



Cambridge Park Academy

Character - Preparation - Achievement

KS3 – RE

Functional Curriculum

Stages 4-10

Curriculum Intent:

Our vision for Religious Education (RE) is to support every child in developing a sense of identity, belonging, and understanding of the diverse world around them. Our RE curriculum is designed to be accessible, meaningful, and relevant to pupils with a wide range of learning needs and communication styles. It promotes curiosity, empathy, respect and self-awareness.

RE at our school enables pupils to:

- **Explore beliefs and experiences** from both religious and non-religious perspectives, using multi-sensory resources, storytelling and real-life characters to make learning relatable.
- **Develop a sense of self and belonging**, by recognising how beliefs, practices, and values shape the lives of others, while affirming and valuing pupils' own identities and experiences.
- **Encounter the world through diverse lenses**, with an emphasis on understanding others rather than persuading or promoting any single belief system.
- **Express ideas and feelings confidently**, using a wide range of communication strategies including symbols, visual prompts and supported language structures.
- **Build moral awareness and emotional literacy**, learning how people make decisions about right and wrong, and how communities show care, respect and fairness.

Developmental Stages and Ages

Stage 4 5 years <small>(The bridge from the foundation curriculum to the formal curriculum)</small>	Stage 5 5-6 years	Stage 6 6-7 years	Stage 7 & 8 7-9 years	Stage 9 & 10 9-11 years
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Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Identity and Belonging <u>Case Study Focus:</u> Rabinder - diversity in my Sikh community <u>Substantive Knowledge Focus:</u> wearing the turban, worship at the gurdwara, differences for men and women <u>Disciplinary Knowledge Focus:</u> Social Sciences and theology</p>	<p>Identity and Belonging <u>Case Study Focus:</u> Rachel - diversity in my non-religious community <u>Substantive Knowledge Focus:</u> non-religious worldviews in history (<i>Humanist Heritage</i>) <u>Disciplinary Knowledge Focus:</u> Social Sciences and theology</p>	<p>Stories <u>Case Study Focus:</u> Rabinder - Mai Bhago <u>Substantive Knowledge Focus:</u> equality, following the gurus <u>Disciplinary Knowledge Focus:</u> Theology</p>	<p>Stories <u>Case Study Focus:</u> Rachel - Alain Serres, <i>I Have the Right to Be a Child</i> <u>Substantive Knowledge Focus:</u> human rights, equality and equity, freedom (of religion and belief) <u>Disciplinary Knowledge Focus:</u> Theology</p>	<p>Values and Morality <u>Case Study Focus:</u> Rabinder - becoming a Khalsa Sikh and carrying the 5 Ks <u>Substantive Knowledge Focus:</u> Khalsa, 5 Ks, the rights and wrongs of carrying the kirpan (knife) <u>Disciplinary Knowledge Focus:</u> philosophy</p>	<p>Values and Morality <u>Case Study Focus:</u> Rachel - freedom of religion and belief, the right for parents to withdraw their children from RE <u>Substantive Knowledge Focus:</u> freedom of religion and belief, the right to express what you think and how that might hurt someone else, the right for parents to withdraw their children from RE, but not for children to withdraw themselves - the rights and wrongs of these things <u>Disciplinary Knowledge Focus:</u> Philosophy</p>



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Substantive Knowledge					
Autumn 1					
Identifying and belonging – Rabinder - Sikh					
In this unit, pupils will explore what it means to belong to a Sikh community by following the story of Rabinder. They will learn about visible signs of belonging such as the turban, how Sikh people worship at the Gurdwara, and how boys and girls might have different roles. Pupils will begin to compare how they belong in their own communities and will ask questions about similarities and differences between people.					
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<p>I know I belong to different groups. E.g. "I belong to my family and my class."</p> <p>Some people wear special clothes. E.g. Sikhs may wear a turban; a police officer wears a uniform.</p> <p>Sikhs go to a special place called a gurdwara.</p> <p>Boys and girls are both important and valued. E.g. "We all help in class" or "Sikh boys and girls both worship."</p> <p>Families can have different traditions. E.g. "My family eats pizza on Fridays; my friend goes to Gurdwara."</p>	<p>Sikhs wear turbans as a sign of respect and identity.</p> <p>The gurdwara is a place for worship, music and food (langar).</p> <p>Men and women dress differently in Sikhism. E.g. Men may wear turbans and women might wear colourful clothes like salwar kameez.</p> <p>Belonging means being part of a community. E.g. "Rabinder helps at the Gurdwara. I help at school."</p> <p>Some rules are shared in faith groups. E.g. Rules like removing shoes or sitting quietly are signs of respect.</p>	<p>Wearing the turban is a symbol of Sikh faith and equality.</p> <p>Sikhs worship together in the gurdwara and listen to the Guru Granth Sahib.</p> <p>Both men and women have roles in Sikh worship. - Men and women can lead prayers, read scriptures, and serve food. <i>E.g. "Rabinder's mum helps cook langar. His dad reads from the Guru Granth Sahib."</i></p> <p>Belonging to a religion affects what you wear, eat, and do. E.g. "Sikhs don't cut their hair, and they share food with everyone."</p> <p>Community means helping and sharing. Sikhism teaches seva (selfless service) and equality. <i>E.g. "Everyone is welcome to eat in the langar. People take turns to serve food."</i></p>	<p>The turban shows dignity, respect and Sikh identity.</p> <p>Gurdwaras have symbols like the Nishan Sahib (a tall orange flag) and serve everyone equally.</p> <p>Sikh values include equality between men and women. E.g. "Rabinder's mum and dad both lead prayers and help in the kitchen."</p> <p>Being part of a religious group affects choices and behaviour. E.g. "Rabinder shares, tells the truth, and always tries to help others."</p> <p>Belonging is shown through actions and commitments. E.g. by doing seva, attending worship, and following Sikh values. <i>"Rabinder helps wash up at the langar and wears his kara every day."</i></p>	<p>Wearing a turban shows inner values and connects to Sikh history - the Khalsa tradition started by Guru Gobind Singh.</p> <p>Worship at the gurdwara includes prayer, music, and service.</p> <p>Sikh teachings support gender equality and collective responsibility. E.g. "In Rabinder's gurdwara, both men and women can read the scriptures and cook langar."</p> <p>People belong to multiple communities (e.g., religious and national). E.g. "Rabinder is Sikh and also British. He celebrates Vaisakhi and goes to school in the UK."</p> <p>Practices like langar show identity and inclusivity. E.g. "At langar, Rabinder's family sits with people from all faiths and backgrounds. Everyone eats the same food."</p>
Key Vocab	Sikh, Sikhism, Guru, Guru Nanak, Khalsa, Five Ks – Kara, Kesh, Kanga, Kachera, Kirpan, Gurdwara, Langar, Sewa, Equality, Community, Belonging, Identity, Vaisakhi, Guru Granth Sahib, Turban				

Substantive Knowledge	
Autumn 2	
Term	



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Key Topic	Identifying and belonging – Rachel: Non-religious				
	In this unit, pupils will learn about Rachel, who belongs to a non-religious family. They will explore what belonging looks like in a non-religious community, how values and identity can still be strong without religion and hear about Humanists from history. Pupils will reflect on their own sense of identity and begin to ask: Can we belong without belief?				
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> Some people don't belong to a religion. I am special just as I am. We don't all believe the same things. E.g. "Ben doesn't believe in God, but his friend does." Some people are kind without following a religion. I can belong to different groups. Being kind helps me feel like I belong. 	<ul style="list-style-type: none"> Non-religious people can have shared values. E.g. "Humanists think we should treat others fairly." Humanism is about thinking carefully and acting kindly. Not everyone is religious and believes in a god. Belonging can mean being part of a club or group. People believe different things and that's OK. 	<ul style="list-style-type: none"> Humanists believe we can be good without a god – you don't need to believe in God to be kind. Some important thinkers in history were non-religious. E.g. Darwin, Mary Wollstonecraft, or Stephen Fry today. Belonging to a non-religious group means caring and thinking. We all have different ways to find meaning. E.g. "Some people find meaning in being kind or creative." Respecting diversity includes non-religious views. 	<ul style="list-style-type: none"> Humanist values include fairness, empathy, and truth-seeking. People can belong through shared beliefs, not just religion. E.g. "Amira joins a climate group to help the planet." Humanism has roots in ancient and modern history. Non-religious people use thinking, science and reflection. E.g. "Instead of prayer, they might write, talk, or do science." Belonging can include activism and community work. 	<ul style="list-style-type: none"> Non-religious people also have values and communities. E.g. "Humanist weddings and funerals celebrate life without religion." Non-religious identity includes reasoned choices and shared human values. Humanism is a worldview with historical influence (e.g., Enlightenment). Belonging is shaped by values like freedom, equality, and justice. People build communities around ideas, not just beliefs. E.g. "A book club, science group, or activist cause can bring people together." Recognising Humanist heritage helps include diverse perspectives.
Key Vocab	Belonging, Identity, Community, Non-religious, Worldview, Values, Morals, Humanism, Humanist, Atheist, Agnostic, Reason, Empathy, Happiness, Responsibility, Naming ceremony, Celebrant, Life event, Memories, Choice, Kindness, Fairness, Well-being, One life Stage 9/10 additional: Secular (<i>Upper KS2</i>), Scientific understanding (<i>Upper KS2</i>), Legacy (<i>Upper KS2</i>), Ethical choices (<i>Upper KS2</i>)				

	Substantive Knowledge
Term	Spring 1



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Key Topic	Stories: Rabinder – Sikh				
	<p>Stage 4</p> <p>Learn who Rubinder is and how she belongs to her family, school, and Sikh community. Hear a simple version of the Mai Bhago story and link it to ideas of bravery and helping others.</p>	<p>Stage 5</p> <p>Explore how Rubinder shows kindness and bravery like Mai Bhago. Recognise Sikh symbols like the Kara and the importance of the gurdwara and community.</p>	<p>Stage 6</p> <p>Compare Rubinder's daily life to what she learns from Sikh teachings. Understand why Mai Bhago inspires her and other Sikhs to stand up for justice and equality.</p>	<p>Stage 7&8</p> <p>Examine how Rubinder's identity is shaped by stories, values, and being part of the Khalsa. Discuss what belonging means in different communities.</p>	<p>Stage 9&10</p> <p>Analyse how Rubinder connects faith to action (e.g. through sewa). Reflect on how religious stories continue to influence identity, activism, and moral decision-making. Explore how Rubinder navigates her beliefs in a diverse society.</p>
<p>Knowledge</p>	<ul style="list-style-type: none"> • Mai Bhago was brave and helped others. (Tell a simplified story of Mai Bhago helping the 40 warriors.) • People follow examples of good people. (Link to real life heroes or class rules) • Gurus are special teachers in Sikhism. • I can listen to a story and say what happened. • Some people hear stories at special places. "Sikhs hear stories at the gurdwara when they read their holy book." • Stories can teach us to be kind. • Stories help us learn about what others believe. • We can share stories with friends. 	<ul style="list-style-type: none"> • Mai Bhago is a Sikh hero who showed bravery. • The Guru Granth Sahib is a special book for Sikhs. • Sikh stories come from real people in history. • Stories help us learn about helping others. "What can we do to help someone like Mai Bhago helped her people?" 	<ul style="list-style-type: none"> • Sikh stories like Mai Bhago's show courage and equality. • The Gurus taught people to be fair and protect others. (Use simple stories of Guru Nanak or Guru Gobind Singh.) • Sikh stories show people helping and being brave. (Choose accessible stories like Bhai Kanaiya giving water to enemies.) • Mai Bhago is a brave Sikh woman. • I can talk about what is fair or unfair in a story. "Was it fair that the soldiers left? What did Mai Bhago do?" • Women in Sikh history have shown strong leadership. • Followers of Sikhism try to live like the Gurus. "What would the Guru do?" 	<ul style="list-style-type: none"> • Mai Bhago's story teaches justice, equality, and faith. • Sikh stories reflect key values like sewa "Sewa means helping without expecting anything back.". Stories of community kitchens, Guru Nanak feeding the poor. • Stories guide moral choices and identity. (Use RE journals to reflect on: "What would I do?" "This story helps me think about how to treat others.") • Religious stories can challenge stereotypes. E.g. "Mai wore armour and led soldiers. That surprises people!" • I can say what a story teaches 	<ul style="list-style-type: none"> • Sikh stories are used to explore complex values like sacrifice, loyalty, and equality. (Explore key moments when Gurus or heroes made sacrifices for others. "Guru Tegh Bahadur gave his life for others' freedom.") • Mai Bhago represents both faith and feminist values. • Stories help define the community's ethical framework. • Following Gurus means embodying their teachings in action. • I can explain how a story connects to real life.
<p>Key Vocab</p>	<p>Sikh, Guru Gobind Singh, Khalsa, Five Ks, Gurdwara, Sewa, Equality, Bravery, Faith, Role model, Mai Bhago</p>				

	<p>Substantive Knowledge</p>
<p>Term</p>	<p>Spring 2</p>
<p>Key Topic</p>	<p>Stories: Rachel – non-religious</p>



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Using the story, <i>I Have the Right to Be a Child</i> , pupils will think about fairness, rights, and what every child should have — regardless of background or belief. They will explore the idea of equity (giving people what they need) and how Rachel's non-religious values shape her thinking about fairness. Pupils will begin to understand that both religious and non-religious people care about justice and human dignity.					
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> Some stories aren't from a religion. (The Lion and the Mouse) I can say if someone in a story is kind Everyone should be treated kindly. It's okay for people to believe different things. Children have rights. (Introduce basic rights like <i>being safe, playing, being loved</i>. Use child-friendly resources like UNICEF's "For Every Child" poem or book.) 	<ul style="list-style-type: none"> Non-religious stories can teach kindness. (<i>Kind</i> by Alison Green) The right to be safe, learn and be loved is for everyone. Some people don't believe in God. All people should be treated equally. (Would it be fair if someone was left out because of what they believe?) Everyone deserves respect – (Link to school/ class rules). I can talk about the good and bad in a story. 	<ul style="list-style-type: none"> Rights help children grow, learn and feel safe. (Explore child-friendly rights (e.g., shelter, food, love). Use videos or picture books like <i>We Are All Born Free</i>.) People can believe, or not believe, different things. Equality means we all matter. We can stand up for people who are treated unfairly. I can say how a story helped someone. Non-religious people still learn lessons from stories. 	<ul style="list-style-type: none"> Children have the right to safety, education, and identity. (Explore rights through stories – e.g., children fleeing war (<i>The Journey</i> by Francesca Sanna).) Freedom of belief includes religion and non-religion. Some children live where rights are not protected. (explore global contexts sensitively). Stories help us understand fairness and justice. (<i>Malala's Magic Pencil</i>.) Human rights are for every person. I can say what a story is teaching. 	<ul style="list-style-type: none"> The UN Convention on the Rights of the Child promotes global fairness. Stories help explore how rights are protected or denied. (Compare characters in different circumstances: e.g., one child has school and food, another does not.) Equality and freedom are moral and legal values – not just ideas. Rights can conflict – understanding helps resolve issues. We can protect others' rights through advocacy. (Fundraising, poster-making, kindness weeks.) I can explain what I learned from a story I can link a story to real life
Key Vocab	Rights, Responsibility, Fairness, Equality, Justice, Education, Safety, Kindness, Respect, Belonging, Inclusion, Community, Diversity, Identity, Empathy, Choice, Freedom, Voice, Understanding, Non-religious, Humanist, Viewpoint, Values, Rachel, <i>I Have the Right to Be a Child</i> , Alain Serres, United Nations, Convention on the Rights of the Child, Article 12.				

Substantive Knowledge



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Term	Summer 1				
Key Topic	<p align="center">Values and Morality: Rabinder – Sikhism</p> <p align="center">In this unit, pupils explore moral choices through Rabinder’s journey into the Khalsa Sikh community. They will learn about the 5 Ks, especially the kirpan (symbolic sword), and consider what it means to carry symbols of faith responsibly. Pupils will be encouraged to reflect on big questions like: Should everyone be allowed to carry symbols of their beliefs? Is this fair?</p>				
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> Some people wear special things to show what they believe. (Use photos of turbans, crosses, kippahs, kara (Sikh bracelet)) Some people follow special rules. Sikhs carry 5 special items. One is called the kirpan. The 5k’s show what they believe in. Doing the right thing is important. 	<ul style="list-style-type: none"> The 5 Ks are worn by some Sikhs to show they belong. The kirpan is a small sword and is not used to hurt. Doing right means being kind and brave. Sikhs make a promise to be fair and helpful. The Khalsa is a special Sikh group. 	<ul style="list-style-type: none"> The 5 Ks show Sikh identity and commitment. The kirpan is for protection, not violence. Sikh values include justice, courage and service. Being Khalsa means living by strong values. Morality is about right and wrong actions. (What would be the kind thing to do here?) I can decide what is kind and unkind. 	<ul style="list-style-type: none"> The 5 Ks are symbolic of spiritual discipline and values. e.g., Kara (circle) = never-ending God, Kirpan = justice. The kirpan represents justice and protection of others. Sikh teachings promote doing good even when it’s hard. Moral values come from sacred teachings and lived experiences. (Sikhs follow what the Gurus taught but also learn from life.) Belonging means making moral commitments. 	<ul style="list-style-type: none"> The Khalsa vows include service, honesty, and equality. (Link to langar (free kitchen)) The kirpan raises questions in society. (Discuss modern debates sensitively) Symbols like the 5 Ks communicate deep ethical meaning. e.g., Kachera = self-control. “What reminds you to do good?” Moral actions are guided by values, conscience and community. (What would a Sikh do if someone was being treated unfairly?) Religious identity shapes everyday ethical decisions.
Key Vocab	Khalsa, Rabinder, Sikhism, Guru Gobind Singh, Kesh, Kangha, Kara, Kachera, Kirpan, Courage, Honesty, Responsibility, Equality, Justice, Commitment, Kindness, Integrity, Respect, Fairness, Identity, Symbol, Community, Belonging, Ethics, Morality, Tradition, Faith				

	Substantive Knowledge
Term	Summer 2



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Key Topic	Values and Morality: Rachel – Non-religious				
	This unit explores Rachel’s perspective on living without religion. Pupils will learn about the right to freedom of belief and expression and will discuss the rights of children and parents regarding religious education. They will explore different points of view respectfully and begin to form their own ideas about fairness, choice, and respect for others’ beliefs.				
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<p>People believe different things. Reinforce: "We don't all think the same, and that's okay."</p> <p>It's okay if someone doesn't believe in a religion.</p> <p>We should be kind to everyone.</p> <p>We can say what we think nicely. (Model sentence stems: "I think...", "I believe..." and talk about respect.)</p> <p>Everyone has a right to feel safe.</p>	<p>Rachel is non-religious and still makes good choices. (Use Rachel's story to show her helping others, telling the truth, and being a good friend. "She does this because it feels right.")</p> <p>Everyone should be free to believe or not.</p> <p>Children can ask questions about beliefs.</p> <p>RE helps us understand different people.</p> <p>Freedom means making choices kindly.</p> <p>People can be kind without rules</p>	<p>Non-religious people make moral choices using thinking and feelings.</p> <p>There is a right to withdraw from RE (for parents).</p> <p>Freedom includes beliefs and expressions.</p> <p>Fairness means not hurting others with our choices.</p> <p>Values come from many sources – not just religion. E.g., from parents, teachers, books, experiences, or personal thinking.</p>	<p>Freedom of belief is a human right protected by law.</p> <p>RE is a space to explore different ideas and question them.</p> <p>Rachel's story shows moral decisions without religion. Use dilemmas: E.g. Should she return lost money?</p> <p>Fairness includes hearing all voices.</p> <p>Rights sometimes come with responsibilities.</p> <p>I can talk about how to help my community (Encourage real-life actions – litter picking, kindness boards, fundraising, etc.)</p>	<p>The right to withdraw from RE must be balanced with education rights. (Explore both sides sensitively – Learning about others helps us live well together, but families can choose.)</p> <p>Freedom of belief supports both religious and non-religious worldviews.</p> <p>Non-religious morality values reason, empathy, and fairness. (Explore examples: helping someone because it's fair, not because it's commanded.)</p> <p>Society must protect minority and majority rights. (Use global and local examples – e.g., non-religious people in religious-majority countries.)</p> <p>Respect includes disagreement without harm. (Talk about peaceful disagreement. "We can disagree without shouting or hurting." Emphasise listening, not silence.)</p>
Key Vocab	Rachel, Non-religious, Religion, Belief, Identity, Freedom, Freedom of Religion and Belief, Rights, Withdrawal, Choice, Respect, Kindness, Fairness, Honesty, Morality, Values, Community, Diversity, Tolerance, Understanding, Inclusion				


Disciplinary Knowledge



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In Religious Education (RE), **disciplinary knowledge** is the understanding of how we learn about religion and worldviews — not just what people believe and do, but **how we explore, question, and interpret** those beliefs and practices. It helps pupils think about how we know what we know, and how people make sense of their beliefs and experiences.

Stage 4	Strands	Stage 5	Stage 6	Stage 7&8	Stage 9&10
<p>Understanding Ourselves and Others</p>  <ul style="list-style-type: none"> • Begin to talk about their own feelings, likes, and dislikes, and recognise that others may feel differently. • Show increasing awareness of how actions affect others, • Begin to understand the importance of kindness, sharing. • Describe special times, people, and celebrations in their own lives. • Begin to show curiosity about the beliefs and traditions of others. • Begin to understand that people belong to different families, cultures, and faith groups, • Begin to value differences in beliefs, appearances, and ways of life. • Recognise some religious and cultural symbols (e.g. a cross, a mosque, candles) • Begin to talk about why symbols are important to some people. • Children can name people in their lives who help them stay safe and healthy • Begin to understand the need for personal hygiene, good eating habits, and rest. • Begin to talk about things that cause worry • Know how to make simple safe choices at home and school. 	<h2>Theology</h2> <ul style="list-style-type: none"> • Pupils will identify key religious beliefs and symbols. • Pupils will begin to understand what religious people believe about God, the world, and how to live. <p>Questions:</p> <ul style="list-style-type: none"> • What do people believe about God in this religion? • Why do people tell stories about their faith? • What does this symbol mean to believers? 	<ul style="list-style-type: none"> • Pupils will describe important religious teachings and stories and explain their meanings. • Pupils will explore how beliefs influence how people live and make choices. <p>Questions:</p> <ul style="list-style-type: none"> • What does this religious story teach us about how to live? • How do believers show their faith in everyday life? • Why is this teaching important to people who follow this religion? 	<ul style="list-style-type: none"> • Pupils will explain some core religious beliefs and ideas from different faiths. • Pupils will make connections between beliefs, teachings, and practices. • Pupils will reflect on how beliefs can shape people's values and actions <p>Questions:</p> <ul style="list-style-type: none"> • How do different religions describe God or ultimate reality? • How do beliefs influence the way people behave? • Can one religious belief be understood in different ways? 	<ul style="list-style-type: none"> • Pupils will analyse religious beliefs and teachings and consider different interpretations within a tradition. • Pupils will evaluate how theological ideas influence individuals and communities. • Pupils will compare beliefs across religions thoughtfully. <p>Questions:</p> <ul style="list-style-type: none"> • How do religious teachings explain the purpose of life? • What are some different interpretations of a key religious idea? • How do beliefs affect the way communities live together? 	
	<h2>Social Sciences</h2> <ul style="list-style-type: none"> • Pupils will describe how religious people celebrate important events. • Pupils will identify how religion influences people's lives and communities. <p>Questions:</p> <ul style="list-style-type: none"> • What do people do during this festival or ceremony? • How does religion help people in their community? • Why do people come together to celebrate? 	<ul style="list-style-type: none"> • Pupils will explore different religious practices and rituals and their social meanings. • Pupils will explain how religion helps people feel part of a community. <p>Questions:</p> <ul style="list-style-type: none"> • What is the meaning of this religious ritual? • How does being part of a religious group help people? • How do people in this community show kindness and support? 	<ul style="list-style-type: none"> • Pupils will investigate how religious groups organise their lives and support one another. • Pupils will compare religious communities and how they live out their beliefs socially. <p>Questions:</p> <ul style="list-style-type: none"> • How do religious communities organise their lives? • What are some similarities and differences between these religious groups? • How does religion affect people's identity and sense of belonging? 	<ul style="list-style-type: none"> • Pupils will analyse the impact of religion on culture and society. • Pupils will examine issues such as identity, belonging, and diversity within religious communities. • Pupils will reflect on how social factors influence religious beliefs and practices. <p>Questions:</p> <ul style="list-style-type: none"> • How does religion influence culture and society? • What challenges do religious communities face today? • How does religion promote respect for diversity? 	



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	<h2>Philosophy</h2>	<ul style="list-style-type: none"> · Pupils will discuss basic moral questions, such as “What is kindness?” or “Why should we share?” <p>Pupils will express their ideas about right and wrong.</p> <p>Questions:</p> <ul style="list-style-type: none"> · Why should we help other people? · What is right and wrong? · How do you decide what is fair? 	<ul style="list-style-type: none"> · Pupils will explore questions about meaning, such as “What makes life special?” · Pupils will consider different answers to moral questions and ideas about how to live. <p>Questions:</p> <ul style="list-style-type: none"> · What makes life special? · Why do people believe in different things? · How should we treat others 	<ul style="list-style-type: none"> · Pupils will reflect on big questions about life, death, and purpose. · Pupils will examine different viewpoints on moral dilemmas and ethical choices. · Pupils will develop reasoned arguments about values and beliefs. <p>Questions:</p> <ul style="list-style-type: none"> · What happens after we die? · How do people decide what is good or bad? · Can there be more than one right answer to a moral question? 	<ul style="list-style-type: none"> · Pupils will analyse philosophical questions relating to existence, ethics, and belief. · Pupils will debate complex moral issues and reflect critically on their own and others’ viewpoints. · Pupils will evaluate how beliefs shape people’s understanding of the world and behaviour <p>Questions:</p> <ul style="list-style-type: none"> · Why do people believe or not believe in God? · What responsibilities do we have to each other? · How do our beliefs shape the way we live?
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