

The progression chart below contains a suggest model for assessment in the diocesan scheme of work, alongside the outcomes and building blocks included in the individual units.

EYFS	Core knowledge (substantive) and key vocabulary	Disciplinary knowledge (Ways of knowing)	Disciplinary skills
Believing (Theology)	<ul style="list-style-type: none"> • Some people believe that there is a God, some people believe in some divine being and others believe there is no God. • Humans are free to make their own choice. • Christians believe God came to earth as Jesus. • Christians believe God is loving. • Ideas can be explained using stories and symbols. 	<ul style="list-style-type: none"> • Pupils know that the special stories are still valued today. • Pupils know that some important people and events link to what people do and celebrate. 	<ul style="list-style-type: none"> • Pupils are starting to be with familiar with simple religious texts. • Pupils are starting to make comparisons between what they have learned and their own lives. • Pupils make simple links between important people and events.
Living (Human and social science)	<ul style="list-style-type: none"> • People live in different groups such as families and communities. • Places of worship and community are important to some people. • Actions and rituals show what some people believe and value. • People like celebrating the important events in life for example baptism. • Celebrations help people to feel part of a community. • There are lots of ways to celebrate. • Celebrations often involve special food and gathering together. For most Christians this 	<ul style="list-style-type: none"> • Pupils can name some different ways in which people show that they belong to a group. • Pupils begin to know that actions can show beliefs. 	<ul style="list-style-type: none"> • Pupils are questioning and observing what it might mean to belong to a community. • Pupils are starting to ask questions and make simple observations.

	involves gathering in a church.		
Thinking (Philosophy)	<ul style="list-style-type: none">• People have different ideas about right and wrong.• People get their ideas from stories including from the Bible	<ul style="list-style-type: none">• Pupils begin to name different sources for ideas about right and wrong.	<ul style="list-style-type: none">• Pupils are beginning to engage in simple reasoning, using 'because'.

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Year 1	Core knowledge (substantive) and key vocabulary	Disciplinary knowledge	Disciplinary skills
Believing (Theology)	<ul style="list-style-type: none"> Christians and Jews taught that there is one God. Christians and Jews believe that God is the creator. The beauty of the world reflects God's love of the world. The Jewish religion began in Israel when Abraham was called by God. Jews believe that God set rules for life. 	<ul style="list-style-type: none"> Pupils know that stories influence the beliefs of some people. They know that the same texts are read in different ways by people. (interpretation). Pupils know that symbols, stories and art can express theological and spiritual meanings. 	<ul style="list-style-type: none"> Pupils can make simple links between texts. Pupils can offer simple interpretations of symbols, works of art and stories.
Living (Human and social science)	<ul style="list-style-type: none"> Christians celebrate important events in the life of Jesus. Christmas is when they celebrate his birth. Easter celebrates his resurrection. Many Christian celebrations happen in church as well as at home. Shabbat is a weekly celebration for most Jewish people. Most Jewish people will do no work on Shabbat and will go to the synagogue. Shabbat helps most Jewish people to remember that God rested after creating the world. 	<ul style="list-style-type: none"> Pupils know that beliefs may be lived out in different ways. Asking questions is a way to find out what people think and do. 	<ul style="list-style-type: none"> Pupils can generate simple, short questions to help them find out and understand. Pupils can observe and draw conclusions from first hand experiences. Pupils can summarise and compare information and draw simple conclusions.
Thinking (Philosophy)	<ul style="list-style-type: none"> Christians use the Bible for guidance to what is right and wrong and how to live; different 	<ul style="list-style-type: none"> Ideas about right and wrong often come from ancient texts or people from the past. 	<ul style="list-style-type: none"> Pupils are beginning to ask important questions about life and share their own possible answers.

	<p>interpretations result in different views.</p> <ul style="list-style-type: none"> • There are many shared rules on how to live a good life, notably the golden rule and the ten commandments. A person's world view will affect what they think is right or wrong. 		<ul style="list-style-type: none"> • Pupils can engage in simple debates.
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Year 2	Core knowledge (substantive) and key vocabulary	Disciplinary knowledge	Disciplinary skills
Believing (Theology)	<ul style="list-style-type: none"> • The Bible and Torah are a model for living for Christians and Jews respectively • Christians find out more about the character of God using the Bible: pictures, stories and the teachings of Jesus. • The Torah is the holy book of the Jewish people and tells the stories of the early Jewish people and their relationship with God. • The Exodus story teaches Jewish people that God had a plan to rescue them from Egypt. 	<ul style="list-style-type: none"> • Pupils know that the same texts are read in different ways by people and give an explanation of why (interpretation). • Pupils know that symbols, stories and art can express theological and spiritual meanings 	<ul style="list-style-type: none"> • Pupils can read simple stories and annotate or interpret them to explain the meaning. • Pupils can make simple links between texts. • Pupils can offer simple interpretations of symbols and work of art. • Pupils can use symbols, stories, and art to express understanding of God.
Living (Human and social science)	<ul style="list-style-type: none"> • Christians and Jewish people go to church and the synagogue respectively to learn about God. 	<ul style="list-style-type: none"> • Pupils know that similar beliefs may be lived out in different ways. • Observing religious practice in a place of worship can help 	<ul style="list-style-type: none"> • Pupils can generate simple, short surveys (2-3 questions) to illicit information relevant to the topic.

	<ul style="list-style-type: none"> • Christians often serve the wider community by participating in activities organised by their church • Churches and synagogues are the main places of worship for Christians and Jewish people respectively. • The synagogue is the centre of community life for many Jewish people. • Key features of Christian worship may include prayers, bible readings, sermons and music. 	<p>people to understand what is important to members of different communities.</p>	<ul style="list-style-type: none"> • Pupils can observe and draw conclusions from first hand experiences and justify the importance of these. • Pupils can summarise and compare data and information and draw conclusions.
<p>Thinking (Philosophy)</p>	<ul style="list-style-type: none"> • Leaders and teachers interpret the religious teaching in many different ways in order to help people know how to live. • Different interpretations of texts and teachings results in different views, values and actions 	<ul style="list-style-type: none"> • People give different reasons and cite different sources for what is important to them. 	<ul style="list-style-type: none"> • Pupils are beginning to be able to justify their opinions and beliefs, using simple reasons. • Pupils can use statements for expressing their ideas and give reasons.

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LKS2	Core knowledge (substantive) and key vocabulary	Disciplinary knowledge	Disciplinary skills
Believing (Theology)	<ul style="list-style-type: none"> • Beliefs about God are expressed in different ways by different religious groups. • Many religions have a sacred text that informs peoples' beliefs. • People with non-religious beliefs can refer to texts and stories too. • Texts are read literally and others symbolically or metaphorically. 	<ul style="list-style-type: none"> • Pupils know that sacred texts can be interpreted literally, metaphorically, and symbolically. • Pupils know that beliefs are often drawn from a range of texts. • Pupils know that texts can often be hard to understand. • Pupils know that theological and spiritual ideas can be expressed in a wide variety of artistic ways. • Beliefs that are shared are often taught by leaders and teachers. 	<ul style="list-style-type: none"> • Pupils engage in hermeneutics – interpretation of texts – and make their own interpretations. • Pupils summarise some of the different beliefs that they have encountered about God and the divine, using the texts that they have read. • Pupils explain some of the spiritual ideas that they encounter through art. • Pupils read texts in a variety of ways. Considering who is reading it, where its being read and the historical context, as well as considering possible meanings.
Living (Human and social science)	<ul style="list-style-type: none"> • Actions and rituals will often demonstrate, and be influenced by, beliefs and values. • Key events express some of the core ideas that adherents of a religion hold to be important. • The history of church practices is explored in terms of its origins to modern day. • The Qur'an is explored in terms of its history and how it 	<ul style="list-style-type: none"> • Pupils know that routines and rituals can be important to religions and worldviews. • Pupils know that they can learn about rituals and practice, by observing and asking questions. • Pupils know that there are a variety of ways that people will demonstrate their sense of belonging and community. 	<ul style="list-style-type: none"> • Pupils will be able to create longer surveys (5 – 6 questions) that ask questions about the lived experiences of real people. • Pupils conduct interviews in a way that demonstrates respect and understanding. • Pupils can use the data they gather to communicate relevant information. • Pupils can compare, contrast and interpret information

	<p>is treated by some in the Islamic faith.</p> <ul style="list-style-type: none"> Hindu worship practices are examined and compared. 		<p>from multiple sources.</p>
Thinking (Philosophy)	<ul style="list-style-type: none"> Does art help us to understand stories. Some Christians communicate with God through prayer and this impacts their lived experience. There are different thoughts on why stories are important. For instance, do they need to be true. People identify different locations as having spiritual importance. 	<ul style="list-style-type: none"> Pupils can identify some aspects of a religion need to be interpreted in non-literal sense. Pupils can identify some of the reasons that people use to articulate why some people may consider a place spiritual. Pupils will know that people use a variety of reasons to articulate the importance of given stories. 	<ul style="list-style-type: none"> Pupils can ask philosophical questions about the reasons people give for their beliefs. Pupils give their own opinions in answer to some of these questions. Pupils make simple evaluations of the logic of theirs or others' conclusions.

UKS2	Core knowledge (substantive) and key vocabulary	Disciplinary knowledge	Disciplinary skills
Believing (Theology)	<p>Pupils will know:</p> <ul style="list-style-type: none"> What different Christians believe about the death of Jesus. The resurrection of Jesus as interpreted by the Church and Christians today. The importance of Muhammad in being the last prophet of Islam. The significance of Karma and Moksha in Dharmic traditions. 	<ul style="list-style-type: none"> Pupils will know that many sacred texts are still read today to provide meaning and justification for actions. Pupils will know that there are ways of reading a text that are agreed on by particular groups of people. Pupils will know that sometimes the agreed interpretation of a text will be rejected in favour of a new reading, and this can change and evolve between 	<ul style="list-style-type: none"> Pupils will be able to compare and contrast different ways of reading and interpreting text. Pupils are increasingly confident at interpreting text, considering the historical and social contexts in which they were written. Pupils can make links between the texts and their use in religious and non-religious contexts today.

		<p>people, culture and time.</p> <ul style="list-style-type: none"> • Pupils will know that the same people can figure in stories in completely different ways and with different interpretations. • Pupils will know that sometimes the agreed interpretation of a text will be rejected in favour of a new reading, and this can change and evolve between people, culture and time. • Pupils will know that the same people can figure in stories in completely different ways and with different interpretations. 	
<p>Living (Human and social science)</p>	<ul style="list-style-type: none"> • Rites of Passage can influence the lives of different Christians. • How Christians believe they should act to make the world a better place. • The ways the Mosque contributes to a sense of belonging and community for some Muslims. • The importance of sacred places and pilgrimage to Hindus. 	<ul style="list-style-type: none"> • Pupils will know with increasing confidence that a worldview, whether organised or individual is lived out in peoples' actions and choices. • Pupils know that religions and beliefs change over time and are shaped by experiences. • Pupils know that surveys and questionnaires will reveal some information, but that it is often complex. • Pupils know that time, culture, practice and place influence religions and worldviews, and 	<ul style="list-style-type: none"> • Pupils can make connections between beliefs and actions. • Pupils can examine their own position and be reflective when exploring other their own beliefs and beliefs of others. • Pupils can plan for and execute surveys, polls, and interviews. • Pupils can analyse data and information, both qualitative and quantitative, and communicate their analysis. • Pupils can compare and contrast differing views and experiences of pilgrimages.

		<p>that religions, practices and beliefs in their turn, impact on cultures and traditions.</p>	
<p>Thinking (Philosophy)</p>	<ul style="list-style-type: none"> • The bible is examined for different interpretations of wisdom. • Different historical and philosophical explanations of a good life are examined. • Compare and contrast the scientific and Christian explanation for the creation of the world. Examine whether they can be considered as complimentary or contradictory. • Peoples worldview, religious or non-religious, influences their choices and actions. 	<ul style="list-style-type: none"> • Pupils know that all knowledge comes from somewhere. • Pupils know that the ideas from religions and worldviews can be debated and discussed. • Pupils know that people have different ideas and beliefs about self, death, life after death and the supernatural or spiritual worlds. 	<ul style="list-style-type: none"> • Pupils can debate and discuss ideas from organised worldviews that are applied to current issues. • Pupils are increasingly able to put forward alternative ideas and statements, taking account of a variety of positions and arranging arguments and counterarguments in an increasingly logical manner. • Pupils are developing an awareness of morality – gaining knowledge of values and ethics and deciding what these mean for them and for others. • Be respectfully curious when asking open questions.