**Essential Characteristics of theologians:**

* To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts.
* To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians.
* To develop pupil’s abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

**Breadth of Study: Key Stage 2:**

**Learning about religion**

1. Pupils should be taught to:

1. [describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others](http://archive.teachfind.com/qcda/curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/religious-education/keystage2/index.html#note2_1_a)
2. [describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings](http://archive.teachfind.com/qcda/curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/religious-education/keystage2/index.html#note2_2_a)
3. [identify and begin to describe the similarities and differences within and between religions](http://archive.teachfind.com/qcda/curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/religious-education/keystage2/index.html#note2_3_a)
4. [investigate the significance of religion in the local, national and global communities](http://archive.teachfind.com/qcda/curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/religious-education/keystage2/index.html#note2_4_a)
5. [consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them](http://archive.teachfind.com/qcda/curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/religious-education/keystage2/index.html#note2_5_a)
6. describe and begin to understand religious and other responses to ultimate and ethical questions
7. [use specialist vocabulary in communicating their knowledge and understanding](http://archive.teachfind.com/qcda/curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/religious-education/keystage2/index.html#note2_6_a)
8. use and interpret information about religions from a range of sources.

**Learning from religion**

2. Pupils should be taught to:

1. reflect on what it means to belong to a faith community, communicating their own and others' responses
2. respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
3. discuss their own and others' views of religious truth and belief, expressing their own ideas
4. [reflect on ideas of right and wrong and their own and others' responses to them](http://archive.teachfind.com/qcda/curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/religious-education/keystage2/index.html#note2_7_a)
5. reflect on sources of inspiration in their own and others' lives.

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|  | Year 3 | Year 4 | Year 5 | Year 6 |
| Knowledge to Learn  | * I know the different beliefs and practices of Christianity and at least one other religion.
* I know some of the religious and moral stories from at least three different religious texts and books.
* I understand what it looks like and how you behave if you are a person of faith.
* I understand use key words and vocabulary related to Christianity and at least one other religion.
* I know the key Christian concepts on a timeline of the Bible’s big story.
 | * I understand and use the correct vocabulary, regarding the different beliefs and practices of different religions.
* I know the similarities and differences of at least three different religious texts or stories.
* I understand the diversity of belief in different religions, nationally and globally. I know how to compare directly different responses to ethical questions looking at a range of different religions.
* I know the key Christian concepts on a timeline of the Bible’s big story.
* I understand that stories from faith can teach us about Gods, humans, behaviours, actions and ideas.
* I know how the actions of faith impact a believer’s life and talk about my thoughts, beliefs and feelings.
 | * I understand and make connections between different belief and practices of all religions.
* I know how to sequence stories within the Bible and make connections between the Old and New testament.
* I know how to compare stories, beliefs and practices from different religions including differences and similarities.
* I understand and begin to evaluate the diversity of belief in different religions locally, nationally and globally.
* I know and can articulate the different responses to ethical questions from a range of different religions.
* I know how to make connections between religious and scientific views.
 | * I know how to make connections between different belief and practices of the 6 major religions.
* I understand and know how to link and compare stories, beliefs and practices from different religions including differences and similarities.
* I understand and evaluate the diversity of belief in different religions, nationally and globally.
* I know and can articulate the different responses to ethical questions from a range of different religions.
* I understand why some Christians find science and faith compatible, complimentary and conflicting.
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| Skills to Gain using Knowledge  | * I can suggest and find meanings behind different beliefs and practices.
* I can suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.
* I can ask and respond to questions about what individuals and faith communities do and why.
* I can begin to explain my ideas.
* I can express my own ideas and opinions and begin to give good reasons for those ideas.
* I can use a range of different medium to express my thoughts.
* I can ask questions and suggest answers about what is important to people of faith living today.
 | * I can respond to meanings behind different beliefs and practices.
* I can respond to the meanings of some religious and moral stories and express how these relate (directly) to right and wrong.
* I can express views about why belonging to a faith community is valuable in their own lives.
* I can begin to make connections between my own ideas and others.
 | * I am beginning to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices.
* I am beginning to respond thoughtfully to a rage of sacred writings/stories. Provide good reason for what they mean to different faith communities.
* I can creatively begin to express my views about why belonging to a faith community may be valuable and relate this to my life.
* I am beginning to recognise those with no faith also have a belief system.
 | * I can reflect and respond to the significance of meaning behind different beliefs and practices.
* I can respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts.
* I can express views creatively as to why belonging to a faith community may be valuable both to different faith members and to my life.
* I can recognise those with no faith also have a belief system.
* I can discuss and apply my own and other ideas about ethical questions and to express my own ideas clearly in a response.
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