

Subject Discipline	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Theology Thinking through believing</p>	<p>Children understand the story of Noah and that it is a Christian story from the old testament bible.</p> <p>Children understand the Easter story is a Christian story from the new testament bible.</p>	<p>Children know the key concepts of Christmas and Easter.</p> <p>Children understand the Bible as a sacred text for Christians and that it contains different stories which are important..</p>	<p>Children understand light has important meaning in religions.</p> <p>Children understand Jesus is described as the light of the world.</p> <p>Children understand the significance of light at Christmas.</p> <p>Children understand the symbol of light to Hindu's .</p> <p>Children talk about how Christians describe God as God the father, son and holy spirit.</p>	<p>Children will analyse and evaluate Biblical evidence and other sources of authority (e.g., creeds) to explain the diversity within Christianity.</p> <p>Children explain how events in society have influenced Christian Jewish and Sikh beliefs.</p>	<p>Children explain how events in society have influenced Christian beliefs.</p> <p>Children will analyse and evaluate the Biblical evidence and other sources of authority (e.g., creeds) for the incarnation to explain why Christians call the day ~Jesus died 'Good Friday'.</p>	<p>Children deepen their knowledge of God (Trinity), Incarnation, and Salvation and draw on sources of authority such as the Bible, creeds, tradition and different genres and interpretations to explain why the resurrection is important to Christians.</p> <p>Children use stories to explain how Sikhs make sense of the world.</p>	<p>Children draw on key religions to explain how reliable sources of authority are for believers.</p>
<p>Philosophy Thinking through thinking</p>	<p>Children recognise what is right, wrong and good in the classroom and school and make links between beliefs and behaviour.</p> <p>Children know Christians worship in a church and can use their five</p>	<p>Children develop their reasoning and make links between beliefs and behaviour when explaining why people have different views about God.</p> <p>Children develop their reasoning to explain the meaning behind the behaviour and</p>	<p>Children draw on their knowledge of beliefs and behaviour of Christian, Hindu's and non believers to explain how the universe came to be.</p> <p>Children draw on their knowledge of beliefs and</p>	<p>Children draw on the different views about the nature of knowledge, meaning and existence when explaining if believing in God is reasonable.</p> <p>Children will draw on morals and values in Christianity, Judaism and</p>	<p>Children describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism.</p> <p>Children give reasons for more</p>	<p>Children use different views of knowledge, meaning and existence, including that of Christian Philosopher John Wesley to discuss if angels are real.</p> <p>Children analyse and evaluate different ways in</p>	<p>Children give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts to deepen their learning about</p>

	senses to develop their reasoning to describe it.	beliefs in different old testament bible stories.	behaviour of Christians and Hindus to develop their reasoning to explain the principles of the religion.	Sikhism to explain the type of world we should live in.	than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts. Talk about the difference between knowing and believing. Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work.	which philosophers understand humanness incorporating what it means to live a 'good' life. Children use well-chosen pieces of evidence to support and counter the argument: Is being happy the greatest argument in life?	religion and the meaning of life.. Children analyse and evaluate reincarnation for Buddhists, Sikhs and Hindu's to put forward an argument and counter argument about whether people can come back to life. .
Human/'Social Science Thinking through living	Children can talk about the celebrations of Diwali, Christmas and Easter and know key stories.	Children can talk about the importance of celebrations to Christians and Jews Children refer to key symbols and artefacts when talking about Christmas, Easter, Harvest and Hanukkah. Children talk about important rites of passage, worship	Children talk about important rites of passage, worship gathering and celebrations of a Christians. Children talk about the local church(es), mosques, temples, homes, symbolism and artefacts when explaining where religion is around us.	Children explain the importance of the home and family life in Muslims. Children explain a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society and how they align them with the religion of Islam.	Children explain 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 on the Christmas tradition Children will explain how the diversity of expression, customs	Children explain what it like to be part of a global religious/worldview Community giving examples from Sikhism and Christianity.	Children analyse a range of authorities to which religions might appeal Children evaluate the way in which authority might shape the life of a religious person. Pupils use key vocabulary and global diversity associated with different religions to explain its impact on culture and

		gathering and celebrations of Jews.			and practices in Christianity, Buddhism and Judasims contribute to society and culture in the local area.		society across the world. Children explain the diverse practice in relation to ceremonies and cultural festivals. Children understand the importance of the natural world and caring for the environment, the importance of the arts and sciences and the importance of love and relationships.
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