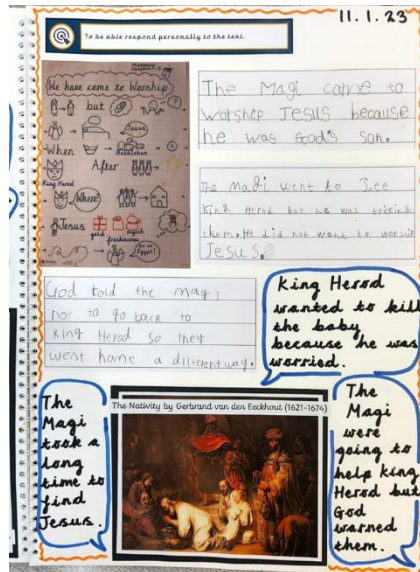
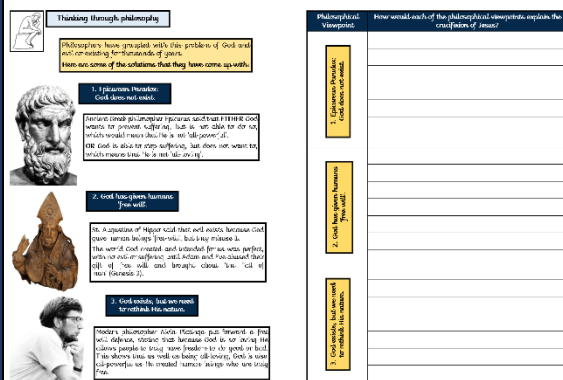
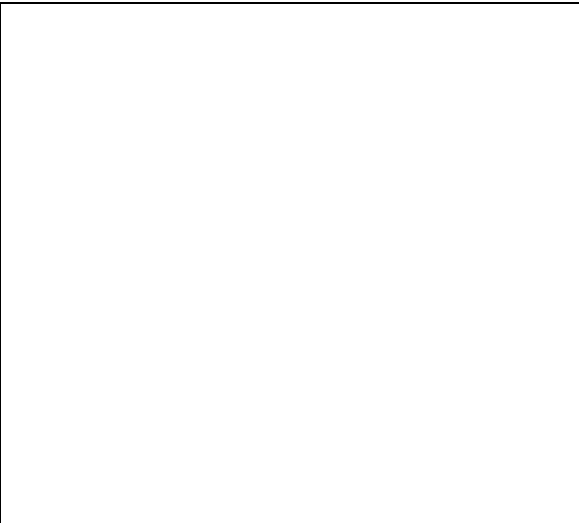
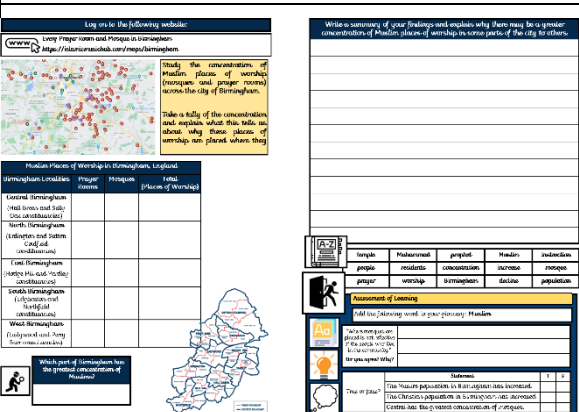
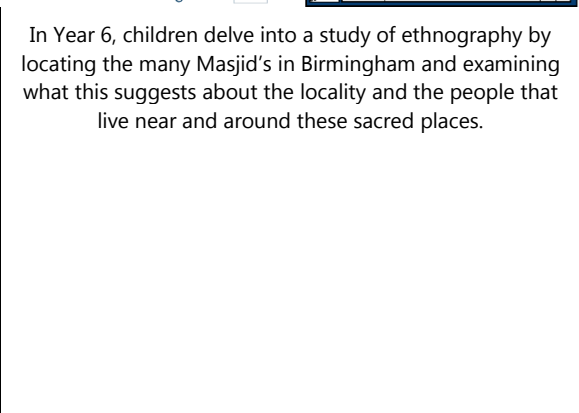






		Year Group			
Example		Reception	KS1 (Year 1 and 2)	LKS2 (Year 3 and 4)	UKS2 (Year 5 and 6)
Methods of Testing Knowledge (Skill Development)	<div><div>Theology</div><div>This is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.</div></div> <div><p>In Reception, children study the nativity story and respond personally to it. When asked why 'The Magi' came to worship Jesus, children were able to respond in a variety of ways.</p><p>Here is one:</p><p>"The magi came to worship Jesus because he was God's son."</p></div>	<ul style="list-style-type: none">I can retell a religious story using prompts and know that it is from a sacred text and is special to some people.I have started to share my opinions and say what is important to myself and to others.I can ask questions about me, and who I am, showing awe and wonder. I can ask puzzling questions about God.I know that others have different beliefs to myself.	<ul style="list-style-type: none">I can retell and suggest meanings to some religious and moral stories. I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come.I notice and respond sensitively to some similarities between different religions and worldviews.I ask questions about belonging, meaning and truth and can express my own ideas and opinions in response.I can identify different beliefs in the same religious tradition.I can identify 'truth claims'.	<ul style="list-style-type: none">I can make connections between different stories / sayings and what they teach followers of different religions / worldviews.I can consider an aspect of a religion and show differences and similarities to other religions or worldviews.I can explore and make personal informed responses to ultimate questions.I recognise that beliefs change over time.I can discuss the validity 'truth claims' in a religion or worldview.	<ul style="list-style-type: none">I can describe and understand links between stories and other aspects of the communities I have been investigating. I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.I can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviewsI can discuss the nature of religion and compare the main disciplines which we have studied.I can explore and make personal informed responses to ultimate questions.I can use evidence to explain how beliefs have changed over time.I can debate 'truth claims' in a religion or worldview.
	<div><div>Philosophy</div><div>This is about thinking. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence.</div></div> <div><p>In Year 4, children grapple with philosophical thought and explore the paradox of God and evil co-existing. They examine the viewpoints of three philosophers; Epicurus (God may not exist), St. Augustine (God has given man 'free-will') and Alvin Platinga (God exists, but we need to rethink his nature) and apply their 'train-of-thought' to the crucifixion and death of Jesus Christ.</p></div>	<ul style="list-style-type: none">I can talk about my own experiences and can link these to the communities to which I belong.I can ask 'who', 'what' and 'when' questions when exploring a religion.I can say ideas which are important to me and can say what I think to be right and wrong.I can ask questions of the sources of scripture that I read.I can respond to 'big questions'.	<ul style="list-style-type: none">I can ask and respond to questions about what communities do, and why. I can identify what difference belonging to a community might mean.I can tell you different ways of expressing identity and belonging.I can find out about questions of right and wrong and begin to express my own ideas and opinions.I understand that rituals have changed over time.I can begin to explain the sources of scripture that I read.I can offer reasons in support of an argument.	<ul style="list-style-type: none">I can give thoughtful responses using different forms of expression.I understand the commitment and dedication needed for those who follow a religion or nonreligious world view.I can reflect on my own values and explore what I can learn from the values of believers.I can identify similarities and differences of rituals over time.I can interpret sources of scripture.I can offer reasons for both sides of an argument.I can consider possible answers to 'big questions'.	<ul style="list-style-type: none">I can explore eyewitness accounts and how these events may be explained through psychological or theological explanations and different ways of seeing the world.I can discuss my own and other's spiritual experiences and find connections between communities.I can observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities.I can explain the religions and worldviews which I encounter clearly, reasonably and coherently.I understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the diverse communities being studied and in my own life.I can discuss and apply my own and others' ideas about ethical questions, including ideas about

				<ul style="list-style-type: none">I can pose possible answers to 'big questions'.		<p>what is right and wrong and what is just and fair, and express my own ideas clearly in response.</p> <ul style="list-style-type: none">I can explore moral and ethical questions using examples.I can identify similarities and differences of rituals over time.I can interpret sources of scripture.I can analyse both sides of argument.I can begin to pose answers to 'big questions' based on what I have studied and know.
<p>Human/Social Science</p> <p>This is about living. It explores the diverse ways in which people practice their beliefs. It engages with the impact of religion and belief on individuals, communities and societies.</p>	<p>In Year 6, children delve into a study of ethnography by locating the many Masjid's in Birmingham and examining what this suggests about the locality and the people that live near and around these sacred places.</p>	   	<ul style="list-style-type: none">I can talk about a practice from a religion.I can recognise some religious symbols and words.I can name different places of worship.I recognise that people hold different religious views, eg. Some believe in God and others do not.I can ask questions of believers.	<ul style="list-style-type: none">I can recall and name different beliefs and practices, including festivals, worship, rituals and the meanings behind them.I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.I can identify which religious groups attend a particular place of worship.I can observe practices and ways of living in a number of ways, including but not limited to visiting places of worship and listening to adherents of faith communities.I recognise that data and statistics can provide some answers.I recognise that people hold different religious views, eg. Some believe in God and others do not.I can conduct quantitative research, eg. use surveys and gather statistics.I can conduct qualitative research, eg. conversations and interviews (formal or informal).	<ul style="list-style-type: none">I can describe religions and worldviews, connecting my ideas and prior learning.I can explore belief in action and make connections with my own life and communities.I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.I can observe practices and ways of living in a number of ways, including but not limited to visiting places of worship and listening to adherents of faith communities.I can explore data and statistics and use it to answer questions.I can consider simple reasons for holding a religious view, e.g. why a person may or may not believe in God.I can conduct quantitative research, eg. use surveys and gather statistics.I can conduct qualitative research, eg. conversations and interviews (formal or informal).	<ul style="list-style-type: none">I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning.I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.I can observe practices and ways of living in a number of ways, including but not limited to visiting places of worship and listening to adherents of faith communities.I can make an analysis based on data and statistics and use it to explain a statement that I make.I can consider simple reasons for holding a religious view, e.g. why a person may or may not believe in God.I can conduct quantitative research, eg. use surveys and gather statistics.I can conduct qualitative research, eg. conversations and interviews (formal or informal).

This is about understanding the context. It looks at the different factors that were present at the time, including political and social dilemmas. It engages with sources of evidence.

In Year 4, children begin their unit on the trial and crucifixion of Christ by looking at the historical context of Roman occupation in Jerusalem and the history of crucifixion – leading up to it being used as Roman capital punishment.

- I can look at different sources of evidence, including scriptures and artefacts.

- I can look at different sources of evidence, including scriptures and artefacts.
- To understand the idea of cause and consequence.

- I can consider the reliability of sources, including scriptures and artefacts.
- To identify how cause and consequence/ effect has led to 'religious' events taking place.

- I can explain how history and culture can influence an individual and how some question these influences.
- I can consider the reliability of sources and where sources come from, including scriptures and artefacts.
- To identify how cause and consequence/ effect has led to 'religious' events taking place.