

	Theology	Philosophy	Human/Social Sciences
Reception	- Recognise people or characters that are special in different stories. - Identify symbols in stories and celebrations and talk about their basic meanings. - Share simple ideas about how stories or beliefs help people understand their world. - Talk about why certain stories or events are remembered. - Talk about what makes people or places special or meaningful to others.	- Ask questions about the world around them. - Share own ideas or beliefs. - Listen to others' ideas or beliefs. - Say how something makes them feel. - Reflect on what makes someone or something special.	- Recognise that people believe different things. - Recognise actions that show belonging, like celebrating or sharing with others. - Describe how people celebrate events. - Know that different places or objects might be special to different groups.
Year 1	- Recognise that stories and texts can explain beliefs. - Retell simple stories that explain beliefs and begin to explore their meanings. - Identify symbols or actions that help people express their beliefs. - Give an example of how stories and beliefs help people make choices in their daily lives. - Explain how beliefs influence who or what people think is important.	- Ask questions about the world around them and people's actions. - Say how they feel about different beliefs or values. - Listen to and discuss different viewpoints. - Give a simple reason using the word because. - Talk about how beliefs impact how people behave.	- Recognise that people have different beliefs and that some of these beliefs link to a religion. - Recognise that beliefs can have an impact on a believer's daily life. - Recognise that beliefs can have an impact on a believer's family or local community. - Explain why different places, objects or symbols might be special to different groups.
Year 2	- Recognise that beliefs can be expressed through stories, symbols and actions in different ways. - Retell simple stories that explain beliefs and explore their meanings. - Investigate how stories can teach people about right and wrong. - Give more than one example of how stories and beliefs guide people's choices in their daily lives. - Reflect on how values and beliefs impact actions.	- Talk about questions that a story or ritual from a religion might make them ask about the world around them. - Discuss why people might interpret the same situation in different ways. - Talk respectfully about different views and ideas. - Give a reason why someone might hold a belief using the word because. - Make connections between people's beliefs about right and wrong and their actions.	- Recognise the names of some different religions. - Identify ways in which beliefs can have an impact on a believer's daily life. - Identify ways in which beliefs can have an impact on a believer's family or local community. - Identify how people celebrate or remember religious events or festivals.
Year 3	- Show awareness of different sources, such as stories or teachings, and how they link with beliefs. - Identify the role of symbols or rituals in helping people express beliefs. - Recognise that beliefs are influenced by events in the past and present. - Identify some connections between beliefs being studied within a religion or worldview. - Recognise ways that beliefs may affect how people live their life, how they see the world they live in and how they view others.	- Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. - Talk about the difference between knowing and believing. - Decide if a reason based on 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 and wrong; good and bad.	- Identify some of the ways people use the terms 'religion' and 'belief'. - Identify a range of ways in which beliefs can have an impact on a believer's daily life. - Identify a range of ways in which beliefs can have an impact on a believer's family or local community. - Begin to identify some similarities and differences between practice and beliefs within the same religion.

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Year 4	- Identify a range of sources and how they link with beliefs and values. - Explore how symbols or rituals may have different interpretations. - Identify how beliefs have been influenced by events in the past and present. - Make clear connections between beliefs being studied within a religion or worldview. - Identify ways that beliefs may affect how people live their life, how they see the world they live in and how they view others.	- Describe different religious and non-religious answers to questions people raise about the world around them. - Begin to use philosophical vocabulary when discussing issues linked to truth, reality and knowledge. - Begin to weigh up whether different reasons or arguments are expressed coherently when studying religion and belief. - Give reasons for more than one point of view. - Recognise different answers to moral and ethical questions, showing awareness of the diversity of opinion.	- Describe the difference between 'religion' and 'belief' when exploring religions, beliefs and worldviews. - Describe ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. - Describe ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs. - Identify some similarities and differences between practice and beliefs within the same religion.
Year 5	- Describe how different interpretations of sources reflect beliefs and values. - Consider the reliability of different sources for a group of believers. - Analyse how beliefs have developed over time in response to historical and modern events. - Describe how connections between beliefs and practice are supported by sources within a worldview. - Describe ways that beliefs may affect how people live their life, how they see the world they live in and how they view others.	- Explain different religious and non-religious answers to questions people raise about the world around them. - Use philosophical vocabulary when discussing issues linked to truth, reality and knowledge. - Weigh up whether different reasons or 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 debate different answers to moral and ethical questions, showing awareness of the diversity of opinion.	- Identify the different ways the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. - Explain ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. - Explain ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs. - Show awareness that talking about religion and belief can be complex.
Year 6	- Evaluate how different interpretations of sources reflect beliefs and values. - Evaluate the reliability of different sources and their significance to a group of believers. - Analyse how beliefs have evolved due to historical, cultural or social influences. - Explain how beliefs and practice within a worldview are connected and supported by sources. - Evaluate the impact of beliefs on how people live their life, how they see the world they live in and how they view others.	- Evaluate different religious and non-religious answers to questions people raise about the world around them. - Explain some different ways that abstract concepts are understood. - Begin to analyse and evaluate whether a position or argument is coherent and logical. - Give reasons for more than one point of view, providing well-chosen pieces of evidence to support and counter a particular argument. - Begin to debate different answers to moral and ethical questions, showing awareness of the diversity of opinion.	- Evaluate the different ways the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside it. - Begin to analyse and evaluate ways in which beliefs can have an impact on a believer's daily life and show an awareness of how individuals can shape beliefs. - Begin to analyse and evaluate ways in which beliefs can have an impact on a believer's communities or society and show an awareness of how communities or society can shape beliefs. - Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.

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Reception	What makes people special?			
	What is Christmas?			
	How do people celebrate?			
	What is Easter?			
	What can we learn from stories?			
	What makes places special?			
Year 1	What do Christians believe about God?			
	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?			
	Who is God to Hindus?			
	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?			
	Who is God to Muslims?			
	How important is the Prophet Muhammad to Muslims?			
Year 2	What might Hindus learn from the story of Rama and Sita and the celebrations of Diwali?			
	Why do Christians believe God gave Jesus to the world?			
	Is it possible to be kind to everyone all of the time?			
	How important is it to Christians that Jesus came back to life after his crucifixion?			
	Why do Hindus use symbols?			
	How important is the Qur'an to Muslims?			

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Year 3	Does visiting the Ganges make a person a better Hindu?			
	Has Christmas lost its true meaning?			
	Could Jesus heal people? Did he perform miracles or was there some other explanation?			
	– What is ‘good’ about Good Friday?			
	Does praying at regular intervals help Muslims in their everyday lives?			
	Does completing a pilgrimage make a person a better Muslim?			
Year 4	What do some deities tell Hindus about God?			
	What is the most significant part of the nativity story for Christians today?			
	What is the best way for a Hindu to lead a good life?			
	What do Humanists believe?			
	Do people need to go to church to show they are Christians?			
	What is the best way for a Muslim to lead a good life?			
Year 5	What is the best way for a Muslim to show commitment to God?			
	Is the Christmas story true?			
	How is the Qur’an vital to Muslims today?			
	How significant is it for Christians to believe that God intended Jesus to die?			
	What is the best way for a Hindu to show commitment to God?			
	What is the best way for a Christian to show commitment to God?			
Year 6	Does belief in Akhirah (life after death) help Muslims lead a good life?			
	Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?			
	What motivates Humanists to lead good lives?			
	Is Christianity still a strong religion over 2000 years after Jesus was on Earth?			
	How can Brahman be everywhere and in everything?			