

Know about and understand	At the end of Early Years Foundation Stage pupils will be able to:	At the end of KS1 pupils will be able to:	At the end of KS2 pupils will be able to:
THEOLOGY			
Describe, explain and analyse beliefs and practices, recognising diversity that exists within and between communities.	<ul style="list-style-type: none"> Recognise some religious beliefs or teachings. Talk about some aspects of a religious or belief story. Introduce key theological vocabulary such as 'God'. Recreate religious and non-religious stories through small world play. Talk about sacred texts 	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.
Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religion and worldviews.		Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
Appreciate and appraise the nature, significance and impact of different ways of expressing meaning.		Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	Explore and describe a range of beliefs, symbols and actions so that they can understanding different ways of life and ways of expressing meaning.
PHILOSOPHY			
Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth.	<ul style="list-style-type: none"> Raise puzzling and interesting questions about religious and non-religious stories. Raise puzzling and interesting questions about the world around them. Talk about what concerns them about different ways in which people behave. Say what matters to them or is of value. Use their senses to investigate religion and belief. 	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms e.g. reasoning, music, art and poetry.
Enquire into what enables different communities to live together respectfully for the well-being for all.		Find out about and respond with ideas to examples of co-operation between people who are different.	Consider and apply these ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.		Find out about questions of right and wrong and begin to express their ideas and opinions in response. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Know about and understand	At the end of Early Years Foundation Stage pupils will be able to:	At the end of KS1 pupils will be able to:	At the end of KS2 pupils will be able to:
HUMAN SCIENCE			
Explain reasonably their ideas about how beliefs, practices and forms of expressions influence individuals and communities.	<ul style="list-style-type: none"> Identify some features of religious and non-religious life and practice in a family context. 	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	Observe and understand varied examples of religion and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
Express with increasing discernment their personal reflections and critical responses to questions, teachings about identity, diversity, meaning and value.	<ul style="list-style-type: none"> Recognise some religious and non-religious words. Know where some religious and non-religious worldviews originated. Name some religious and non-religious symbols. 	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
Appreciate and appraise varied dimensions of religion and worldviews.	<ul style="list-style-type: none"> Name some religious artefacts. Talk about festivals and ceremonies that they see. Talk about what people wear because of their beliefs. Visit a local place of worship or special place of interest. Talk to someone who holds a particular religious or non-religious belief. 	Notice and respond sensitively to some similarities between different religion and worldviews.	Observe and consider dimensions of religion, so that they can explore and show understanding of similarities and differences between different religion and worldviews.