

Age-related expectations showing Key Stages 1-2 for Diocese of Norwich schools and academies

Theology	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. Where beliefs come from	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 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	N/A	N/A	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 religious and non-religious worldviews.	Explain how events in history and society have influenced some religious and non-religious worldviews.
C. How beliefs relate to each other	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 _____ use beliefs to guide their daily lives.	Give different examples of how _____ beliefs influence daily life.	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.	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.	Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others.	Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others.

¹ Sources of authority include sacred texts, creeds, statements of belief, tradition, principles or rules, conscience, rational thinking.

² Where _____ is indicated, the teacher is invited to insert the adherent of a religion or worldview they are studying e.g. Muslims.

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Philosophy	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>Use more than one reason to support their view.</p>	<p>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.</p> <p>Give reasons for more than one point of view, providing pieces of evidence to support these views.</p>	<p>Explain, using a range of reasons, whether a position or argument is coherent and logical.</p> <p>Link a range of different pieces of evidence together to form a coherent argument.</p>	<p>Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.</p> <p>Use well-chosen pieces of evidence to support and counter a particular argument.</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>

Age-related expectations showing Key Stages 1-2 for Diocese of Norwich schools and academies

Human/Social Sciences	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. The diverse nature of religion	Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews.	Recognise the names of different religions, religious beliefs and worldviews and use them correctly.	Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.	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. Show awareness that talking about religion and belief can be complex.	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. Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.
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.

Age-related expectations showing Key Stage 2-3 for Diocese of Norwich schools and academies

Theology	Year 5	Year 6	Year 7	Year 8	Year 9
A. Where beliefs come from	<p>Describe different sources of authority and how they link with beliefs.</p> <p>Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.</p>	<p>Explain different sources of authority and the connections with beliefs.</p> <p>Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.</p>	<p>Begin to analyse and evaluate different sources of authority, considering the writings of key thinkers, and how these have shaped and formed beliefs.</p> <p>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.</p>	<p>Begin to contextualise and evaluate sources of authority including the writings of a range of key thinkers and how these have shaped and formed beliefs.</p> <p>Begin to evaluate a range of genre and interpretations of sources of authority applying knowledge of authenticity, historical accuracy and authorship coherently and competently when enquiring into religions and worldviews.</p>	<p>Contextualise, analyse and evaluate where beliefs come from using evidence relating to sources of authority, teachings and interpretations, the writing of key thinkers and the impact of experiences.</p> <p>Contextualise, analyse and evaluate propositions about the reliability, authenticity, historical accuracy and authorship of sources when enquiring into religions and worldviews.</p>
B. How beliefs change over time	<p>Describe how events in history and society have influenced some religious and non-religious worldviews.</p>	<p>Explain how events in history and society have influenced some religious and non-religious worldviews.</p>	<p>Begin to analyse and evaluate how events in history and society have influenced some religious and non-religious worldviews.</p>	<p>Begin to contextualise and evaluate the impact of events in history and society on shaping and changing some religious and non-religious worldviews.</p>	<p>Contextualise, analyse and evaluate the impact of events in history and society on shaping and changing religious and non-religious beliefs over time.</p>
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>	<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>	<p>Begin to analyse and evaluate connections between sources of authority and key concepts or beliefs studied using theological terms accurately.</p> <p>Begin to analyse the key theological similarities and differences between and within religions and worldviews.</p>	<p>Analyse and evaluate how beliefs and concepts relate to each other competently drawing on theological terminology and using a range of sources of authority as evidence.</p> <p>Begin to evaluate the key theological similarities and differences between and within religions and worldviews.</p>	<p>Contextualise, analyse and evaluate how beliefs and concepts relate to each other drawing on theological terminology and a range of sources of authority as evidence.</p> <p>Theorise about the different ways of understanding the key theological similarities and differences between and within worldviews.</p>
D. How beliefs shape the way believers see the world and each other	<p>Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others.</p>	<p>Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others.</p>	<p>Begin to analyse and evaluate how beliefs shape the way _____ view the world in which they live and how they view others.</p>	<p>Analyse and evaluate how beliefs shape the way _____ view the world in which they live and how they view others.</p>	<p>Contextualise, analyse and evaluate propositions about how beliefs shape the way _____ view the world in which they live and how they view others.</p>

Age-related expectations showing Key Stages 2-3 Diocese of Norwich schools and academies

Philosophy	Year 5	Year 6	Year 7	Year 8	Year 9
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>	<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>	<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 a range of philosophical answers to questions of knowledge, meaning and existence, showing increasing awareness of the impact of culture and context on divergence of opinion.</p> <p>Begin to contextualise and evaluate the diverse ways in which philosophers understand knowledge.</p>	<p>Contextualise, analyse and evaluate a range of philosophical answers to questions of knowledge, meaning and existence and critique those of others discussing areas of strength, weakness and uncertainty.</p> <p>Contextualise, analyse and evaluate the diverse ways in which philosophers understand the nature of knowledge.</p>
B. How and whether things make sense	<p>Explain, using a range of reasons, whether a position or argument is coherent and logical.</p> <p>Link a range of different pieces of evidence together to form a coherent argument.</p>	<p>Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.</p> <p>Use well-chosen pieces of evidence to support and counter a particular argument.</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 whether a position or argument is coherent and logical, explaining with reasons any divergence of opinion and showing increasing awareness of the impact of culture and society.</p> <p>Demonstrate comprehensive evidence of the process of reasoning when forming an argument and when creating counter arguments, showing awareness of their own cultural assumptions.</p>	<p>Comprehensively assess whether a range of positions or arguments are coherent and logical evaluating their validity and significance and explaining conclusions with reasons and evidence.</p> <p>Create and test their own and others well substantiated arguments or hypothesis drawing conclusions based on the process of reasoning.</p>
C. Issues of right and wrong, good and bad	<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>	<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>	<p>Begin to contextualise and evaluate the different answers to ethical and moral questions/issues drawing on a range of disciplines and research methods.</p>	<p>Contextualise, analyse and evaluate the diverse ways in which people answer ethical and moral questions/issues drawing on a range of disciplines and research methods.</p>

Age-related expectations showing Key Stages 2-3 Diocese of Norwich schools and academies

Human/Social Sciences	Year 5	Year 6	Year 7	Year 8	Year 9
<p>A. The diverse nature of religion</p>	<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>	<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>	<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.</p> <p>Explain some areas of controversy when enquiring into religion and belief.</p>	<p>Begin to contextualise and evaluate the diverse use of the terms 'religion', 'belief' and 'spiritual' by followers from within a religion or worldview and those from outside it.</p> <p>Analyse areas of controversy when enquiring into religion, belief and spirituality.</p>	<p>Contextualise, analyse and evaluate the nature of the terms 'religion', 'belief' and 'spiritual' drawing on a wide range of views including those from different disciplines (i.e. theology, philosophy and the human/social sciences) and contexts.</p> <p>Analyse and evaluate areas of controversy when enquiring into religion, belief and spirituality.</p>
<p>B. Diverse ways in which people practice and express beliefs</p>	<p>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.</p>	<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>	<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>Begin to contextualise and evaluate the diverse ways in which religions and beliefs are practised, locally, nationally and globally (both within and between religions/worldviews) with reference to at least two religions/worldviews.</p>	<p>Contextualise, 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>C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa</p>	<p>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p>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 how beliefs impact on, shape and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p>Begin to contextualise and evaluate the impact of beliefs on individual, communities and society, and how historical, cultural, social and philosophical factors impact on and shape beliefs.</p>	<p>Contextualise, analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how historical, cultural, social and philosophical factors impact on and shape beliefs.</p>