

Disciplinary knowledge and skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Theology <i>(Believing)</i></p> <p>Textual interpretation</p> <p>Ways of believing and the sources of authority they draw from</p> <p>(Beliefs, teachings, sources of wisdom and authority)</p>	<ul style="list-style-type: none"> I can talk about a religious story. 	<ul style="list-style-type: none"> I can retell a religious (eg Christian, Hindu etc) story and talk about it. I can recognise that stories used by religions and worldviews contain beliefs. 	<ul style="list-style-type: none"> I can retell a religious story and suggest meanings to some religious and moral stories. I can recognise that some beliefs connect together and begin to talk about these connections. 	<ul style="list-style-type: none"> I can describe what a believer might learn from a religious story/sacred text. I can identify some links between beliefs being studied within a religion or worldview. 	<ul style="list-style-type: none"> I can make links between the beliefs/ teachings of the different religions studied. I can show how beliefs are connected to/ influence believers' lives. 	<ul style="list-style-type: none"> I can suggest reasons for the similar and different beliefs which people hold. I can describe how different sources of authority are used to help shape belief, actions and views. 	<ul style="list-style-type: none"> I can explain why believers hold key beliefs, and why they use worship and rituals to mark important events in life.
<p>Philosophy <i>(Thinking)</i></p> <p>Reasoning</p> <p>Different ways of reasoning about God/human beings and/or the world</p> <p>(Questions of identity, diversity and belonging. Questions of meaning, purpose and truth) Questions of values and commitments)</p>	<ul style="list-style-type: none"> I can talk about my family and say why they are important to me. I can talk about what makes me feel happy and sad. 	<ul style="list-style-type: none"> I can begin to ask questions about the world around me - eg the different faith communities in my school. I can talk and think about what is important to me and other people. 	<ul style="list-style-type: none"> I can explore questions about a story or practice from a religion or worldview related to meaning, truth and the world around me. I can begin to express my ideas and opinions and recognise there could be more than one answer. 	<ul style="list-style-type: none"> I can ask important questions about life and compare my ideas with other people. I can link things that are important to me and other people with the way they think and behave. 	<ul style="list-style-type: none"> I can describe different philosophical answers to questions related to belief and belonging. I can give reasons for my own and others' ideas to a given question and support my viewpoint with facts and evidence. I can confidently ask questions about the moral decisions I make and know that others may make different decisions leading to a difference consequence. 	<ul style="list-style-type: none"> I can begin to consider and apply ideas about ways in which diverse communities can live well together. I can represent the views of others about meaning, purpose and truth. I can express and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, recognising diversity of opinion. 	<ul style="list-style-type: none"> I can consider the challenges of belonging to a religion today. I can explain my view of how people express their ideas about the meaning and purpose of life, giving examples. I can explain how beliefs and teachings influence what people think about ethical/ moral questions. I can give my own view.

<p>Human/social sciences <i>(Living)</i></p> <p>Analysing data</p> <p>The ways in which context affects ways of living</p> <p>(Ways of living Ways of expressing meaning)</p>	<p>I can talk about... Some belonging ceremonies (eg baptism) festivals (eg Christmas, Easter) Religious symbols (eg cross)</p>	<ul style="list-style-type: none"> • I can recall and name different beliefs and practices. • I can recognise that there are different symbols and practices used by people of different religions and worldviews (taking note of the diversity in my local community.) 	<ul style="list-style-type: none"> • I can ask and respond sensitively to questions about why religious communities do different things. • I can recognise that religious symbols, words and actions express a community way of living. 	<ul style="list-style-type: none"> • I can describe and begin to make links between some of the things that are the same and different for religious people. • I can use religious vocabulary to describe some of the different ways people live and express their belief or worldview. 	<ul style="list-style-type: none"> • I can use the correct religious vocabulary to describe and compare religious practices and lived experiences across faiths. • I can express my own thoughts about belief, ways of living and expressing. 	<ul style="list-style-type: none"> • I can begin to explain the influence and impact of religions and beliefs on individual's lives, communities and society. (recognising the similarities and differences found within and between religions.) 	<ul style="list-style-type: none"> • I can explain the influence and impact religions and beliefs have on individual lives, communities and society. (recognising the similarities and differences found within and between religions.)
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