

Philosophy

EYFS	Year 1	Year 2	Year 3
<p>*Continue to develop positive attitudes about the differences between people (3 to 4 year olds).</p> <p>*See themselves as a valuable individual.</p> <p>*Think about the perspectives of others.</p> <p>*Show sensitivity to their own and others' needs. (ELG)</p>	<p>E1-Ask "I wonder ..." questions about the world around them.</p> <p>E1-Using their senses to investigate worship in different religious traditions.</p> <p>E1-Use their senses to justify a belief that they hold.</p> <p>E5 Ask at least one question about the origin of the universe.</p> <p>E5 Give a simple reason, using the word 'because', for the origin of the universe.</p> <p>E5 Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories).</p> <p>E5 Know that beliefs about the origin of the universe influence how individuals treat the world around them.</p>	<p>E5 To give a reason why a person might not believe in God.</p> <p>E5 To give a reason why a member of at least one religious community might believe in God.</p> <p>E5 To give an example of what a member of a religious community might believe about God.</p> <p>E5 Make connections between people's beliefs of right and wrong and their belief about God</p>	<p>E3-Talk about the difference between knowing and believing.</p> <p>E3-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.</p> <p>E3 Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p>

Philosophy

Year 4	Year 5	Year 6	Year 7 (KS3)
<p>E2 Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism.</p> <p>E2 Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof.</p> <p>E2 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.</p> <p>E4 Describe different philosophical and theological answers to questions about sacrifice</p> <p>E4 Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world.</p> <p>E4 Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims</p> <p>E4 Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts.</p>	<p>E1 Explain the different philosophical answers to questions relating to meaning and existence.</p> <p>E1 Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God: Ontological, Cosmological or Teleological arguments as found in the work of St. Thomas Aquinas, for example.</p> <p>E1 Explain, using a range of reasons, whether a position or argument is coherent and logical.</p> <p>E1 Link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God.</p> <p>E3 Explain some of the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.</p> <p>E3 Explain different philosophical and religious answers to questions about the world around them and the existence of the 'self' and or soul.</p> <p>E3 Have an understanding of the Analogy of the Cave and what it says about existence and knowledge.</p> <p>E3 Understand the relationship between the concept of a corporeal and incorporeal world.</p>	<p>E3 Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence: looking at St. Augustine as an example of a Christian Philosopher.</p> <p>E3 Begin to analyse and evaluate different ways in which philosophers understand humanness incorporating what it means to live a 'good' life.</p> <p>E3 Use well-chosen pieces of evidence to support and counter a particular argument.</p>	<p>Analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Analyse and evaluate different ways in which philosophers understand knowledge, demonstrating with examples that not everything can be known for certain</p> <p>Analyse and evaluate whether a position or argument is coherent and logical, explaining with reasons any divergence of opinion.</p> <p>Use principles, analogies and well-researched evidence to support a particular argument and counter this view.</p> <p>Analyse and evaluate a range of different answers to ethical and moral questions/ issues, showing coherent understanding of the connections between beliefs, practices and behaviour.</p>

Human and Social Science

EYFS	Year 1	Year 2	Year 3
<p>*Talk about members of their immediate family and community.</p> <p>*Name and describe people who are familiar to them.</p> <p>*Understand that some places are special to members of their community.</p> <p>* Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>*Develop their sense of responsibility and membership of a community. (3 to 4 year olds)</p> <p>*Talk about the lives of the people around them and their roles in society (ELG)</p>	<p>E2 To recognise the meanings of the term Christian</p> <p>E2 To recognise practices associated with the festivals of (Christmas)</p> <p>E2 To recognise ways in which a celebration can encourage a sense of belonging within a faith community</p> <p>E2 To recognise the meanings of the term Muslim.</p> <p>E 2To recognise practices associated with the festivals of (Eid-ul-Fitr)</p> <p>E2 To recognise ways in which a celebration can encourage a sense of belonging within a faith community</p> <p>E2To recognise the meanings of the term Jewish.</p> <p>E2 To recognise practices associated with the festivals Hanukah.</p> <p>E2 To recognise ways in which a celebration can encourage a sense of belonging within a faith community</p>	<p>E3 Identify how Jewish beliefs impact on their worship and sense of belonging.</p> <p>E3 Identify some Jewish symbols and artefacts.</p> <p>E3 Identify different ways in which Jewish people show they belong to their faith family.</p> <p>E3 Recognise the diversity in Judaism.</p> <p>E4- Recognise that Passover (Pesach) is a Jewish festival.</p> <p>E4- Identify ways in which Passover can have an impact on Jewish daily life and family.</p> <p>E4 Identify evidence of religion and belief especially in the local area</p>	<p>E1 Identify a range of ways in which religious belief can impact daily life.</p> <p>E1 Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism.</p> <p>E1 Identify some similarities and differences in how people practise and express beliefs about commitment.</p> <p>E5 Identify how a person's beliefs and actions align them with the religion if Islam.</p> <p>E5 Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community, and society.</p> <p>E5 Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah.</p>

Human and Social Science

Year 4	Year 5	Year 6	Year 7 (KS3)
<p>E3 Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities, and society.</p> <p>E3 Describe ways in which dharma impacts on and influences Hindu life and society.</p> <p>E3 Describe some of the varying ways in which religious beliefs are practised both locally and globally with reference to Christianity and Hinduism.</p> <p>E3 Identify ways in which beliefs might make a Christian or Hindu think about how they live their life.</p> <p>E4 Describe the difference between the terms 'religion' and 'belief'.</p> <p>E4 Describe some of the varying ways in which E4 Christianity is practised locally, nationally, and globally.</p> <p>E4 Identify events in history which have influenced Christianity, especially the East-West Schism and the Reformation.</p>	<p>E2 Show awareness that talking about religion and belief can be complex.</p> <p>E2 Explain how beliefs impact on and influence individual lives, communities, and society, and how individuals, communities, and society can also shape beliefs.</p> <p>E2 Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others.</p>	<p>E1 Recognise the controversial nature of some topics, explaining divergent views relating to them.</p> <p>E1 Explain what at least two religions believe about peace and conflict.</p> <p>E1 Analyse the relationship between peace and pacifism.</p> <p>E1 Begin to analyse and evaluate the role of religion in peace and conflict in real life situations, i.e., Northern Ireland, South Africa, India, Syria, Jerusalem, Palestine.</p> <p>E5 Explain different sources of authority and the connections with beliefs.</p> <p>E5 Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.</p> <p>E5 Explain connections different beliefs being studied and link them to sources of authority using theological terms.</p> <p>E5 Explain and discuss how beliefs shape the way people view the world in which they live and how they view others.</p> <p>E5 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>Analyse and evaluate the varying use of the terms 'religion', 'belief' and 'spiritual' by followers from within a religion or worldview and those from outside it. Explain some areas of controversy when enquiring into religion and belief.</p> <p>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>Analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>

Theology

EYFS	Year 1	Year 2	Year 3
<p>*Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG).</p> <p>*Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (ELG)</p>	<p>E4 Give a clear, simple account of the Easter Story.</p> <p>E4 Recognise that the Easter Story contains Christian beliefs about salvation.</p> <p>E4 Recognise that the Easter Story is a source of hope for Christians.</p> <p>E3 Retell the Old Testament/TaNak Jewish/Christian story of Creation. Know that this is something Jews and Christians share</p> <p>E3 Give an example of how Jews use the day of rest from the story of the creation to guide their daily lives.</p> <p>E3 Recognise that the practice of Shabbat shows a strong relationship between Jewish people and God.</p>	<p>E1 Retell at least one narrative where light is an important symbol.</p> <p>E1 Recognise that the narratives used by Christians reflect their key beliefs.</p> <p>E1 Give an example of how Christians use beliefs (and the symbolism of light) to guide their daily lives.</p> <p>E2 Retell the Christmas story.</p> <p>E2 Recognise that Christians believe Jesus was sent by God to be him in the flesh.</p> <p>E2 Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>E2 Recognise the connection between Christmas and Easter.</p>	<p>E2- Show awareness of the Biblical origins of Christian teachings of the Trinity.</p> <p>E2 Identify different types/genres of writing within the Bible.</p> <p>E2 Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature).</p> <p>E2- Identify how Christian baptism uses and expresses the doctrine of Trinity.</p> <p>E2 Recognise ways in which belief in the Trinity might make a difference to the way a Christian think about their life and how they see the world.</p> <p>E4- Show awareness of the Qur'an as the supreme source of authority for Muslims and begin to explore its authorship and organisation.</p> <p>E4- Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. Begin to understand this in the context of the three Abrahamic religions.</p> <p>E4 Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people.</p> <p>E4- Recognise that there are many different answers to the question, 'What is God like?'</p>

Theology

Year 4	Year 5	Year 6	KS3
E1 Identify the Bible as a source of authority for Christians.	E4 Describe the similarities and differences between the Gospel accounts of Jesus' death and resurrection.	E2 Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others.	Begin to analyse and evaluate different sources of authority, considering the writings of key thinkers, and how these have shaped and formed beliefs.
E1 Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs.	E4 Describe the divergent Christian interpretations of the resurrection.	E2 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.	Begin to analyse a range of genre and interpretations of sources of authority applying knowledge of reliability of sources when enquiring into religions and worldviews.
E1 Identify the crucifixion of Jesus as an event which has shaped Christian belief.	E4 Describe the significance of resurrection and how it shapes how Christians see the world and others.	E2 Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.	Begin to analyse and evaluate how events in history and society have influenced some religious and non-religious worldviews.
E1 Describe how individuals, communities, society, and experiences can shape beliefs.	E4 Describe how the resurrection effects how Christians might live their lives.	E2 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.	Begin to analyse and evaluate connections between sources of authority and key concepts or beliefs studied using theological terms accurately.
	E5 Describe different sources of authority and how they link with beliefs.	E2 Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation.	Begin to analyse the key theological similarities and differences between and within religions and worldviews.
	E5 Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.	E4 Explain the connections and divergence between different theories, and how they may fit together or disagree entirely.	Begin to analyse and evaluate how beliefs shape the way _____ view the world in which they live and how they view others.
	E5 Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others.	E4 Begin to analyse the reliability of the sources of the different ideas of how the universe came to be.	
	E5 Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.		
	E5 Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.		