

Examples for Age-related expectations KS1-2: Theology

Theology	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. Where beliefs come from	Tell the story of Passover using pictures or a storybag/sack.	Retell the nativity story making a link with the Christian belief that Jesus is God's son. Point out a poem and a letter in the Bible when sitting together on the carpet.	Talk about the Qur'an and Hadith as sources of authority for Muslims. Talk about the Qur'an as a revealed scripture and importance of recitation. Pick out writings from the Qur'an and Hadith, and give an example of what these passages might mean to a Muslim. E.g. in relation to prayer.	Identify Hindu beliefs about creation through stories of the Upanishads and identify key beliefs about avatars of Vishnu through stories contained in the Ramayana and Puranas. Identify the Vedas as a collection of writings from an oral tradition and talk about the reliability of these traditions. Give an example of how the Ramayana is interpreted through dance or puppetry.	Describe the Three Baskets in Buddhism and how they link to beliefs about the Buddha as the Enlightened One. Describe what Buddhists learn from the Jataka tales about how to live their lives and the values they should hold. Consider (talk about) how reliable these tales are as a source of authority and wisdom for Buddhists.	Explain the development of the Adi Granth and final version of the Guru Granth Sahib as the revelation of God's message and a guide to life for Sikhs. Begin to discuss (verbally or in written form) the reliability and authority of the Guru Granth Sahib as a living Guru for Sikhs.
B. How beliefs change over time	N/A	N/A	Talk about how Saul's (St. Paul) road to Damascus experience impacted on his understanding of the Christian faith and shaped writings in the New Testament.	Identify events (such as idol worship) during the times of Muhammad and how this influenced Muslim belief about the Oneness of Allah e.g. a pupil might create a news article.	Describe how the life and experiences of Mahatma Gandhi have influenced some Hindu teachings on non-violence. E.g. pupils might create an imaginary interview with Gandhi.	Explain how the exile (70 CE) and destruction of the Temple in Jerusalem has influenced Jewish beliefs.
C. How beliefs relate to each other	Pick out a belief about Buddha e.g. that he is regarded as the Enlightened One/wise teacher, when listening to a story about him.	Talk about links between Sikh belief in One creator God and the importance of equality for Sikhs e.g. all wearing the Kara.	Identify links between the concept of covenant and beliefs about G-d in the Jewish tradition e.g. through the Passover narrative. Show awareness of some of the different beliefs people might have about God e.g. comparing Jewish and Hindu beliefs about God.	Make clear links between the Christian beliefs in incarnation and salvation e.g. by explaining links between Christmas and Easter. Identify some different ways in which Christians understand 'being saved' e.g. forgiveness, reconciliation.	Describe the connections between Allah as creator as expressed in the Qur'an and the role of humans as khalifah. Describe some of the differences between Muslim and Christian understandings of God e.g. a venn diagram could be used.	Explain the connections between Samsara, Karma and Moksha drawing on key Hindu teachings e.g. in a diagram. Explain some of the differences between Moksha and Nirvana for Hindus and Buddhists e.g. in a table.
D. How beliefs shape the way believers see the world and each other	Give an example of what a Hindu might learn from the story of Diwali about seeking goodness or working for justice.	Give examples from the story of Buddha and the Four Sights about how Buddhists might seek a happy life. E.g. being content, not wanting things, aware of being greedy.	Recognise the ways in which Sikh belief in equality impacts on daily life and how they view others e.g. by providing langar for all.	Identify ways in which Jewish beliefs about God as judge impact on their understanding of the need for repentance, atonement and forgiveness.	Describe ways in which Christian beliefs about creation shape how they understand themselves as stewards of God's world.	Explain and discuss how Muslim belief in Akhirah shapes how a Muslim lives their life and interacts with others e.g. having an eternal view, awareness of judgment.

Examples for Age-related expectations KS1-2: Philosophy

Philosophy	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. The Nature of knowledge, meaning and existence	<p>Ask a question such as ‘Why is the sky blue?’ or ‘Why do some people pray?’</p> <p>Talk about what they can smell, taste, hear, see and touch e.g. when looking at a religious artefact.</p>	<p>Talk about questions the Hanukkah story might make them ask. E.g. what is a miracle? Why did people fight? Could the oil last 8 days?</p> <p>Talk about what they know about themselves e.g. I know I have 2 eyes, I know I have one brother... talk about how we know these things.</p>	<p>Talk about the different answers to the question ‘what kind of world should we live in?’. E.g. Plato and idea of a good life.</p> <p>Talk about the difference between knowing something and believing something e.g. I know I live in Dereham, I believe in ghosts.</p>	<p>Describe what a scientist and a philosopher might mean by the word ‘truth’. E.g. experience, testing.</p> <p>In verbal and written work use the words truth, reality and knowledge.</p>	<p>Explain a humanist, Buddhist and Christian view about what it means to live a purposeful life.</p> <p>In verbal and written work explain why people including philosophers have different ways of understanding the concept of justice. E.g. using class discussion where they might try and define a concept.</p>	<p>In a formal written piece, begin to analyse and evaluate different answers to the question ‘Why is there suffering in the world?’ e.g. pupils might look at a humanist and a Christian response and compare them and decide which they agree with most. The work of Leibniz may be considered.</p> <p>In verbal and written work, begin to analyse and discuss philosophers’ understandings of the concept of community e.g. Aristotle’s idea that humans are social animals, John Locke on doing good for the public.</p>
B. How and whether things make sense	<p>Say why people might go to church. E.g. They go to church because they like singing.</p>	<p>Say why someone might believe in God. E.g. They might believe in God because he answered their prayer.</p>	<p>Decide if the Buddhist belief in the cycle of birth, death and rebirth makes sense or not to them. Use two different reasons from what they have learned or their own experience to support their answer.</p>	<p>Begin to weigh up whether different arguments about the nature of identity or the question ‘Who am I?’ e.g. cultural identity, class, gender, religion etc. Use some evidence to support their view. E.g. a quote. The work of Descartes about body and mind might be explored.</p>	<p>Explain whether belief in God is reasonable. Explain whether different arguments for and against are coherent and logical.</p> <p>Use different pieces of evidence they have explored to form a conclusion about whether they believe in God or not.</p>	<p>Begin to analyse and evaluate whether angels are real or not, showing that there are different views based on sacred texts, case studies and articles.</p>
C. Issues of right and wrong, good and bad	<p>Talk about how the stories from the life of Krishna stress the importance of devotion in daily life.</p>	<p>Make connections between the 10 commandments and how Jewish people live their daily lives.</p>	<p>Use the term ‘good’ in verbal or written work showing that people can mean different things by this word e.g. bringing happiness, bringing enjoyment, doing the right thing.</p>	<p>Describe answers to the question ‘how do people make moral decisions?’. E.g. referring to utilitarianism, Christian biblical teachings and Hindu morals as expressed in the Panchtantra.</p>	<p>Explain a range of answers to the question ‘is it possible for something to always be right?’ showing that there are many different opinions about this.</p>	<p>Begin to analyse and evaluate a range of different answers to the question ‘is being happy the greatest purpose on earth?’ showing how morals are often based on how people view their purpose in life e.g. hedonism, doing good, simple life...</p>

Examples of Age-Related Expectations KS1-2: Human/Social Sciences

Human/Social Sciences	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A. The diverse nature of religion	Talk about what people believe and use the term 'religion' in conversation.	Use the word 'Christian' when talking about people who worship in a church.	Point out in a film/ book when the word religion is used and when the word belief is used.	Describe the difference between 'religion' as a system of faith/belief such as Islam and believing in God where one may or may not be part of a religion.	Explain the different ways in which people use the term 'religion' in the media- as a positive term and as a negative term. Consider whether the term religion is helpful to describe people who have a particular set of beliefs.	Begin to analyse and evaluate the varying use of the term religion in the census document (or other research) and consider whether the term is useful as a category or not.
B. Diverse ways in which people practice and express beliefs	Recognise the cross as a Christian symbol.	Identify local places of worship/belief group meeting places by walking round the local area.	Identify different ways in which Muslims keep the Five Pillars of Islam e.g. different approaches to Ramadan, different ways in which Muslims observe prayer five times a day.	Describe some of the varying ways in which the Sikh festival of Baisakhi is celebrated across the UK.	Explain the varying ways in which Jews observe the rules of kashrut e.g. reform and orthodox perspectives.	Begin to analyse and evaluate the varying ways in which Hindus worship, comparing practice in the UK and India.
C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	Recognise that the term 'namaste' is used by Hindus as an expression of the belief that everyone is really part of God.	Identify ways in which Jews remember God through wearing of a kippah (and tefillin) and use of the mezuzah on doorways.	Identify a range of ways in which Humanist beliefs impact on the marking of key moments in life such as birth ceremonies and weddings.	Describe ways in which Christian beliefs impacted on the life and work of Edith Cavell and consider how her example has influenced the lives of Christians today.	Explain how the importance of storytelling in the Hindu tradition impacts on the creative and expressive arts across the globe. E.g. dance, art, music, Bollywood.	Begin to analyse and evaluate how Muslims beliefs about halal/ haram impact on the daily life of Muslims in the UK, and also consider whether Muslims have to adapt in places where halal/haram food is not readily available.