Colgate Primary School RE Learning overview

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|  | EYFS | KS1 | | Lower KS2 | | Upper KS2 | |
| Thread |  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Theology- Beliefs | Share their feelings and talk about why they respond to experiences in particular ways. | Give a clear, simple account  of at least one narrative, story or important text  used by at least one religion or worldview.  Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs. | 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 religious text.  Recognise that some beliefs connect together  and begin to talk  about these connections.  Give different examples of how the chosen religious beliefs influence daily life. | Show awareness of  different sacred texts and how they link with beliefs.  Identify different types of writing and give an example of how a believer might interpret a sacred text.  Recognise that beliefs  are influenced by events in the past and present.  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.  Recognise ways in which beliefs might make a person think about how they live their life, how  they see the world in  which they live and how they view others. | Identify different sources  of authority and how  they link with beliefs.  Give examples of  different writings and  different ways in  believers interpret  sacred texts.  Identify events in history  and society which have  influenced some religious and nonreligious worldviews. | 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 how events in history and society have influenced some religious and nonreligious worldviews.  Describe the connections between different beliefs being studied and link them to sources of authority.  Describe some of the key theological similarities.  Describe ways in which beliefs shape the way the person views the world in which they live and how they view others. | 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 how events in history and society have influenced some religious and nonreligious worldviews.  Explain connections 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.  Explain and discuss how beliefs shape the way the person views the world in which they live and how they view others. |
| Maple Class  Give an example of how a religion uses beliefs to guide their daily lives. |
| Cedar Class  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.  Identify ways in which  beliefs might make a  person think about how  they live their life, how  they see the world in  which they live and how  they view others. |
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| Philosophy- | Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences. | 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. | Talk about the questions a story or  practice from a  religion or  worldview might  make them ask  about the world  around them.  Talk about what  people mean when  they say they  ‘know’ something.  Give a reason to  Say why someone  might hold a particular belief using the word  ‘because’.  Using religious and  belief stories, make  connections between peoples’ beliefs about right and wrong and  their actions. | Recognise that there  are many different  religious and nonreligious answers to questions people raise about the world around them.  Talk about the  difference between  knowing and believing.  Recognise that it is  difficult to define  ‘right’, ‘wrong’, ‘good’  and ‘bad’.  Recognise some of the  similarities and  differences between  these ideas. | Describe different  philosophical answers to  questions about the  world around them,  including questions  relating to meaning and  existence.  Begin to weigh up  whether different  reasons and arguments  are expressed coherently  when studying religion  and belief.  Give reasons for more  than one point of view,  providing pieces of  evidence to support  these views. | Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.  Explain some of the different ways in which philosophers understand abstract concepts.  Explain, using a range of reasons, whether a position or argument is coherent and logical.  Link a range of different pieces of evidence together to form a coherent argument.  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. | 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 abstract concepts.  Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.  Use well-chosen pieces of evidence to support and counter a particular argument.  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. |
| Maple Class  Give a simple reason using the word ‘because’ when talking about religion and belief.  Using religious and belief stories to talk about how beliefs impact on how people behave. |
| Cedar Class  Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.  Describe a range of  answers to ethical and  moral questions, showing  awareness of the  diversity of opinion and  why there are  differences. |
| Human and Social Sciences | Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.  Pupils know about similarities and differences between themselves and others, and among families, communities and traditions. | Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews.  Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area. | Recognise the names of different religions, religious beliefs and  worldviews and use  them correctly.  Identify evidence of  religion and belief  especially in the  local area. | Identify some of the  ways people use the  terms ‘religion’ and  ‘belief’ when exploring  religions, beliefs and  worldviews.  Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.  Identify a range of ways in which beliefs can have an impact on a believer’s daily life, their family,  community and  society. | Describe the difference  between the terms  ‘religion’ and ’belief’  when exploring religions, beliefs and 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 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.  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.  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 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.  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.  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. |
| Maple Class  Recognise that beliefs can have an impact on a believer’s daily life, their family or local community. |
| Cedar Class  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. |