptation commandment neighbour forgiveness humanism golden rule	worship Church Synagogue pilgrimage community prayer	behaviour morality values code sin forgiveness honesty compassion
<b>ACE (Aspire, Collaborate, Experience) links</b>	<b>Aspire:</b> Learn from inspiring religious stories and the meanings behind festivals, helping them develop positive values, understand different worldviews and build ambitions for the kind of person they want to become.  <b>Collaborate:</b> Work together through shared discussions, group activities and comparing festivals, developing respectful listening, teamwork and appreciation of different beliefs and traditions.	<b>Aspire:</b> Exploring how religious and non-religious teachings inspire people to live positively, make good choices and aim to be the best version of themselves.  <b>Collaborate:</b> Children collaborate by discussing moral dilemmas, comparing viewpoints and working together to understand how different beliefs guide people to treat others with fairness and respect.	<b>Aspire:</b> Helping children understand how sacred places and faith communities inspire people to express devotion, find purpose and live out their beliefs with meaning.  <b>Collaborate:</b> Discussing different places of worship, sharing perspectives and working together to explore why people do or don't attend these spaces, promoting respectful dialogue and understanding.	<b>Aspire:</b> Helping children to explore positive moral teachings, values and role-model behaviours that inspire them to make thoughtful, responsible choices in their own lives.  <b>Collaborate:</b> Discussing moral dilemmas, comparing different religious and non-religious codes for living and working together respectfully to understand how and why people make different choices.



**THE HARMONY TRUST**

BELIEVE • ACHIEVE • SUCCEED



**Cavendish Close**  
Junior Academy

	<p><b>Experience:</b> Take part in rich, hands-on learning experiences by exploring festivals' stories, symbols, artefacts and rituals, deepening their cultural understanding and making learning memorable.</p>	<p><b>Experience:</b> Gives children meaningful experiences by engaging them in real-life scenarios, stories, and moral challenges that help them understand how rules, values and beliefs shape everyday life.</p>	<p><b>Experience:</b> Enabling children to explore real and virtual sacred spaces, encounter diverse religious practices and deepen their understanding of how communities worship in modern Britain.</p>	<p><b>Experience:</b> Allowing them to reflect on real-life scenarios, explore teachings from Jesus and Humanist ideas, and consider how values shape everyday behaviour in the world around them.</p>
--	---	---	---	--

**Summer 2**

Year Group	Year 3	Year 4	Year 5	Year 6
<b>Unit Title and description</b>	Why do people pray?	Why do some people think life is a journey and what significant experiences mark this?	What do religious and non-religious worldwide views teach us about caring for our Earth?	Is it better to express your beliefs in arts and architecture or in charity and generosity?
<b>Crucial Curriculum Content</b>	<p>-Prayer is a way people express feelings, hopes and beliefs; ask for help; show gratitude; and reflect on their lives.</p> <p>- Key practices, objects and places linked to Christian prayer (e.g., church, altar, spoken prayers) and Hindu prayer (e.g., puja, mandir, murtis, offerings), understanding similarities and differences.</p> <p>- Reflect on how prayer helps Christians and Hindus feel</p>	<p>- Understanding the idea of life as a journey: recognising that people experience significant milestones, choices and transitions throughout their lives.</p> <p>-Learning how Christians, Hindus and Humanists mark key life events, including Christian baptism and confirmation, Hindu samskaras, and Humanist ceremonies such as namings and weddings.</p>	<p>- Understanding why caring for the Earth matters - exploring religious and non-religious reasons for environmental protection.</p> <p>-Learning what Christians and Hindus believe about the environment, including stewardship, creation, ahimsa and dharma.</p> <p>-Recognising how beliefs lead to action - examining practical environmental work carried</p>	<p>-Understanding different ways beliefs are expressed — exploring Christian and Islamic art, architecture, symbols, calligraphy and decorative patterns, alongside Humanist expressions through action rather than religious imagery.</p> <p>-Exploring values behind charity and generosity — learning how Christian teachings (e.g., love and compassion), Muslim teachings (e.g., zakah and sadaqah) and</p>

Our ACE Curriculum

**Aspire★Collaborate★Experience**



	close to God or deities, supports their values, and guides their everyday lives, forming their own responses to the question, <i>“Why do people pray?”</i>	-Reflecting on meaning and purpose, considering what makes life significant, how beliefs and values guide behaviour, and why marking milestones is important for different people.	out by Christian and Hindu communities, and reflecting on pupils’ own responsibilities.	Humanist values (e.g., kindness and helping others) motivate people to improve the world.  -Evaluating forms of expression- comparing artistic and charitable ways of expressing belief and forming personal responses to the key question: <i>“Is it better to express your beliefs through creativity or through helping others?”</i>
<b>Key Concepts</b>	Beliefs and teachings Worship and practices Symbols and sacred texts Identity and Belonging Big Questions	Beliefs and teachings Worship and practices Morality and Values Identity and Belonging Big Questions	Beliefs and teachings Worship and practices Morality and Values Identity and Belonging Big Questions	Beliefs and teachings Worship and practices Morality and Values Identity and Belonging Big Questions
<b>Lesson outcomes</b>	1) To understand that people pray for different reasons and recognise some of the feelings, hopes and experiences that lead people to pray.  2) To explore how and why Christians pray, including the meaning and use of different kinds of Christian prayer.	1) To explore the idea that life can be understood as a journey and identify important milestones, experiences and choices that people may encounter.  2) To understand how Christians mark significant life events such as baptism and confirmation and explain why	1) To explore why people believe the Earth is valuable and identify different reasons (religious and non-religious) why humans should protect the environment.  2) To understand Christian beliefs about stewardship and creation and explain how these	1) To explore different ways people express beliefs through art, architecture, charity and generosity, and identify the purposes behind these expressions.  2) To understand how Christians express their faith through church design, symbols and religious art, and



	<p>3) To understand how and why Hindus pray, including the purpose and practices of puja in the home or mandir.</p> <p>4) To compare how and why Christians and Hindus pray, identifying similarities and differences in their beliefs, symbols and practices.</p> <p>5) To explore the places, objects and images used in Christian and Hindu prayer and explain how these help believers feel close to God.</p> <p>6) To reflect on why prayer is important to Christians and Hindus and give personal responses to the question, 'Why do people pray?'</p>	<p>these moments are important for faith and belonging.</p> <p>3) To learn about key Hindu rites of passage, such as namkaran (naming) and sacred thread ceremonies, and explain how they guide and support a Hindu's life journey.</p> <p>4) To explore how Humanists mark life events such as naming ceremonies and weddings and understand how Humanist values guide people without religious beliefs.</p> <p>5) To compare how Christians, Hindus and Humanists mark important life events, identifying similarities and differences in beliefs, symbols, celebrations and meanings.</p> <p>6) To reflect on what makes life meaningful, why marking milestones matters to different people, and give personal responses to the idea that life is a journey.</p>	<p>teachings influence how Christians care for the world.</p> <p>3) To explore Hindu beliefs about all life being connected (ahimsa) and the divine presence in nature, explaining how these beliefs guide Hindu environmental actions.</p> <p>4) To examine real-life examples of how Christians and Hindus try to protect the Earth through charity work, lifestyle choices and community action.</p> <p>5) To compare how Christians and Hindus understand environmental responsibility, identifying similarities and differences in their beliefs and actions.</p> <p>6) To reflect on different religious and non-religious teachings about caring for the Earth and decide what actions we, individually and</p>	<p>how Christian teachings inspire charitable actions.</p> <p>3) To explore how Muslims express faith through mosque architecture, geometric art and calligraphy, and how Islamic beliefs motivate charity such as zakah and sadaqah.</p> <p>4) To understand how Humanists express their beliefs through ethical action, reason and generosity, without using religious art or sacred architecture.</p> <p>5) To compare how Christians, Muslims and Humanists express what matters to them, evaluating similarities and differences between artistic and charitable practices.</p> <p>6) To reflect on the advantages of expressing beliefs through art, architecture, charity or generosity and give a personal,</p>
--	---	--	--	---



			collectively, can take to make a positive difference.	reasoned response to the key question.
<b>Key Vocabulary</b>	prayer worship puja mandir altar symbol diety reflection	journey milestone rite of passage baptism confirmation samskara values ceremony	Stewardship creation ahimsa dharma environmental responsibility sustainability sacred worldview	expression symbolism architecture calligraphy generosity charity zakah Humanism
<b>ACE (Aspire, Collaborate, Experience) links</b>	<p><b>Aspire:</b> Explore how Christians and Hindus use prayer to express hope, gratitude and devotion, inspiring pupils to think about their own values and goals.</p> <p><b>Collaborate:</b> Discussing different forms of prayer, comparing Christian and Hindu practices, and sharing ideas respectfully during paired and group tasks.</p> <p><b>Experience:</b> Exploring prayer objects, images, places of worship and rituals from Christianity and Hinduism, helping children understand how people connect with their beliefs.</p>	<p><b>Aspire:</b> Explore how different communities mark life's important moments and how values and commitments guide people to live meaningful lives.</p> <p><b>Collaborate:</b> Discuss life's milestones, comparing Christian, Hindu and Humanist ceremonies, and sharing ideas respectfully in group tasks and enquiries.</p> <p><b>Experience:</b> Explore real-life ceremonies, symbols and stories from different worldviews, helping them understand how people celebrate and reflect on significant moments.</p>	<p><b>Aspire:</b> Explore how Christians and Hindus are motivated by their beliefs to protect the Earth, inspiring pupils to think about the positive impact they can have on the world.</p> <p><b>Collaborate:</b> Shared discussions, group enquiries and comparing different beliefs, working together respectfully to understand how people can act for the environment.</p> <p><b>Experience:</b> Explore real examples of Christian and Hindu environmental action, engaging with practical activities and reflecting on how</p>	<p><b>Aspire:</b> Explore how religious and non-religious groups use creativity, generosity and compassion to make a positive difference in the world.</p> <p><b>Collaborate:</b> Analyse examples of Christian, Muslim and Humanist expression, discussing ideas respectfully and evaluating different viewpoints together.</p> <p><b>Experience:</b> Explore real religious art, architecture, traditions of giving, and Humanist campaigns, helping them understand how beliefs are expressed in diverse ways.</p>



			they can care for the Earth in their own lives.	
--	--	--	---	--

**How each intention is met across units of work**

<b>Intention 1:</b> Pupils understand key beliefs and teachings from major religions and how these guide people’s lives.			
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Pupils explore sacred stories and beliefs from Judaism, Christianity, Islam and Hinduism through storytelling, discussion, festival narratives and creative comparisons.	Pupils interpret sacred stories and teachings—such as Hindu tales, Christian parables, and moral teachings from Christianity, Judaism and Humanism—through discussion, reflection and creative tasks.	Pupils analyse sacred texts and stories including Jesus’ parables, Qur’an teachings and biblical descriptions of God, comparing how these beliefs guide religious living.	Pupils evaluate sacred stories and teachings from Sikhism, Christianity, Islam and Humanism, using discussion, enquiry and creative interpretation to understand belief in complex real-life contexts.
<b>Intention 2:</b> Pupils learn how people express their faith through worship, rituals and celebrations.			
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Pupils investigate Jewish and Christian festivals, explore worship symbols and rituals, compare multi-faith celebrations, and experience worship through church visits.	Pupils explore Hindu worship using artefacts, investigate festivals across three faiths, use media and symbols, and meet faith-community representatives.	Pupils study places of worship (church, synagogue, mosque), learn how worship guides life, explore Muslim practices, and visit a mosque.	Pupils investigate Sikh, Christian and Muslim worship, study ceremonies and artistic expressions of faith, and visit a Hindu temple.
<b>Intention 3:</b> Pupils recognise the meaning and importance of religious symbols and sacred writings.			
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Pupils study symbols and sacred stories from Jewish and Christian festivals; explore Christian and Hindu prayer symbols; interpret meanings through art and storytelling.	Pupils interpret Hindu puja symbols, Christian parables and moral stories; explore symbolic meaning in rules, festivals and rites of passage.	Pupils analyse Bible verses, Jesus’ parables, Qur’an teachings, mosque symbolism and environmental teachings (stewardship, ahimsa).	Pupils interpret Sikh scripture, Christian and Hindu beliefs about life after death, symbolic art and architecture, and ethical teachings across traditions.



**THE HARMONY TRUST**

BELIEVE • ACHIEVE • SUCCEED



**Cavendish Close**  
Junior Academy

<b>Intention 4:</b> Pupils explore how religions and worldviews shape moral choices and shared values.			
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Pupils apply Jewish and Christian teachings about forgiveness, rules and reflection to real-life choices and personal goals.	Pupils apply teachings such as the Ten Commandments, Jesus' teachings and Humanist values to dilemmas about fairness, temptation and kindness.	Pupils use Jesus' teachings and environmental teachings from Christianity and Hinduism to reflect on justice, forgiveness and caring for the Earth.	Pupils apply teachings from Christianity, Islam, Hinduism and Humanism to issues like suffering, racism, equality and moral decision-making.

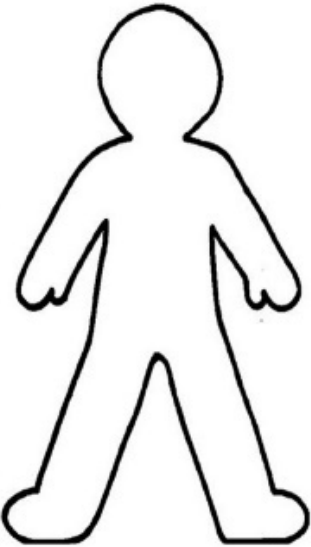
<b>Intention 5:</b> Pupils understand how faith and community contribute to personal and collective identity.			
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Pupils explore belonging through Jewish and Christian festivals, prayer practices and a church visit.	Children examine Hindu home worship, Christian/Jewish/Humanist moral identity, rites of passage and a visitor experience.	Pupils understand belonging through places of worship (church, synagogue, mosque), a visit to the mosque, the Muslim ummah, and community-driven environmental action.	Children explore belonging through Sikh identity (Khalsa, Five Ks), comfort and hope across worldviews, anti-racism teachings and a Hindu temple visit.

<b>Intention 6:</b> Pupils reflect on life's big questions about purpose, meaning and belief.			
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Children ask and answer questions about beliefs, festivals and prayer; compare ideas across religions; express personal reflections.	Children discuss role models, moral teachings and life journeys; explore different viewpoints about values and identity.	Children debate belief in God, analyse teachings, question worship practices and discuss environmental responsibility.	Children engage with big questions about life and justice; explore anti-racism teachings; evaluate ways of expressing belief.

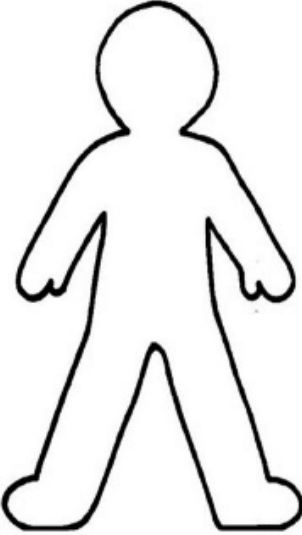
Our ACE Curriculum

**Aspire★Collaborate★Experience**

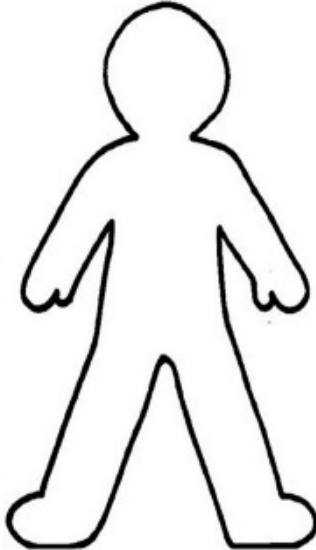
**End Points/Impact**

<p><u>Sacred stories, texts and beliefs</u></p> <p>A great year 3 theologian will describe key Jewish and Christian stories (e.g., Passover, Yom Kippur, Christmas, Easter) and explain what these stories teach believers about forgiveness, gratitude and fresh starts.</p>	<p><b><u>A great theologian in Year 3</u></b></p> 	<p><u>Apply teaching about right and wrong to real-life situations</u></p> <p>A great year 3 theologian will be able to identify what Jewish and Christian teachings say about right and wrong (e.g., Ten Commandments, daily prayer, forgiveness) and apply these ideas to simple real-life situations.</p>
<p><u>Investigate festivals, ceremonies and acts of worship</u></p> <p>A great year 3 theologian will explain how Jewish, Christian and Muslim festivals are celebrated, identify key rituals and symbols, and talk about what visiting a church teaches them about Christian worship.</p>		<p><u>Examine rites of passage and experiences of belonging</u></p> <p>A great year 3 theologian will describe how festivals and prayers help Jewish and Christian families feel they belong and reflect on what belonging means in their own lives.</p>
<p><u>Study symbols and key texts to interpret messages</u></p> <p>A great year 3 theologian will recognise important religious symbols (e.g., Shofar, Seder plate, cross) and explain their meaning using stories, pictures, reflective work and simple interpretation of texts.</p>		<p><u>Engage in enquiry-based discussions</u></p> <p>A great year 3 theologian will ask thoughtful questions about God, prayer and festivals, compare different beliefs and express simple personal views respectfully.</p>

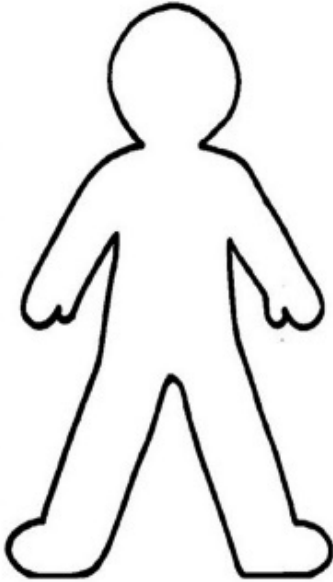


<p><u>Sacred stories, texts and beliefs</u></p> <p>A great year 4 theologian will retell and interpret Hindu stories (e.g., Ramayana), Christian parables and Jewish teachings, explaining what these stories show about faith and values.</p>	<p><b><u>A great theologian in Year 4</u></b></p> 	<p><u>Apply teaching about right and wrong to real-life situations</u></p> <p>A great year 4 theologian will explain how different beliefs guide moral choices, compare Christian, Jewish and Humanist ideas about right and wrong, and discuss why temptation makes choices difficult.</p>
<p><u>Investigate festivals, ceremonies and acts of worship</u></p> <p>A great year 4 theologian will describe in detail how Hindus worship at home and in the mandir, explain rituals in major Christian, Jewish and Sikh festivals, and talk about what they learned from a religious visitor.</p>		<p><u>Examine rites of passage and experiences of belonging</u></p> <p>A great year 4 theologian will describe how Christians, Hindus and Humanists mark key life events and explain the importance of belonging to a community.</p>
<p><u>Study symbols and key texts to interpret messages</u></p> <p>A great year 4 theologian will interpret the meaning of puja objects, Christian symbols and moral teachings (e.g., Temptation of Jesus, Ten Commandments), showing how they guide believers.</p>		<p><u>Engage in enquiry-based discussions</u></p> <p>A great year 4 theologian will discuss moral dilemmas, question how values shape behaviour, and express reasoned ideas about what makes someone inspiring or a good role model.</p>



<p><u>Sacred stories, texts and beliefs</u></p> <p>A great year 5 theologian will explain Christian beliefs about God using biblical ideas and parables, describe Islamic beliefs from the Qur'an, and express their own views on belief and non-belief.</p>	<p><u>A great theologian in Year 5</u></p> 	<p><u>Apply teaching about right and wrong to real-life situations</u></p> <p>A great year 5 theologian will apply Jesus' teachings on forgiveness, justice and generosity to real-life moral dilemmas and evaluate religious and non-religious views about caring for the environment.</p>
<p><u>Investigate festivals, ceremonies and acts of worship</u></p> <p>A great year 5 theologian will describe how Muslims, Christians and Jews worship in different places, explain the significance of the Western Wall and mosque worship, and reflect on what they learned from visiting a mosque.</p>		<p><u>Examine rites of passage and experiences of belonging</u></p> <p>A great year 5 theologian will explain how Christians, Jews and Muslims experience belonging through worship, community life and shared values, including the meaning of the Jewish Western Wall and the Muslim ummah.</p>
<p><u>Study symbols and key texts to interpret messages</u></p> <p>A great year 5 theologian will interpret the symbolic meaning of Jesus' teachings, the Five Pillars of Islam, Qur'anic calligraphy and place-of-worship symbolism, linking these to belief and practice.</p>		<p><u>Engage in enquiry-based discussions</u></p> <p>A great year 5 theologian will debate belief in God, question worship practices, compare religious worldviews and develop thoughtful responses about justice, fairness and environmental ethics.</p>



<p><u>Sacred stories, texts and beliefs</u></p> <p>A great year 6 theologian will evaluate Sikh, Christian, Hindu and Humanist teachings—using sacred texts, stories and philosophical ideas—to explain how beliefs shape identity and moral action.</p>	<p><b><u>A great theologian in Year 6</u></b></p> 	<p><u>Apply teaching about right and wrong to real-life situations</u></p> <p>A great year 6 theologian will apply religious and non-religious teachings to complex issues such as racism, equality and compassion, giving reasoned arguments based on multiple worldviews.</p>
<p><u>Investigate festivals, ceremonies and acts of worship</u></p> <p>A great year 6 theologian will describe Sikh acts of worship, Christian and Islamic artistic expression, and the significance of temple, gurdwara and church experiences, including how these shape communal identity.</p>		<p><u>Examine rites of passage and experiences of belonging</u></p> <p>A great year 6 theologian will explain how belonging is expressed through Sikh identity (Khalsa, Gurdwara), life-event ceremonies in different religions, and moral actions inspired by faith communities.</p>
<p><u>Study symbols and key texts to interpret messages</u></p> <p>A great year 6 theologian will interpret a wide range of symbolic expressions—Sikh Five Ks, Islamic calligraphy, Christian art, Golden Rule teachings—and evaluate their meaning for believers today.</p>		<p><u>Engage in enquiry-based discussions</u></p> <p>A great year 6 theologian will engage in deep enquiry, debating issues such as suffering, justice, racism and expression of belief; compare diverse viewpoints; and present thoughtful, well-reasoned personal responses.</p>

**National Curriculum for KS2 (non statutory document)**

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998. The key document in determining the teaching of RE is the locally agreed syllabus within the LA concerned (see 'Agreed syllabus', p.14). Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses. LAs must, however, ensure that the agreed syllabus for their area is consistent with Section 375(3) of the Education Act 1996, which requires the syllabus to reflect that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain. Schools are not obliged to provide RE to pupils who are under compulsory school age (section 80(2)(a) of the Education Act 2002), although there are many instances of good practice where RE is taught to these pupils. Separate legislative provision on RE is made for maintained special schools. Regulations<sup>4</sup> covering maintained special schools require them to ensure that, as far as practicable, a pupil receives RE.

The legal requirements for the provision of RE in maintained schools do not specify any particular time allocation or how the curriculum should be organised. Schools are not required to teach subjects separately or to use their given titles, though there can be advantages in doing so. One subject can also be combined with another, or it can be taught in separate lessons, or a mixture of provision used, depending on the objectives of the curriculum being followed. Schools should weigh the advantages of regular and coherent provision, say every week, against those of more flexible provision when more time can be allocated in one week, term or year than in another - as long as the programme of study required by the agreed syllabus is covered. They need to ensure that their RE provision includes a distinct body of knowledge and enables all pupils to make effective progress in achieving the RE learning outcomes. Schools also need to evaluate the effectiveness of their provision as part of their own self-evaluation process. Each school decides which subjects to give more time to and, within a subject, which attitudes or skills to emphasise. The priority or emphasis might apply across the key stage, to particular year groups, to groups of pupils or to individuals.

The principles of good planning apply to RE as much as to any other subject in the curriculum. Planning for RE should ensure all pupils have a high quality, coherent and progressive experience of the subject. Schools are encouraged to use models of delivery which best suit the needs of the pupils, meet the requirements of the curriculum, and contribute to the cross-curricular dimensions of the wider curriculum. The statutory syllabus should therefore not only specify the RE curriculum to be taught in schools, but also be sufficiently flexible to enable schools to match the pattern of provision to the needs of pupils and be an integral part of the wider curriculum. It is recommended that pupils have the opportunity to gain public recognition of their achievement in RE. In deciding on any particular model of curriculum delivery, it is important to make provision for the parental right of withdrawal.

Our ACE Curriculum

**Aspire★Collaborate★Experience**



**THE HARMONY TRUST**

BELIEVE • ACHIEVE • SUCCEED



**Cavendish Close**  
Junior Academy

### **Derby SACRE – Key Stage 2**

Pupils should extend their knowledge and understanding of religious and non-religious worldviews - recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. During the key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims, Hindus, Sikhs and Jewish people. Pupils may also encounter other religions and worldviews in thematic units. The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

### **Derby SACRE – Key Stage 1**

Pupils should develop their knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. During the key stage, pupils should be taught knowledge, skills and understanding through learning about Christians, Muslims or Jewish people, and Hindus or Sikhs. Pupils may also encounter other religious and non-religious worldviews in thematic units, where appropriate. The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Our ACE Curriculum

**Aspire★Collaborate★Experience**

### What RE looks like at Cavendish Close

Religious Education at Cavendish Close Junior Academy follows the Derby Agreed Syllabus for Religious Education (2025–2030).

The syllabus states that the principal aim of RE is:

*“To engage pupils in systematic enquiry into significant human questions which religions and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.”*

During Key Stage 2, pupils learn about Christians, Muslims, Hindus and Jewish people, and may also encounter other religions and non-religious worldviews through thematic units.

- Science lessons are taught weekly for 45 minutes.
- Front cover at start of every topic, including: lesson outcomes and key vocabulary
- Pre-learning and post learning task sheet following front cover. Children self-assess using smiley, neutral and sad faces (first lesson and final lesson)
- Date and learning objective (underlined) in all lessons
- At least 2 Quadrant grids per unit. These should include
  - Previous Year Groups
  - Previous Units
  - Previous Weeks
  - Previous Lesson
- At least two examples of low stakes quizzing per unit, to recap main knowledge skills and concepts with long term memory retention in mind. (Mini quizzes, kahoot quiz etc...).
- At least two ‘Thinkers’ keys per unit with a written response from children
- Photographic evidence of activities carried out in the lessons where applicable
- At least one single/double page spread per unit (Y5 & Y6 expectation is double).
- Use a range of meta-cognitive strategies to support learning (learn to learn, graphic organisers, use of technology)
- Post learning task to be completed and self-assessed in final lesson on the other half of the original sheet.
- Remember to utilise the iPads as a tool for learning
- One visit per year group to a religious place of worship
- Experiences such as visitors, artefact handling, virtual tours, themed days or links with the wider community are recorded in children’s books - these opportunities help deepen understanding of religion and worldviews in real, meaningful contexts.

Our ACE Curriculum

**Aspire★Collaborate★Experience**