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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theology Thinking through believing	Give a simple recount of a story used by Christians. Recognise connections between different Christian beliefs. Give an example of how Christian festivals and celebration show their belief in God.	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview. Retell stories connected to major religious festivals. Identify simple beliefs that are expressed through celebrations, symbols and places of worship. Begin to recognise that different religions may have different stories but similar themes such as belonging, kindness and remembering.	Retell stories and teachings from religious texts and recognise the beliefs they communicate. Recognise that different sources may tell the same religious event in different ways. Identify connections between religious beliefs, such as how Christian beliefs about Jesus connect to Christmas and Easter. Explain simple ways beliefs influence celebrations and religious practices.	Show awareness of different sources of religious authority and how believers use them. Identify different types of writing within sacred texts. Explain simple links between beliefs within a religion. Recognise how religious symbols and practices express beliefs. Describe ways beliefs influence how believers understand themselves, others and the world.	Identify different sources of religious authority and explain how believers use them to shape beliefs and practices. Recognise that sacred texts contain different forms of writing which may be interpreted in different ways. Explain connections between key beliefs within a religion. Describe how important events, teachings and individuals have influenced religious beliefs over time. Explain how beliefs influence the way believers understand the world and their place within it.	Explain how sources of authority are interpreted and used by believers. Analyse connections between different beliefs within a religion or worldview. Compare different interpretations of religious teachings, stories and texts. Explain how beliefs shape understandings of life, death, purpose, morality and human identity. Evaluate how beliefs influence individuals and communities.	Analyse how sources of authority influence beliefs and practices. Evaluate the reliability, interpretation and significance of religious texts and teachings. Explain and evaluate connections between beliefs within and across religions and worldviews. Critically discuss how beliefs shape understandings of reality, morality, suffering, purpose and existence. Construct reasoned theological arguments supported by evidence.
Philosophy Thinking through thinking	Talk about similarities and differences between their own experiences and those of others. Ask simple	Ask questions about the world around them and talk about these questions. Begin to make connections between using their	Ask important questions about belief, truth and existence. Give reasons why people may hold	Ask meaningful questions about beliefs, values and religious ideas. Suggest more than one possible answer to a religious or philosophical	Describe different philosophical responses to questions about meaning, existence, truth and reality.	Explain a range of philosophical responses to questions about meaning, existence, morality and belief. Analyse strengths and weaknesses in	Analyse and evaluate a range of philosophical responses to questions about meaning, purpose, morality, truth and existence.

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	questions about why people believe different things and celebrate in different ways.	senses and what they know about the world around them. Give a simple reason using the word 'because' when talking about religion and belief. Using religious and belief stories to talk about how beliefs impact on how people behave. Use their senses to investigate and talk about religion and belief. Ask and answer simple questions about what is important to themselves and others.	different beliefs. Recognise that religious and non-religious people may answer the same questions differently. Use simple evidence or examples to explain their own views. Listen respectfully to viewpoints they disagree with.	question. Explain reasons for their own views using examples from their learning. Recognise that people may hold different viewpoints because of different beliefs and experiences. Respond respectfully to viewpoints which differ from their own.	Use philosophical vocabulary such as evidence, proof, truth, belief and reality when discussing ideas. Give reasons for more than one viewpoint and support opinions with examples or evidence. Begin to evaluate the strength of different arguments and claims. Recognise that people may reach different conclusions from the same evidence.	different arguments. Use evidence, examples and logical reasoning to support conclusions. Explain why people may disagree about philosophical questions. Construct balanced arguments which consider multiple viewpoints before reaching a justified conclusion.	Critically evaluate arguments, identifying strengths, weaknesses and assumptions. Use evidence, examples and reasoned judgement to support conclusions. Compare competing viewpoints and explain why disagreement exists. Construct coherent arguments and justify personal viewpoints whilst recognising alternative perspectives.
Human and Social Sciences Thinking through living	Recognise that people belong to different religious and cultural communities. Talk about different celebrations, places of worship, symbols and artefacts. Recognise that beliefs can influence	Recognise that beliefs can have an impact on a believer's daily life, their family or local community. Recognise some of the symbols, artefacts and practices used by people of different	Describe ways religion and belief are expressed through symbols, festivals, worship and traditions. Explain how beliefs influence family life, celebrations and belonging.	Describe how religious beliefs are expressed through ceremonies, rituals and symbols. Explain how commitment and belonging are demonstrated within different religious communities.	Describe the difference between religion, belief and worldview. Explain how religions are expressed in different ways locally, nationally and globally.	Explain how religion and belief influence culture, identity, communities and wider society. Analyse the relationship between beliefs, historical events and social change.	Analyse and evaluate the diversity of religious and non-religious worldviews within and between communities. Explain how beliefs influence identity, behaviour, relationships and society.

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	how people celebrate, worship and live. Show respect for people whose beliefs and traditions may be different from their own.	religions and beliefs in the local area. Identify ways people express belonging to a religion or community. Recognise features of places of worship and religious celebrations. Identify how beliefs influence some people's daily actions and special occasions. Recognise religion and belief within their local community.	Identify similarities and differences between religious practices. Recognise evidence of religion and belief in the local community. Describe how belonging to a religious community can influence people's lives.	Compare similarities and differences between religious practices and traditions. Describe how beliefs influence individuals, families and communities. Recognise that people within the same religion may express their beliefs in different ways.	Compare similarities and differences within and between religious communities. Describe how beliefs can influence individuals, communities and wider society. Recognise that society, culture and historical events can shape religious beliefs and practices.	Explain diversity within and between religious communities. Evaluate the impact of religion and belief on society over time. Demonstrate awareness that religion and belief are complex, diverse and continually changing.	Evaluate how social, historical and cultural contexts shape religious belief and practice. Analyse different perspectives on religion's contribution to society, including areas of cooperation, challenge and conflict. Use evidence to reach balanced conclusions about the impact of religion and belief in the modern world.

Religions Covered:

Buddhism	**Key Stage 1**	**Key Stage 2**
	Introduce:	**Develop understanding of:**
Theology:	• Varying beliefs about God. Concepts: The Buddha and Triple Refuge, The Jakata tales and Tipitaka	• Concepts: the Buddha, Four Noble truths, the cycle of birth, death and rebirth, and the Five Precepts. • The varying beliefs about God. • The Jakata tales, Tipitaka and Metta Sutta. Key writings of Buddhist teachers. • How Buddha's experience impacted on beliefs.
Philosophy:	• Key philosophical vocabulary Ways of reasoning • Make links between belief and behaviour	• The different views about the nature of knowledge, meaning and existence. • Links between suffering and the Four Noble Truths. • Buddhist perspectives on moral issues and consideration of the consequences of action in relation to karma.

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Human/Social Sciences:	• Key vocabulary associated with the study of Buddhism. • Monasteries, temples, festivals, ceremonies, devotion and symbolism as expressions of Buddhism. • The importance of not hurting living things and Buddhist stories on daily life.	• Key vocabulary and global diversity associated with the study of Buddhism. • Meditation and study, festivals and pilgrimage and symbolism. • Varying practice, and the importance of looking after the environment.

Christianity	**Key Stage 1**	**Key Stage 2**
Hinduism	**Key Stage 1**	**Key Stage 2**
	Introduce:	**Develop understanding of:**
Theology:	• Concepts: Creation, God, incarnation, and salvation.	• Concepts: Creation and Fall, God (Trinity), Incarnation, and Salvation.
Theology:	• Concepts: Brahman and Avatars. • Hindu Holy Books including the Ramayana.	• Concepts: Brahman, Atarnan, Avatars, Ahimsa, Samsara and karma. • Examples of teachings of Hindu teachers. • Examples of events and experiences which have impacted on Hindu beliefs.
Philosophy:	• Key philosophical vocabulary. Ways of reasoning. • Make links between belief and behaviour.	• The different views about the nature of knowledge, meaning and existence. • Introducing ethical theory. • Moral and values expressed in Hindu stories.
Human/Social Sciences:	• Key vocabulary associated with the study of Hinduism. • Dharma, symbolism and the centrality of the home in the Hindu tradition. • Importance of gatherings for worship, dramatic storytelling and celebrations.	• Key vocabulary and global diversity associated with the study of Hinduism. • Sanatan Dharma, the diversity of practice and expression and festivals. • The impact of ahimsa, dharma and karma on daily life and beyond.
	Key Stage 1	**Key Stage 2**
	Introduce:	**Develop understanding of:**
Theology:	• The life and teachings of Jesus. • The Bible as a sacred text for Christians and its different genres.	• The life and teachings of Jesus. Sources of authority such as the Bible, creeds, tradition and different genres and interpretations. • The oral tradition and the Vedas, different genre and interpretations. • Key teachings from important Christian thinkers. • How events in society have influenced Christian beliefs.
Philosophy:	• Key philosophical vocabulary • Ways of reasoning. • Make links between belief and behaviour.	• The different views about the nature of knowledge, meaning and existence. • The work of one key Christian philosopher Ethical theory, including the importance of love and forgiveness within Christian tradition. • Introduce moral issues and consider the consequences of action in relation to karma. • Christian perspectives on moral issues.
Human/Social Sciences:	• Key vocabulary associated with the study of Christianity. • The local church(es), symbolism and artefacts as expressions of Christianity. • The importance of rites of passage, worship, gathering and celebrations.	• Key vocabulary and global diversity associated with the study of Christianity. • The church, worship and festivals. • The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work.

Humanism	**Key Stage 1**	**Key Stage 2**
	Introduce:	**Develop understanding of:**

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Theology:	• Concepts: Atheism, One Life, Golden Rule, humanity. • Quotations from Humanist thinkers.	• Concepts: Atheism, agnosticism, rationalism, One Life, and Happiness. • Examples of writings of Humanist thinkers. • Diversity of Humanist thought. • Importance of evidence. • Absence of sacred texts and divine rules.
Philosophy:	• Key philosophical vocabulary. • Ways of reasoning. • Make links between belief and behaviour.	• The different views about the nature of knowledge, meaning and existence. • Introducing ethical theory such as utilitarianism. • Examples of the writing of a Humanist philosopher. • Importance of evidence and reasoning in Humanist thought.
Human/Social Sciences:	• Key vocabulary associated with the study of Humanism. • The role of ceremonies and cultural traditions. • The Happy Human symbol. • Impact of thinking about consequences of action.	• Key vocabulary relating to the study of Humanism as a philosophy or life-stance. • Diverse practice in relation to ceremonies and cultural festivals. • The importance of the natural world and caring for the environment. • The importance of the arts and sciences. • The importance of love and relationships.

Islam	**Key Stage 1**	**Key Stage 2**
	Introduce:	**Develop understanding of:**
Theology:	• The concept of One God. • The life and teachings of the Prophet Muhammad. • The Qur'an as a revealed scripture.	• Concepts: Tawhid, Creation, Prophethood, Revelation, Khalifah and Akirah. • The life and teachings of the Prophet Muhammad and the Six Articles of Sunni Belief. • The Qur'an and Hadith as sources of authority, different genres and the value of recitation. • Key teachings from important Muslim teachers. • The impact of the spread of Islam. • How experiences have impacted on belief.
Philosophy:	• Key philosophical vocabulary. • Ways of reasoning.	• The different views about the nature of knowledge, meaning and existence. • Introducing ethical theory.

	• Make links between belief and behaviour.	• Muslim perspectives on moral issues, including the idea of 'intention'.
Human/Social Sciences:	• Key vocabulary associated with the study of Islam. • The masjid (mosque), the Five Pillars of Islam, symbolism and artefacts. • The role of festivals, ceremonies and Madrassah in the Muslim tradition.	• Key vocabulary and global diversity associated with the study of Islam. • The masjid, the Five Pillars of Islam and the three main Muslims traditions (Sunni, Shia, Sufi). • Diversity of expression, customs and practices within Islam and their impact on daily life. • The importance of Ramadan, the two Eid festivals and Jummah prayers

Judaism	**Key Stage 1**	**Key Stage 2**
	Introduce:	**Develop understanding of:**
Theology:	• The concept of One God. • The Torah as the five books of Moses, written in Hebrew. • The different genre contained within the first five books. • Narratives about the lives of Jewish descendants.	• Concepts: One God, The Covenant, Mitzvot, Atonement. • The Torah and Talmud as sources of authority. The Hebrew Bible, TeNaCh (Torah, Nevi'im, Ketuvim). • Importance of the Shema. • Narratives associated with the development of the Jewish tradition. • Importance of reading the Torah out loud. • Key teachings from important Jewish teachers • Historical impact Jewish beliefs/culture.
Philosophy:	• Key philosophical vocabulary Ways of reasoning • Make links between belief and behaviour	• The different views about the nature of knowledge, meaning and existence. • Introducing ethical theory • Jewish perspectives on moral issues, especially the 10 Commandments • The importance of loving one's neighbour. • Gemillut Chasadim, Tzedakah,

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Human/Social Sciences:	• Key vocabulary associated with the study of Judaism. • Shabbat and the importance of the home and family life • The role of festivals which connect with Jewish history. • The synagogue and varying ceremonies that take place within it.	• Key vocabulary and global diversity associated with the study of Judaism. • Importance of festivals for the Jewish community such as Yom Kippur. • Symbolism and artefacts used by some Jewish people at festivals and in rituals. • The importance and role of Shabbat and reading of the Torah • The role of Synagogue and Cheder in the Jewish community. • The rules of Kashrut • The importance of Jerusalem and the Western Wall for Jewish people.

Sikhism	**Key Stage 1**	**Key Stage 2**
	Introduce:	**Develop understanding of:**
Theology:	• The concepts of One God and equality. • The life and teachings of Guru Nanak. • The Guru Granth Sahib as a living Guru. • The Mool Mantra.	• Concepts: Ik Onkar, Equality, hukam and Samsara. • The life and teachings of the 10 Gurus The Guru Granth Sahib including its compilation and diversity of contents. • Stories from the life of Guru Nanak (Janamaskhis) • Impact of martyrdom on Sikh teachings.
Philosophy:	• Key philosophical vocabulary. • Ways of reasoning. • Make links between belief and behaviour.	• The different views about the nature of knowledge, meaning and existence. • Introducing ethical theory. • Sikh perspectives on moral issues, including impact of 'hukam' and emphasis on equality.

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Human/Social Sciences:	• Key vocabulary associated with the study of Sikhism. • The gurdwara, langar and 5Ks. • The role of festivals and ceremonies such as Baisakhi and Amrit.	• Key vocabulary and global diversity associated with the study of Sikhism, including term Sikhi. • The diversity of practice including the Gurdwara, festivals and ceremonies such as Amrit. • Symbolism including varying practice of wearing the 5Ks. • Importance of values in the Sikh tradition. • Global importance of Amritsar and the Golden Temple.