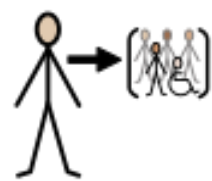


Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class – 3Q2 Quest Curriculum – RS /2 Lessons weekly

Year	2025 – 2026 Autumn 1 Unit 1	2025 – 2026 Autumn 2 Unit 2	2025 – 2026 Spring 1 Unit 3	2025 – 2026 Spring 2 Unit 4	2025 – 2026 Summer 1 Unit 5	2025 – 2026 Summer 2 Unit 6
2025/26	Topic: Sikhism  Being regardful of suffering. Being silent developing a sense for the sacred. <u>Introduction to Sikhism</u> Focus: Awareness of Sikh beliefs, symbols, and key figures Key Questions: 1. Who is Guru Nanak? 2. What do Sikhs believe about God? 3. What is the Khanda symbol and what does it mean? 4. What happens inside a Gurdwara?	Topic: Christianity  Remembering roots. Being loyal and steadfast. <u>Introduction to Christianity</u> Focus: Key people, stories, and places Key Questions: 1. Who is Jesus? 2. Why is God important to Christians? 3. What is the Bible and why is it special? 4. What happens in a church? 5. What is a prayer and why do Christians pray? 6. What is the cross and why is it a	Topic: Islam  Participating and willing to lead. <u>Introduction to Islam</u> Focus: Basic beliefs, important people, and symbols Key Questions: 1. Who is Allah? 2. Who is the Prophet Muhammad (PBUH)? 3. What is the Qur'an and why is it special? 4. What is a mosque and what happens there? 5. How do Muslims pray?	Topic: Hinduism  Being reflective and self critical. <u>Introduction to Hinduism</u> Focus: Gods, special places, and basic beliefs Key Questions: 1. Who is Brahman? 2. Who are some Hindu gods and goddesses? 3. What is a mandir (Hindu temple)? 4. What is the Om symbol and what does it mean? 5. What do Hindus believe about God? 6. How do Hindus show respect and pray?	Topic: Judaism  Being temperate and exercising self discipline and cultivating serene contentment. <u>Introduction to Judaism</u> Focus: God, special books, and places Key Questions: 1. Who is God in Judaism? 2. What is the Torah and why is it special? 3. What happens in a synagogue? 4. What is the Star of David? 5. Who is a Rabbi and what do they do? 6. How do Jewish people pray?	Topic: Belonging  Creating Unity and Harmony <u>Belonging and Being Part of a Group</u> Focus: Understanding identity, inclusion, and community (RE-linked, non-religious) Key Questions: 1. What groups do I belong to? 2. How do we show we are part of a team? 3. What makes us feel welcome or included? 4. What does it feel like to be left out? 5. How can we help someone feel they belong?

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

	5. Why do Sikhs share food at the Langar? 6. What is special about the Guru Granth Sahib (the Sikh holy book)? Key skills and knowledge: Year 7: Sound out words to describe religious artefacts. Year 8: Observe when practices and rituals are featured in more than one religion or lifestyle. Year 9: Identify religious artefacts and how they are involved in daily practices and rituals.	Christian symbol? Key skills and knowledge: Year 7: Take part or recognise a religious ritual. Year 8: Explain religious rituals and ceremonies and the meaning of them. Year 9: Explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.	6. What is the star and crescent symbol? Key skills and knowledge: Year 7: Point out religious stories through pictures and keywords. Year 8: Retell religious stories and suggest meanings in the story. Year 9: Express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.	Key skills and knowledge: Year 7: Recognise a main religious festival. Year 8: Describe the main festivals of a religion. Year 9: Begin to compare the main festivals of world religions.	Key skills and knowledge: Year 7: React with sounds or words to name religious symbols. Year 8: Name religious symbols and the meaning of them. Year 9: Begin to identify religious symbolism in different forms of art and communication.	6. Why do we wear uniforms or badges? Key skills and knowledge: Year 7: Recognise familiar adults and children (e.g. "my class", "my teacher") using visuals or photos. Year 8: Talk about groups they belong to (e.g. family, class, football team) using simple sentences. Year 9: Describe how they can help others feel included and explain why belonging is important.
Links to Gatsby Benchmarks:	Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.

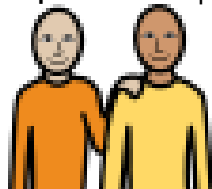
Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Year	2026 – 2027 Autumn 1 Unit 1	2026 – 2027 Autumn 2 Unit 2	2026 – 2027 Spring 1 Unit 3	2026 – 2027 Spring 2 Unit 4	2026 – 2027 Summer 1 Unit 5	2026 – 2027 Summer 2 Unit 6
3Q 2026/27	Topic: Hinduism  Being reflective and self critical. <u>Belonging and Worship</u> Focus: Daily life, prayer, and Hindu identity Key Questions: 1. What happens in a Hindu home when they pray? 2. Why do Hindus have shrines at home? 3. What is puja and how do Hindus do it? 4. What is the role of family in Hindu life? 5. Why is it important for Hindus to care for all living things? 6. How do Hindus show they belong to their religion? Key skills and knowledge:	Topic: Christianity  Remembering roots. Being loyal and steadfast. <u>Belonging, Belief, and Worship</u> Focus: Christian daily life and community Key Questions: 1. How do Christians talk to God? 2. Why do Christians go to church? 3. What is baptism and why is it important? 4. What happens at Christmas and why is it celebrated? 5. Why is Easter a special time for Christians? 6. How do Christians show kindness and care?	Topic: Judaism  Participating and willing to lead. <u>Jewish Life and Belonging</u> Focus: Home life, identity, and symbols Key Questions: 1. What is the mezuzah and why is it on the door? 2. Why do Jewish people rest on Shabbat? 3. What happens at a Shabbat meal? 4. What special clothes or items do Jewish people use to pray? 5. How do Jewish people show they belong to their religion? 6. Why is family important in Judaism? Key skills and knowledge:	Topic: Islam  Being regardful of suffering. Being silent developing a sense for the sacred. <u>Belonging and Daily Life</u> Focus: Worship, daily routines, and identity Key Questions: 1. What do Muslims say when they pray? 2. Why do Muslims wash before prayer? 3. What is the prayer mat used for? 4. Why do Muslims fast during Ramadan? 5. How do Muslims celebrate Eid? 6. How do Muslims show they belong to their religion? Key skills and knowledge:	Topic: Sikhism  Being temperate and exercising self discipline and cultivating serene contentment. <u>Sikh Belonging and Community</u> Focus: Belonging, worship, and daily life of a Sikh Key Questions: 1. What does it mean to belong to the Sikh family? 2. Why do Sikhs wear special clothes like the turban? 3. What are the 5 Ks and why are they important? 4. How do Sikhs show kindness and care? 5. What do Sikhs do to pray at home or in the Gurdwara?	Topic: Celebrations  Creating Unity and Harmony <u>Celebrating Together</u> Focus: Exploring celebrations, joy, and shared traditions in a non-religious and inclusive way Key Questions: 1. What do we celebrate and why? 2. How do we celebrate birthdays or special times? 3. How do people around the world celebrate? 4. What makes a celebration fun or special? 5. Who do we celebrate with? 6. What special clothes, food or music do we use for celebrations? Key skills and knowledge:

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

	Year 7: Recognise a main religious festival. Year 8: Describe the main festivals of a religion. Year 9: Begin to compare the main festivals of world religions.	Key skills and knowledge: Year 7: Take part or recognise a religious ritual. Year 8: Explain religious rituals and ceremonies and the meaning of them. Year 9: Explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.	Year 7: Point out religious stories through pictures and keywords. Year 8: Retell religious stories and suggest meanings in the story. Year 9: Express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.	Year 7: Sound out words to describe religious artefacts. Year 8: Observe when practices and rituals are featured in more than one religion or lifestyle. Year 9: Identify religious artefacts and how they are involved in daily practices and rituals.	6. Why is sharing so important in Sikhism? Key skills and knowledge: Year 7: React with sounds or words to name religious symbols. Year 8: Name religious symbols and the meaning of them. Year 9: Begin to identify religious symbolism in different forms of art and communication.	Year 7: Recognise and name elements of a celebration (e.g. cake, balloons, singing). Year 8: Talk about their own experiences of celebrations and how they felt during them. Year 9: Compare different types of celebrations and explain how we include others in special times.
Links to Gatsby Benchmarks:	Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Year	2027 – 2028 Autumn 1 Unit 1	2027 – 2028 Autumn 2 Unit 2	2027 – 2028 Spring 1 Unit 3	2027 – 2028 Spring 2 Unit 4	2027 – 2028 Summer 1 Unit 5	2027 – 2028 Summer 2 Unit 6
3Q 2027/28	Topic: Christianity  Being reflective and self critical. <u>Christian Values and Celebrations</u> Focus: Living a good life and learning from Jesus Key Questions: 1. What can we learn from the stories Jesus told? 2. Why do Christians try to be kind and loving? 3. What happens at a Christian wedding or celebration? 4. How do Christians help others in their community? 5. How do Christians celebrate Easter and remember Jesus?	Topic: Hinduism  Remembering roots. Being loyal and steadfast. <u>Stories, Festivals, and Values</u> Focus: Celebrations, good behaviour, and lessons from stories Key Questions: 1. How do Hindus celebrate Diwali? 2. What can we learn from the story of Rama and Sita? 3. How do Hindus try to be good and kind? 4. What does Krishna teach about love and friendship? 5. How do Hindus celebrate Holi (festival of colours)? 6. How do Hindu values help	Topic: Sikhism  Participating and willing to lead. <u>Celebrations, Values, and Daily Living</u> Focus: Festivals, values and how Sikhism affects everyday life Key Questions: How do Sikhs celebrate Vaisakhi? What do Sikhs learn from Guru Nanak's stories? How do Sikhs help other people? Why is it important for Sikhs to be honest and kind? What happens at a Sikh wedding or special ceremony? How do Sikh values help people make good choices?	Topic: Islam  Being regardful of suffering. Being silent developing a sense for the sacred. <u>Values, Celebrations, and Good Choices</u> Focus: Kindness, giving, and living a good life Key Questions: 1. Why is helping others important to Muslims? 2. What is Zakat (charity) and why do Muslims give? 3. What can we learn from the Prophet Muhammad's stories? 4. How do Muslims show respect to the Qur'an? 5. What happens at a Muslim celebration like Eid al-Fitr?	Topic: Judaism  Being temperate and exercising self discipline and cultivating serene contentment. <u>Key Questions: Festivals, Stories, and Values</u> Focus: Celebrations and doing what is right Key Questions: 1. How do Jewish people celebrate Hanukkah? 2. What happens at Passover (Pesach)? 3. What can we learn from the story of Moses? 4. Why do Jewish people try to be kind and fair? 5. How do Jewish people help others in their community? 6. How do Jewish values help	Topic: Friendships  Creating Unity and Harmony <u>Feelings and Friendship</u> Focus: Understanding emotions, building friendships, and showing kindness Key Questions: 1. What does it feel like to be happy or sad? 2. How can I be a good friend? 3. How do we help others feel better? 4. What makes me feel calm or angry? 5. How do we know how someone else is feeling? 6. What should I do if someone is being unkind? Key skills and knowledge: Year 7: Match simple emotions to facial expressions or pictures

Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

	6. How do Christian values help people make good choice Key skills and knowledge: Year 7: Recognise a main religious festival. Year 8: Describe the main festivals of a religion. Year 9: Begin to compare the main festivals of world religions.	people make good choices? Key skills and knowledge: Year 7: Take part or recognise a religious ritual. Year 8: Explain religious rituals and ceremonies and the meaning of them. Year 9: Explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.	Key skills and knowledge: Year 7: Point out religious stories through pictures and keywords. Year 8: Retell religious stories and suggest meanings in the story. Year 9: Express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.	6. How do Muslim values help people make good choices? Key skills and knowledge: Year 7: Sound out words to describe religious artefacts. Year 8: Observe when practices and rituals are featured in more than one religion or lifestyle. Year 9: Identify religious artefacts and how they are involved in daily practices and rituals.	people make good choices? Key skills and knowledge: Year 7: React with sounds or words to name religious symbols. Year 8: Name religious symbols and the meaning of them. Year 9: Begin to identify religious symbolism in different forms of art and communication.	(e.g. happy, sad, angry). Year 8: Talk about their feelings and begin to understand other people's feelings. Year 9: Explain how their actions affect others and suggest ways to be a good friend or solve a problem.
Links to Gatsby Benchmarks:	Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 5. Encounters with employers and employees. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 3. Addressing the needs of each pupil. Students to consider what skills are needed to access the opportunities they are interested in.	Gatsby Benchmark 4. Linking curriculum learning to careers. Students to consider what skills are needed to access the opportunities they are interested in.