

Our REACH Curriculum

Religious Education

Progression of Knowledge, Skills and Vocabulary

Enabling our pupils to hold balanced and well-informed conversations about religion and worldviews through the development of religious literacy.

Templars Academy - Inspires MAT



Curriculum Intent Statement: REACH

R - Relevant:

Our curriculum is designed to be relevant to the lives of our children, connecting learning to their experiences and the world around them. We aim to foster a deep understanding of key concepts that resonate with their personal and cultural identities.

E - Engaging:

We strive to create an engaging learning environment where children are motivated to explore, ask questions, and participate actively in their learning journey. Through varied teaching methods and interactive experiences, we inspire a love for learning and curiosity.

A - Ambitious:

Our curriculum sets ambitious goals for all children, encouraging them to aspire to their highest potential. We provide challenging opportunities that promote critical thinking, creativity, and problem-solving skills, ensuring that every child can achieve excellence.

C - Collaborative:

We believe in the power of collaboration, both within the classroom and the wider community. Our curriculum promotes teamwork and communication, allowing children to learn from one another, share diverse perspectives, and build strong relationships.

H - Holistic:

Our approach to education is holistic, addressing not only academic growth but also social, emotional, and spiritual development. We aim to nurture well-rounded individuals who are prepared for the challenges of life and equipped to contribute positively to society.



Our core REACH values

Respect

Equality

Achievement

Compassion/ kindness

Honesty



Together we are greater

At Templars Academy we are dedicated in delivering a high-quality Religious Education and Worldview curriculum. We recognise that this will support pupils' religious literacy. Alongside the Essex Agreed Syllabus, 2022, we see being religiously literate as meaning the pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

Aims

- To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.
- To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multidisciplinary approach.
- To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews.

Pupils' progress is assessed in relation to the purpose and aims of the subject. Therefore, this primarily concerns **how well pupils are able to hold balanced and well-informed conversations about religion and worldviews**. In other words, **are pupils becoming more religiously literate?**



Religions and worldviews of focus at Templars Academy:

Meeting statutory requirements		
Reception	Key Stage 1	Key Stage 2
Children learn about Christianity and encounter Hinduism, Islam, Judaism	Children focus on Christianity and Judaism encountering Islam, Hinduism and humanism as they prepare to learn this in greater depth at KS2	Children focus on Christianity, Islam and Humanism encountering Hinduism and Buddhism amongst other principle worldviews and religions

Rationale:

When making choices about our curriculum for RE at Templars, we took into account the requirements of the Statement of Entitlement for RE and the Locally Agreed Syllabus for Essex.

Christianity is the principal religion in our curriculum. We use big questions to explore Christianity through the 3 lenses of theology, philosophy and human and social sciences. We are committed to developing children's religious literacy through our carefully crafted curriculum, which builds on prior learning and offers a progressive learning journey.

At our school, we recognise that many families are of no faith and that exposure to other religions is minimal. We are keen to support understanding and confidence to be curious about other views, developing religious literacy.

In KS1, we focus on the Jewish faith as our other principal world religion, which supports us to make sense of understanding the connections with Christianity as an Abrahamic religion. We ensure that other religions and non-religious world views are encountered- ahead of their more in-depth study in Key Stage 2.

Islam is one of our focus religions in KS2. We feel that this is appropriate as it supports our REACH curriculum ensuring that our children our outward facing and respectful global citizens. We need to address misconceptions and a lack of knowledge that are more prevalent in this area of Essex, where right wing extremism is the more common barrier to trust and understanding. Whilst we don't experience any overt challenges in our community, we are aware that our children may be more vulnerable to online pressure or materials – and we aim to ensure they are familiar with and have positive experiences of Islam.

Humanism is the second principal religion we explore. We feel that it is important that children understand different Worldviews and learning about Humanism exposes children to diverse worldviews beyond religious perspectives. By studying Humanism, children can explore ethical values such as empathy, kindness, and social responsibility. Although humanists don't have regular places of worship, they value community, friendship, and helping others. Children can learn about supporting fellow humans and contributing positively to society.

In addition to our choices about which principal religions we explore, we also provide encounters with the Jewish, Hindu, Sikh and Buddhist faiths, which supports our intention to support understanding of the beliefs and practices of Dharmic tradition, and further our KS1 focus on understanding the connections between Abrahamic religions, e.g. Christianity, Judaism and Islam.

Each unit will follow the enquiry process:

Engage Stage 1: The new enquiry is introduced by exploring the conceptual focus and core question.

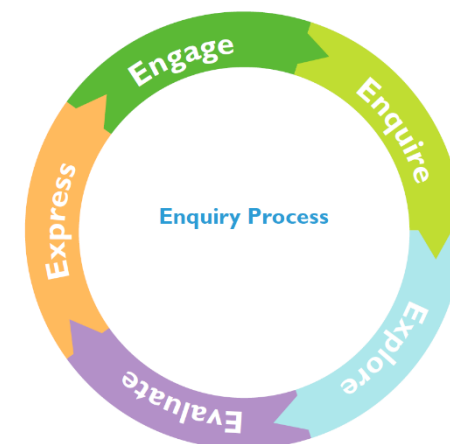
Enquire Stage 2: The enquiry is co-constructed with the pupils whilst staying within the parameters of the learning outcomes.

Explore Stage 3: Pupils enquire into the core question through the suggested core knowledge.

Evaluate Stage 4: Pupils respond to, analyse and evaluate their understanding of the core question.

Express Stage 5: Pupils express the knowledge and understanding they have gained to answer the key question, with an opportunity for the teacher to assess if pupils have met the age-related expectations if appropriate.

There will be clear 'core knowledge' for children to learn outlined for each unit and key skills for children to develop as they work as theologians, philosophers and human/ social scientists.



Theology In the context of RE, we are currently defining 'theology' as:

Conversations about the key ideas or concepts in religions and belief systems which have taken place throughout human history and continue to take place today within and beyond communities of faith...conversations about foundational beliefs within religions and worldviews; examining the key ideas or concepts in religions and belief systems. Theology (insofar as it relates to an RE curriculum) considers:

- The origins of key beliefs in a tradition; **looking through the lens of theology** enables pupils to consider the sources of beliefs, such as sacred texts, tradition, reason and experience; the reliability and authority of sources may also be debated.
- The ways in which beliefs have developed over time; **looking through the lens of theology** helps pupils understanding how key beliefs, concepts and ideas have changed through history, or have emerged at different points in response to societal events. It acknowledges that theology takes place within, between and beyond communities of faith.
- The ways in which beliefs relate to each other; **looking through the lens of theology** helps pupils make connections between different beliefs, concepts and ideas both within and between religions and belief systems/worldviews.
- The ways in which they shape the way believers see the world and each other; **looking through the lens of theology** enables pupils to consider how theology impacts on the way believers see the world and, as a result, how they live their lives.

Effective RE balances these three lenses in order for pupils to become more religiously literate.



In the context of RE, we have defined '**human/social sciences**' as: Conversations about the human dimension of religions and beliefs: enquiry into the lived and diverse reality of religions and beliefs in the world today. This is about living. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies.

Looking through the lens of human/social sciences engages pupils will help students investigate the ways in which religions, beliefs and religious believers have shaped and continue to shape societies around the world. They can promote better understanding of the ways in which religions and beliefs influence people's understanding of power, gender, compassion, and so on. The methodology includes listening to the voices and observing the practice of members of faith and belief communities. Considering both the strengths and weaknesses of religions and beliefs in their lived reality is a crucial element of helping pupils hold the balanced and informed conversations we hope for. It also enables pupils to consider the nature of religion itself and the diverse ways in which people understand the term 'religion'.

In the context of RE, we have defined '**philosophy**' as: Conversations about thinking, reasoning and making judgements: investigating the nature of knowledge, reality and morality and the way in which we reason about them.

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.

Looking through the lens of philosophy engages pupils in metaphysics, which considers the nature of the world around us; using our senses and reason to think about the world and to ask questions about it; asking questions about how we know; examining how people make sense of the world they live in; examining and analysing definitions of things, e.g. what we might mean by happiness, hope, truth or knowledge; looking through the lens of metaphysics would help pupils consider what the object of study might tell us about the nature of existence and reality.

Looking through the lens of philosophy engages pupils in logic: investigating the process of reasoning that takes place when we ask questions about the world and our place in it; looking through the lens of logic would help pupils consider whether they are asking reasonable questions of the object of study, as well as thinking about whether the object of study is providing a well-constructed and coherent response to questions of existence, reality, truth, morality, etc.

Looking through the lens of philosophy engages pupils in Moral philosophy, which considers the nature of good and evil, asking questions such as, 'How do we decide what is good? What is the nature of goodness? and, 'What is a 'good' life? **Looking through the lens of moral philosophy** helps pupils explore what the object of study is telling believers about the nature of goodness, how to make decisions and how to live a 'good' life.

Templars Academy Religious Education Long Term Plan Summary
An enquiry-led approach

Our Religious Education curriculum has been developed in line with our Christian vision and with our context in mind and using a range of high-quality resources.

Theology (thinking about believing)

Human/ Social Sciences (thinking about living)

Philosophy (thinking about thinking)

Units to be completed in order	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Reception	Why do Christians perform Nativity plays at Christmas?		Why do Christians put a cross in an Easter Garden?		Why is the word God so important to Christians?	
Religion/ worldview *denotes UC unit	Christianity*		Christianity*		Christianity*	
Additional opportunities are utilised for children to learn about festivals (Understanding of the World): Diwali, Lunar New Year, Eid, Hanukkah						
Foundations of Human and Social Sciences			Foundations of Philosophy			
-Talk about religious events that they see or hear about e.g. festivals, ceremonies -Identify simple features of religious life and practice in a family context -Recognise a number of religious words -Talk about what people wear because of their beliefs -Talk to someone who holds a particular religious or non-religious belief -Name some religious symbols			-Raise puzzling and interesting questions about religious and belief stories -Raise puzzling and interesting questions about the world around them -Use their senses to investigate religion and belief			

Units to be completed in order	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Year 1	What do my senses tell me about the world of religion and belief?	How does a celebration bring a community together?	What do Jews remember on Shabbot? Judaism	What does the cross mean to Christians?	How did the universe come to be?
Religion/ worldview *denotes Understanding Christianity unit	Hinduism	Christianity*/ Islam (Incarnation)	Judaism	Christianity* (Salvation)	Christianity/ Judaism * (creation) Hinduism

Units to be completed in order	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Year 2	Why is light an important symbol for Christians, Jews and Hindus?	What does the nativity story teach Christians about Jesus?	How do Christians belong to their faith family?	How do Jews celebrate Passover (Pesach)?	Why do people have different views about the idea of God?

Religion/ worldview	Christianity, Judaism Hinduism	Christianity* (Incarnation)	Christianity	Judaism	Multi/ Humanist
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Units to be completed in order	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Year 3	How do people express commitment to a religion/ worldview in different ways?	What is the trinity?	What is philosophy? How do people make moral decisions?	What do Muslims believe about God?	What difference does being a Muslim make to daily life?
Religion/ worldview	Christianity Judaism/ Sikhism	Christianity* (Incarnation/ God)	Christianity/ Humanism	Islam	Islam

Units to be completed in order	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Year 4	Where do Christian religious beliefs come from?	What do we mean by truth? Is seeing believing?	How do religious groups contribute to society and culture in the local area and beyond?	Why is there so much diversity of belief within Christianity?	What does sacrifice mean?
Religion/ worldview	Christianity	Multi-faith including Sikh views on God as truth	Christianity/ Hinduism	Christianity	Multi/ Humanist

Units to be completed in order	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Year 5	Is believing in God reasonable? Multi/ Humanist	How has belief in Christianity/ Islam impacted on music and art throughout history?	Why should we be good?	What difference does the resurrection make for Christians?	How do Hindus make sense of the world?
Religion/ worldview	Multi-faith / Humanism	Christianity/ Islam	Multi	Christianity* (Salvation)	Hinduism

Units to be completed in order	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Year 6	Does religion bring peace, conflict or both? (Including Anti-Racist RE)	How do Buddhists explain the suffering in the world?	What does it mean to be human? Is being happy the greatest purpose in life?	Creation and science: conflicting or complementary?	How do beliefs shape identity for Muslims?
Religion/ worldview	Multi	Buddhism	Christianity/ Humanism	Christianity* (Creation)	Islam

Templars Academy Religious Education Long Term Plan: Knowledge and Skills
An enquiry-led approach

Theology (thinking about believing)		Human/ Social Sciences (thinking about living)			Philosophy (thinking about thinking)	
Units to be completed in order	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Reception	Why do Christians perform Nativity plays at Christmas?		Why do Christians put a cross in an Easter Garden?		Why is the word God so important to Christians?	
Religion/ worldview	Christian		Christian		Christian	
Core Knowledge	<ul style="list-style-type: none"> · The birth of Jesus is known as the nativity and it was an important event for Christians. · Christmas is a celebration festival for Christians as it is Jesus's birthday. · Jesus shows what God is like and all humans are made in 'God's image'. · Every human is precious to God, known and loved by God. 		<ul style="list-style-type: none"> · The events of Jesus last week on earth (Holy week). · Palm Sunday was when Jesus entered Jerusalem on a donkey and people called Hosanna to him. · Easter is a period of time longer than one day. · Easter is the most important event in the Christian calendar. · Easter is linked to forgiveness, love and sacrifice. 		<ul style="list-style-type: none"> • God is the name Christians use for who they believe created the earth and universe. • God is the creator of all things whether good or bad, he is a life giver. • The ten commandments are an important part of Christian living and remind Christians they should honour God's name. 	
Further learning opportunities	<p style="text-align: center;">Foundations of Human and Social Sciences</p> <ul style="list-style-type: none"> -Talk about religious events that they see or hear about e.g. festivals, ceremonies -Identify simple features of religious life and practice in a family context -Recognise a number of religious words -Talk about what people wear because of their beliefs -Talk to someone who holds a particular religious or non-religious belief -Name some religious symbols 			<p style="text-align: center;">Foundations of Philosophy</p> <ul style="list-style-type: none"> -Raise puzzling and interesting questions about religious and belief stories -Raise puzzling and interesting questions about the world around them -Use their senses to investigate religion and belief 		

Year 1

Units to be completed in order	Unit 1: What do my senses tell me about the world of religion and belief?	Unit 2: How does a celebration bring a community together?	Unit 3: What do Jews remember on Shabbat?
Religion/ worldview	Christian, Hinduism, Judaism	Christianity/ Judaism/ Islam	Judaism
Core Knowledge	<p>Children will learn about:</p> <ul style="list-style-type: none"> • The five senses (see, hear, smell, touch, taste) and how they are engaged in religion and worship • The worship practice of Hindu Puja • Visual art, e.g., Murti / Image of Hindu God • Artefacts, e.g., Arti Lamp has five wicks one for each blessing • Smell – incense is used as part of Hindu worship at a shrine • Taste – food such as fruit is left at the shrine as an offering to the Gods 	<p>Children will learn about:</p> <ul style="list-style-type: none"> • How Christians celebrate Christmas/Easter. • How Muslims celebrate Eid-ul-Fitr and Eid-ul-Adha. • How do these festivals help to bring the religious communities together? 	<p>Children will learn about:</p> <ul style="list-style-type: none"> • The Jewish story of creation and relate it to observing Shabbat. • Jews believe in one God and that He is the creator. • Shabbat is celebrated as a weekly tradition for Jewish families. • The symbolism of the key artefacts used during Shabbat: <ul style="list-style-type: none"> - Candles – are lit before Shabbat to create peace in the home. - Challah Bread – a special plaited bread to show how Jews love Shabbat. - Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat. - Zemirot – the special songs sung at the table for Shabbat.
Essential Outcomes	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Begin to make connections using their senses and what they know about the world around them • Ask “I wonder ...” questions about the world around us • Use our senses to investigate worship in different religious traditions • Use our senses to justify a belief that they hold 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise the meanings of the term Christian and Muslim. • Recognise practices associated with the festivals of Christmas and Eid-ul-Fitr. • Recognise ways in which a celebration can encourage a sense of belonging within a faith community. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Retell the Jewish story of Creation. • Give an example of how Jews use the day of rest from the story of the creation to guide their daily lives. • Recognise that the practice of Shabbat shows a strong relationship between Jews people and God.
Vocabulary	Sense, Religion, Worship, Belief, Shrine, Mantra, Puja, Murti	Celebration, Religion, Christian, Christmas, Community, Easter, Eid, Festival	Judaism, Candle, Challah Bread, Creation, Kiddush Cup, Menorah, Shabbat, Synagogue

Year 1

Units to be completed in order	Unit 4: What does the cross mean to Christians?	Unit 5: How did the universe come to be?
Religion/ worldview	Christianity* (Salvation)	Christianity* (creation) Hinduism
Core Knowledge	<p>Children will learn about:</p> <ul style="list-style-type: none"> • The Easter narrative in the Bible. • Christians believe Jesus’ died on a cross (crucifixion) to save people (salvation). • Christians believe Jesus came back to life (resurrection). • Christians believe Easter gives people hope of a new life, now and in the future 	<p>Children will learn about:</p> <ul style="list-style-type: none"> • The creation stories within Christian and Hindu traditions. • Non-religious ideas about the origin of the universe.
Essential Outcomes	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Give a clear, simple account of the Easter Story. • Recognise that the Easter Story contains Christian beliefs about salvation. • Recognise that the Easter Story is a source of hope for Christians. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Ask at least one question about the origin of the universe. • Give a simple reason, using the word ‘because’, for the origin of the universe. • Know that, for some people, religions provide an answer to the question of the origin of the universe (creation stories). • Know that beliefs about the origin of the universe influence how individuals treat the world around them.
Vocabulary	Christian, Cross, Crucifixion, Jesus, Resurrection, Salvation	Brahmas, Vishnu, Christian, Creation, God, Hindu, Origin, Universe

Year 2

Units to be completed in order	Unit 1: Why is light an important symbol for Christians, Jews and Hindus?	Unit 2: Why does the Nativity story teach Christians about Jesus?	Unit 3: How do Christians belong to their faith family?
Religion/ worldview	Christianity, Judaism Hinduism	Christianity* (Incarnation)	Christianity
Core Knowledge	<p>Children will learn about:</p> <ul style="list-style-type: none"> • The Christian belief that Jesus is the Light of The World (John 8:12) • How the Diwali story reflects Hindu beliefs about good and evil. • How the Hanukkah story reflects Jewish beliefs about God as provider. • The symbolic meaning of lighting the Shabbat Candle. 	<p>Children will learn about:</p> <ul style="list-style-type: none"> • The Christian belief that God became human in Jesus. • The Nativity narratives are in the books of Luke and Matthew in the Bible. • How incarnation and salvation relate to one another for Christians. • Jesus is an important and historical figure to Christians. • Christians use the nativity story to influence their actions at Christmas, e.g., thankfulness and giving 	<p>Children will learn about:</p> <ul style="list-style-type: none"> • How Christenings and baptisms show Christians belong to their faith families. • How artifacts are used to show Christians belong to their faith families. • The use of light and water in both infant and adult baptisms. • Different symbols that show belonging. • The church is a group of people and not just a building.
Essential Outcomes	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Retell at least one narrative where light is an important symbol. • Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs. • Give an example of how Christmas, Hindu and Jews and beliefs (and the symbolism of light) to guide their daily lives. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Retell the Christmas story. • Recognise that Christians believe Jesus was sent by God to be him in the flesh. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Recognise the connection between Christmas and Easter 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify how Christian beliefs impact on their worship and sense of belonging. • Identify some Christian symbols and artefacts. • Identify different ways Christians show they belong to their faith family. • Recognise that some people call themselves Christians.
Vocabulary	Diwali, Menorah, Worship, Hannukah, Symbol, Shabbot	Jesus, Christmas, Tradition, Nativity, Thankfulness, Advent, Incarnation, Salvation	Christianity, Christening, Baptism, Belonging, Faith, Prayers, Symbols, Font

Year 2

Units to be completed in order	Unit 4: How do Jews celebrate Passover (Pesach)?	Unit 5: Why do people have different views about the idea of God?	
Religion/ worldview	Judaism	Multi/ Humanist	
Core Knowledge	<p>Children will learn about:</p> <ul style="list-style-type: none"> • What is the Seder meal. • The story of Passover in the context of Exodus. • Symbolism of each part of the Seder plate. • Jewish family traditions related to Passover. • The importance of Moses within Judaism. 	<p>Children will learn about:</p> <ul style="list-style-type: none"> • The word 'God' is a name. • The key beliefs about God from at least two different religions/worldviews. • How a person's behaviour is connected to their view of God. 	
Essential Outcomes	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise that Passover (Pesach) is a Jewish festival. • Identify ways in which Passover can have an impact on Jewish daily life and family. • Identify evidence of religion and belief especially in the local area. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Give a reason why a member of at least one other religious community might believe in God. • Give a reason why a person might not believe in God. • Give an example of what a member of a religious community might believe about God. • Make connections between people's beliefs of right and wrong and their belief about God. 	
Vocabulary	Celebration, Festival, Passover, Pesach, Seder Plate, Exodus, Matzah Bread, Haggadah	God, Allah, Brahman, Humanist, Theist, Atheist, Agnostic	

Year 3

Units to be completed in order	Unit 1: How do people express commitment to a religion/ worldview in different ways?	Unit 2: What is the trinity?	Unit 3: What is philosophy? How do people make moral decisions?
Religion/ worldview	Christianity Judaism/ Sikhism/ Christianity	Christianity* (Incarnation/ God)	Christianity/ Humanism
Core Knowledge	Children will learn about: <ul style="list-style-type: none"> • The importance of rites of passage in terms of religious identity. • The role of baptism (infant and adult) in shaping religious identity in the Christian community. • The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community. • The Amrit ceremony as a milestone in shaping religious identity in the Khalsa. 	Children will learn about: <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 	Children will learn about: <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). • Utilitarianism or Hedonism as a way of making moral decisions.
Essential Outcomes	Children will be able to: <ul style="list-style-type: none"> • Identify a range of ways in which religious belief can impact daily life. • Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism. • Identify some similarities and differences in how people practise and express beliefs about commitment. 	Children will be able to: <ul style="list-style-type: none"> • Show awareness of the Biblical origins of Christian teachings of the Trinity. • Identify different types/genres of writing within the Bible. • Give examples of how Christians might express their beliefs about the Trinity. • Identify how Christian baptism uses and expresses the doctrine of Trinity. • Recognise ways in which belief in the Trinity might make a difference to Christian life 	Children will be able to: <ul style="list-style-type: none"> • 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. • Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.
Vocabulary	Belonging, Commitment, Faith, Rite of Passage, Sikhism, Amrit, Judaism, Bar Mitzvah, Bat Mitzah	Baptism, Gospel, Holy Spirit, Son, Father, Trinity	Philosophy, Humanism, Belief, Rules, Wisdom, Utilitarianism, Hedonism, Morality

Year 3

Units to be completed in order	Unit 4: What do Muslims believe about God?	Unit 5: What difference does being a Muslim make to daily life?	
Religion/ worldview	Islam	Islam	
Core Knowledge	<p>Children will learn about:</p> <ul style="list-style-type: none"> • 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. 	<p>Children will learn about:</p> <ul style="list-style-type: none"> • 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. • Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakat and Hajj. 	
Essential Outcomes	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Show awareness of the Qur'an as the supreme source of authority • 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 (Judaism, Christianity, Islam) • Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify how a person's beliefs and actions align them with the religion if Islam. • Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society. • Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah. 	
Vocabulary	Allah, Islam, Muhammad, Muslim, Prophet, Qur'an, Recitation, Revelation,	Allah, Islam, Muhammad, Muslim, Prophet, Qur'an, Recitation, Revelation, Shahadah, Tawhid Muslim, Islam, Five Pillars of Islam, Shahadah, Salah, Zakat, Sawm, Hajj, Mosque	

Year 4

Units to be completed in order	Unit 1: Where do Christian religious beliefs come from?	Unit 2: What do we mean by truth? Is seeing believing?	Unit 3: How do religious groups contribute to society and culture in the local area and beyond?
Religion/ worldview	Christianity	Multi-faith including Sikh views on God as truth	Christianity/ Hinduism
Core Knowledge	<p>Children will learn about:</p> <ul style="list-style-type: none"> • God: specifically, the Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit) • Sources of authority that explain to Christians the nature of God, eg Bible, experience, creeds • Jesus: as God incarnate, also known as the Son of God. • The Christian belief that Jesus fulfilled prophecies about the Messiah • The Christian belief that humans are made in God's image, but became sinful and needed saving • Textual theology; considering genre, author, context and audience in relation to the Bible 	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Different views about the nature and existence of God • 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 	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Christian teachings about compassion and care for the most vulnerable in society • Hindu teachings about compassion and care for the most vulnerable in society dharma (duty). • The life and work of a Christian individual whose faith impacts (or impacted) on their actions. • The role of the Hindu community in charity work as an expression of dharma • The life and work of a Hindu whose faith impacts (or impacted on) their
Essential Outcomes	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify the Bible as a source of authority for Christians • Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs • Identify how the crucifixion and resurrection of Jesus as a core event that has shaped Christian belief • Describe how individuals, communities, society and personal experiences can shape beliefs 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism. • Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. • Describe ways in which dharma impacts on and influences Hindu life and society. • Describe some of the varying ways in which religious beliefs are practised both locally and nationally
Vocabulary	Bible, Messiah, Commandments, Incarnation, Testament, Sacrifice, Prophecy, Atonement	Axiom, Proof, Burden of Proof, Reality, Evidence, Truth, Logical Fallacy, Ultimate Reality	Christian, Compassion, Contribution, Society, Impact, Hindu, Dharma, Seva

Year 4

Units to be completed in order	Unit 4: Why is there so much diversity of belief within Christianity?	Unit 5: What does sacrifice mean?
Religion/ worldview	Christianity	Multi/ Humanist
Core Knowledge	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Understand the Church as a global community of Christian believers. • Awareness of the concept of denominations within Christianity, along with examples • 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. 	<p>Children will learn about:</p> <ul style="list-style-type: none"> • At least one interpretation of the term 'sacrifice' • The story of Abraham/Ibrahim and Isaac/Ismail and the place of sacrifice in Judaism/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.
Essential Outcomes	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Describe the difference between the terms 'religion' and 'belief'. • Describe some of the varying ways in which Christianity is practised locally, nationally and globally. • Identify events in history which have influenced Christianity e.g. Martin Luther and the Reformation. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Describe different philosophical and theological answers to questions about sacrifice • Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world • Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims • 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.
Vocabulary	Society, Worship, Religion, Reformation, Practice, Denomination, Christianity, Belief	Altruism, Commitment, Sacrifice, Self-sacrifice, Ultimate Sacrifice, Humanist, Virtue, Purification

Year 5

Units to be completed in order	Unit 1: Is believing in God reasonable? Multi/ Humanist	Unit 2: How has belief in Christianity/ Islam impacted on music and art throughout history?
Religion/ worldview	Multi-faith / Humanism	Christianity/ Islam
Core Knowledge	<p>Children will learn about:</p> <ul style="list-style-type: none"> • What makes for a reasonable argument • Arguments for the existence of God made by some Christians • Arguments from a humanist perspective against the existence of God • Arguments for the existence of God which have come from outside mainstream religious thought (Pascal's wager) 	<p>Children will learn about:</p> <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.
Essential Outcomes	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand arguments for and against the existence of God • To identify weak arguments and baseless assertions • To support their own arguments with evidence and logical reasoning • To understand what makes a position reasonable or unreasonable 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Show awareness that talking about religion and belief can be complex. • Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. • Describe ways in which beliefs shape the way Christians/Muslims view the world in which they live and how they view others.
Vocabulary	Reasonable, Humanist, Christian, Atheist, Agnostic, Faith, Theist, Reason, Evidence, Rational	Hadith, Mosque, Expression, Aniconism, Architecture, Iconoclasm, Symbolic

Year 5

Units to be completed in order	Unit 3: Why should we be good?	Unit 4: How do Hindus make sense of the world?	Unit 5: How can following God bring freedom and justice?
Religion/ worldview	Multi	Hinduism	Christianity Understanding Christianity unit People of God
Core Knowledge	<p>Children will learn about:</p> <ul style="list-style-type: none"> • The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy, Hinduism and Christianity. • Some of the key teachings about morality in Christianity/Hinduism/Buddhism, their similarities and differences. • Two influential schools of moral philosophy; the deontological and utilitarian. • The work of philosophers: Plato & Kant 	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Hindus believe in a God with many faces Brahma. • Hindus believe truth is eternal. • 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. • 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. 	<p>Children will learn about:</p> <ul style="list-style-type: none"> • The Old Testament pieces together the story of the People of God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus’ death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.
Essential Outcomes	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Understand arguments made by great philosophers • To respond to these arguments with their own thoughts • To explore different forms of communicating ideas such as parables or dialogues • To identify weak arguments and baseless assertions • To compare different approaches to morality and identify similarities and differences • To articulate and summarise abstract thoughts about morality 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Describe 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. • Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others. • 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. • Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms • Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave • Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others • Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their response
Vocabulary	Allegory, Reincarnation, Soul, Karma, Bhavacakra, Deontological, Utilitarian	Dharma, Ahimsa, Karma, Murti, Samsara, Atman, Moksha	

Year 6

Units to be completed in order	Unit 1: How and why does religion bring peace, conflict or both	Unit 2: How do Buddhists explain the suffering in the world?	Unit 3: What does it mean to be human? Is being happy the greatest purpose in life?
Religion/ worldview	Multi	Buddhism	Christianity/ Humanism
Core Knowledge	<p>Children will learn about:</p> <ul style="list-style-type: none"> • 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 	<p>Children will learn about:</p> <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 Eightfold Pathway • 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. • The use of Jataka Tales as a source of moral guidance 	<p>Children will learn about:</p> <ul style="list-style-type: none"> • Plato's views on virtue and happiness according to The Republic alongside Christ's blessings as delivered in the Beatitudes and Humanists 10 Commitments. • Diogenes 'Cynical' beliefs regarding wealth, power and happiness. • Theological and Philosophical understandings of right and wrong. • Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife.
Essential Outcomes	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Recognise the controversial nature of this topic, explaining divergent views relating to it. • Explain what at least two religions believe about peace and conflict. • Analyse the relationship between peace and pacifism. • Begin to analyse and evaluate the role of religion in peace and conflict in real life situations, i.e., Pakistan (Taliban) America (Civil Rights Movement). 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • 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 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 and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • 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 different ways in which philosophers understand humanness incorporating what it means to live a 'good' life • Use well-chosen pieces of evidence to support and counter a particular argument
Vocabulary	Pacifism, Conflict, Peace, Self-defence, Violence, Justice, jihad, Harb al-Muqadis, Ahimsa	Samsara, Nirvana, Reincarnation, Karma, Dukkha, Samudaya, Nirodha, Magga	Purpose, Happiness, Soul, Humanist, Christian, Freedom

Year 6

Units to be completed in order	Unit 4: Creation and science: conflicting or complementary?	Unit 5: How do beliefs shape identity for Muslims?
Religion/ worldview	Christianity* (Creation)	Islam
Core Knowledge	<p>Children will learn about:</p> <ul style="list-style-type: none"> • 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. • Scientific Theory: The Big Bang Theory. • Textual theology: consideration of the genre of Genesis. • Logic: debates about whether some things can be proven. 	<p>Children will learn about:</p> <ul style="list-style-type: none"> • The ways in which the Qur'an and Hadith form a source of authority • Key distinctions between the two main Muslim traditions(Sunni and Shia) • Muslim perspectives on moral issues including the idea of 'intention' • 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
Essential Outcomes	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation. • Explain the connections and divergence between different theories, and how they may fit together or disagree entirely. • Begin to analyse the reliability of the sources of the different ideas of how the universe came to be. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • 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. • Explain connections different beliefs being studied and link them to sources of authority using theological terms. • Explain and discuss how beliefs shape the way Muslims view the world in which they live and how they view others. • 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.
Vocabulary	Theory, Big Bang, Creation Theory, Cosmology Theory, Evolution, Genesis, Conflicting, Complementary	Caliph, Hadith, Iman, Jummah, Mecca, Medina, Shia, Sunni

Year 1 – RE Learning Ladder

(End Point Assessments – bold and underlined)

	Theology		Philosophy		Human and Social Science
A. Where beliefs come from	<u>Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.</u>	A. The Nature of knowledge, meaning and existence	Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them.	A. The diverse nature of religion	Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews.
B. How beliefs change over time	N / A	B. How and whether things make sense	<u>Give a simple reason using the word 'because' when talking about religion and belief.</u>	B. Diverse ways in which people practice and express beliefs	Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.
C. How beliefs relate to each other	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.	C. Issues of right and wrong, good and bad	Using religious and belief stories to talk about how beliefs impact on how people behave.	C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	<u>Recognise that beliefs can have an impact on a believer's daily life, their family or local community.</u>
D. How beliefs shape the way believers see the world and each other	Give an example of how _____ use beliefs to guide their daily lives.				

Year 2 – RE Learning Ladder

(End Point Assessments – bold and underlined)

	Theology		Philosophy		Human and Social Science
A. Where beliefs come from	<p><u>Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.</u></p> <p><u>Recognise different types of writing from within one text.</u></p>	A. The Nature of knowledge, meaning and existence	<p>Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them.</p> <p>Talk about what people mean when they say they ‘know’ something.</p>	A. The diverse nature of religion	Recognise the names of different religions, religious beliefs and worldviews and use them correctly.
B. How beliefs change over time	N / A	B. How and whether things make sense	<u>Give a reason to say why someone might hold a particular belief using the word ‘because’.</u>	B. Diverse ways in which people practice and express beliefs	Identify evidence of religion and belief especially in the local area.
C. How beliefs relate to each other	Recognise that some beliefs connect together and begin to talk about these connections.	C. Issues of right and wrong, good and bad	Using religious and belief stories, make connections between peoples’ beliefs about right and wrong and their actions	C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	<u>Identify ways in which beliefs can have an impact on a believer’s daily life, their family or local community.</u>
D. How beliefs shape the way believers see the world and each other	Give different examples of how _____ beliefs influence daily life.				

Year 3 – RE Learning Ladder

(End Point Assessments – bold and underlined)

	Theology		Philosophy		Human and Social Science
A. Where beliefs come from	<p>Show awareness of different sources of authority and how they link with beliefs.</p> <p>Identify different types of writing and give an example of how a believer might interpret a source of authority</p>	A. The Nature of knowledge, meaning and existence	<p>Recognise that there are many different religious and non-religious answers to questions people raise about the world around them.</p> <p>Talk about the difference between knowing and believing.</p>	A. The diverse nature of religion	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.
B. How beliefs change over time	Recognise that beliefs are influenced by events in the past and present.	B. How and whether things make sense	<p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p> <p>Use more than one reason to support their view.</p>	B. Diverse ways in which people practice and express beliefs	Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/ worldviews.
C. How beliefs relate to each other	<p>Identify some links between beliefs being studied within a religion or worldview.</p> <p>Show awareness of some of the similarities and differences between and within religions and worldviews</p>	C. Issues of right and wrong, good and bad	<p>Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p> <p>Recognise some of the similarities and differences between these ideas.</p>	C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.
D. How beliefs shape the way believers see the world and each other	Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.				

Year 4 – RE Learning Ladder

(End Point Assessments – bold and underlined)

	Theology		Philosophy		Human and Social Science
A. Where beliefs come from	<p><u>Identify different sources of authority and how they link with beliefs.</u></p> <p><u>Give examples of different writings and different ways in believers interpret sources of authority</u></p>	A. The Nature of knowledge, meaning and existence	<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>	A. The diverse nature of religion	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.
B. How beliefs change over time	Identify events in history and society which have influenced some religious and non-religious worldviews.	B. How and whether things make sense	<p><u>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.</u></p> <p><u>Give reasons for more than one point of view, providing pieces of evidence to support these views.</u></p>	B. Diverse ways in which people practice and express beliefs	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.
C. How beliefs relate to each other	<p>Make clear links between different beliefs being studied within a religion or worldview.</p> <p>Identify some of the similarities and differences between and within religions and worldviews.</p>	C. Issues of right and 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.	C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	<u>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.</u>
D. How beliefs shape the way believers see the world and each other	Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others.				

Year 5 – RE Learning Ladder

(End Point Assessments – bold and underlined)

	Theology		Philosophy		Human and Social Science
A. Where beliefs come from	<p><u>Describe different sources of authority and how they link with beliefs.</u></p> <p><u>Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.</u></p>	A. The Nature of knowledge, meaning and existence	<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>	A. The diverse nature of religion	<p>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.</p> <p>Show awareness that talking about religion and belief can be complex.</p>
B. How beliefs change over time	Describe how events in history and society have influenced some religious and non-religious worldviews.	B. How and whether things make sense	<p><u>Explain, using a range of reasons, whether a position or argument is coherent and logical.</u></p> <p><u>Link a range of different pieces of evidence together to form a coherent argument.</u></p>	B. Diverse ways in which people practice and express beliefs	Explain 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 different religions/worldviews.
C. How beliefs relate to each other	<p>Describe the connections between different beliefs being studied and link them to sources of authority.</p> <p>Describe some of the key theological similarities and differences between and within religions and worldviews.</p>	C. Issues of right and wrong, good and bad	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.	C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	<u>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</u>
D. How beliefs shape the way believers see the world and each other	Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others.				

Year 6 – RE Learning Ladder

(End Point Assessments – bold and underlined)

	Theology		Philosophy		Human and Social Science
A. Where beliefs come from	<p><u>Explain different sources of authority and the connections with beliefs.</u></p> <p><u>Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.</u></p>	A. The Nature of knowledge, meaning and existence	<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>	A. The diverse nature of religion	<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>Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.</p>
B. How beliefs change over time	<p>Explain how events in history and society have influenced some religious and non-religious worldviews</p>	B. How and whether things make sense	<p><u>Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.</u></p> <p><u>Use well-chosen pieces of evidence to support and counter a particular argument.</u></p>	B. Diverse ways in which people practice and express beliefs	<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>
C. How beliefs relate to each other	<p>Explain connections between different beliefs being studied and link them to sources of authority using theological terms.</p> <p>Explain the key theological similarities and differences between and within religions and worldviews.</p>	C. Issues of right and wrong, good and bad	<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</p>	C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	<p><u>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.</u></p>
D. How beliefs shape the way believers see the world and each other	<p>Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others.</p>				

Theology

There are four knowledge strands for theology:

A. Where beliefs come from

B. How beliefs change over time

C. How beliefs relate to each other

D. How beliefs shape the way believers see the world

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. Where beliefs come from	Give a simple recount of a story used by Christians.	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text.	Show awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority.	Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority.	Describe 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 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.
B. How beliefs change over time				Recognise that beliefs are influenced by events in the past and present.	Identify events in history and society which have influenced some religious and non-religious worldviews.	Describe how events in history and society have influenced some	
C. How beliefs relate to each other	Recognise connections between different Christian beliefs.	Recognise that narratives, stories, and texts used by at least one religion or worldview contain beliefs.	Recognise that some beliefs connect together and begin to talk about these connections.	Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews.	Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within religions and worldviews.	Describe the connections between different beliefs being studied and link them to sources of authority. Describe some of the key theological similarities and differences between and within religions and worldviews.	Explain connections between different beliefs being studied and link them to sources of authority using theological terms. Explain the key theological similarities and differences between and within religions and worldviews.
D. How beliefs shape the way believers see the world and each other	Give an example of how Christian festivals and celebration show their belief in God.	Give an example of how Jews use beliefs to guide their daily lives.	Give different examples of how beliefs influence daily life.	Recognise ways in which beliefs might make Muslims think about how they live their life, how they see the world in which they live and how they view others.	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.	Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others.	Explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others and connect this to other religions.

Human & Social Science

There are three knowledge strands for Human & Social Science:

A. The diverse nature of religion

B. Diverse ways in which people practice and express beliefs

C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. The diverse nature of religion		Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	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.	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	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.
B. Diverse ways in which people practice and express beliefs		Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.	Identify evidence of religion and belief especially in the local area.	Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/ worldviews.	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.	Explain 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 different religions/worldviews.	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.
C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa		Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	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.	Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.	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.

Philosophy

There are three knowledge strands for philosophy:

A. The nature of knowledge, meaning and existence

B. How and whether things make sense

C. Issues of right and wrong, good and bad

Strand	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. The nature of knowledge, meaning and existence		<p>Ask questions about the world around them and talk about these questions.</p> <p>Begin to make connections between using their senses and what they know about the world around them.</p>	<p>Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them.</p> <p>Talk about what people mean when they say they 'know' something.</p>	<p>Recognise that there are many different religious and non-religious answers to questions people raise about the world around them.</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>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>
B. How and whether things make sense		<p>Give a simple reason using the word 'because' when talking about religion and belief.</p>	<p>Give a reason to say why someone might hold a particular belief using the word 'because'.</p>	<p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p>	<p>Give a simple reason using the word 'because' when talking about religion and belief.</p>	<p>Give a reason to say why someone might hold a particular belief using the word 'because'.</p>	<p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p>
C. Issues of right and wrong, good and bad		<p>Using religious and belief stories to talk about how beliefs impact on how people behave.</p>	<p>Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.</p>	<p>Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</p> <p>Recognise some of the similarities and differences between these ideas.</p>	<p>Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p>	<p>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.</p>	<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.</p>