| Theology | EYFS | KS1 | LKS2 | UKS2 |
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| Where beliefs come from | To recognises and describes special times or events for family or friends | 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. | 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. | 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.  |
| How beliefs change over time |  |  | Identify events in history and society, which 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 | Know some similarities and differences between different religious and cultural communities in this country | Recognise that some beliefs connect together and begin to talk about these connections. | 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.  | 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. |
| How beliefs shape the way believers see the world and each other | Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions | Give different examples of \_ beliefs influence daily life. | 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.  | Explain and discuss how beliefs shape the way \_ view the world in which they live and how they view others. |

| Philosophy | EYFS | KS1 | LKS2 | UKS2 |
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| The Nature of Knowledge, meaning and existence | Learns that they have similarities and differences that connect them to, and distinguish them from others | 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.  | 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 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. |
| How and whether things make sense |  | Give a reason to say why someone might hold a particular belief using the word ‘because’.  | 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. | 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. |
| Issues of right and wrong, good and bad.  | Explain the reasons for rules, know right from wrong and try to behave accordingly | Using religious and belief stories make connections between peoples’ beliefs about right and wrong and their actions. | Describe a range of answers to ethical and moral questions, showing awareness of the 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.  |

| Human/ Social Sciences | EYFS | KS1 | LKS2 | UKS2 |
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| The diverse nature of religion | Celebrate and value cultural, religious and community events and experiences. | Recognise the names of different religions, religious beliefs and worldviews and use them correctly.  | Describe the difference between the terms ‘religion’ and ‘belief’ when exploring religions, beliefs and worldviews. | Begin to analyse and evaluate the varying use of the terms ‘religion’ and ‘belief’ by followers or worldview and those from outside it. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.  |
| Diverse ways in which people practice and express beliefs | Enjoys joining in with family customs and routines | Identify evidence of religion and belief especially in the local area. | 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.  | Begin to analyse and evaluate the varying ways in which religions and beliefs are practiced locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews. |
| The ways in which beliefs shape individual identity, and impact on communities and society and vice versa |  | Identify ways in which beliefs can have an impact on a believer’s daily life, their family or local community.  | Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individual lives, communities and society can also shape beliefs.  | Begin to analyse and evaluate how beliefs impact on influence and change individual lives, communities and society can also shape beliefs. |