

This unit invites Year 5 pupils to explore the concept of wisdom across a range of religious and philosophical traditions. Wisdom is presented not simply as knowledge, but as the ability to make thoughtful, ethical choices, especially in challenging situations. Through the study of sacred texts, teachings, and practices from Judaism, Christianity, Sikhism, Islam, Buddhism, and Ancient Greek philosophy, children are encouraged to reflect on how different communities seek guidance for living well and understanding life's deeper truths.

The unit builds on prior learning from earlier years, revisiting key faiths already introduced: Christianity and Judaism (Year 1), Islam (Year 2), Buddhism (Year 3), Sikhism (Year 4), and Ancient Greek philosophy (Year 4 History). By returning to these traditions through the lens of wisdom, pupils consolidate their understanding while developing the ability to compare, analyse, and reflect across belief systems. The final assessment encourages children to draw their learning together and articulate their own understanding of what it means to live wisely.

Lesson Sequence:

In **Lesson One**, pupils are introduced to the concept of wisdom and how it differs from knowledge. They explore how sacred texts such as the Torah and the Bible offer moral guidance to Jews and Christians, particularly through the Book of Proverbs. This lesson revisits prior learning from Year 1 and sets the foundation for understanding wisdom as a central theme across religious traditions.

Lesson Two builds on the children's Year 4 study of Sikhism by focusing on the Guru Granth Sahib as a source of spiritual wisdom. Pupils learn how Sikh teachings emphasise equality, service (sewa), and generosity, and how wisdom is expressed through actions rather than rituals. The concept of treating the holy book as a living Guru deepens their appreciation of reverence and guidance in Sikh practice.

In **Lesson Three**, pupils return to Islam, first studied in Year 2, to examine the Qur'an and Hadith as sources of divine wisdom. They explore the idea of stewardship (khalifah) and how caring for the Earth is considered an act of worship. This lesson reinforces the importance of ethical responsibility and connects spiritual wisdom to everyday choices.

Lesson Four revisits Buddhism, introduced in Year 3, and focuses on experiential wisdom gained through meditation, mindfulness, and compassion. Pupils study the Four Noble Truths and the Eightfold Path, learning how Buddhists seek to understand suffering and live peacefully. This lesson highlights how wisdom in Buddhism is developed through practice and reflection.

Lesson Five shifts to non-religious wisdom by introducing philosophy as the “love of wisdom.” Pupils explore the ideas of Ancient Greek philosophers such as Socrates, Plato, and Aristotle, building on their Year 4 History learning. They consider how philosophical inquiry uses reason and questioning to explore truth, ethics, and the good life, offering a contrast to religious sources of wisdom.

Finally, **Lesson Six** provides an opportunity for assessment and extended reflection. Pupils synthesise their learning by defining wisdom, comparing religious and philosophical teachings, and considering how wisdom can guide their own choices. This culminating task encourages personal engagement and critical thinking.

Key concepts: Wisdom vs. knowledge, Sacred texts as sources of guidance, ethical living and moral decision-making, Philosophical inquiry and questioning, Comparative religion and multifaith understanding

Key Vocabulary: Wisdom, Knowledge, Omniscient, Proverbs, Guru Granth Sahib, Qur’an, Buddha, Dharma, Philosophy