

Strand	Year 3	Year 4	Year 5	Year 6
Theology				
Where beliefs come from.	Show awareness of different sources of authority and how they link with beliefs.	Identify different sources of authority and how they link with beliefs.	Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. Explain the different ways in which the terms 'religion' and "belief' are used by followers from within a religion or worldview and those from outside it.	Explain connections different beliefs being studied and link them to sources of authority using theological terms. 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 different types of writing and give an example of how a believer might interpret a source of authority.	Give examples of different writings and different ways in believers interpret sources of authority.	Show awareness that talking about religion and belief can be complex.	Explain connections different beliefs being studied and link them to sources of authority using theological terms.
How beliefs relate to each other.	Identify some links between beliefs being studied within a religion or worldview.	N/A	Describe the connections between different beliefs being studied and link them to sources of authority. Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference	Explain the key theological similarities and differences between and within religions and worldviews.

			to at least two different religions/worldviews.	
<p>How beliefs shape the way believers see the world.</p>	<p>Recognise ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others.</p> <p>Recognise ways in which beliefs might make a Muslim think about how they live their life, how they see the world in which they live and how they view others.</p>	<p>Identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others.</p>	<p>Describe ways in which beliefs shape the way Christians view the world in which they live and how they view others.</p> <p>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p>Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others.</p> <p>Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others.</p>
<p>Core Knowledge</p>	<ul style="list-style-type: none"> • God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit). • Jesus: As God incarnate, also known as the Son of God. • Incarnation: Jesus as one of the three persons of the Trinity. • Holy Spirit: God as spiritually active in the world. • The concept of Tawhid. • The impact of Tawhid on Muslims. • The impact of The Qur’an containing the actual words of God. • How the existence of God is explained in Muslim teachings. • How the Muslim view of deity differs from that of other religions. 	<ul style="list-style-type: none"> • God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit). • Sources of authority which explain to Christians the nature of God, e.g. Bible, experience, creeds. • Compare and contrast the Laws of Moses and New Testament teachings as sources of authority for Christians – that while Christianity draws on teachings of the OT Law, it is ultimately formed by a NT understanding of the sacrifice of Jesus as the fulfilment of the Law. • Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah. 	<ul style="list-style-type: none"> • Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah. • Salvation: Gospel accounts of Jesus’ death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption). • Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus. • Festivals: the diverse ways in which people celebrate festivals such as Easter. • Hindus believe in in a God with many faces Brahma. • Hindus believe truth is eternal. 	<ul style="list-style-type: none"> • The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Five Precepts. • The use of Jakata Tales as a source of moral guidance. • The different views about the nature of knowledge, meaning and existence. • Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma. • Creation: Christian belief that humans are made in God’s image, by God. • Theistic Evolution: Awareness of the relationship between the Genesis narratives and scientific explanations.

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| <ul style="list-style-type: none"> • Christian belief that humans are made in God’s image but became sinful and need saving. • Textual theology: consideration of genre, author, context and audience in relation to the Bible. | <ul style="list-style-type: none"> • Hindus strive to achieve dharma – the right way of living (duties, rights, laws, behaviour and virtues). • Karma – how Hindus act for others and themselves. • Murti –an image, statue of the divine and seen as a deity. • Samsara – the cycle of birth, death and rebirth • Moksha – is when the soul passes through many lives. • Hindus worship in a Mandir, where they make offerings to a murti, which is a statue of God or a goddess. Hindu temples are dedicated to different gods and goddesses. • Who Mahatma Gandhi was and why he influenced the concept of ahimsa – a total avoidance of harming any living thing by deeds, words and actions. | <ul style="list-style-type: none"> • Scientific Theory: The Big Bang Theory. • Textual theology: consideration of the genre of Genesis. • Logic: debates about whether some things can be proven. |
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Philosophy

<p>The nature of knowledge, meaning and existence.</p>	<p>Talk about the difference between knowing and believing.</p>	<p>Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.</p>	<p>Explain different philosophical 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 philosophers understand abstract concepts.</p> <p>In verbal and written work explain why people including philosophers have different ways of understanding the concept of justice. E.g. using class</p>	<p>Begin to analyse and evaluate a range of philosophical 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 philosophers understand abstract concepts.</p>
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			discussion where they might try and define a concept.	
How and whether things make sense.	Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.	<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>	Explain, using a range of reasons, whether a position or argument is coherent and logical.	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.	Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.	Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.	<p>Link a range of different pieces of evidence together to form a coherent argument.</p> <p>Explain a range of answers to the question 'is it possible for something to always be right?' showing that there are many different opinions about this.</p>	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.
Core Knowledge	<ul style="list-style-type: none"> • Difference between knowledge, belief and opinion. • The complex nature of concepts such as truth, reality, happiness, identity, hope, justice. • The nature of a philosophical question. • Awareness of variant perspectives about whether some things can be proven. • The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities). 	<ul style="list-style-type: none"> • At least three views about the nature and existence of God e.g. God as love, God as Father, God as light, God as creator (see supplementary ideas) • The difference between knowledge, belief and opinion. • The complex nature of concepts such as truth and reality. • Debates about whether something can be proven. Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things. • Use of the term Waheguru and other titles used for God. • At least one interpretation of the term 'sacrifice' 	<ul style="list-style-type: none"> • Definitions of belief: Atheist, Agnostic, Theist. • Pascal's Wager, as an example of a philosophical explanation. • Humanism, as an example of a philosophical stance. • How to explain, using a range of reasons, whether a position or argument is coherent and logical. Use philosophical vocabulary e.g. knowing, truth, proof, reality, fact, opinion. • How to form a coherent argument to support or oppose the existence of God. • The ways different philosophers or religions understand abstract concepts, including varying views 	<ul style="list-style-type: none"> • St. Augustine's ideas on sin as a defect rather than an effect - referring to Socrates and Plato's work stating that ignorance is the cause of sin. • Theological understandings of right and wrong. • Moral issues such as poverty and wealth, peace and conflict or justice and injustice - looking at Christian attitudes to suffering. • Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife. What is Utilitarianism? And how does this relate to making moral decisions.

	<p>Utilitarianism or Hedonism as a way of making moral decisions.</p>	<ul style="list-style-type: none"> • The Fourth Pillar of Islam and the place of self-sacrifice in Islam • Christians believe Jesus was the ultimate' sacrifice for the forgiveness of sins. • Humanist views on altruism and charity, considering the reasoned approach to these. 	<p>about the existence of the soul in classical Greek Philosophy.</p> <ul style="list-style-type: none"> • The complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato. • The work of one or two key philosophers such as Socrates/Plato and Descartes. <p>Consideration of consequences of action in relation to karma.</p>	
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Human/Social Sciences

<p>The diverse nature of religion.</p>	<p>Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p>	<p>Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p>	<p>Show awareness that talking about religion and belief can be complex.</p>	<p>Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it.</p>
<p>Diverse ways in which people practice and express beliefs.</p>	<p>Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.</p>	<p>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.</p>	<p>N/A</p>	<p>Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.</p> <p>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.</p>

<p>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa.</p>	<p>Identify a range of ways in which beliefs can have an impact on a believer’s daily life, their family, community and society.</p>	<p>Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</p>	<p>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p>Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>
<p>Core Knowledge</p>	<ul style="list-style-type: none"> • The impact of Christian teachings on daily • Life and Cultural • expressions of the Christian faith • Symbolism and artefacts used by some Jewish • people at festivals and in rituals. • The diversity of practice including the Gurdwara, festivals and ceremonies such as Amrit. • Awareness of the diverse nature of Islam locally, nationally and globally. • Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs. Varying use of a minaret for the call to prayer, and alternatives to this. • Awareness of the two main Muslims traditions: Sunni and Shia. • Awareness of diversity of expression, particularly in relation to the pictorial presentations. • Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakat and Hajj. 	<ul style="list-style-type: none"> • Christian teachings about compassion and care for the most vulnerable in society e.g. Agape, “Love your neighbour ...” • Hindu teachings about compassion and care for the most vulnerable in society e.g. seva (to serve selflessly), following dharma (duty). • The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g. Martin Luther King, Mother Teresa, Edith Cavell. • The role of the Hindu community in charity work as an expression of dharma e.g. Sewa UK, Bochasanwasi Shri Akshar Purushtottam Swaminarayan Sanstha. • The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g. Mahatma Gandhi. • Understand the Church as a global community of Christian believers. • Awareness of the concept of denominations within Christianity, along with examples 	<ul style="list-style-type: none"> • Explain divergent role of music in worship in the history of the Christian Church. • Explain how art has been used in Christianity to reflect key events and facilitate worship. • Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art. • Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history. 	<ul style="list-style-type: none"> • The story of David and Goliath • Religion is a useful cover (to justify heinous crimes) and a powerful motivator (interpretations of texts) for conflict • Interpretations lead to beliefs about how to behave • It’s important not to group all people of one religious background under one bracket and judge a whole group of people by the actions of a few • ‘Holy’ wars are justified by religions • Lots of wars are started because of non-religious causes • Many people see war to be a last resort and seek peace • The ways in which the Qur’an and Hadith form a source of authority. • Key distinctions between the three main Muslim traditions (Sunni, Shia and Sufi). • Muslim perspectives on moral issues including the idea of ‘intention’.

		<p>e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army.</p> <ul style="list-style-type: none"> • Describe different expressions of Christian worship including for example the Eucharist and pilgrimage. • The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban. Identify a key event which influenced Christianity e.g. Martin Luther and the Reformation. 		<ul style="list-style-type: none"> • The role of the Masjid (mosque). • The significance and impact of Five Pillars of Islam. • The importance of Ramadan, the two Eid festivals and Jummah Prayers.
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