

Age Related Expectations

Theology: Christianity in all key stages, and at least one other religion or worldview in Key Stage 1 and two in Key Stage 2

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Where beliefs come from	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview e.g. the nativity story, the Golden Rule, the life of Moses	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief e.g how the story of Moses links beliefs about being a chosen people Recognise different types of genre from within one text e.g. parables and guidance in the Bible	Show awareness of different sources of authority (e.g. sacred text, statement of belief, experience, tradition, reason) and how they link with beliefs. Identify different types of genre and give an example of how a religious or non-religious believer might interpret a source of authority e.g. in a teaching, piece of art	Identify different sources of authority (e.g. sacred text, statement of belief, experience, tradition, reason) and how they link with beliefs. Give examples of different genre and give examples of different ways in which religious and non-religious believers interpret sources of authority e.g. in blogs, articles, artwork, music	Describe different sources of authority (e.g. sacred text, statement of belief, reason, experience, tradition) and how they link with beliefs. Describe a range of different genre and interpretations of sources of authority and consider the reliability of these sources when enquiring into religions and worldviews	Explain and discuss different sources of authority (e.g. sacred text, statement of belief, experience, tradition, reason, writings of influential thinkers) and the connections with beliefs. Explain and discuss a range of genre and interpretations of sources of authority and take into account the reliability of sources when enquiring into religions and worldviews
How beliefs change over time	N/A	N/A	Recognise that beliefs are influenced by events in the past and present	Identify events in history and society which have influenced some religious and non-religious worldviews	Describe how events in history and society have influenced some religious and non-religious worldviews	Explain how events in history and society have influenced some religious and non-religious worldviews
How beliefs relate to each other	Recognise that narratives, stories and texts used by at least one religion or worldview contain a range of beliefs e.g. belief (or not) in God, covenant, dharma, sewa	Recognise the connections between beliefs within at least one religion or worldview e.g the links between the Jewish covenant and being a chosen people	Identify some links between beliefs being studied within and between religions and worldviews. Show awareness of some of the similarities and differences between, within and beyond religions and worldviews.	Make clear links between different beliefs being studied within and between religions and worldviews Identify some of the similarities and differences between, within and beyond religions and worldviews	Describe the connections between sources of authority and beliefs studied. Describe some of the key theological or philosophical similarities and differences between, within and beyond religions and worldviews	Explain connections between sources of authority and key concepts or beliefs studied using theological terms Explain the key theological similarities and differences between, within and beyond religions and worldviews
How beliefs shape the way believers see the world and each other	Give an example of how XXX (name of religion or worldview) use beliefs to guide their daily lives e.g the idea of stewardship/looking after the world	Give examples of how XXX (name of religion or worldview) use beliefs to guide their daily lives e.g how beliefs about God shape worship or prayer life	Recognise ways in which beliefs might make a XXX (name of religion or worldview adherent) think about how they live their life, how they see the world in which they live and how they view others	Identify ways in which beliefs might make a XXX (name of religion or worldview adherent) think about how they live their life, how they see the world in which they live and how they view others	Describe ways in which beliefs shape the way XXX (Name of religion or worldview adherent) view the world in which they live and how they view others	Explain and discuss how beliefs shape the way XXX (name of religion or worldview adherent) view the world in which they live and how they view others

Age Related Expectations

Philosophical: All religions and worldviews

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Questions of knowledge, meaning and existence	Ask questions about the world around them and talk about these questions.	<p>Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them</p> <p>Talk about what people mean when they say they 'know' something.</p>	<p>Recognise that there are many different religious and non-religious answers to questions people raise about the world around them</p> <p>Talk about the difference between knowledge, belief and opinion.</p>	<p>Describe different answers to questions about the world around them, including questions relating to meaning and existence</p> <p>Begin to use philosophical vocabulary (e.g. knowing, truth, proof, reality, fact, opinion) when discussing issues relating to truth, reality and knowledge.</p>	<p>Explain different answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Explain some of the different ways in which people understand knowledge using philosophical vocabulary correctly.</p>	<p>Begin to analyse and evaluate a range of different answers to questions about the world around them, including questions relating to meaning and existence</p> <p>Begin to analyse and evaluate different ways in which people understand knowledge, showing awareness that not everything can be known for certain.</p>
How and whether things make sense	Give a simple reason using the word 'because' when talking about religion and belief	Give a reason to say why someone might hold a particular belief using the word 'because'	<p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p> <p>Use more than one reason to support their view.</p>	<p>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief</p> <p>Give reasons for more than one point of view, providing pieces of evidence to support these views</p>	<p>Explain, using a range of reasons, whether a position or argument is coherent and logical.</p> <p>Link a range of different pieces of evidence together to form a coherent argument</p>	<p>Begin to analyse and evaluate whether a position or argument is coherent and logical, and show increasing awareness of divergence of opinion.</p> <p>Demonstrate (in oral or written form) evidence of the process of reasoning when forming an argument</p>
Issues of right and wrong, good and bad	Using religious and belief stories to talk about how beliefs impact on behavior e.g. deciding what is right and wrong	Using religious and belief stories or teachings, make connections between peoples' beliefs about right and wrong and the actions they carry out as a result of these beliefs	Recognise that there are many different religious and non-religious views about what is right and wrong/good and bad. Recognise some of the similarities and differences between these ideas.	Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.	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.	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.

Age Related Expectations

Human/Social Sciences: All religions and worldviews

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The diverse nature of religion	Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews	Recognise that when people talk about 'religion' they can mean different things e.g a set of beliefs, a way of life...	Identify the different ways in which people use the term 'religion' when exploring religions, beliefs and worldviews.	Describe the different ways in which the term 'religion' is used by followers of religions, worldviews and those who are not adherents of a particular belief system.	Explain the different ways in which the term 'religion' is used by followers of religions, worldviews and those who are not adherents of a particular belief system. Show awareness that talking about religion and belief can be complex.	Begin to analyse and evaluate the varying use of the term 'religion' by followers of religions, worldviews and those who are not adherents of a particular belief system Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.
Diverse ways in which people practice and express beliefs	Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area	Identify evidence of religion and belief (e.g beliefs, stories, symbols, artefacts and practices) especially in the local area.	Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/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.	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.	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.
The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community. e.g during a festival or celebration	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. E.g. through art or culture	Describe ways in which beliefs can impact on and shape individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	Explain how beliefs impact on and shape individual lives, communities and society, and how individuals, communities and society (e.g. culture) can also shape beliefs.	Begin to analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.