

Arbour Academy | Talk First, RE Reveal

39 short sessions for pupils who will engage with life before they engage with a subject label

The four-slide rule

SLIDE 1 TALK ABOUT IT	A concrete, everyday scenario. Sport, food, phones, friendship, fairness, money or social media. No religion mentioned yet.	6 mins
SLIDE 2 PUSH IT	Two short questions. Challenge the first answer, add a twist, ask 'why?' and 'what if it were you?'	4 mins
SLIDE 3 THE REVEAL	'This links to...' Give the planned religion/worldview connection and one accurate fact. Keep this brief.	3 mins
SLIDE 4 TAKE IT AWAY	One citizen message: respect, liberty, fairness, law, equality or responsibility. One spoken exit sentence.	2 mins

What staff must control

Let the hook breathe	Do not reveal the religion immediately. Pupils need time to argue about the life situation first.
Correct, don't complicate	If a stereotype appears, correct it clearly using 'some', 'many' and 'people differ'.
No forced disclosure	Nobody represents a religion, culture or protected group and nobody's rights are put to a vote.
Know the boundary	The final column says what not to improvise. Follow safeguarding, RSHE and equality policy.

Model wording: 'That discussion links to something millions of people do because their belief matters to them. Here is the one thing to know...'

39-Week Curriculum at a Glance

The hooks are the curriculum doorway. The worldview connection appears only in the reveal.

Wk	Half term	Big discussion	Everyday set-up	The reveal	One fact	Citizen link	Protected characteristics
1	HT1	What shows who you are?	You can keep only three things from your room. Which three would tell a stranger most about you?	People often use religious symbols too: a cross, a Sikh kara, a kippah or another item may show belonging or belief.	A symbol can be important without telling us everything about its owner.	Individual liberty and mutual respect.	Religion or belief; race
2	HT1	Can clothes tell you what someone is like?	Two people arrive: one wears a football shirt; one wears religious clothing. What assumptions might people make about each?	Some Muslims wear hijab and some Sikhs wear turbans. People within the same religion make different choices.	Religious clothing can express belief, identity or community; never assume the whole person from it.	Individual liberty; mutual respect.	Religion or belief; race
3	HT1	Would you eat with a rival?	Your rival team is invited to sit with your team and share a meal. Good idea or terrible idea?	In Sikh gurdwaras, langar is a free shared meal where people from different backgrounds can eat together.	Langar is linked with equality, welcome and service —not just free food.	Mutual respect; equality; community.	Religion or belief; race
4	HT1	Can you be a good person without religion?	Someone says, 'If you don't believe in God, nothing stops you doing whatever you want.' Agree or disagree?	Humanists are non-religious people who often use reason, evidence, empathy and human experience to make choices.	Non-religious does not mean having no values; not every non-religious person is a Humanist.	Tolerance of different beliefs, including no religion.	Religion or belief
5	HT1	Why do places have different rules?	You walk into a stadium, a court and someone's home. Would you behave exactly the same in all three?	Mosques are places of Muslim prayer and community. Removing shoes and behaving calmly can be ways of respecting the space.	Muslims can pray outside a mosque too, and mosques do not all look or operate identically.	Respect for shared places and freedom of worship.	Religion or belief; disability
6	HT1	Why repeat old family stories?	Your family tells the same story every year. You already know the ending. Is repeating it pointless?	At Passover, many Jewish families retell the Exodus story and remember freedom, using questions and symbolic foods.	Jewish people observe Passover in different ways; the story links memory, identity and freedom.	Mutual respect; understanding culture and memory.	Religion or belief; race
7	HT1	Can a label ever describe a whole person?	A new pupil is described only as 'Muslim', 'Christian', 'disabled', 'gay' or 'from another country'. What important information is missing?	Religious labels describe a connection, not a complete personality. Two people from the same faith can live very differently.	Accurate language uses 'some', 'many' and 'this person', not blanket claims.	Mutual respect and individual liberty.	All pupil-relevant characteristics
8	HT2	Who gets to make the rules?	A new game has no rules. One person writes them, the group votes, or everyone decides for themselves. Which works best?	Religious people may use sacred texts, tradition and community when deciding what is right; Humanists may emphasise reason, evidence and empathy.	People interpret guidance; a book or tradition does not make every decision automatically.	Democracy and the rule of law.	Religion or belief
9	HT2	Should your personal rules apply to everyone?	You choose never to eat a certain food. Should the canteen stop everyone else eating it too?	Some Muslims follow halal guidance and some Jewish people follow kosher guidance. These are religious choices within UK law.	Religious rules guide believers; UK law applies to everybody.	Individual liberty, mutual respect and rule of law.	Religion or belief; race
10	HT2	Would you break an unfair rule?	A teacher introduces a clearly unfair rule. You can obey, complain, refuse or organise a peaceful protest. What do you do?	Some Christians, including Quakers, have acted from conscience and used peaceful protest; non-religious campaigners may act from human rights.	Belief can motivate protest, but strong belief never excuses violence.	Democracy, conscience and rule of law.	Religion or belief; race
11	HT2	Is the same punishment always fair?	Two pupils miss the same deadline: one forgot; one was caring for someone at home. Same consequence or different?	Islamic thinking often discusses both justice and mercy: wrongdoing matters, but so can intention and circumstances.	Mercy is not pretending no harm happened; justice and mercy can work together.	Fairness, rule of law and responsibility.	Religion or belief; disability

12	HT2	If someone says sorry, must you forgive?	A friend betrays you, apologises and wants everything back to normal immediately. What do they have to do?	Forgiveness is central in Christianity, but forgiveness is not the same as trust, reconciliation or removing consequences.	Nobody should be forced to forgive or return to an unsafe relationship.	Repair, responsibility and mutual respect.	Religion or belief; sex; disability
13	HT2	What should punishment actually do?	A punishment makes someone miserable but changes nothing. Has it worked?	Buddhist ethics often considers intention, suffering and compassion when responding to harm.	Compassion is not weakness or letting someone off; it asks what reduces future harm.	Rule of law, rehabilitation and community safety.	Religion or belief; disability
14	HT2	Can the majority be wrong?	Nine people vote to ban the tenth person from a group because they are different. The vote is 9–1. Is it democratic?	Religious and non-religious minorities rely on rights and law when the majority is hostile.	Democracy is not simply ‘most votes wins’; it works with rights and the rule of law.	All four British Values.	All pupil-relevant characteristics
15	HT3	Could you give up food for something you cared about?	If fasting from 7am to 7pm every day guaranteed Manchester United would win the league, would you do it? Could you stick to it when hungry?	During Ramadan, many Muslims fast from dawn to sunset because of their belief and commitment to God.	Ramadan fasting is about worship, self-discipline and community—not football, dieting or a competition. Exemptions and circumstances matter.	Commitment, self-control and respect for belief.	Religion or belief; disability; pregnancy and maternity
16	HT3	Could you switch off for a whole day?	From Friday evening, your phone, gaming, shopping and schoolwork all stop for 24 hours. Relaxing or unbearable?	Shabbat is a weekly period of rest in Jewish life. It can involve family, worship, meals and stopping ordinary work.	Shabbat is not simply ‘doing nothing’, and Jewish families observe it in different ways.	Respect for religious practice and work–rest balance.	Religion or belief; disability
17	HT3	How far would you travel for something important?	Would you travel thousands of miles, save for years and cope with crowds to attend the biggest event of your life?	Haji is a pilgrimage to Makkah that Muslims who are able aim to complete once in their lifetime.	Pilgrimage is a journey made for religious reasons; being able includes health and money.	Commitment, equality and freedom of religion.	Religion or belief; disability; race
18	HT3	Can a cheap object be priceless?	A bracelet costs £5 but belonged to someone important. Would you sell it for £100?	A Christian cross, Sikh kara or Buddhist wheel can carry meaning far beyond the material it is made from.	A religious symbol can matter deeply, but it does not tell us everything about the wearer.	Mutual respect and individual liberty.	Religion or belief; race
19	HT3	If you remove the meaning, is it still the same celebration?	Imagine Christmas with no story, Diwali with no beliefs, and birthdays with nobody knowing whose birthday it is. What is left?	For Christians, Easter connects with Jesus’ death and resurrection. Diwali carries different religious meanings for Hindu, Sikh and Jain communities.	Festivals are more than food and decorations, and different communities can understand the same festival differently.	Cultural understanding and mutual respect.	Religion or belief; race
20	HT3	Does a promise make you less free?	You promise to train three times a week. On a cold morning, are you trapped by the promise or helped by it?	Religious people may commit to prayer, worship, diet or service; Humanists and others may make strong non-religious commitments.	Chosen commitments can give life structure; pressure and coercion are different.	Individual liberty, consent and responsibility.	Religion or belief; sex; sexual orientation
21	HT4	Is giving everyone the same always fair?	Everybody receives size-6 shoes and must enter by the stairs. The rule is identical for everyone. Is it fair?	Many religious communities value equal dignity; Sikh langar is one visible example. Equality can mean removing barriers, not treating everyone identically.	A reasonable adjustment helps a disabled person access the same opportunity.	Equality and mutual respect.	Disability; religion or belief
22	HT4	Can you guess religion from skin colour?	A person sees a white Christian and an Asian Muslim, then assumes all Christians and Muslims look like that. What have they missed?	Christianity and Islam are global religions followed by people of many races and nationalities.	Race and religion are different, although prejudice against them can overlap.	Equal citizenship and mutual respect.	Race; religion or belief
23	HT4	Are some jobs only for men or women?	A boy wants to do a ‘girls’ job and a girl wants to lead a group that has usually been led by men. Who decides?	Religious communities disagree internally about roles for men and women; for example, some churches have women priests and others do not.	A religion is rarely one single view, and women within religions have their own voices and choices.	Sex equality, liberty and respectful disagreement.	Sex; religion or belief
24	HT4	Can you disagree and still show respect?	Someone’s family or relationship is different from yours. You do not understand it or agree with it. What behaviour is still expected?	Religious and non-religious people hold different views about relationships. Whatever their beliefs, pupils are protected from bullying and harassment.	Ideas can be discussed; a person’s safety and dignity are not up for a vote.	Individual liberty, mutual respect and rule of law.	Sexual orientation; religion or belief

25	HT4	When does curiosity become nosiness?	Someone keeps demanding personal answers about another person's body, name or past. They say, 'I'm only asking.' Is that acceptable?	People hold different beliefs about sex and gender, but gender reassignment is protected and nobody should be humiliated or targeted.	Respectful behaviour does not require everyone to hold the same belief.	Privacy, dignity, individual liberty and rule of law.	Gender reassignment; sex; religion or belief
26	HT4	Should rights depend on popularity?	A minority is disliked by most people in a town. Should the town be allowed to ban their meetings, clothing or relationships?	Freedom of religion or belief protects religious people, people who change religion and people with no religion.	Protected characteristics are not special prizes; they help prevent discrimination.	Democracy, liberty, rule of law and mutual respect.	All pupil-relevant characteristics
27	HT5	Would you give away part of your money?	You receive £100. Should some be kept, shared with family, donated, or spent entirely on yourself?	Zakat is a required form of giving for eligible Muslims; sadaqah is voluntary giving.	Zakat and sadaqah are different, and Muslim practice varies with circumstances.	Social responsibility and community.	Religion or belief; disability; race
28	HT5	Is helping still kind if you film it?	Someone gives food to a homeless person but films the person's face for likes. Good deed or selfish act?	Sikh seva means selfless service, and Buddhist compassion focuses on reducing suffering wisely.	Helping should protect the other person's dignity, not turn the helper into a hero.	Mutual respect and active citizenship.	Disability; religion or belief; race
29	HT5	Would you welcome a stranger?	A new pupil speaks little English and eats different food. Nobody chooses their table. What should happen?	Jewish, Christian and Muslim stories often praise hospitality to strangers; Humanists may ground welcome in shared humanity.	Different worldviews can support the same welcoming action for different reasons.	Tolerance, mutual respect and community cohesion.	Race; religion or belief
30	HT5	Should you be allowed to say anything?	Someone posts an insulting opinion and says, 'Free speech—I can say what I want.' Are they right?	Religious freedom includes the right to hold beliefs; free inquiry includes questioning beliefs. Neither protects threats or targeted harassment.	Ideas can be criticised; people cannot be threatened or dehumanised.	Individual liberty, mutual respect and rule of law.	Religion or belief; race; disability; sexual orientation; gender reassignment
31	HT5	Would you rather be tolerated or respected?	A person says, 'I don't like people like you, but I'll tolerate you.' Is that good enough?	Interfaith dialogue brings people with different beliefs together to listen and cooperate without pretending they agree.	Tolerance allows difference; respect recognises equal human dignity.	Mutual respect and tolerance.	All pupil-relevant characteristics
32	HT5	Is saying sorry enough?	After a hateful comment, someone says 'sorry' because they want to avoid punishment. What else should happen?	Jewish teshuvah is often understood as turning back: recognising wrong, making repair and changing behaviour.	A real apology includes responsibility and change; it does not force instant forgiveness.	Repair, accountability and community safety.	Race; religion or belief; disability; sexual orientation
33	HT6	Why do bad things happen to good people?	A kind person experiences something completely unfair. Is there always a reason?	Christians, Buddhists and Humanists offer different ways of understanding suffering and responding to it.	No worldview has one simple answer, and people within the same worldview disagree.	Compassion and respect for different beliefs.	Religion or belief; disability
34	HT6	Why remember someone if it hurts?	A song, photo or place brings back someone who died. Would you avoid it or keep it?	Christian, Muslim, Hindu and non-religious funerals can express beliefs about death, memory, afterlife and community.	Funeral practices vary; non-religious ceremonies can also carry deep meaning.	Dignity, cultural understanding and mutual respect.	Religion or belief
35	HT6	Is hope useful if you do nothing?	Your team is losing badly. Is hoping enough, or does hope have to change what you do?	Religious believers may connect hope with God and duty; Humanists may connect it with human action and shared responsibility.	People can act together for the same goal while giving different reasons.	Agency, community participation and responsibility.	Religion or belief; disability
36	HT6	Who is responsible for the planet?	If a park belongs to everyone, does that mean it is everyone's job—or nobody's?	Christians may speak of stewardship, Muslims of responsibility as khalifah, Hindus of interconnection, and Humanists of consequences for people and planet.	Different worldviews can give different reasons for environmental care.	Responsibility, democracy and future citizenship.	Religion or belief
37	HT6	Would you let a computer judge you?	An AI decides who gets a job or punishment, but nobody can explain its decision. Fair or dangerous?	Religious and Humanist ethics both ask questions about human dignity, fairness and responsibility in new technology.	Technology uses human-made rules and data; it does not remove human accountability.	Rule of law, equality and accountability.	Disability; race; sex; religion or belief

38	HT6	What makes a law fair?	You can create one new law. Is a strong opinion enough, or what else would you need?	Religious and non-religious campaigners have helped change laws, but democracy also needs evidence, scrutiny and rights.	Majority support does not automatically make a law fair.	Democracy, rule of law, liberty and respect.	All pupil-relevant characteristics
39	HT6	What would make our community fairer?	You have one realistic change and no money. What would you change first?	Religious and non-religious people often cooperate on service, welcome, equality and the environment despite different beliefs.	Good citizenship combines respect, evidence, rights and realistic action.	All four British Values and active citizenship.	All pupil-relevant characteristics

HT1 | Me, identity and belonging

Talk first. Keep the reveal short. End with the citizen connection.

Timing: Slide 1 discussion 6 mins | Slide 2 push 4 mins | Slide 3 reveal 3 mins | Slide 4 takeaway 2 mins

Wk	BIG DISCUSSION	SLIDE 1 READ ALOUD	SLIDE 2 PUSH IT	SLIDE 3 REVEAL AT THE END	ONE FACT ONLY	SLIDE 4 CITIZEN LINK	PROTECTED CHARACTERISTIC	EXIT LINE	STAFF: DON'T GO OFF-PISTE
1	What shows who you are?	You can keep only three things from your room. Which three would tell a stranger most about you?	Would your choices be objects, photos or something else? / Can an object show what you believe?	People often use religious symbols too: a cross, a Sikh kara, a kippah or another item may show belonging or belief.	A symbol can be important without telling us everything about its owner.	Individual liberty and mutual respect.	Religion or belief; race	Finish: 'One thing I think now is...'	Do not ask pupils to reveal their religion. Keep the examples optional and fictional.
2	Can clothes tell you what someone is like?	Two people arrive: one wears a football shirt; one wears religious clothing. What assumptions might people make about each?	Which assumptions might be wrong? / Is asking always better than guessing?	Some Muslims wear hijab and some Sikhs wear turbans. People within the same religion make different choices.	Religious clothing can express belief, identity or community; never assume the whole person from it.	Individual liberty; mutual respect.	Religion or belief; race	Finish: 'One thing I think now is...'	Use 'some', not 'all'. Do not ask a pupil to explain or model clothing.
3	Would you eat with a rival?	Your rival team is invited to sit with your team and share a meal. Good idea or terrible idea?	Would eating together change anything? / What rules would make it work?	In Sikh gurdwaras, langar is a free shared meal where people from different backgrounds can eat together.	Langar is linked with equality, welcome and service—not just free food.	Mutual respect; equality; community.	Religion or belief; race	Finish: 'One thing I think now is...'	No food tasting is needed. The point is what the shared meal shows.
4	Can you be a good person without religion?	Someone says, 'If you don't believe in God, nothing stops you doing whatever you want.' Agree or disagree?	Where can morals come from? / Does fear of punishment make someone good?	Humanists are non-religious people who often use reason, evidence, empathy and human experience to make choices.	Non-religious does not mean having no values; not every non-religious person is a Humanist.	Tolerance of different beliefs, including no religion.	Religion or belief	Finish: 'One thing I think now is...'	Do not turn this into proving or disproving God. Stay with how people make good choices.
5	Why do places have different rules?	You walk into a stadium, a court and someone's home. Would you behave exactly the same in all three?	Who sets the rules? / Does following them show respect or fear?	Mosques are places of Muslim prayer and community. Removing shoes and behaving calmly can be ways of respecting the space.	Muslims can pray outside a mosque too, and mosques do not all look or operate identically.	Respect for shared places and freedom of worship.	Religion or belief; disability	Finish: 'One thing I think now is...'	Describe; do not imitate prayer or turn practices into a joke.
6	Why repeat old family stories?	Your family tells the same story every year. You already know the ending. Is repeating it pointless?	Can stories keep a group together? / What happens if a community forgets its past?	At Passover, many Jewish families retell the Exodus story and remember freedom, using questions and symbolic foods.	Jewish people observe Passover in different ways; the story links memory, identity and freedom.	Mutual respect; understanding culture and memory.	Religion or belief; race	Finish: 'One thing I think now is...'	Do not reduce Passover to food. Avoid asking Jewish pupils to represent Judaism.
7	Can a label ever describe a whole person?	A new pupil is described only as 'Muslim', 'Christian', 'disabled', 'gay' or 'from another country'. What important information is missing?	When are labels useful? / When do they become stereotypes?	Religious labels describe a connection, not a complete personality. Two people from the same faith can live very differently.	Accurate language uses 'some', 'many' and 'this person', not blanket claims.	Mutual respect and individual liberty.	All pupil-relevant characteristics	Finish: 'One thing I think now is...'	If a stereotype appears, stop and correct it; do not leave it hanging as one side of a debate.

HT2 | Rules, choices and consequences

Talk first. Keep the reveal short. End with the citizen connection.

Timing: Slide 1 discussion 6 mins | Slide 2 push 4 mins | Slide 3 reveal 3 mins | Slide 4 takeaway 2 mins

Wk	BIG DISCUSSION	SLIDE 1 READ ALOUD	SLIDE 2 PUSH IT	SLIDE 3 REVEAL AT THE END	ONE FACT ONLY	SLIDE 4 CITIZEN LINK	PROTECTED CHARACTERISTIC	EXIT LINE	STAFF: DON'T GO OFF-PISTE
8	Who gets to make the rules?	A new game has no rules. One person writes them, the group votes, or everyone decides for themselves. Which works best?	What could go wrong with each choice? / Should rules ever be changed?	Religious people may use sacred texts, tradition and community when deciding what is right; Humanists may emphasise reason, evidence and empathy.	People interpret guidance; a book or tradition does not make every decision automatically.	Democracy and the rule of law.	Religion or belief	Finish: 'One thing I think now is...'	Do not rank religions. Compare ways of deciding.
9	Should your personal rules apply to everyone?	You choose never to eat a certain food. Should the canteen stop everyone else eating it too?	Should the canteen provide a choice? / When does respecting a rule become unfair to others?	Some Muslims follow halal guidance and some Jewish people follow kosher guidance. These are religious choices within UK law.	Religious rules guide believers; UK law applies to everybody.	Individual liberty, mutual respect and rule of law.	Religion or belief; race	Finish: 'One thing I think now is...'	Do not invite disgust about food or claim religious rules replace UK law.
10	Would you break an unfair rule?	A teacher introduces a clearly unfair rule. You can obey, complain, refuse or organise a peaceful protest. What do you do?	Does breaking a rule always make you wrong? / What makes a protest responsible?	Some Christians, including Quakers, have acted from conscience and used peaceful protest; non-religious campaigners may act from human rights.	Belief can motivate protest, but strong belief never excuses violence.	Democracy, conscience and rule of law.	Religion or belief; race	Finish: 'One thing I think now is...'	Keep the example fictional; no glorification of violence or live extremist material.
11	Is the same punishment always fair?	Two pupils miss the same deadline: one forgot; one was caring for someone at home. Same consequence or different?	Is fairness about the action or the reason? / Can mercy still include a consequence?	Islamic thinking often discusses both justice and mercy: wrongdoing matters, but so can intention and circumstances.	Mercy is not pretending no harm happened; justice and mercy can work together.	Fairness, rule of law and responsibility.	Religion or belief; disability	Finish: 'One thing I think now is...'	Avoid sensational discussion about punishments in other countries or cultures.
12	If someone says sorry, must you forgive?	A friend betrays you, apologises and wants everything back to normal immediately. What do they have to do?	Can you forgive without trusting again? / Who decides when repair is enough?	Forgiveness is central in Christianity, but forgiveness is not the same as trust, reconciliation or removing consequences.	Nobody should be forced to forgive or return to an unsafe relationship.	Repair, responsibility and mutual respect.	Religion or belief; sex; disability	Finish: 'One thing I think now is...'	Use a low-risk fictional example. Never ask pupils to discuss abuse or personal trauma.
13	What should punishment actually do?	A punishment makes someone miserable but changes nothing. Has it worked?	Should punishment protect, teach, repair or get revenge? / Can kindness be part of accountability?	Buddhist ethics often considers intention, suffering and compassion when responding to harm.	Compassion is not weakness or letting someone off; it asks what reduces future harm.	Rule of law, rehabilitation and community safety.	Religion or belief; disability	Finish: 'One thing I think now is...'	Do not debate a real sanction involving someone in the room.
14	Can the majority be wrong?	Nine people vote to ban the tenth person from a group because they are different. The vote is 9-1. Is it democratic?	Should a vote be able to remove someone's rights? / Who protects the minority?	Religious and non-religious minorities rely on rights and law when the majority is hostile.	Democracy is not simply 'most votes wins'; it works with rights and the rule of law.	All four British Values.	All pupil-relevant characteristics	Finish: 'One thing I think now is...'	Never hold a class vote on whether a real group deserves rights.

HT3 | Commitment and what matters

Talk first. Keep the reveal short. End with the citizen connection.

Timing: Slide 1 discussion 6 mins | Slide 2 push 4 mins | Slide 3 reveal 3 mins | Slide 4 takeaway 2 mins

Wk	BIG DISCUSSION	SLIDE 1 READ ALOUD	SLIDE 2 PUSH IT	SLIDE 3 REVEAL AT THE END	ONE FACT ONLY	SLIDE 4 CITIZEN LINK	PROTECTED CHARACTERISTIC	EXIT LINE	STAFF: DON'T GO OFF-PISTE
15	Could you give up food for something you cared about?	If fasting from 7am to 7pm every day guaranteed Manchester United would win the league, would you do it? Could you stick to it when hungry?	What would keep you going? / Would it feel different if millions did it with you?	During Ramadan, many Muslims fast from dawn to sunset because of their belief and commitment to God.	Ramadan fasting is about worship, self-discipline and community—not football, dieting or a competition. Exemptions and circumstances matter.	Commitment, self-control and respect for belief.	Religion or belief; disability; pregnancy and maternity	Finish: 'One thing I think now is...'	This is the model session: let the football debate breathe, then reveal the link. Never challenge anyone to fast.
16	Could you switch off for a whole day?	From Friday evening, your phone, gaming, shopping and schoolwork all stop for 24 hours. Relaxing or unbearable?	What would you gain? / What would be hardest to give up?	Shabbat is a weekly period of rest in Jewish life. It can involve family, worship, meals and stopping ordinary work.	Shabbat is not simply 'doing nothing', and Jewish families observe it in different ways.	Respect for religious practice and work-rest balance.	Religion or belief; disability	Finish: 'One thing I think now is...'	Do not describe people as 'more normal' or 'too strict' depending on observance.
17	How far would you travel for something important?	Would you travel thousands of miles, save for years and cope with crowds to attend the biggest event of your life?	What makes a journey more than a holiday? / Does effort make it more meaningful?	Hajj is a pilgrimage to Makkah that Muslims who are able aim to complete once in their lifetime.	Pilgrimage is a journey made for religious reasons; being able includes health and money.	Commitment, equality and freedom of religion.	Religion or belief; disability; race	Finish: 'One thing I think now is...'	Do not imitate rituals or treat Makkah as a tourist attraction.
18	Can a cheap object be priceless?	A bracelet costs £5 but belonged to someone important. Would you sell it for £100?	Does value come from price, memory or meaning? / Can others respect it without sharing the meaning?	A Christian cross, Sikh kara or Buddhist wheel can carry meaning far beyond the material it is made from.	A religious symbol can matter deeply, but it does not tell us everything about the wearer.	Mutual respect and individual liberty.	Religion or belief; race	Finish: 'One thing I think now is...'	Use approved images; never use sacred symbols as costume or a joke.
19	If you remove the meaning, is it still the same celebration?	Imagine Christmas with no story, Diwali with no beliefs, and birthdays with nobody knowing whose birthday it is. What is left?	Can people celebrate culturally without sharing every belief? / Why retell the story?	For Christians, Easter connects with Jesus' death and resurrection. Diwali carries different religious meanings for Hindu, Sikh and Jain communities.	Festivals are more than food and decorations, and different communities can understand the same festival differently.	Cultural understanding and mutual respect.	Religion or belief; race	Finish: 'One thing I think now is...'	Do not call Diwali 'Hindu Christmas' or collapse Hindu, Sikh and Jain meanings.
20	Does a promise make you less free?	You promise to train three times a week. On a cold morning, are you trapped by the promise or helped by it?	When does commitment support you? / When can commitment become pressure or control?	Religious people may commit to prayer, worship, diet or service; Humanists and others may make strong non-religious commitments.	Chosen commitments can give life structure; pressure and coercion are different.	Individual liberty, consent and responsibility.	Religion or belief; sex; sexual orientation	Finish: 'One thing I think now is...'	Do not ask pupils to defend family practices. Follow safeguarding procedures if coercion is disclosed.

HT4 | Fairness, difference and respect

Talk first. Keep the reveal short. End with the citizen connection.

Timing: Slide 1 discussion 6 mins | Slide 2 push 4 mins | Slide 3 reveal 3 mins | Slide 4 takeaway 2 mins

Wk	BIG DISCUSSION	SLIDE 1 READ ALOUD	SLIDE 2 PUSH IT	SLIDE 3 REVEAL AT THE END	ONE FACT ONLY	SLIDE 4 CITIZEN LINK	PROTECTED CHARACTERISTIC	EXIT LINE	STAFF: DON'T GO OFF-PISTE
21	Is giving everyone the same always fair?	Everybody receives size-6 shoes and must enter by the stairs. The rule is identical for everyone. Is it fair?	When is different treatment fair? / Are adjustments an advantage or a way in?	Many religious communities value equal dignity; Sikh langar is one visible example. Equality can mean removing barriers, not treating everyone identically.	A reasonable adjustment helps a disabled person access the same opportunity.	Equality and mutual respect.	Disability; religion or belief	Finish: 'One thing I think now is...'	No pupil should have to disclose a diagnosis or prove they are disabled.
22	Can you guess religion from skin colour?	A person sees a white Christian and an Asian Muslim, then assumes all Christians and Muslims look like that. What have they missed?	Where do those assumptions come from? / Can a comment be both racist and anti-religious?	Christianity and Islam are global religions followed by people of many races and nationalities.	Race and religion are different, although prejudice against them can overlap.	Equal citizenship and mutual respect.	Race; religion or belief	Finish: 'One thing I think now is...'	Challenge racist, antisemitic and anti-Muslim stereotypes immediately.
23	Are some jobs only for men or women?	A boy wants to do a 'girls' job and a girl wants to lead a group that has usually been led by men. Who decides?	Can tradition change? / Is describing a difference the same as agreeing with it?	Religious communities disagree internally about roles for men and women; for example, some churches have women priests and others do not.	A religion is rarely one single view, and women within religions have their own voices and choices.	Sex equality, liberty and respectful disagreement.	Sex; religion or belief	Finish: 'One thing I think now is...'	Do not ask pupils about bodies or family roles. Avoid saying all religions treat women alike.
24	Can you disagree and still show respect?	Someone's family or relationship is different from yours. You do not understand it or agree with it. What behaviour is still expected?	What is the difference between a question, disagreement and harassment? / Does respect require agreement?	Religious and non-religious people hold different views about relationships. Whatever their beliefs, pupils are protected from bullying and harassment.	Ideas can be discussed; a person's safety and dignity are not up for a vote.	Individual liberty, mutual respect and rule of law.	Sexual orientation; religion or belief	Finish: 'One thing I think now is...'	Use school RSHE policy. Stop slurs. Do not ask anyone to disclose identity or family circumstances.
25	When does curiosity become nosiness?	Someone keeps demanding personal answers about another person's body, name or past. They say, 'I'm only asking.' Is that acceptable?	Which questions are private? / What should a bystander do?	People hold different beliefs about sex and gender, but gender reassignment is protected and nobody should be humiliated or targeted.	Respectful behaviour does not require everyone to hold the same belief.	Privacy, dignity, individual liberty and rule of law.	Gender reassignment; sex; religion or belief	Finish: 'One thing I think now is...'	Use current school policy and trained staff. Do not turn a pupil's identity into a case study.
26	Should rights depend on popularity?	A minority is disliked by most people in a town. Should the town be allowed to ban their meetings, clothing or relationships?	Why protect unpopular groups? / Can rights ever clash?	Freedom of religion or belief protects religious people, people who change religion and people with no religion.	Protected characteristics are not special prizes; they help prevent discrimination.	Democracy, liberty, rule of law and mutual respect.	All pupil-relevant characteristics	Finish: 'One thing I think now is...'	Do not vote on a group's rights. Keep examples fictional and non-personal.

HT5 | Community and living together

Talk first. Keep the reveal short. End with the citizen connection.

Timing: Slide 1 discussion 6 mins | Slide 2 push 4 mins | Slide 3 reveal 3 mins | Slide 4 takeaway 2 mins

Wk	BIG DISCUSSION	SLIDE 1 READ ALOUD	SLIDE 2 PUSH IT	SLIDE 3 REVEAL AT THE END	ONE FACT ONLY	SLIDE 4 CITIZEN LINK	PROTECTED CHARACTERISTIC	EXIT LINE	STAFF: DON'T GO OFF-PISTE
27	Would you give away part of your money?	You receive £100. Should some be kept, shared with family, donated, or spent entirely on yourself?	Does giving count if you have to do it? / Is helping need different from fixing unfairness?	Zakat is a required form of giving for eligible Muslims; sadaqah is voluntary giving.	Zakat and sadaqah are different, and Muslim practice varies with circumstances.	Social responsibility and community.	Religion or belief; disability; race	Finish: 'One thing I think now is...'	Do not ask about family income, benefits or real donations.
28	Is helping still kind if you film it?	Someone gives food to a homeless person but films the person's face for likes. Good deed or selfish act?	Who benefits? / Should the person receiving help have a choice?	Sikh seva means selfless service, and Buddhist compassion focuses on reducing suffering wisely.	Helping should protect the other person's dignity, not turn the helper into a hero.	Mutual respect and active citizenship.	Disability; religion or belief; race	Finish: 'One thing I think now is...'	Do not name pupils or families who receive support.
29	Would you welcome a stranger?	A new pupil speaks little English and eats different food. Nobody chooses their table. What should happen?	Is saying hello enough? / Does welcome have sensible boundaries?	Jewish, Christian and Muslim stories often praise hospitality to strangers; Humanists may ground welcome in shared humanity.	Different worldviews can support the same welcoming action for different reasons.	Tolerance, mutual respect and community cohesion.	Race; religion or belief	Finish: 'One thing I think now is...'	Stop dehumanising or racist language; do not make a pupil the example.
30	Should you be allowed to say anything?	Someone posts an insulting opinion and says, 'Free speech—I can say what I want.' Are they right?	Is offence the same as harm? / When does criticism become harassment or a threat?	Religious freedom includes the right to hold beliefs; free inquiry includes questioning beliefs. Neither protects threats or targeted harassment.	Ideas can be criticised; people cannot be threatened or dehumanised.	Individual liberty, mutual respect and rule of law.	Religion or belief; race; disability; sexual orientation; gender reassignment	Finish: 'One thing I think now is...'	Use fictional statements without repeating slurs or showing extremist material.
31	Would you rather be tolerated or respected?	A person says, 'I don't like people like you, but I'll tolerate you.' Is that good enough?	What would respect add? / Does understanding require agreement?	Interfaith dialogue brings people with different beliefs together to listen and cooperate without pretending they agree.	Tolerance allows difference; respect recognises equal human dignity.	Mutual respect and tolerance.	All pupil-relevant characteristics	Finish: 'One thing I think now is...'	Insist pupils restate a view accurately before challenging it.
32	Is saying sorry enough?	After a hateful comment, someone says 'sorry' because they want to avoid punishment. What else should happen?	Who was harmed? / What would show genuine change?	Jewish teshuvah is often understood as turning back: recognising wrong, making repair and changing behaviour.	A real apology includes responsibility and change; it does not force instant forgiveness.	Repair, accountability and community safety.	Race; religion or belief; disability; sexual orientation	Finish: 'One thing I think now is...'	Do not reenact a real incident or force mediation. Safety comes first.

HT6 | Big questions and a fairer future

Talk first. Keep the reveal short. End with the citizen connection.

Timing: Slide 1 discussion 6 mins | Slide 2 push 4 mins | Slide 3 reveal 3 mins | Slide 4 takeaway 2 mins

Wk	BIG DISCUSSION	SLIDE 1 READ ALOUD	SLIDE 2 PUSH IT	SLIDE 3 REVEAL AT THE END	ONE FACT ONLY	SLIDE 4 CITIZEN LINK	PROTECTED CHARACTERISTIC	EXIT LINE	STAFF: DON'T GO OFF-PISTE
33	Why do bad things happen to good people?	A kind person experiences something completely unfair. Is there always a reason?	Is explaining suffering the same as helping? / Can 'I don't know' be a thoughtful answer?	Christians, Buddhists and Humanists offer different ways of understanding suffering and responding to it.	No worldview has one simple answer, and people within the same worldview disagree.	Compassion and respect for different beliefs.	Religion or belief; disability	Finish: 'One thing I think now is...'	Do not invite personal trauma or bereavement stories; follow pastoral procedures.
34	Why remember someone if it hurts?	A song, photo or place brings back someone who died. Would you avoid it or keep it?	Are funerals for the person who died, the living, or both? / Can rituals help people who believe different things?	Christian, Muslim, Hindu and non-religious funerals can express beliefs about death, memory, afterlife and community.	Funeral practices vary; non-religious ceremonies can also carry deep meaning.	Dignity, cultural understanding and mutual respect.	Religion or belief	Finish: 'One thing I think now is...'	No personal disclosure. Keep language calm and signpost pastoral support.
35	Is hope useful if you do nothing?	Your team is losing badly. Is hoping enough, or does hope have to change what you do?	Can action exist without hope? / What keeps people going when change is slow?	Religious believers may connect hope with God and duty; Humanists may connect it with human action and shared responsibility.	People can act together for the same goal while giving different reasons.	Agency, community participation and responsibility.	Religion or belief; disability	Finish: 'One thing I think now is...'	Use an achievable local example; do not promise that effort always guarantees success.
36	Who is responsible for the planet?	If a park belongs to everyone, does that mean it is everyone's job—or nobody's?	Does the reason for helping matter if the action is the same? / What do we owe future people?	Christians may speak of stewardship, Muslims of responsibility as khalifah, Hindus of interconnection, and Humanists of consequences for people and planet.	Different worldviews can give different reasons for environmental care.	Responsibility, democracy and future citizenship.	Religion or belief	Finish: 'One thing I think now is...'	Do not shame pupils for family income, travel or consumption choices.
37	Would you let a computer judge you?	An AI decides who gets a job or punishment, but nobody can explain its decision. Fair or dangerous?	Can a computer be biased? / Who should be responsible when it gets things wrong?	Religious and Humanist ethics both ask questions about human dignity, fairness and responsibility in new technology.	Technology uses human-made rules and data; it does not remove human accountability.	Rule of law, equality and accountability.	Disability; race; sex; religion or belief	Finish: 'One thing I think now is...'	Use fictional data only; do not imply a protected characteristic makes someone less capable.
38	What makes a law fair?	You can create one new law. Is a strong opinion enough, or what else would you need?	Whose voice should be heard? / Could a good intention still hurt people?	Religious and non-religious campaigners have helped change laws, but democracy also needs evidence, scrutiny and rights.	Majority support does not automatically make a law fair.	Democracy, rule of law, liberty and respect.	All pupil-relevant characteristics	Finish: 'One thing I think now is...'	No party-political campaigning and no proposal that removes protected rights.
39	What would make our community fairer?	You have one realistic change and no money. What would you change first?	Who would it help? / How would you know it worked?	Religious and non-religious people often cooperate on service, welcome, equality and the environment despite different beliefs.	Good citizenship combines respect, evidence, rights and realistic action.	All four British Values and active citizenship.	All pupil-relevant characteristics	Finish: 'One thing I think now is...'	Keep proposals safe, achievable and non-party-political; no targeting named pupils or groups.

Coverage Audit

Coverage is deliberate, but the classroom experience stays simple: everyday discussion first, one worldview connection second.

Worldviews running through the year			
Tradition / worldview	Weeks	Count	Purpose
Christianity	1, 8, 10, 12, 18, 19, 23, 29, 33, 34, 35, 36, 37, 38, 39	15	Identity, forgiveness, festivals, difference, hospitality, suffering, hope and citizenship
Islam	2, 5, 8, 9, 11, 15, 17, 19, 22, 27, 29, 33, 34, 35, 36, 37, 38, 39	18	Clothing, worship, rules, fasting, pilgrimage, diversity, giving and big questions
Judaism	1, 6, 8, 9, 16, 29, 32, 34, 38, 39	10	Identity, memory, rules, sacred time, hospitality, repair and citizenship
Sikhism	1, 2, 3, 18, 19, 21, 28, 39	8	Identity, langar, equality, symbols and service
Hindu traditions	8, 19, 33, 34, 36, 39	6	Festivals, death, suffering, environment and citizenship
Buddhist traditions	8, 13, 18, 28, 33, 37, 39	7	Compassion, symbols, suffering, technology and citizenship
Humanism / non-religious	4, 8, 10, 12, 20, 29, 33, 34, 35, 36, 37, 38, 39	13	Morality, commitment, welcome, suffering, hope, environment and citizenship

Protected-characteristic focus		
Characteristic	Strongest weeks	Delivery point
Religion or belief	Throughout	Includes religious, non-religious and lack of belief.
Race	2, 3, 6, 7, 9, 10, 15, 17, 19, 22, 27-32	Challenge appearance-based assumptions and racialised religion.
Disability	5, 7, 11-13, 15-17, 21, 26-28, 30-39	No disclosure; focus on access, dignity and reasonable adjustment.
Sex	7, 12, 20, 23-26, 37-39	Avoid personal questions and stereotypes.
Sexual orientation	7, 20, 24, 26, 30-32, 38-39	Dignity and rights are not put to a vote.
Gender reassignment	7, 25-26, 30-31, 38-39	Use current school policy and trained staff.
Pregnancy and maternity	15, 26, 36, 38-39	Keep examples non-personal and age-appropriate.
Age	Not a pupil characteristic	Relevant generally but not mapped to pupil provision here.
Marriage / civil partnership	Not a pupil characteristic	Relevant generally but not mapped to pupil provision here.

Blank Four-Slide Session Template

Duplicate this sheet when a local issue or event needs a one-off session.

SLIDE 1 | TALK ABOUT IT

Real-life set-up to read aloud

Write a concrete scenario here. Do not mention religion yet.

SLIDE 2 | PUSH IT

Two questions only

1. ...
2. ...

SLIDE 3 | THE REVEAL

Worldview connection + one fact

This links to...
The one thing to know is...

SLIDE 4 | TAKE IT AWAY

Citizen link + exit

This matters because...
Finish: 'One thing I think now is...'

STAFF BOUNDARY

What not to improvise

Likely stereotype / disclosure risk / policy check...

Sources and local checks

The plan is intentionally surface-level in delivery, but the facts and legal/safeguarding boundaries still require checking.

ID	Source	URL	Use
G1	DfE: British Values through SMSC	https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc	Official British Values definition.
G2	DfE: Equality Act advice for schools	https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools	Equality and protected-characteristic guidance.
G3	EHRC: Public Sector Equality Duty for schools	https://www.equalityhumanrights.com/guidance/public-sector/public-sector-equality-duty/public-sector-equality-duty-guidance-schools-1	Clarifies which characteristics apply to pupils.
G4	DfE: RE in academies and free schools	https://www.gov.uk/government/publications/re-and-collective-worship-in-academies-and-free-schools	Check school status and requirements.
G5	DfE: RE in maintained schools	https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010	Check the locally agreed syllabus.
G6	Ofsted: Deep and meaningful? RE subject report	https://www.gov.uk/government/publications/subject-report-series-religious-education/deep-and-meaningful-the-religious-education-subject-report	Accuracy, lived diversity and avoiding stereotypes.
G7	Home Office: Prevent duty guidance	https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible	Use with safeguarding procedures.
G8	DfE: Alternative provision guidance	https://www.gov.uk/government/publications/alternative-provision	AP statutory guidance.
R1	Humanists UK: Understanding Humanism	https://understandinghumanism.org.uk/	Accessible Humanism resources.

Before use: RE lead checks the one-fact reveal; DSL/RSHE/equality lead checks HT4 and any locally chosen images, video or current examples.