



RELIGIOUS EDUCATION DEPARTMENT

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Vision Statement

Religious Education is to help prepare and equip all pupils for life and citizenship in today's diverse and multicultural Britain, through fostering in each pupil an increasing level of religious literacy.

Our Key Concepts

Contrast & Connections

Belief & Faith

Vocabulary

Worship

Tolerance

Culture & Identity





Religious Education Curriculum Intent

The role of RE in Walton Priory Middle School is to help prepare and equip all pupils for life and citizenship in today's diverse and plural Britain, through fostering in each pupil an increasing awareness of, and sensitivity within, the diversity of religious and non-religious beliefs, practices, spiritual insights and world views they will encounter.

Curriculum Implementation

The Staffordshire Agreed Syllabus (AS) sets out the statutory requirements for RE in Staffordshire.

By *EXPLORING*, *ENGAGING* and *REFLECTING*, pupils at Walton Priory Middle School will develop the knowledge, insights and skills necessary for them to be able to live authentically and responsibly as adults in today's world.

To support good learning and skill development, pupils will have opportunities to:

- use technology (ICT) to enhance understanding
- discuss, question, and evaluate important issues in religion, world views and philosophy including ultimate questions and ethical issues
 - feel confident when taking part in debates about moral issues
 - prepare themselves for the fact that there will always be disagreement on matters of morality and their right of expression is balanced by a responsibility to listen to the views of others
 - disagree with dignity and respect the right of individuals and groups to hold different perspectives to their own
 - reflect upon and carefully evaluate their own and others' beliefs and values using reasoned and balanced arguments
 - use a range of forms of expression to communicate their arguments
 - explore the connection between RE and other curriculum areas

KS2 RE provides opportunities for children to make connections between religion and religious texts, drawing out similarities and differences between religions. Pupils are taught about connections between religious texts, and people's own beliefs and actions. In addition to this, pupils are given chances to read and interpret religious stories and texts, as well as consider and reflect upon their own and other's opinions.

Our **KS3** course immerses students in PER (Philosophy, Ethics and Religion), encouraging them not only to learn about religion-based topics but also to reflect on their own beliefs, values and ways of thinking. Through exploring philosophical questions and ethical dilemmas, pupils develop the ability to consider how their personal viewpoints compare with religious teachings and how beliefs influence real-life decisions. The curriculum is sequenced to deepen understanding over time, helping students build a wide-ranging and developing knowledge of four major world religions while also engaging thoughtfully with core ethical issues. This approach strengthens their readiness for future learning by equipping them with both knowledge and the reflective skills needed to navigate moral and philosophical questions in a diverse world.

Rationale

We live in an increasingly diverse society, religiously and culturally. Religious Education plays a special role in preparing pupils to flourish in this complex world. Educating pupils to live well in a culturally and religiously plural society means that they must learn how to navigate difference and diversity. This will often mean reflecting on views and behaviours that they have previously not encountered, and which may not correspond neatly with their own views and understandings of the world. Religious Education therefore not only enables pupils to build up a core basis of relevant knowledge and insights and supports them as they explore the "big questions" about life and formulate and express their own views and values. It also challenges pupils to recognise and confront negative attitudes towards diversity, both in society at large and within themselves.



Curriculum Impact

Pupils leave Walton Priory Middle School equipped for life and citizenship in today's diverse and multicultural Britain. They are able to utilize their Beacon (resilience, respectful, resourceful, participation, reflective, responsible and collaborative) and British Values to show tolerance and understanding in order to make informed decisions.

RE in Action

At Walton Priory Middle School, Religious Education (RE) is not confined to textbooks and classroom discussions; it is a vibrant and immersive experience that brings the study of different faiths to life. We believe in providing our students with first-hand encounters and meaningful engagements to foster a deeper understanding of various religious traditions.

Some of the highlights of our RE program include an Islamic guest speaker in Year 7&8 and a visit to St. Michael's church in Year 6. These allow students to experience the spiritual and cultural richness of different religious communities. These interactions offer first-hand insights, shared personal experiences, and answer students' questions, enriching the learning process with authentic narratives and diverse perspectives. Such interactions foster a sense of openness, tolerance, and appreciation for the diversity of religious beliefs and practices.

Artefacts also play a crucial role in our RE curriculum, serving as tangible connections to the beliefs and practices of different religions. Students have the chance to explore and interact with artefacts, deepening their understanding of the symbolism and cultural significance embedded within them.





Religious Education Learning Journey

Pupils leave school equipped for life and citizenship in today's diverse and multicultural Britain. They are able to utilize their Beacon and British Values to show tolerance and understanding in order to make informed decisions.

Cross-curricular
See PSHE Learning Journeys

Extra-curricular
See Personal Development Learning Journeys



PER 8

Philosophy & Ethics
Environment, Human life, Suffering, Peace and Happiness

Judaism
Key principles, Holy books, Family life

Islam
Five Pillars, Symbolism, Moral code, Charity & Eid

Philosophy & Ethics
How do I decide what is right or wrong?

Christianity
Life of Jesus – death, resurrection, Christmas & Easter, Afterlife

Christianity	Red
World Views	Yellow
Islam	Blue
Judaism	Purple
Hinduism	Orange
Buddhism	Green
Humanist	Light Green
Sikhism	Pink

Judaism
Key beliefs, Synagogue, Leadership, Founding Fathers, Pesach

Islamic workshop (Hifsa)

Islam
Life of Muhammed, Quran and mosques

Christianity
Life of Jesus – Birth, miracle worker, teacher & Two Great Commandments

Philosophy, Ethics and Religion in KS3
Helps us to
• Become a better thinker
• Understand our own beliefs
• Respect and listen to others
• Be ready for life in a diverse and changing world

PER 7

Buddhism
Explore key events in development of religious tradition and its impact.

Sikhism
Ceremonies of joining/belonging to a faith community - Amrit



Subject Concepts
Vocabulary
Belief & Faith
Culture & Identity
Tolerance
Worship
Contrast & Connections

Our World
Religious stories and teachings about the environment - Stewardship

Festival of lights
Exploring symbolism – Light Christmas, Hanukkah, Diwali

Parables
Explore teachings of Jesus and practices of followers.

These six concepts are taught throughout most topics through the three themes set out in the SACRE Agreed Syllabus.

Engage
Explore
Reflect

6

Judaism
Investigate features of Pesach and sim/diff to Christmas and Easter

What does it mean to be Muslim?
Explore rules for living and their impact.

Charity & religion
Link beliefs and actions – Salvation Army

Inspirational People
Investigate how William Booth was inspired by his faith.

5

Creation Stories
Explore stories about the beginning of the world and reflect upon them.

Holy Books
Bible, Quran, Torah, Guru Granth Sahib



'Fostering in each pupil an increasing level of religious literacy'


Formative and summative assessment in RE

Formative and summative assessments play crucial roles in Religious Education (RE), serving distinct purposes in evaluating students' understanding and growth in matters of faith, ethics, and cultural awareness. Formative assessment, characterized by ongoing feedback, enables teachers to gauge students' comprehension, identify areas for improvement, and tailor lessons to meet individual needs. In the context of RE, formative assessment involves class discussions, reflections, and written work during lessons, fostering a dynamic and responsive learning environment.


On the other hand, summative assessment in RE serves as a comprehensive evaluation of students' overall achievement, conducted at the end of a learning period. This assessment method provides a snapshot of students' proficiency in religious knowledge, ethical reasoning, and their ability to apply these principles in real-life situations.

Together, formative and summative assessments in RE ensure a holistic view of students' grasp of religious concepts and their ability to critically engage with diverse perspectives.

Year 5 Assessment Grid

 Beacon for Life		Y5 Emerging 7-9	Y5 Developing 10-12	Y5 Secure 13-15	Y5 Mastery 16-18	Y5 Exceptional Performance 19-21
Exploring	A	I can use limited vocabulary within my responses.	I can use some vocabulary to within my responses.	I can use an increasingly wide vocabulary within my responses.	I can use some religious vocabulary accurately within my responses.	I can use religious vocabulary accurately within my responses.
	B	I can identify a reason why people belong to religions.	I can identify some reasons why people belong to religions.	I can show a developing understanding into why people belong to religions.	I can show an understanding into why people belong to religions.	I can show a depth of understanding into why people belong to religions.
	C	I can identify a similarity or differences between religions.	I can identify a similarity and differences between religions.	I can identify some similarities and differences within and between religions.	I can describe some similarities and differences within and between religions.	I can explain similarities and differences within and between religions.
	D	I understand that religious texts are used to provide answers to questions.	I can give an example of how a religious text may be used to provide answers to questions.	I can explain how religious texts are used to provide answers to questions.	I can explain with a depth of understanding how religious texts are used to provide answers to questions.	I can also analyse the reasons why religious texts are used to provide answers to questions.
Engaging	E	I can ask questions about life and beliefs.	I can ask ultimate questions.	I can ask, and suggest answers to, ultimate questions.	I can ask, and suggest meaningful answers to, ultimate questions.	I can challenge my own and others' views on ultimate questions.
	F	I can give my opinion.	I can describe my opinions.	I can make clear connections between my viewpoints and actions.	I can describe some connections between my viewpoints and actions.	I can show greater depth and understanding when exploring the relationship between my viewpoints and actions.
Reflecting	G	I can identify something or someone that inspires and influences me.	I can describe something or someone that inspires and influences me.	I can explain what inspires and influences me.	I can explain and start to reflect upon what inspires and influences me.	I can explain and reflect upon what inspires and influences me.
	H	I can show understanding that my beliefs impact upon my life.	I can identify the consequences for me having particular beliefs and values.	I can identify the consequences for me and for others of having particular beliefs and values.	I can describe some of the consequences for me and for others of having particular beliefs and values.	I can show a depth of understanding of the consequences for me and for others of having particular beliefs and values.

Year 6 Assessment Grid

 Beacon for Life		Y6 Emerging 10-12	Y6 Developing 13-15	Y6 Secure 16-18	Y6 Mastery 19-21	Y6 Exceptional Performance 22-24
EXPLORING	A	I can give brief accounts of some religions and beliefs with support.	I am starting to use some religious vocabulary to show understanding of some religions and beliefs.	I can use some religious vocabulary to give informed accounts of some religions and beliefs.	I can use religious vocabulary to give informed accounts of some religions and beliefs.	I can use a wide religious vocabulary to give informed accounts of a range of religions and beliefs.
	B	I can recall some stories found in religious texts.	I can show some understanding of religious texts.	I can interpret some religious texts.	I can interpret religious texts and show some understanding of the impact they have on followers.	I can offer some different interpretations for religious texts and can show some understanding how these might impact people differently.
	C	I understand that religious texts are used to provide answers.	I can identify some ways that religious texts are used to provide answers.	I can explain how religious texts are used to provide answers.	I can explain , using some examples, how religious texts are used to provide answers.	I can explain in detail , using examples, how religious texts are used to provide answers.
	D	I can recall different forms of religious expression.	I can describe some different forms of religious expression.	I can give an example of the impact different forms of religious expression may have on a follower.	I can give some examples of the impact different forms of religious, spiritual and moral expression may have on a follower.	I can describe the impact different forms of religious, spiritual and moral expression may have on a follower.
Engaging	E	I can make some links between beliefs and teachings.	I am starting to explore the relationship between beliefs, teachings and world issues.	I can use examples to explore the relationship between beliefs, teachings and world issues.	I can show depth and understanding when exploring the relationship between beliefs, teachings and world issues.	I can show greater depth and understanding when exploring the relationship between beliefs, teachings and world issues.
	F	I can give my own view on a ultimate question.	I can show some understanding of my own views on ultimate questions.	I can show some understanding of my own and others' views on ultimate questions.	I can challenge my own and others' views on ultimate questions.	I can challenge my own and others' views on ultimate questions using evidence to justify my points.
Reflecting	G	I can identify an opportunity or difficulty that comes from people having different opinions.	I can identify some of the opportunities or difficulties that come from people having different opinions.	I can consider how I and others react to the opportunities and difficulties that come from people having different opinions.	I can show some understanding of how I and others react to the opportunities and difficulties that come from people having different opinions.	I understanding how I and others react to the opportunities and difficulties that come from people having different opinions.

Year 7 Assessment Grid

		Y7 Emerging	Y7 Developing	Y7 Secure	Y7 Mastery	Y7 Exceptional Performance	
Year 7 Religious	EXPLORING	A	I can give accounts of some religions and beliefs with support.	I can use some religious vocabulary to show some understanding of some religions and beliefs.	I can use religious vocabulary to show an understanding of a range of religions and beliefs.	I can use a wide religious vocabulary to show strong understanding of a range of religions and beliefs.	I can consistently use a wide vocabulary to show a coherent understanding of religions and beliefs.
		B	I can identify an impact that religions and beliefs may have on people or communities.	I am beginning to show understanding of the impact that religions and beliefs may have on people or communities.	I can show some understanding of the impact that religions and beliefs may have on people or communities.	I can show an understanding of the impact that religions and beliefs may have on communities.	I can show a deep understanding of the impact that religions and beliefs may have on communities.
		C	I can share my thoughts and opinions with others.	I can write limited responses that are beginning to justify my points with some reasons .	I can develop my responses by using some evidence to support my points.	I can write some detailed responses that use evidence to support my points.	I can write detailed responses that use evidence to support my points.
	ENGAGING	D	I am beginning to identify some similarities or differences between religious teachings and key principles.	I can identify some similarities and differences between religious teachings and key principles to fundamental questions.	I can describe some similarities and differences between religious teachings and key principles to fundamental questions.	I can describe similarities and differences between religious teachings and key principles to fundamental questions.	I can describe with depth of understanding similarities and differences between religious teachings and key principles to fundamental questions.
		E	I can make some links between my beliefs and actions.	I can identify some similarities or differences between my actions and beliefs and those of others.	I can identify similarities and differences between my actions and beliefs and those of others.	I can describe similarities and differences between my actions and beliefs and those of others.	I can express a growing sense of my own identity .
		F	I can show some awareness of negative attitudes towards different religious and world views.	I can show awareness of negative attitudes towards different religious and world views.	I can identify some positive or negative impacts that religious or world views may have on someone's day to day life.	I can identify positive and negative impacts that religious or world views may have on someone's day to day life.	I can reflect upon some positive and negative impacts that religious or world views may have on someone's day to day life.

Year 8 Assessment Grid

		Y8 Emerging	Y8 Developing	Y8 Secure	Y8 Mastery	Y8 Exceptional Performance	
Year 8 Religious Education	EXPLORING	A	I can use some religious vocabulary to show some understanding of some religions and beliefs with support.	I can use religious vocabulary to show an understanding of a range of religions and beliefs.	I can use a wide religious vocabulary to show understanding of a range of religions and beliefs.	I can consistently use a wide vocabulary to show a coherent understanding of religions and beliefs.	I can use a comprehensive vocabulary to show a coherent understanding of religions and beliefs.
		B	I am beginning to show understanding of the impact that religions and beliefs may have on people or communities.	I can show some understanding of the impact that religions and beliefs may have on people or communities.	I can show an understanding of the impact that religions and beliefs may have on communities.	I can show a deep understanding of the impact that religions and beliefs may have on communities.	I am also starting to make links to the influence of history and culture on aspects of religious life and practice.
		C	I can write limited responses that are beginning to justify my points with some reasons .	I can develop my responses by using some evidence to support my points.	I can write some detailed responses that use evidence to support my points.	I can write detailed responses that use evidence to support my points.	I can write in-depth responses that use sources and evidence to support my points.
	ENGAGING	D	I am beginning to identify some similarities and differences between religious teachings and key principles to fundamental questions.	I can describe some similarities and/or differences between religious teachings and key principles to fundamental questions.	I can describe similarities and differences between religious teachings and key principles to fundamental questions.	I can describe with depth of understanding similarities and differences between religious teachings and key principles to fundamental questions.	I can explore a variety of responses to fundamental questions with significant understanding.
		E	I am beginning to identify some similarities or differences between my actions and beliefs and those of others.	I can identify similarities and differences between my actions and beliefs and those of others.	I can describe similarities and differences between my actions and beliefs and those of others.	I can describe with depth of understanding similarities and differences between my actions and beliefs and those of others.	I can express a clear sense of my own identity .
	REFLECTING	F	I can show awareness of negative attitudes towards different religious and world views.	I can identify some positive or negative impacts that religious or world views may have on someone's day to day life.	I can identify positive and negative impacts that religious or world views may have on someone's day to day life.	I can reflect upon some positive and negative impacts that religious or world views may have on someone's day to day life.	I can evaluate the significance , of religious and other viewpoints.

Year 5 & 6 Assessment

Religious Education Assessment - Creation Stories

In what books would you find the creation stories?
 Christian: Bible
 Islamic: QURAN

D1) Write three 'Big questions' that creation stories answer?

- 1 Why did God create man?
- 2 Why did it take seven days?
- 3 Why did God not add more?

D2) Explain how different creation stories might answer these questions? (Remember to use as much religious vocabulary as you can remember)

1. Because he wanted someone to look after the animals.
2. He made one thing each day and he made seven things.
3. because he was tired and couldn't make anymore things. Do all the creation stories explain why God created man?

B1) Why are creation stories important to their followers? (Remember to use as much religious vocabulary as you can remember)

They are important because they are the foundation of their beliefs. If there wasn't a creation story for a certain religion they wouldn't have a belief. How might they make Muslims feel?

Walton Priory Middle School
Core Assessment Feedback

CORE ASSESSMENT TASK: Creation Stories - What difference do they make?		TEACHER COMMENT:				
SUBJECT: Religious Education		GRADE: D-		IMPROVEMENT TASK: How is the Hindu story different from the Christian story?		
Year 5 Religious Education EXPLORING	A	Y5 Emerging I can identify an impact creation stories may have on individuals and communities.	Y5 Developing I can use limited religious vocabulary to describe the impact of creation stories on individuals and communities.	Y5 Secure I can use an increasingly wide religious vocabulary to explain the impact of creation stories on individuals and communities.	Y5 Mastery I can use a wide religious vocabulary to explain the impact of creation stories on individuals and communities.	Y5 Exceptional Performance I can use religious and philosophical vocabulary to give detailed accounts of religions and beliefs.
	B	I can identify a reason why creation stories are important to followers.	I can describe a reason why creation stories are important to followers.	I can show a developing insight into why creation stories are important to followers.	I can show an insight into why creation stories are important to followers.	I can show understanding of the impact of different forms of religious, spiritual and moral expression linked to different creation stories.
	C	I can identify a similarities and differences between different creation stories.	I can describe some similarities and/or differences between different creation stories.	I can explain similarities and differences within and between different creation stories.	I can explain the significance of similarities and differences within and between different creation stories.	I can explore the significance of similarities and differences within and between different creation stories.
	D	I can identify how a religious source is used to provide answers to ultimate questions, such as how did the world begin? Where did we come from?	I can describe how a religious source may be used to provide answers to ultimate questions, such as how did the world begin? Where did we come from?	I can explain how religious sources are used to provide answers to ultimate questions, such as how did the world begin? Where did we come from?	I can provide examples from religious sources when explaining how they are used to provide answers to ultimate questions, such as how did the world begin? Where did we come from?	I can analyse the reasons why sources are used in different ways to provide answers to ultimate questions, such as how did the world begin? Where did we come from?

Religious Education Assessment - Creation Stories

In what books would you find the creation stories?
 Christian: Bible
 Islamic: Quran

D1) Write three 'Big questions' that creation stories answer?

- 1 Who created earth?
- 2 How did God create the earth?
- 3 What God create?

D2) Explain how different creation stories might answer these questions? (Remember to use as much religious vocabulary as you can remember)

They all answer by their having God and what he (God) has made in order to help. They also tell us how long it took to create earth.

B1) Why are creation stories important to their followers? (Remember to use as much religious vocabulary as you can remember)

Because they tell people how earth and the universe was made. They also provide important info about culture and values.

C1) How is the Christian creation story similar to others? Give detail (Remember to use as much religious vocabulary as you can remember)

They all have gods, people, plants, animals, sun, earth, stars, rain, angles and birds. They all believe an amount of days.

Who do:
 Christians: God
 Muslims: Allah
 Hindus: Lord Brahma and Lord Vishnu believe created the world?

C2) How does the Christian creation story differ to others? Give detail (Remember to use as much religious vocabulary as you can remember)

They both don't have 7 days, the same God name, the same book, the same order and The Christian creation story has 7 god but Hindu has 2.

The 1st Islamic creation story

I stick is upside down. I stick is upside down. I stick is upside down.

Assessment: Assessment grids are used to provide feedback to pupils which relate directly to each question. This enables pupils to reflect upon their work and develop their responses accordingly.

MTP's allow all teachers to be aware of the assessment criteria for each topic so that they have are able to direct the learning accordingly.

Assessments are marked and feedback is given throughout the work providing direction for improvement.

Assessment grids are annotated so the pupils can see their strengths and areas for development. Assessments and grids should remain in the pupil's books so that they can refer back to them before their next assessment.

Lesson time is given to reflect upon the assessments so that they understand how to improve.

CORE ASSESSMENT TASK: Creation Stories - What difference do they make?		TEACHER COMMENT: You have asked these good 'ultimate questions'!				
SUBJECT: Religious Education		GRADE: Developing		IMPROVEMENT TASK: I would have used more information included in the section about how the stories are similar/different.		
Year 5 Religious Education EXPLORING	A	Y5 Emerging I can identify an impact creation stories may have on individuals and communities.	Y5 Developing I can use limited religious vocabulary to describe the impact of creation stories on individuals and communities.	Y5 Secure I can use an increasingly wide religious vocabulary to explain the impact of creation stories on individuals and communities.	Y5 Mastery I can use a wide religious vocabulary to explain the impact of creation stories on individuals and communities.	Y5 Exceptional Performance I can use religious and philosophical vocabulary to give detailed accounts of religions and beliefs.
	B	I can identify a reason why creation stories are important to followers.	I can describe a reason why creation stories are important to followers.	I can show a developing insight into why creation stories are important to followers.	I can show an insight into why creation stories are important to followers.	I can show understanding of the impact of different forms of religious, spiritual and moral expression linked to different creation stories.
	C	I can identify a similarities and differences between different creation stories.	I can describe some similarities and/or differences between different creation stories.	I can explain similarities and differences within and between different creation stories.	I can explain the significance of similarities and differences within and between different creation stories.	I can explore the significance of similarities and differences within and between different creation stories.
	D	I can identify how a religious source is used to provide answers to ultimate questions, such as how did the world begin? Where did we come from?	I can describe how a religious source may be used to provide answers to ultimate questions, such as how did the world begin? Where did we come from?	I can explain how religious sources are used to provide answers to ultimate questions, such as how did the world begin? Where did we come from?	I can provide examples from religious sources when explaining how they are used to provide answers to ultimate questions, such as how did the world begin? Where did we come from?	I can analyse the reasons why sources are used in different ways to provide answers to ultimate questions, such as how did the world begin? Where did we come from?

Walton Priory Middle School
Y5 Core Assessment Overview 2026/27 - (RE)

Autumn 1	Autumn 2	Spring 1
<p style="text-align: center;"><u>Sacred Books</u> 4 lessons (+ assessment & review)</p> <p>Assessment opportunities: Written work, class discussion, core assessment task</p> <p>Staffordshire Agreed Syllabus Curriculum opportunities: Find out about the origins of sacred writings and consider their importance for believers today - 2.1a (2.1b, 2.1d, 2.3b, 2.5a, 2.5c, 2.6a, 2.6d)</p> <p>Skills Assessed during core assessment task: Exploring: A, C, D Reflecting: G</p> <p>What is assessed? Exploring, Engaging and Reflecting.</p>	<p style="text-align: center;"><u>Creation Stories</u> 5 lessons (+assessment & review)</p> <p>Assessment opportunities: Written work, class discussion, core assessment task</p> <p>Staffordshire Agreed Syllabus Curriculum opportunities: Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers - 2.1d (2.1a, 2.1b, 2.3b, 2.5a, 2.5c)</p> <p>Skills Assessed during core assessment task: Exploring A, B, C, D</p> <p>What is assessed? Exploring. AP1</p>	<p style="text-align: center;"><u>Christianity - Inspirational People - William Booth</u> 5 lessons (+assessment & review)</p> <p>Assessment opportunities: Written work, class discussion, core assessment task</p> <p>Staffordshire Agreed Syllabus Curriculum opportunities: Investigate the life of a person who has been inspired by their faith and make links between belief and action - 2.2d (2.1b, 2.1c, 2.3b, 2.5a, 2.5b, 2.5d, 2.6a)</p> <p>Skills Assessed during core assessment task: Exploring A, D Engaging F Reflecting G, H</p> <p>What is assessed? Exploring, Engaging and Reflecting. AP2</p>
Spring 2	Summer 1	Summer 2
<p style="text-align: center;"><u>Judaism - Pesach</u> 6 lessons (+assessment & review)</p> <p>Assessment opportunities: Written work, class discussion, core assessment task</p> <p>Staffordshire Agreed Syllabus Curriculum opportunities: Investigate some features of key religious festivals and celebrations and identify similarities and differences - 2.2c (2.1a, 2.1b, 2.1c, 2.1d, 2.2a, 2.2b, 2.2d, 2.3a, 2.3b, 2.3c, 2.4a, 2.4c, 2.5a, 2.5b, 2.5c, 2.5d, 2.6a, 2.6b, 2.6c)</p> <p>Skills Assessed during core assessment task: Exploring A, C Reflecting H</p> <p>What is assessed? Exploring, Reflecting. AP3</p>	<p style="text-align: center;"><u>What does it mean to be a Muslim?</u> 6 lessons</p> <p>Assessment opportunities: Written work, class discussion</p> <p>Staffordshire Agreed Syllabus Curriculum opportunities: Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers - 2.6a</p>	<p style="text-align: center;"><u>Christianity - Charity - Salvation Army</u> 5 lessons</p> <p>Assessment opportunities: Written work, class discussion, core assessment task</p> <p>Staffordshire Agreed Syllabus Curriculum opportunities: Make links between beliefs and action and show how this might have local, national and international impact - 2.5d (2.1a, 2.1b, 2.1c, 2.2d, 2.3d, 2.4b, 2.5a, 2.5b, 2.5c, 2.6a, 2.6c)</p>

Walton Priory Middle School
Y6 Core Assessment Overview 2026/27 - (RE)



<p>Topic: Christianity - Parables 7 lessons + assessment + review Assessment opportunities: Written work, class discussion, core assessment task</p> <p>Staffordshire Agreed Syllabus Curriculum opportunities: Enter imaginatively into the life of key religious figures and make links with teachings and practices of special significance to followers - 2.1c (2.1a, 2.1b, 2.2d, 2.3b, 2.5a, 2.5b, 2.5c, 2.5d, 2.6a, 2.6d)</p> <p>Skills Assessed during core assessment task: Exploring A, B, C Engaging E, F Reflecting G</p> <p>What is assessed? Exploring, engaging and Reflecting. AP1</p>	<p>Topic: Festivals of Light 5 lessons + assessment + review Assessment opportunities: Written work, class discussion, core assessment task</p> <p>Staffordshire Agreed Syllabus Curriculum opportunities: Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers - 2.3a (2.1b, 2.2a, 2.2b, 2.2c, 2.3b, 2.3c, 2.4a, 2.4c, 2.5a, 2.5b, 2.5c)</p> <p>Skills Assessed during core assessment task: Exploring A, B, D Engaging E</p> <p>What is assessed? Exploring and engaging.</p>	<p>Topic: Our World 5 lessons + assessment + review Assessment opportunities: Written work, class discussion, core assessment task</p> <p>Staffordshire Agreed Syllabus Curriculum opportunities: Explore religious stories and teachings about the environment and identify their impact on behaviour - 2.6d (2.1b, 2.1d, 2.2d, 2.4b, 2.5a, 2.5b, 2.5d, 2.6a)</p> <p>Skills Assessed during core assessment task: Exploring A, B, C, D Engaging E, F</p> <p>What is assessed? Exploring and engaging.</p> <p style="text-align: center;">AP2</p>
<p style="text-align: center;">Topic: Buddhism (8 Lessons + Assessment + review)</p> <p>Assessment opportunities: Written work, class discussion, core assessment task</p> <p>Staffordshire Agreed Syllabus Curriculum opportunities: Research some key events in the development of a religious tradition and explain the impact on believers today - 2.4c (2.1a, 2.1c, 2.2b, 2.2c, 2.2d, 2.3a, 2.3c, 2.4a, 2.5a, 2.5b, 2.5d, 2.6a)</p> <p>Skills Assessed during core assessment task: Exploring: A, D Engaging: F</p> <p>What is assessed? Exploring and engaging. AP3</p>	<p style="text-align: center;">Topic: Sikhism (6 Lessons)</p> <p>Assessment opportunities: Written work, class discussion</p> <p>Staffordshire Agreed Syllabus Curriculum opportunities: Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment - 2.6b</p>	

Walton Priory Middle School
Y7 Core Assessment Overview 2026/27 - (PER)



In KS3, pupil assessments are also linked to the Staffordshire Agreed Syllabus, however, they are written in a way that challenges pupils' understanding and helps them to prepare for their GCSE's. Likewise, these questions are carefully written to enable all pupils to access all grades and achieve their potential. Grades in KS3 are calculated through a points system with both key knowledge as well as depth of understanding being tested in single and extended multi-mark questions.

After each assessment pupils are given the opportunity to reflect upon their work by looking through the mark scheme, sharing good practice with others so that they can develop their understanding and use metacognition to consider areas of success or development.

<p><u>Topic: Christianity</u></p> <p>Assessment opportunities: Written work, class discussion, core assessment task</p> <p>Staffordshire Agreed Syllabus Curriculum opportunities: <i>3.1a, 3.1c, 3.2c, 3.3b, 3.3c, 3.4a, 3.4b, 3.5a, 3.6b</i></p> <p>AP1</p>	<p><u>Topic: Islam</u></p> <p>Assessment opportunities: Written work, class discussion, core assessment task</p> <p>Staffordshire Agreed Syllabus Curriculum opportunities: <i>3.1a, 3.2c, 3.3a, 3.3b, 3.3c, 3.4a, 3.4b, 3.5a, 3.6b</i></p> <p>AP2</p>
<p><u>Topic: Judaism</u></p> <p>Assessment opportunities: Written work, class discussion, core assessment task</p> <p>Staffordshire Agreed Syllabus Curriculum opportunities: <i>3.1a, 3.2a, 3.2c, 3.3b, 3.3c, 3.4a, 3.4b, 3.5a, 3.6a, 3.6b</i></p> <p>AP3</p>	<p><u>Topic: Ethics and Philosophy</u></p> <p>Assessment opportunities: class discussion</p> <p>Staffordshire Agreed Syllabus Curriculum opportunities: <i>3.1a, 3.1c, 3.2c, 3.5a, 3.6c</i></p> <ul style="list-style-type: none"> • <i>apply beliefs and values to current ethical issues</i> • <i>ultimate questions about life and meaning</i> • <i>different perspectives in society</i> • <i>both religious and non-religious world views</i>

<p><u>Topic: Christianity</u></p> <p>Assessment opportunities: Written work, class discussion, core assessment task</p> <p>Staffordshire Agreed Syllabus Curriculum opportunities: <i>3.1a, 3.1c, 3.2a, 3.2c, 3.3a, 3.3b, 3.3c, 3.4a, 3.4b, 3.5a, 3.6a, 3.6b</i></p> <p>AP1</p>		<p><u>Topic: Islam</u></p> <p>Assessment opportunities: Written work, class discussion, core assessment task</p> <p>Staffordshire Agreed Syllabus Curriculum opportunities: <i>3.1a, 3.1c, 3.2a, 3.2c, 3.3a, 3.3b, 3.3c, 3.4a, 3.4b, 3.5a, 3.6a, 3.6b</i></p> <p>AP2</p>	
<p><u>Topic: Judaism</u></p> <p>Assessment opportunities: Written work, class discussion, core assessment task</p> <p>Staffordshire Agreed Syllabus Curriculum opportunities: <i>3.1a, 3.1c, 3.2a, 3.2c, 3.3b, 3.3c, 3.4a, 3.4b, 3.5a, 3.6a, 3.6b</i></p> <p>AP3</p>	<p><u>Topic: Sikhism</u></p> <p>Assessment opportunities: Written work, class discussion, core assessment task</p> <p>Staffordshire Agreed Syllabus Curriculum opportunities: <i>3.1a, 3.1c, 3.2a, 3.2c, 3.3a, 3.3b, 3.3c, 3.4a, 3.4b, 3.5a, 3.6a, 3.6b</i></p>	<p><u>Topic: Ethics</u></p> <p>Assessment opportunities: Oral discussion and class work</p> <p>Staffordshire Agreed Syllabus Curriculum opportunities: <i>3.1a, 3.1c, 3.2c, 3.5a, 3.6c</i></p> <ul style="list-style-type: none"> • <i>apply beliefs and values to current ethical issues</i> • <i>ultimate questions about life and meaning</i> • <i>different perspectives in society</i> • <i>both religious and non-religious world views</i> 	



Religious Education

Activities that More Able learners should do:

- Keep up to date with current affairs by watching the news or reading the news online.
- Explore issues arising in current affairs linked to religious education studies.
- Give reasoned arguments from different viewpoints.

How parents can support More Able learners:

Encourage Discussion at Home

Talk about big questions—meaning, morality, beliefs, and current events. Let them express and challenge ideas in a respectful way.

Expose Them to Diverse Views

Help them explore different religions, worldviews, and cultures through books, documentaries, podcasts, museums, or places of worship.

Link RE/PER to Real Life

Discuss how RE connects to global issues, politics, ethics, or careers in law, medicine, journalism, or social care.

Promote Reflection

Give time and space for them to reflect on what they believe and how their values influence their actions.

Challenge Their Thinking

Ask thoughtful questions that stretch their reasoning and encourage them to consider multiple perspectives.

Characteristics of a More Able Learner:

Deep Thinking and Curiosity

- Asks big, challenging questions about life, belief, and meaning.
- Shows curiosity beyond the surface level of a topic.

Critical and Analytical Thinking:

- Can evaluate religious ideas and moral issues thoughtfully.
- Weighs up different arguments with reasoned judgement.

Empathy and Open-Mindedness

- Understands and respects diverse beliefs, even if they differ from their own.
- Can imagine how others think and feel in different religious or ethical situations.

Strong Verbal and Written Skills

- Expresses complex ideas clearly in discussion and writing.
- Uses appropriate religious and philosophical vocabulary confidently.

Personal Reflection

- Engages with personal thinking about their own beliefs, values, and identity.
- Connects classroom learning to their own experiences and development.

Independent Learning

- Shows interest in exploring RE/PER topics further outside the classroom.
- Enjoys reading, researching, or debating philosophical or ethical issues.

Making Connections

- Links religious teachings to real-world issues, historical events, or other subjects (e.g., history, literature, PSHE).
- Understands how religion shapes cultures, communities, and global affairs.

WPMS Religious Education

End Points



SACRE - By the end of year 5

Explore	Engage	Reflect
<p>Pupils use an increasingly wide vocabulary to explain the impact of religious beliefs and a non-religious life stance on individuals and communities. They show a developing insight into why people belong to religions. They demonstrate that similarities and differences illustrate distinctive beliefs within and between religions. They suggest possible reasons for this and explain how religious sources are used to provide answers to ethical issues.</p>	<p>Pupils ask, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives and making clear connections between personal viewpoints and action.</p>	<p>Pupils explain what inspires and influences them, expressing their own and others' views on the opportunities and challenges of commitment in a diverse world. They identify the consequences for themselves and for others of holding particular beliefs and values.</p>

SACRE - By the end of year 6

Explore	Engage	Reflect
<p>Pupils use an increasingly rich vocabulary to give informed accounts of religions and beliefs. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers for ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression. They interpret sources and arguments regarding world views/issues.</p>	<p>Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on fundamental questions of identity and belonging, meaning purpose and perceived truth.</p>	<p>Focussing on values and commitments pupils consider their own response to the opportunities and challenges of living in a diverse world whilst considering the views and experiences of others. They can talk about examples of religious cooperation and why this is sometimes difficult.</p>



WPMS - By the end of Year 7

Explore	Engage	Reflect
<p>Pupils can use religious vocabulary to show an understanding of a range of religions and beliefs.</p> <p>Pupils can show some understanding of the impact that religions and beliefs may have on people or communities.</p> <p>Pupils can develop their responses by using some evidence to support their points.</p>	<p>Pupils can describe some similarities and differences between religious teachings and key principles to fundamental questions.</p> <p>Pupils can identify similarities and differences between their actions and beliefs and those of others.</p>	<p>Pupils can identify some positive or negative impacts that religious or world views may have on someone's day to day life.</p>

WPMS - By the end of Year 8

Explore	Engage	Reflect
<p>Pupils can use a wide religious vocabulary to show understanding of a range of religions and beliefs.</p> <p>Pupils can show an understanding of the impact that religions and beliefs may have on communities.</p> <p>Pupils can write some detailed responses that use evidence to support their points.</p>	<p>Pupils can describe similarities and differences between religious teachings and key principles to fundamental questions.</p> <p>Pupils can describe similarities and differences between their actions and beliefs and those of others.</p>	<p>Pupils can identify positive and negative impacts that religious or world views may have on someone's day to day life.</p>

SACRE - By the end of KS3



Explore	Engage	Reflect
<p>Pupils use a comprehensive vocabulary to show a coherent understanding of a range of religions and beliefs by analysing issues in a faith context. They account for the influence of history and culture on aspects of religious life and practice. They use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence, and forms of expression.</p>	<p>Pupils identify, and articulate critical responses to, fundamental questions of meaning, purpose and truth and ethical issues. They can express a clear sense of their own identity.</p>	<p>Pupils evaluate the significance of religious and world views for understanding questions of human relationships, belonging, identity, society, values, and commitments appropriate to living well in a diverse world. They identify interfaith opportunities and successes as well as instances of religious prejudice and of discrimination on religious grounds using evidence and examples and in the context of their own experience. They can articulate awareness of negative attitudes within themselves and others.</p>



EXPLORE



ENGAGE



REFLECT



Cultural Capital - Cross Curricular

Year	Event	When	Additional Info
Year 5	Hallelujah Chorus	Music	
Year 5	Self-portraits	Art	Identity and exploring different artists from different cultures eg Frida Kahlo
Year 5	Polytheism in different cultures	History	Egypt (Unit 2) and Maya (Unit 3)
Year 5	Cultural dances from around the world	PE	
Year 6	Day of the Dead	Art	Exploring the cultural beliefs of the Day of the Dead celebrations and artist Thaneeya McArdle who has been inspired by her travels
Year 6	Evolution / Humanists	Science	
Year 6	Polytheism in different cultures	History	Ancient Greece (Unit 2)
Year	Local area	Art	Exploring Stone through the painting of the Fauvists
Year 7	Christianity - England in 1066 - The importance of religion	History	Henry II and his argument with the Church (Unit 1) Catholic v Protestant, the Reformation and the causes of the English Civil War (Unit 2)
Year 7	The spread of world religions	History	The Silk Roads (Unit 3)
Year 7	Hinduism and Buddhism	Geography	Case Study: India
Year 8	Public Art	Art	Yinka Shonibare - Cultural hybrid
Year 8	French - Topic on Festivals and holidays	Spring	Easter, Eid, Christmas, Diwali, Carnival. Pupils learn a bit about how they are celebrated but also write and read in French about what people do in French speaking countries for these festivals.
Year 8	Holocaust	History	Part of WW2 study.
Year 8	Sustainability	Geography	Reflecting upon slave labour, child workers and refugee camps and impact upon lives. (Aid work)
All years	Sustainability	Science	Discussions about sustainability and environmental issues.
All years	Art of the week	Art	A different artist is explored each week from different cultures, era's and countries

Cultural Capital - Extra Curricular

Year	Event	When	Additional Info
All Years	Black History Month	October	BV - Mutual Respect / Tolerance
All Years	Show Racism the Red Card Day	October	BV - Mutual Respect / Tolerance
All Years	Anti-bullying week	November	BV - Mutual Respect / Tolerance
All Years	Remembrance Day	November	BV - Mutual Respect / Tolerance
Choir	Christmas Light switch on	November	
Art Club	Advent Window	Nov/Dec	
All Years	Holocaust Memorial Day	January	BV - Mutual Respect / Tolerance

Cultural Capital - Visitors/Visits

Y6	Church visit - Christmas	Festivals of light
Y6	All Saints Church trip	History, Christian practices
Y7	Islam Workshop - Hifsa	Islam, Muhammed, Qur'an & Mosques
Y8	Islam Workshop - Hifsa	Resisting Division: Building Critical Thinkers
Y8	French trip	Visit to Catholic church in Brie and chapel in Chateau Fontainebleau

Cultural Capital within topics and lessons

Topic	Cultural Capital - Y5
Holy Books 2.1a	Pupils will be able to explore the source of beliefs and develop their understanding of the impact that these have on a follower.
Creation stories - 2.1b	Overview of some of the world's major religions.
Inspirational individuals - 2.2d	Introduction to some famously influential individuals from recent history, allows pupils to understand tolerance and the change it can bring.
Judaism - 2.1d	Exposure to the rituals of another major world faith.
What does it mean to be Muslim? - 2.2b	Opportunity to make a tangible comparison to the Bible, with which they may be quite familiar.
Charity and religion - 2.5d	Pupils will be able to link a major charity to its origins in faith and belief.

Topic	Cultural Capital - Y6
Parables - 2.1b	A greater understanding of Christian and Islamic sacred texts and teachings will introduce pupils to the morals shared by much of the civilised world.
Festivals of Light - 2.3a	Exposure to some of the world's major religious festivals of light.
Our world - 2.6d (Stewardship)	Pupils will learn how different religions may approach climate change, and the reasons for this.
Buddhism - 2.4a	A more comprehensive study of Buddhism that will build on any previous learning/prior knowledge.
Sikhism - 2.4a	A more comprehensive study of Sikhism that will build on any previous learning/prior knowledge.

Topic	Cultural Capital - Y7
Unit 2 - Christianity (Life of Jesus & Two Great Commandments)	Learning about the history and impact of Christianity on the world as well as individuals. Promotes greater understanding and appreciation of traditions and customs experienced within UK. Pupils will discuss the links and connections between Islam, Judaism and Christianity. Topic will build upon prior knowledge to deepen their understanding of Christian worship, culture and identity.
Unit 3 - Islam (Life of Muhammed, Quran and Mosques)	Learning about the history and impact of Islam on the world as well as individuals. Promotes tolerance and appreciation of a multi-cultural Britain and the positive contributions Islam has brought. Pupils will discuss the links and connections between Islam, Judaism and Christianity. Topic will build upon prior knowledge to deepen their understanding of Islamic worship, culture and identity.
Unit 4 - Judaism (Key beliefs, Synagogue, Leadership, Founding Fathers and Pesach)	Learning about the history and impact of Judaism on the world as well as individuals. Promotes tolerance and appreciation of a multi-cultural Britain and the positive contributions Judaism has brought. Pupils will discuss the links and connections between Islam, Judaism and Christianity. Topic will build upon prior knowledge to deepen their understanding of Jewish worship, culture and identity.
Unit 5 - Ethics and Philosophy	The Ethics and Philosophy unit builds cultural capital by introducing pupils to key moral and philosophical ideas—such as utilitarianism, free will, determinism, and moral dilemmas—that shape public debate and modern society. Through thought experiments like the trolley problem, pupils engage with classic intellectual challenges. They explore fairness, justice, equality, discrimination, and global inequality, linking these to historical examples. Regular debate and justification of viewpoints strengthen oracy and critical thinking. Including religious and non-religious perspectives broadens cultural awareness and prepares pupils for life in diverse modern Britain.

Topic	Cultural Capital - Y8
Unit 6 - Christianity (Life of Jesus - death and resurrection, Christmas, Easter, Afterlife)	Reflecting on the influence Christianity has had on our celebrations. Promotes greater understanding and appreciation of traditions and customs (Christmas and Easter) experienced within UK. Pupils will discuss the links and connections between Islam, Judaism and Christianity. Topic will build upon prior knowledge to deepen their understanding of Christian worship, culture and identity.
Unit 7 - Islam (Five Pillars, Symbolism, Moral Code, Eid)	Reflecting on the influence Islam has on lives of Muslims. Promotes greater understanding and appreciation of traditions and customs (Five Pillars, Hajj, Eid). Promotes tolerance and appreciation of a multi-cultural Britain. Topic will build upon prior knowledge to deepen their understanding of Islamic worship, culture and identity.
Unit 8 - Judaism (Key principles, Holy books, Family life)	Reflecting on the influence Judaism has on lives of Jews. Promotes greater understanding and appreciation of traditions and customs (Shabbat, Bar Mitzvah). Promotes tolerance and appreciation of a multi-cultural Britain. Topic will build upon prior knowledge to deepen their understanding of Jewish worship, culture and identity.
Ethics and Philosophy	These lessons build cultural capital by engaging pupils with major ethical and philosophical questions that shape global society. Exploring environmental responsibility, human-animal value, moral duty, happiness, suffering, and world peace exposes pupils to ideas central to religion, politics, ethics, and public debate. Pupils analyse real-world issues, encounter diverse worldviews, and develop empathy, critical thinking, and moral reasoning. These discussions deepen their understanding of human experience and prepare them to participate thoughtfully in modern, pluralistic Britain.

SMSC across our RE curriculum.

	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
Religious Education	<p>Experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews.</p> <p>Asking and responding to questions of meaning and purpose.</p> <p>Considering questions about God and evaluating truth claims.</p> <p>Exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life.</p>	<p>Exploring morality including rules, teachings and commands such as The Golden Rule, the ten commandments, the sayings (hadith) of Muhammad.</p> <p>Investigating the importance of service to others in Sikhism, Hinduism and Buddhism.</p> <p>Exploring religious perspectives and responses to evil and suffering in the world.</p> <p>Asking questions about the purpose and meaning of reconciliation and salvation e.g. exploring Pesach, Christian salvation story.</p>	<p>Exploring the qualities which are valued by a civilised society - thoughtfulness, honesty, respect for difference, independence and interdependence.</p> <p>Acceptance and engagement with fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</p> <p>Asking questions about the social impact of religion.</p>	<p>Exploring similarities and differences between faiths and cultures.</p> <p>Engaging with text, artefacts and other sources from different cultures and religious backgrounds.</p> <p>Developing understanding and respect for different faiths and cultural diversity.</p>

Examples of SMSC at Walton Priory Middle School

Spiritual

Key stage assemblies	Day trips
RE curriculum planning	Sports competitions
Celebration assemblies	Themed days / weeks (E.g. Science/Book week/ anti-bullying)
PSHCE lessons	Curriculum topics
Marking and Feedback policy	Charity work / fundraisers
Leadership opportunities	School mission statement, values and behaviour policy
Residential trips	Participation at local events (E.g. Lights switch on, Remembrance Day service)

Moral

Behaviour for learning	RE Curriculum planning
Beacon student	School Website
Problem solving/investigating	Online safety week
Key stage assemblies	Outside speakers - (E.g. road safety & Local community support, youth offenders' team)
Year group assemblies	Positive approach to restorative behaviour (Resolution Room)
School mission statement, values and behaviour policy	Curriculum topics
Clear set of values promoted across school	School council
PSHCE planning	Young leaders
	School trips and residential trips
Themed days / weeks (E.g. Black History Month/ anti-bullying week)	Fundraising e.g. Danceathon

Social

Behaviour for learning	PE and Sport competitions in local and national area
Beacon student	Sports day
Problem solving/investigating/group work	Drama performances - (Annual show at the Crown Wharf Theatre)
Extra-curricular clubs during and after school	Outside speakers - (E.g. road safety & Local community support, youth offenders' team)
Year group assemblies	Positive approach to restorative behaviour (Resolution Room)
School mission statement, values and behaviour policy	Themed days / weeks (E.g. Black History Month/ anti-bullying week)
Clear set of values promoted across school	School council
PSHCE planning	Young leaders
Family learning	School trips and residential trips
Curriculum topics	Fundraising
Group work - local and national competitions (E.g. Young Enterprise, whole year group)	Contribution to local community events

Cultural

Behaviour for learning	PE and Sport competitions in local and national area
School mission statement, values and behaviour policy	Outside speakers - (E.g. rainforest, road safety & Local community support, youth offenders' team, VR days)
Local study & visit to town	Fundraising
Year group assemblies	Themed days / weeks (E.g. Black History Month/ anti-bullying week)
RE curriculum planning	Curriculum topics
Clear set of values promoted across school	Contribution to local community events
PSHCE planning	School trips and residential trips
Theatre trips	Different themed dinners