



Theology: Thinking through believing

Philosophy: Thinking through thinking

Human/Social Sciences: Thinking through living



Christianity



Buddhism



Hinduism



Humanism



Judaism



Sikhism



Islam

Year R

- Talk about some aspects of a religious or belief story.
- Introduce key theological vocabulary such as 'God'.
- Recreate religious and belief stories through small world play.
- Talk about sacred texts
- Raise puzzling and interesting questions about religious and belief stories.
- Raise puzzling and interesting questions about the world around them.
- Talk about what concerns them about different ways in which people behave.
- Say what matters to them or is of value.
- Identify simple features of religious life and practice in a family context.
- Recognise a number of religious words.
- Name some religious symbols.
- Name some religious artefacts.
- Talk about religious events that they see or hear about e.g. festivals, ceremonies.
- Talk about what people wear because of their beliefs.

Year 1

- Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview
- Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.
- Give an example of how _____ use beliefs to guide their daily lives
- Ask questions about the world around them and talk about these questions.
- Begin to make connections between using their senses and what they know about the world around them.
- Give a simple reason using the word 'because' when talking about religion and belief
- Use religious and belief stories to talk about how beliefs impact on how people behave
- Recognise that people have different beliefs and that some people follow religions and others nonreligious worldviews
- Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area
- Recognise that beliefs can have an impact on a believer's daily life, their family or local community

Year 2

- Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief
- Recognise different types of writing from within one text
- Recognise that some beliefs connect together and begin to talk about these connections.
- Give different examples of how _____ beliefs influence daily life
- Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them
- Talk about what people mean when they say they 'know' something.
- Give a reason to say why someone might hold a particular belief using the word 'because'
- Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.
- Recognise the names of different religions, religious beliefs and worldviews and use them correctly.
- Identify evidence of religion and belief especially in the local area.
- Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.

Year 3

- Show awareness of different sources of authority and how they link with beliefs.
- Identify different types of writing and give an example of how a believer might interpret a source of authority
- Recognise that beliefs are influenced by events in the past and present
- Identify some links between beliefs being studied within a religion or worldview.
- Show awareness of some of the similarities and differences between and within religions and worldviews.
- Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others
- Recognise that there are many different religious and nonreligious answers to questions people raise about the world around them
- Talk about the difference between knowing and believing.
- Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.
- Use more than one reason to support their view.
- Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.
- Recognise some of the similarities and differences between these ideas.
- Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.
- Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.
- Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.

Year 4

- Identify different sources of authority and how they link with beliefs.
- Give examples of different writings and different ways in which believers interpret sources of authority
- Identify events in history and society which have influenced some religious and nonreligious worldviews
- Make clear links between different beliefs being studied within a religion or worldview.
- Identify some of the similarities and differences between and within religions and worldviews
- Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others
- Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence
- Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.
- Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief
- Give reasons for more than one point of view, providing pieces of evidence to support these views
- Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.
- Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.
- Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.
- Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities

Year 5

- Describe different sources of authority and how they link with beliefs.
- Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.
- Describe how events in history and society have influenced some religious and nonreligious worldviews
- Describe the connections between different beliefs being studied and link them to sources of authority
- Describe some of the key theological similarities and differences between and within religions and worldviews
- Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others
- Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.
- Explain some of the different ways in which philosophers understand abstract concepts.
- Explain, using a range of reasons, whether a position or argument is coherent and logical.
- Link a range of different pieces of evidence together to form a coherent argument
- Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.
- Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it.
- Show awareness that talking about religion and belief can be complex.
- Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.
- Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

Year 6

- Explain different sources of authority and the connections with beliefs.
- Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
- Explain how events in history and society have influenced some religious and nonreligious worldviews
- Explain connections between different beliefs being studied and link them to sources of authority using theological terms
- Explain the key theological similarities and differences between and within religions and worldviews
- Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others
- Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence
- Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.
- Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.
- Use well-chosen pieces of evidence to support and counter a particular argument
- Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.
- Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it.
- Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.
- Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.
- Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.