

Faith, Worship and Belief



 Duration: 120 min
 Format: 6 x short activities on carousel
 Groupings: 6
 Key Stage: 3

- Describe how Christian beliefs are expressed in Cathedral worship and practice.
- Explain how symbols, spaces, and actions communicate meaning.
- Consider how beliefs influence behaviour and express personal responses.



Investigate how Christian belief is expressed through worship, ritual, and daily practice within a living Cathedral. Through a structured, enquiry-based journey, students move between key locations, analysing how meaning is communicated through space, symbol, and action.

Students explore core elements of Christian practice, including baptism, the Eucharist, the Bible, and the role of clergy, examining how these reflect underlying beliefs. They are encouraged to interpret symbolism, evaluate different viewpoints, and consider how practices may be understood both by believers and non-believers.

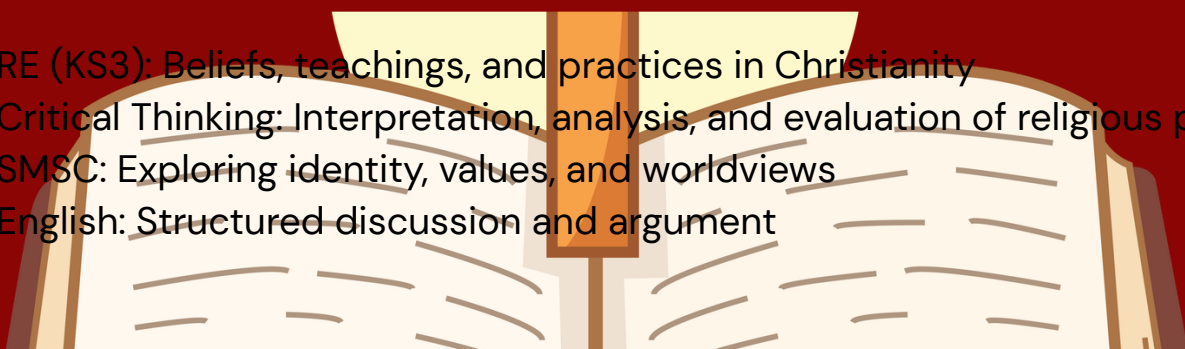
Through discussion and structured tasks, students engage with questions such as: How does belief shape behaviour? How do symbols communicate complex ideas? How might these practices be interpreted differently? The concept of journey provides a framework for analysing how belief develops and is expressed over time.

RE (KS3): Beliefs, teachings, and practices in Christianity

Critical Thinking: Interpretation, analysis, and evaluation of religious practice

SMSC: Exploring identity, values, and worldviews

English: Structured discussion and argument



Tudor Turmoil: Power, Religion and Historical Debate

 Duration: 120 minutes Format: 3 activities Groupings: 3 Key Stage: 3

*can be extended to a full day if required

- Describe key changes during the Tudor period, including Henry VIII's break with Rome and the Dissolution of the Monasteries.
- Understand the impact of the Dissolution and form reasoned judgements about its causes and consequences.

Examine the dramatic changes of the Tudor period through the lens of power, religion, and conflict. This enquiry-led session challenges students to analyse the impact of Henry VIII's break with Rome, using Peterborough Cathedral as a case study for understanding national change at a local level.

Through role-play, source-based tasks, and discussion, students investigate monastic life, the Dissolution of the Monasteries, and competing perspectives on reform. They evaluate evidence, consider bias, and explore how historical interpretations are constructed.

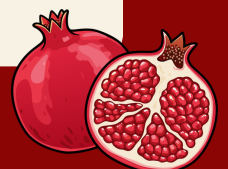
Students are encouraged to debate key questions such as: Was the Dissolution justified? How did these changes affect different groups? To what extent did individuals shape events?

History (KS3): The development of Church, state, and society in Britain (1509–1745)

Historical Concepts: Cause and consequence, interpretation, and significance

Historical Enquiry: Evaluating sources and constructing arguments

English: Debate and extended reasoning



Peterborough: A Journey Through Time – Local History



 Duration:: Whole Day*

 Format: 6 activities

 Groupings: 6

 Key Stage: 3

*can be shortened



- Describe key stages of the Cathedral's history in chronological order.
- Analyse evidence to identify change and continuity.
- Assess source reliability and develop reasoned historical answers.

Explore over 1,000 years of history through a carousel of activities. Students investigate how Peterborough Cathedral reflects major developments in British history—from Anglo-Saxon origins to the present day.

Through a sequence of enquiry activities, students examine key periods including the Saxon foundation, Norman rebuilding, Tudor transformation, Civil War destruction, Victorian restoration, and modern remembrance. They analyse evidence, identify patterns of change and continuity, and consider how historical narratives are constructed.

Students develop chronological understanding while addressing key questions such as: How has the Cathedral changed over time? What factors drove these changes? How reliable is the evidence we use to understand the past?

History (KS3): Local history study linked to national developments

Historical Concepts: Chronology, change and continuity, and interpretation

Historical Enquiry: Using evidence and constructing arguments

English: Explanation and analytical discussion



Conquest and Change: Power, Rebellion and the Norman World

 Duration: Half Day

 Format: 2 x 1 hour activities

 Groupings: 2

 Key Stage: 3



- Describe the impact of the Norman Conquest on power, society, and the Church.
- Explain responses to Norman rule, including resistance and control.
- Analyse how Norman architecture demonstrated authority and power.

Investigate the impact of the Norman Conquest through an in-depth exploration of power, resistance, and transformation. Using Peterborough as a case study, students analyse how the events of 1066 reshaped political control, religious structures, and society.

Students explore figures such as William the Conqueror and Hereward the Wake, evaluating contrasting perspectives on conquest and rebellion. They also investigate Norman architecture and engineering, considering how buildings expressed authority and identity.

Through analysis and discussion, students engage with questions such as: How did the Normans secure control? Why did resistance occur? How did architecture reinforce power?

History (KS3): The Norman Conquest and its impact on England

Historical Concepts: Cause and consequence, similarity and difference, interpretation

Historical Enquiry: Analysing evidence and perspectives

STEM links: Structure and design in historical context



Ask the Clergy: Exploring Christian Belief and Practice

 Duration:: 75 min

 Format Q and A

 Groupings:1

 Key Stage: 3

- Students will describe key aspects of Christian belief and practice through direct engagement with a member of the clergy.
- Students will ask informed questions and reflect on different perspectives about religious life and belief.

Give your students the opportunity to engage directly with lived religion through a 75-minute Q&A session with a member of the Cathedral clergy. Designed to support KS3 RE, this interactive session allows students to explore Christian belief, practice, and vocation through first-hand experience.

Students are encouraged to ask their own questions, developing their understanding of topics such as worship, prayer, the role of the Church, and what it means to live as a Christian today. The session also provides insight into the daily life and responsibilities of clergy, helping to connect classroom learning with real-world practice.

This open, discussion-based format promotes curiosity, critical thinking, and respectful dialogue, enabling students to explore different perspectives and deepen their understanding of Christianity as a living faith.

Exploring beliefs, teachings, and practices of Christianity.

Investigating religious practices through first-hand accounts.

Considering personal responses and different viewpoints.

KS3 Skills:

Enquiry and questioning

Critical thinking and discussion

Respectful engagement with diverse perspectives