



Religious Education Year 5 Long Term Plan

Themes (Number of weeks/Term)	Autumn 1 Being Human: Hinduism 6 weeks	Autumn 2 Being Human: Islam 6 weeks	Spring 1 Being Human: Christianity 6 weeks	Spring 2: Being Human: Christianity 6 weeks	Summer 1 Expressing Beliefs through the Arts 6 weeks	Summer 2 Expressing Beliefs through the Arts 6 weeks
NC Content/Coverage	Main beliefs of Hinduism Dharma Ahimsa Satsang	Main beliefs of Islam Five Pillars Qur'an teachings Muslim practices and beliefs	Main Christian beliefs How the world began Ten commandments Beatitudes	Quakers Church of England Roman Catholics	Creation Religion in art Religion in sculpture Religion through architecture	Religion and music Religion and dance Religion and drama
Substantive Knowledge/skills	- I can explain what the main beliefs of Hinduism are. - I can explain what Dharma is. - I can explain how Hindus worship at home. - I can explain what Ahimsa is. - I can explain what Satsang is.	- I can explain what the main beliefs of Islam are and what the Five Pillars are. - I can explain what the Qur'an teaches about how Muslims should treat each other. - I can explain how Muslim beliefs are expressed in practice. - I can explain how Muslim beliefs impact their actions. - I can explain how Muslim beliefs impact on how Muslims live their lives.	- I can explain what the main Christian beliefs are. - I can explain how the human race began according to the Bible. - I can explain why the Ten Commandments are important to Christians. - I can explain why the Beatitudes are important to Christians. - I can explain what the Greatest Commandment is.	- I can explain what the key beliefs and practices of the Quakers are. - I can explain what the key beliefs and practices of the Church of England are. - I can explain what the key beliefs and practices of Roman Catholics are. - I can summarise what I have learned.	- I can explain how creation is linked to creativity in religion. - I can explain how religion is represented in art. - I can explain how religion is represented through sculpture. - I can explain how religion is represented through architecture.	- I can explain how people express their beliefs through music. - I can explain how people express their beliefs through dance. - I can explain how people express their beliefs through drama.
Disciplinary Knowledge/Skills Believing: Making Sense of The Text Living: Understanding The Impact Thinking: Making Connections	Believing: I can identify and explain the core beliefs of Hinduism using 'The Story of Yudhishtira and the Yaksha' to explain dharma, 'The Story of Buddha and the Hunter' to explain	Believing: I can identify and explain the core beliefs of Islam using the story of Prophet Yusuf and his brothers to teach about forgiveness and mercy, Prophet Muhammad and his	Believing: I can identify and explain the core beliefs of Christianity, using the Creation Story, the story of the Ten Commandments and the Sermon on the Mount.	Believing: - I can identify and explain the core beliefs of Quakers, Anglicans and Roman Catholics. - I have begun to recognise that different people within various	Believing: I have begun to describe examples of ways in which people use art, sculpture and architecture to make sense of core beliefs and concepts.	Believing: I have begun to describe examples of ways in which people use music, dance and drama to make sense of core beliefs and concepts.



	ahimsa and 'Arjuna and Krishna (Bhagavad Gita) to explain Satsang. • I have begun to identify the meaning for believers from the stories studied. • I have begun to compare the meaning of stories studied with some ways in which Hindus interpret them. • I have begun to recognise that different people within religious/nonreligious world views might read and interpret these stories differently. Living: • I have begun to make connections between what Hindus believe and how they live, individually and in communities. Thinking: • I can begin to explain what I and others think, why I	neighbours to teach about being kind and helpful to people around you and 'The people in the cave' (Ashab al-Kahf) to teach about friendship and supporting each other. • I have begun to describe how the stories studied relate to the core beliefs of Islam. • I have begun to identify the meaning for Muslims from the stories studied. • I have begun to recognise that different people within religious/nonreligious world views might read and interpret sources of authority differently. Living: • I have begun to make connections between what Muslims believe and how they live. Thinking: • I can begin to explain what I and others	• I have begun to describe how the stories studied relate to the core beliefs of Christianity. • I have begun to identify the meaning for Christians from the stories studied. • I have begun to compare the meaning of the stories with some ways in which Christians interpret them. Living: • I have begun to make connections between what Christians believe and how they live. Thinking: • I can begin to explain what I and others think, why I think it and how the ideas fit together. • I have begun to identify evidence from the stories studied to support my reasoning. • I can identify the strengths and weaknesses of	denominations might read and interpret Biblical sources differently. Living: • I have begun to make connections between what different denomination of Christians believe and how they live, individually and in communities. Thinking: • I can begin to explain what I and others think, why I think it and how the ideas fit together.	• I have begun to identify the meaning for believers from the art, sculpture and architecture studied. Living: • I have begun, with questioning, to analyse a range of evidence in art, sculpture and architecture to show how and why people put their beliefs into practice in different ways, depending on the context. Thinking: • I can begin to explain what I and others think, why I think it and how the ideas fit together.	• I have begun to identify the meaning for believers from the music, dance and drama studied. Living: • I have begun, with questioning, to analyse a range of evidence in music, dance and drama to show how and why people put their beliefs into practice in different ways, depending on the context. Thinking: • I can begin to explain what I and others think, why I think it and how the ideas fit together.
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	think it and how the ideas fit together. • I can identify different types of evidence to support my reasoning. • I can identify the strengths and weaknesses of different types of evidence.	think, why I think it and how the ideas fit together. • I can identify different types of evidence to support my reasoning. • I can identify the strengths and weaknesses of different types of evidence.	different types of evidence.			
Key vocabulary	Dharma, Worship, Ahimsa, Satsang	The Five Pillars, Qu'ran, Shahadah, Salah, Zakat, Sawm, Hajj	Bible, Commandments, Beatitudes, Creation, Greatest Commandment	Quaker, Church of England, Roman Catholic, Denominations	Creativity, Art, Sculpture, Architecture	Drama, Dance, Music
Additional/ Cross Curricular and Continuous Opportunities	Pupils will use their literacy skills to read and interpret religious texts. In PSHE, children will understand about values, ethics, responsibility and respect for others. Learners will be able to use their geographical skills to locate India and other countries where Hinduism is practiced on a globe. Continuous Opportunities ○ Beliefs and Dharma: Sorting cards with key beliefs. ○ Worship at Home: Create and label miniature shrines; interactive posters of puja items; role-play home worship.	Pupils will use their literacy skills to read and interpret texts from the Qur'an. In PSHE, the children will explore values, ethics, responsibility and how beliefs guide behaviour. Continuous Opportunities ○ Beliefs and Five Pillars: Sorting cards with key beliefs and Pillars; create visual mind maps linking beliefs to daily life. ○ Qur'an Teachings: Scenario sorting of actions guided by the Qur'an; discussion prompts on treating others kindly. ○ Beliefs in Practice: Role-play prayer, fasting, charity, or pilgrimage;	Pupils will use their literacy skills to read and interpret Bible passages. In PSHE, learners will explore moral values, ethical decision-making and responsibilities in everyday life. Continuous Opportunities ○ Beliefs and Creation: Sorting cards with key beliefs; timeline or storyboards of the Creation story; discussion prompts on symbolic meaning. ○ Ten Commandments and Beatitudes: Scenario sorting of moral actions; create posters or mind maps linking teachings to everyday life.	Learners will use their literacy skills to read, compare and summarise information about different Christian denominations. In PSHE, pupils will develop respect for diversity, understanding different perspectives and exploring values and ethics. Continuous Opportunities ○ Beliefs and Practices: Sorting cards or tables comparing Quakers, Church of England, and Roman Catholic beliefs and practices. ○ Discussion and Reflection: Discussion corners for pupils to	The children will use their art and design skills to explore religious symbols and stories through drawing, sculpture and architecture. Continuous Opportunities ○ Creation and Creativity: Sorting cards or mind maps linking religious creation stories to artistic expression. ○ Art, Sculpture and Architecture: Create artwork, sculpture models, or architectural sketches that reflect religious symbols and beliefs. ○ Discussion and Reflection: Reflection corners for pupils to	In PSHE, learners will develop empathy, teamwork and understanding of diverse cultural practices. Continuous Opportunities ○ Music: Explore religious songs, chants, or hymns; create playlists or perform pieces showing beliefs. ○ Dance: Create and perform dances that express religious stories or values; reflect on meaning and symbolism. ○ Drama: Role-play religious stories or enact moral lessons; script short



	○ Ahimsa (Non-Violence): Sort scenarios into “ahimsa” vs “not ahimsa”; Kindness Wall; read and reflect on moral stories. ○ Satsang (Community Gathering): Discussion circles; group reflection posters; research and present community celebrations. ○ Cross-Curricular Activities: Rangoli/art projects; diary entries from a Hindu perspective; ICT presentations on beliefs and practices. ○ Reflection and Independent Learning: Learning journals; question box for curiosity; self-assessment boards to track understanding.	create posters explaining religious practices. ○ Impact on Actions: Reflection corners to link beliefs to everyday choices; diary entries imagining a day in the life of a Muslim child. ○ Community and Lifestyle: Group projects on festivals, charity work, or community worship; collaborative displays showing how beliefs shape life. ○ Cross-Curricular and Independent Learning: Art or ICT projects on symbols, mosques, or Five Pillars; learning journals; question boxes; self-assessment boards to track understanding.	○ Greatest Commandment: Reflect on corners for pupils to explain what it means to love God and others; diary entries imagining moral decisions. ○ Beliefs in Practice: Role-play church activities, celebrations, or worship practices; create visual guides to rituals. ○ Community and Lifestyle: Group projects on Christian festivals or acts of service; collaborative displays showing how beliefs influence life. ○ Cross-Curricular and Independent Learning: Art projects of religious symbols; ICT presentations; learning journals; question boxes; self-assessment boards to track understanding.	explain similarities and differences between denominations; reflective questions on personal values. ○ Visual and Creative Activities: Create comparison posters, Venn diagrams, or mind maps showing key beliefs and practices. ○ Role-Play and Practical Exploration: Act out worship practices or rituals from different denominations; explore symbols and objects used in services. ○ Independent Learning: Learning journals to summarise understanding; question boxes to explore curiosities; self-assessment boards to track progress. ○ Cross-Curricular Connections: Art projects on religious symbols; ICT presentations comparing denominations;	explain the meaning and purpose of religious art, sculpture and buildings. ○ Comparison Activities: Compare religious creativity across different faiths; use Venn diagrams or posters to show similarities and differences. ○ Independent and Cross-Curricular Learning: ICT presentations, learning journals, and collaborative displays showing creativity in religion. ○ Self-Assessment and Questioning: Pupils track progress with self-assessment boards and submit questions to explore further.	performances showing beliefs in action. ○ Discussion and Reflection: Reflection corners to analyse how music, dance, and drama convey beliefs. ○ Comparison Activities: Compare creative expression across religions; use posters, mind maps or Venn diagrams. ○ Independent and Cross-Curricular Learning: ICT presentations, learning journals, and collaborative displays on belief expression. ○ Self-Assessment and Questioning: Pupils track understanding with self-assessment boards and submit questions to explore further.
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				collaborative group displays.		
	• Retrieval practice through regular quizzing and opportunities to ask children questions in assemblies etc. • Where religious festivals are celebrated, opportunities should be taken to ask children to recall prior knowledge and apply this to the current context. • Pupils will be encouraged to share their own experiences and religious beliefs. • Where significant people are studied across the curriculum, opportunities will be taken to discuss their religion where relevant.					
Commentary: Why are we teaching what we are teaching, in the order we are teaching it? What does each unit build on/prepare children for? How are resources and skills changing over time?	In Year 5, pupils study Hinduism to develop a deeper and more structured understanding of a world religion, building on earlier learning about beliefs, practices and values. The sequence moves from core beliefs to how these are lived out in daily life, supporting pupils' ability to make connections between belief, action and identity. The unit begins with the main beliefs of Hinduism, giving pupils a secure foundation and helping them understand religion as a complex belief system rather than a single story or practice. Learning about Brahman, the many deities and beliefs about life and reincarnation enables pupils to recognise both diversity and unity within Hinduism, preparing them for later	In this unit, pupils study Islam to develop a structured understanding of a world religion and to explore how beliefs shape daily life. The sequence of learning has been designed to move from foundational knowledge of beliefs to understanding how these beliefs are lived out, enabling pupils to make clear connections between faith, action and identity The unit begins by revisiting the main beliefs of Islam and the Five Pillars, building on pupils' prior learning from Years 3 and 4. Pupils move beyond identifying beliefs to exploring how these core ideas shape Muslim identity, guide daily practices and influence moral choices. This deepens their understanding and prepares them to link	In this unit, pupils study Christianity to deepen their understanding of how Christian beliefs shape moral choices, personal values and ways of living. The sequence of learning is designed to move from foundational beliefs to key teachings, and then to their application in daily life, enabling pupils to make connections between faith, behaviour and ethical decision-making. The unit begins with the main Christian beliefs, giving pupils a secure foundation in ideas such as God as Creator, Jesus as the Son of God and the concept of salvation. Revisiting these core beliefs allows pupils to consolidate prior learning and prepares them to understand how beliefs influence Christian ethics and practices.	Having already explored key Christian concepts, beliefs about God and the life and teachings of Jesus in earlier units and year groups, pupils are now ready to deepen their understanding by examining diversity within Christianity. In this unit, pupils study the beliefs and practices of Quakers, the Church of England and Roman Catholics. These traditions have been deliberately selected to highlight both similarities and differences within Christianity, allowing pupils to recognise that religions are not monolithic but lived out in varied ways by different communities. Teaching Quakers alongside Anglican and Roman Catholic traditions enables pupils to compare contrasting	This unit builds on pupils' prior learning about religious belief by exploring how ideas of creation and creativity are expressed through the arts. Having previously studied key beliefs, practices and diversity within Christianity, pupils are now ready to consider how beliefs are communicated, interpreted and made visible through human creativity. This shift supports deeper reflection on how religion is experienced beyond texts and rituals. The unit begins by linking creation and creativity, enabling pupils to understand that many religious traditions view creativity as a response to, or reflection of, creation itself. This conceptual foundation supports pupils in	This unit brings together pupils' learning from across the Year 5 RE curriculum by focusing on how religious beliefs are expressed through performance and movement. Having previously explored beliefs, practices and artistic expressions such as art, sculpture and architecture, pupils are now ready to consider more experiential and embodied forms of expression. The unit begins with music, a familiar and accessible medium through which many pupils can readily identify emotion, worship and belief. This provides a secure starting point before moving on to dance, where pupils explore how movement can communicate meaning, devotion and story. The unit then



	comparison and more abstract theological thinking. The concept of dharma is revisited from Year 3 to deepen understanding. Pupils move beyond seeing dharma simply as duty to exploring how it shapes moral choices and responsibilities, strengthening their ability to link belief with behaviour. Pupils then explore worship at home, developing their understanding of religion as a lived experience within everyday family life. This supports respect for cultural diversity and contributes to pupils' spiritual, moral, social and cultural development. Learning about ahimsa builds on prior understanding of dharma by introducing a key ethical principle. Pupils make links between Hindu values and wider moral issues such as compassion, kindness and respect, preparing them to evaluate ethical teachings across religions. Finally, Satsang is introduced to highlight	belief with lived experience. Next, pupils explore what the Qur'an teaches about how Muslims should treat each other, moving from knowledge to reflection on ethical guidance. This encourages pupils to consider the moral principles underpinning behaviour, helping them develop reasoning skills and an understanding of the importance of respect, compassion and responsibility in religious life. The unit then examines how Muslim beliefs are expressed in practice. Pupils gain an appreciation that religion is lived as well as believed and that personal and collective practices reinforce values, identity and spiritual development. Finally, pupils consider how Muslim beliefs impact actions and daily life, exploring how faith informs choices, relationships and responsibilities. This prepares pupils for Key Stage 3, where they will analyse, compare and evaluate religious and ethical perspectives,	Next, pupils explore how the human race began according to the Bible, linking the story of creation to Christian understandings of humanity, responsibility and the natural world. This provides a context for thinking about moral and spiritual responsibility and encourages pupils to reflect on the relationship between belief and the wider world. The unit then examines key ethical teachings. Pupils consider why these teachings are important to Christians, exploring how they guide behaviour, decision-making and relationships with others. This sequence helps children see the connection between belief and action, reinforcing moral reasoning and supporting spiritual, social and cultural development. In KS3, pupils build on their KS2 knowledge of Christian beliefs and teachings by moving from description to analysis and evaluation. They explore different interpretations of creation, the Ten	approaches to worship, authority and practice, ranging from silent reflection to sacramental worship. The sequence of learning begins with identifying and explaining the key beliefs and practices of each Christian tradition. This ensures pupils first develop secure subject knowledge before moving on to comparison and reflection. The unit concludes with a summary task, where pupils are encouraged to synthesise their learning, reinforcing key concepts and enabling them to articulate similarities, differences and personal insights clearly. At KS3, pupils build on this KS2 learning by exploring Christianity in greater depth, moving from describing beliefs and practices to analysing theological differences, historical development and the impact of belief on ethical and social issues. Understanding the distinct practices of	recognising why art, sculpture and architecture play an important role within religious traditions. The learning then progresses from two-dimensional art to three-dimensional sculpture and finally to architecture, allowing pupils to move from personal and symbolic expressions of belief to large-scale communal and public expressions. This sequence supports clear progression by moving from abstract ideas to increasingly complex and contextual examples. Throughout the unit, pupils develop skills in observation, interpretation and explanation, using appropriate religious and artistic vocabulary. This unit prepares pupils for future learning by equipping them to analyse how beliefs influence culture, identity and community life. It also lays important foundations for KS3, where pupils will explore religion in relation to history, society, philosophy and ethics and consider how belief	progresses to drama, enabling pupils to consider how belief narratives, moral teachings and religious experiences are conveyed through performance and re-enactment. This sequence supports progression by moving from listening and responding, to physical expression and finally to interpretive performance. Pupils develop skills in explanation, interpretation and reflection, while recognising that belief can be expressed in diverse and culturally rich ways. This unit prepares pupils for future learning by deepening their understanding of religion as a lived and expressive experience, supporting KS3 studies where pupils will analyse religion's influence on culture, identity and society. It also strengthens pupils' ability to engage empathetically with different forms of religious expression, promoting respect,
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	the importance of community, reflection and shared worship. This helps pupils understand religious belonging and prepares them for future learning about religious communities and collective worship in KS3. In KS3, pupils build on their KS2 learning of Hinduism by moving from describing beliefs and practices to analysing and evaluating them. They explore the main beliefs in greater depth, considering how these shape moral choices, identity and community life. Pupils also make comparisons with other religions and reflect on contemporary ethical issues, preparing them for more complex theological and philosophical study in later Key Stages.	reflect on contemporary moral issues and develop higher-order thinking skills.	Commandments, the Beatitudes and the Greatest Commandment, reflecting on how these teachings guide Christian values, ethical choices and daily life.	Quakers, the Church of England and Roman Catholics prepares pupils to engage with diversity within Christianity and to compare religious traditions using accurate religious vocabulary. The summarising skills developed in Year 5 support KS3 pupils in constructing extended, reasoned responses and drawing connections across their learning.	systems continue to shape the world around them.	curiosity and cultural understanding.
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Adaptations for LA pupils	• Pre-teach and revisit key vocabulary using visuals and word mats. • Use photographs, videos, picture cards and sorting/sequencing activities to support understanding. • Break learning into small steps with regular recap opportunities. • Provide sentence stems, writing frames and word banks to scaffold explanations. • Encourage talk partner discussions and adult support before independent work. • Offer alternative ways to record learning, such as drawing, labelling or verbal responses. • Use real-life examples and role play to make abstract concepts easier to understand.	• Pre-teach and revisit key Islamic vocabulary using visuals and word mats. • Use photographs, videos, artefacts and sorting/sequencing activities to support understanding of beliefs and practices. • Break learning into small steps with regular retrieval and recap opportunities. • Provide sentence stems, writing frames and word banks to scaffold explanations. • Encourage talk partner discussions and adult support before independent work. • Offer alternative ways to record learning, such as drawing, labelling, matching or verbal responses. • Use real-life examples and scenarios to help pupils understand how Muslim beliefs influence daily life and actions.	• Pre-teach and revisit key Christian vocabulary using visuals and word mats. • Use Bible stories, photographs and sequencing/sorting activities to support understanding of Christian beliefs and teachings. • Break learning into small steps with regular retrieval and recap opportunities. • Provide sentence stems, writing frames and word banks to scaffold explanations. • Encourage talk partner discussions and adult support before independent work. • Offer alternative ways to record learning, such as drawing, labelling, matching or verbal responses. • Use real-life examples and scenarios to help pupils understand how Christian beliefs and teachings influence the way Christians live.	• Pre-teach and revisit key vocabulary using visuals and word mats. • Use stories, photographs and sequencing/sorting activities to support understanding of beliefs and teachings. • Break learning into small steps with regular retrieval and recap opportunities. • Provide sentence stems, writing frames and word banks to scaffold explanations. • Encourage talk partner discussion and adult support before independent work. • Offer alternative recording methods (drawing, labelling, matching or verbal responses). • Use real-life examples to support understanding of	• Pre-teach and revisit key vocabulary using visuals, artefacts and word mats. • Use images, videos and real examples of religious art, sculpture and architecture to support understanding. • Break learning into small steps with clear modelling and regular recap opportunities. • Provide sentence stems, writing frames and word banks to scaffold explanations. • Encourage talk partner discussion and adult support before independent work. • Offer practical, hands-on activities (e.g. drawing, modelling or labelling) to explore ideas. • Use comparison activities (e.g. “religious / non-religious art”) to	• Pre-teach and revisit key vocabulary using visuals, examples and word mats. • Use videos, music clips and live demonstrations to support understanding. • Break learning into small steps with modelling and regular recap opportunities. • Provide sentence stems, writing frames and word banks to scaffold explanations. • Encourage talk partner discussion and adult support before independent work. • Use practical, performance-based activities (e.g. role play, movement and sound) to explore ideas. • Allow pupils to respond through creative or practical outcomes rather than extended writing.
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				how beliefs influence practice and daily life.	support understanding.	
	○ Use sentence stems and word banks. ○ Provide opportunities for pupils to take part in talk-based learning (paired discussion, guided questioning, role-play of home worship and everyday actions within religion) before writing. ○ Provide supported formats (labelling pictures, cloze procedures, simple captions, oral explanations) for pupils to use to record their understanding. ○ Use multiple-choice or short-answer questions to allow learners to show their understanding. ○ Revisit key vocabulary through repetition and retrieval practice. ○ Build confidence by making simple links to everyday life (e.g. helping others, being honest, forgiving). ○ Use visual and audio examples to support understanding (pictures, videos, recordings).					
Adaptations for GD pupils	• Encourage pupils to explain the <i>meaning, significance and impact</i> of Hindu beliefs and practices, not just describe them. • Use higher-order questioning (e.g. "How do these beliefs shape daily life for Hindus?" "Why might these practices be important?"). • Challenge pupils to make clear links	• Encourage pupils to explain the <i>meaning, significance and impact</i> of Islamic beliefs and the Five Pillars, not just describe them. • Use higher-order questioning (e.g. "How do these beliefs shape a Muslim's daily life?" "Why are the Five Pillars important in practice?"). • Challenge pupils to make clear and	• Encourage pupils to explain the <i>meaning, significance and impact</i> of Christian beliefs and teachings, not just describe them. • Use higher-order questioning (e.g. "How do these beliefs shape the way Christians live today?" "Why are these teachings still important?"). • Challenge pupils to make clear links	• Encourage pupils to explain the <i>meaning, significance and impact</i> of beliefs and practices across Quakerism, the Church of England and Roman Catholicism, not just describe them. • Use higher-order questioning (e.g. "How do these beliefs influence daily worship and	• Encourage pupils to explain the <i>meaning, symbolism and purpose</i> behind religious creativity, not just describe examples. • Use higher-order questioning (e.g. "Why might religion be expressed through art, sculpture or architecture?" "What messages are	• Encourage pupils to explain the <i>meaning, intention and impact</i> of expressing belief through music, dance and drama, not just describe examples. • Use higher-order questioning (e.g. "Why might people choose performing arts to express belief?" "What messages are being communicated?").



	between key beliefs (e.g. dharma, ahimsa, karma) and actions or worship practices. • Explore variation in Hindu practice across different communities and traditions. • Compare Hindu beliefs and practices with those in other religions or worldviews. • Encourage pupils to justify their answers using evidence, examples and religious vocabulary. • Provide opportunities for independent enquiry into Hindu worship and lived religion.	detailed links between beliefs (e.g. tawhid, prophethood) and actions in everyday life. • Explore diversity of practice within Islam across different cultures and communities. • Compare Islamic beliefs and practices with those of other religions and worldviews. • Encourage pupils to justify their answers using evidence from the Qur'an, teachings and examples. • Provide opportunities for independent enquiry into Islamic lived experience and contemporary practice.	between beliefs about God (e.g. Creation) and moral teachings such as the Ten Commandments, Beatitudes and Greatest Commandment. • Explore similarities and differences between Christian beliefs and those in other religions or worldviews. • Encourage pupils to interpret and apply key teachings to real-life moral dilemmas. • Provide opportunities for independent enquiry into biblical texts and Christian interpretations. • Expect pupils to use precise religious vocabulary and support answers with evidence and reasoning.	lifestyle?" "Why might practices differ between denominations?"). • Challenge pupils to compare similarities and differences between the three Christian traditions, giving reasons for these differences. • Explore how beliefs are expressed differently in worship, authority, and community life across denominations. • Encourage pupils to use evidence from scripture, teachings and examples to support explanations. • Provide opportunities for independent research into each denomination's practices and historical development. • Expect pupils to synthesise learning by summarising key similarities and	being communicated?"). • Challenge pupils to compare how different religions use artistic expression to represent beliefs. • Explore how style, design and symbolism reflect specific religious ideas (e.g. creation, sacred spaces, worship). • Encourage pupils to evaluate the impact of religious art and architecture on believers and communities. • Provide opportunities for independent research into religious artists, buildings and artworks. • Expect pupils to use precise vocabulary and justify interpretations with evidence and reasoning.	• Challenge pupils to compare how different religions or worldviews use music, dance and drama in worship or celebration. • Explore how style, symbolism and performance choices reflect specific beliefs or values. • Encourage pupils to evaluate the effectiveness of different forms of expression in communicating religious ideas. • Provide opportunities for independent enquiry into religious performances and cultural traditions. • Expect pupils to use precise vocabulary and justify interpretations with evidence and reasoning.
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				differences clearly and accurately.		
Resources/approaches	Rosenshine's Principles ○ BBC Bitesize (KS2 RE – Hinduism) – clear explanations of beliefs, dharma, ahimsa, worship at home and satsang. ○ RE Today – enquiry-based lesson plans and pupil-friendly resources on Hindu beliefs and practice. ○ BBC Teach – short videos showing home worship (puja) and community worship (satsang). ○ Oak National Academy – ready-made KS2 Hinduism lessons and recap materials. ○ Visuals/artefacts (home shrine items, images, virtual temple tours) – to support understanding of worship in the home and community.	Rosenshine's Principles ○ BBC Bitesize (KS2 RE – Islam) – clear explanations of the Five Pillars, key beliefs and how beliefs shape daily life. ○ RE Today – enquiry-based lesson plans and classroom resources on Islamic belief and practice. ○ BBC Teach – short videos showing Muslim practices (prayer, charity, fasting) in everyday contexts. ○ Oak National Academy – ready-made KS2 Islam lessons and recap materials. ○ Visuals/artefacts (prayer mat, Qur'an images, mosque tours/virtual tours) – to support understanding of belief in practice and daily life.	Rosenshine's Principles ○ BBC Bitesize (KS2 RE – Christianity) – clear explanations of Christian beliefs, Creation, the Ten Commandments, Beatitudes and the Greatest Commandment. ○ RE Today – enquiry-based lesson plans and pupil-friendly resources on Christian belief and moral teaching. ○ BBC Teach – short videos explaining Bible stories and Christian moral teachings in context. ○ Oak National Academy – ready-made KS2 Christianity lessons and recap materials. ○ Visuals/artefacts (Bible extracts, artwork of Creation and Jesus' teachings) – to support understanding of key beliefs and teachings.	Rosenshine's Principles ○ BBC Bitesize (KS2 RE – Christianity) – clear overviews of Christian denominations, including Quakers, the Church of England and Roman Catholics. ○ RE Today – enquiry-based lesson plans and comparison activities on different Christian traditions. ○ BBC Teach – short videos showing worship and practice in different Christian churches. ○ Oak National Academy – KS2 lessons comparing Christian denominations and beliefs. ○ Visuals/artefacts (church interiors, worship objects, comparison charts) – to support understanding of similarities and differences across traditions.	Rosenshine's Principles ○ BBC Bitesize (KS2 RE – Religion and Creativity) – explanations of how religion is expressed through art, sculpture and architecture. ○ RE Today – lesson plans and enquiry-based resources exploring religious creativity across faiths. ○ BBC Teach – short videos showing examples of religious art, sculptures, and places of worship. ○ Oak National Academy – ready-made KS2 lessons linking creation, creativity and religious expression. ○ Visuals/artefacts (images of religious paintings, sculptures, temples, churches, mosques, mandirs) – to support discussion and analysis of religious representation in different media.	Rosenshine's Principles ○ BBC Bitesize (KS2 RE – Religion and the Arts) – explanations of how music, dance, and drama are used in religious expression across different faiths. ○ RE Today – lesson plans and activities exploring creative expression in worship and religious storytelling. ○ BBC Teach – short videos showing examples of religious music, dance, and drama in practice. ○ Oak National Academy – ready-made KS2 lessons linking creative arts to belief and worship. ○ Visuals/artefacts (videos of worship music, dance performances, religious plays, and community celebrations) – to support pupils' analysis of artistic expression of faith.
Career links	Teacher Social Worker	Social work Counsellor	Teacher Social Worker	Teacher Social Worker	Teacher	Teacher



	Doctor/Nurse/ Healthcare Professional Lawyer/Mediator Religious Leader	Healthcare professional Community leader	Lawyer Healthcare professional Community and Religious Leader	Healthcare Professional Community and Religious Leader Researcher	Art and Design Professional Architect Interior Designer Museum and Gallery Worker	Careers within Performing Arts Event Management and Production Creative Industries (theatre, media, film)
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