

Curriculum overview: **Orange is Theology**

**Blue is Philosophy**

**Green is Social / Human Sciences**

Year Group	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5	Enquiry 6
<b>Yr1</b>	Who made the world?	Why does Christmas matter to Christians?	What do my senses tell me about the world?	What is good? What is bad?	What does it mean to be a part of a religious family?	Why are symbols and artefacts important to some people?
<b>Yr2</b>	What do religious people say god is like?	What questions do religious stories make us ask?	Why does Easter Matter to Christians?	How do festivals and celebrations bring people together?	How do people decide what is right and wrong?	Where is religion around us?
<b>Yr3</b>	Where do religious beliefs come from?	Why do people choose to make a new start?	How do people show commitment to faith?	Is life a journey and does it ever end?	What is philosophy and how do people make moral decisions?	What difference does being a Muslim make to my daily life?
<b>Yr4</b>	What is the difference between knowing and believing?	How do Christians around the world celebrate Christmas?	What does it mean for Christians to belong to a worldwide church?	Why do Christians call the day Jesus died good Friday?	Why is there so much diversity of belief in Christianity?	
<b>Yr5</b>	Is being happy the greatest purpose in life?	Are angels real?	How has a belief in Christianity impacted music and art throughout history?	How do Buddhists explain suffering in the world?	Creation and Science: Conflicting or complementary?	Does religion bring peace or conflict?
<b>Yr6</b>	Who or what is God? And is believing in god reasonable?	How do beliefs shape the identity of Muslims?	Is it ever right to use violence?	What difference does the resurrection make for Christians?	Does God have a plan for people?	

Core Knowledge / Substantive Knowledge Progression:

Year Group	Theology	Philosophy	Social / Human Science
1	<ul style="list-style-type: none"> <li>✓ The Jewish story of creation and relate it to observing Shabbat.</li> <li>✓ Jews believe in one God and that He is the creator.</li> <li>✓ Shabbat is celebrated as a weekly tradition for Jewish families.</li> <li>✓ The symbolism of the key artefacts used during Shabbat:               <ul style="list-style-type: none"> <li>○ Candles – are lit before Shabbat to create peace in the home</li> <li>○ Challah Bread – a special plaited bread to show how Jews love Shabbat</li> <li>○ Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat</li> <li>○ Zemirot – the special songs sung at the table for Shabbat</li> </ul> </li> <li>✓ The Easter narrative in the Bible.</li> <li>✓ Christians believe Jesus’ died on a cross (crucifixion) to save people (salvation).</li> <li>✓ Christians believe Jesus came back to life (resurrection).</li> <li>✓ Christians believe Easter gives people hope of a new life, now and in the future.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The five senses (see, hear, smell, touch, taste)</li> <li>✓ Worship practices, e.g. Hindu Puja</li> <li>✓ Visual art, e.g. Murti / Image of Hindu God</li> <li>✓ Artefacts, e.g. Art Lamp has five wicks one for each blessing</li> <li>✓ Smell – incense is used as part of Hindu worship at a shrine</li> <li>✓ Taste – food such as fruit is left at the shrine as an offering to the Gods</li> <li>✓ The creation stories within Christian and Hindu traditions.</li> <li>✓ Non-religious ideas about how the origin of the universe.</li> <li>✓ Reasons why people look after the world.</li> <li>✓ Examples of how people look after the world.</li> <li>✓ How we shared understanding of good / bad.</li> <li>✓ Ten commandments influences Christian views on good and bad.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The importance of worshiping together on a Sunday.</li> <li>✓ How First Communion, Christenings and Baptisms show Christians belong to their faith family.</li> <li>✓ How artefacts (font/christening candles/chalice and paten) are used to show Christians belong to their faith family.</li> <li>✓ How artefacts (prayer/hymn book) are used to show Christians belong to their faith family through worship.</li> <li>✓ The use of light and water in both infant and adult baptism/christening.</li> <li>✓ The different symbols (cross/fish) that show belonging.</li> <li>✓ The church as a group of people/faith family not only a building.</li> <li>✓ How using the name Christian means they belong to their faith family.</li> <li>✓ How Muslims celebrate (Eid-ul-Fitr and Eid-ul-Adha).</li> <li>✓ How these festivals help to bring the religious communities together.</li> </ul>
2	<ul style="list-style-type: none"> <li>✓ The Christian belief that Jesus is the Light of The World (John 8:12).</li> <li>✓ (How the Diwali story reflects Hindu beliefs about good and evil.)</li> <li>✓ (How the Hanukkah story reflects Jewish beliefs about God as provider.)</li> <li>✓ The symbolic meaning of lighting the Shabbat Candle.</li> <li>✓ The Christian belief that God became human in Jesus.</li> <li>✓ The Nativity narratives are in the books of Luke and Matthew in the Bible.</li> <li>✓ How incarnation and salvation relate to one another for Christians.</li> <li>✓ Jesus is an important and historical figure to Christians.</li> <li>✓ Christians use the nativity story to influence their actions at Christmas, e.g., thankfulness and giving.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The word ‘God’ is a name.</li> <li>✓ The key beliefs about God from at least two different religions/worldviews.</li> <li>✓ How a person’s behaviour is connected to their view of God.</li> <li>✓ Two different stories/narratives that illustrate beliefs about God.</li> <li>✓ Difference between knowledge, belief and opinion.</li> <li>✓ The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.</li> </ul>	<ul style="list-style-type: none"> <li>✓ What is the Seder Meal.</li> <li>✓ The story of the Passover in the context of Exodus.</li> <li>✓ Symbolism of each part of the Seder plate (bitter herbs, Charoset, Karpas, Zeroah, Beitzah and Three Matzot)</li> <li>✓ Jewish family traditions related to Passover.</li> <li>✓ The importance of Moses within Judaism.</li> <li>✓ Understand the diverse religions in your locality.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Easter is the most important event in the Christian calendar.</li> <li>✓ Easter is long period in the Christian (from Lent – Easter Week – finishes with Ascension Day)</li> <li>✓ Easter is about the death and resurrection of Jesus and his preparing of heaven for Christians. (Salvation)</li> <li>✓ The symbols of Easter – cross, eggs, the covering of crosses on Good Friday and the celebration of Easter Sunday.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Understand how different religions contribute to our local community (mosque visit / minister visit).</li> <li>✓ How different religions in our community have similarities and differences in their basic beliefs.</li> </ul>
3	<ul style="list-style-type: none"> <li>✓ Sources of authority which explain to Christians the nature of God, e.g. Bible, experience, creeds.</li> <li>✓ Compare and contrast the Laws of Moses and New Testament teachings as sources of authority for Christians – that while Christianity draws on teachings of the OT Law, it is ultimately formed by a NT understanding of the sacrifice of Jesus as the fulfilment of the Law.</li> <li>✓ Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.</li> <li>✓ Christian belief that humans are made in God’s image but became sinful and need saving.</li> <li>✓ Textual theology: consideration of genre, author, context and audience in relation to the Bible.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Adam and Eve – the fall</li> <li>✓ Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakat and Hajj.</li> <li>✓ Buddhism – reincarnation v Christianity incarnation</li> <li>✓ Difference between knowledge, belief and opinion.</li> <li>✓ The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.</li> <li>✓ The nature of a philosophical question.</li> <li>✓ Awareness of variant perspectives about whether some things can be proven.</li> <li>✓ The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities).</li> <li>✓ Utilitarianism or Hedonism as a way of making moral decisions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The importance of rites of passage in terms of religious identity.</li> <li>✓ The role of baptism (infant and adult) in shaping religious identity in the Christian community.</li> <li>✓ The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community.</li> <li>✓ The Amrit ceremony as a milestone in shaping religious identity in the Khalsa.</li> <li>✓ Awareness of the diverse nature of Islam locally, nationally and globally. (Pilgrimage)</li> <li>✓ Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs. Varying use of a minaret for the call to prayer, and alternatives to this.</li> <li>✓ Awareness of the two main Muslims traditions: Sunni and Shia.</li> <li>✓ Awareness of diversity of expression, particularly in relation to the pictorial presentations.</li> <li>✓ Hindus believe in in a God with many faces Brahma.</li> <li>✓ Hindus believe truth is eternal.</li> <li>✓ Hindus strive to achieve dharma – the right way of living (duties, rights, laws, behaviour and virtues.</li> <li>✓ Karma – how Hindus act for others and themselves.</li> </ul>

			<ul style="list-style-type: none"> <li>✓ Murti –an image, statue of the divine and seen as a deity.</li> <li>✓ Samsara – the cycle of birth, death and rebirth</li> <li>✓ Moksha – is when the soul passes through many lives.</li> <li>✓ Hindus worship in a Mandir, where they make offerings to a murti, which is a statue of God or a goddess. Hindu temples are dedicated to different gods and goddesses.</li> <li>✓ Who Mahatma Gandhi was and why he influenced the concept of ahimsa – a total avoidance of harming any living thing by deeds, words and actions.</li> </ul>
4	<ul style="list-style-type: none"> <li>✓ God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit).</li> <li>✓ Belief of forgiveness</li> <li>✓ Events of holy week.</li> <li>✓ Hope linked to resurrection.</li> <li>✓ Sacrifice – linked to lent.</li> <li>✓ Incarnation: Jesus as one of the three persons of the Trinity.</li> <li>✓ Spirit: God as spiritually active in the world</li> <li>✓ Understand the Church as a global community of Christian believers.</li> <li>✓ Awareness of the concept of denominations within Christianity, along with examples e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army.</li> <li>✓ Describe different expressions of Christian worship including for example the Eucharist and pilgrimage.</li> <li>✓ The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban.</li> <li>✓ Identify a key event which influenced Christianity e.g. Martin Luther King, Mother Teresa</li> </ul>	<ul style="list-style-type: none"> <li>✓ At least three views about the nature and existence of God e.g. God as love, God as Father, God as light, God as creator (see supplementary ideas)</li> <li>✓ The difference between knowledge, belief and opinion.</li> <li>✓ The complex nature of concepts such as truth and reality.</li> <li>✓ Debates about whether something can be proven.</li> <li>✓ Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things.</li> <li>✓ Use of the term Waheguru and other titles used for God.</li> <li>✓ At least one interpretation of the term ‘sacrifice’</li> <li>✓ The Fourth Pillar of Islam and the place of self-sacrifice in Islam</li> <li>✓ Christians believe Jesus was the ‘ultimate’ sacrifice for the forgiveness of sins.</li> <li>✓ Humanist views on altruism and charity, considering the reasoned approach to these.</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ Christmas around the world.</li> <li>✓ Christmas and the traditions associated with it (around the world).</li> <li>✓ Modern depictions of nativity.</li> </ul>
5	<ul style="list-style-type: none"> <li>✓ Creation: Christian belief that humans are made in God’s image, by God.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The varying beliefs about God, the Buddha, the Four Noble Truths, the cycle of birth, death and rebirth and the Five Precepts.</li> </ul>	

	<ul style="list-style-type: none"> <li>✓ Theistic Evolution: Awareness of the relationship between the Genesis narratives and scientific explanations.</li> <li>✓ Scientific Theory: The Big Bang Theory.</li> <li>✓ Textual theology: consideration of the genre of Genesis.</li> <li>✓ Logic: debates about whether some things can be proven.</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓ The use of Jakata Tales as a source of moral guidance.</li> <li>✓ The different views about the nature of knowledge, meaning and existence.</li> <li>✓ Buddhist perspectives on moral issues and consideration of the consequences of action in relation to Karma.</li> <li>✓ Biblical references to Angel in Christmas story</li> <li>✓ Renaissance art linked to Angels and Christianity.</li>   <li>✓ The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy.</li> <li>✓ The complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato.</li> <li>✓ The work of one or two key philosophers such as Socrates/Plato and Descartes.</li> <li>✓ Consideration of consequences of action in relation to karma.</li>   <li>✓ St. Augustine's ideas on sin as a defect rather than an effect - referring to Socrates and Plato's work stating that ignorance is the cause of sin.</li> <li>✓ Theological understandings of right and wrong.</li> <li>✓ Moral issues such as poverty and wealth, peace and conflict or justice and injustice - looking at Christian attitudes to suffering.</li> <li>✓ Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife.</li> <li>✓ What is Utilitarianism? And how does this relate to making moral decisions.</li> <li>✓ Definitions of belief: Atheist, Agnostic, Theist.</li>   <li>✓ Pascal's Wager, as an example of a philosophical explanation.</li> <li>✓ Humanism, as an example of a philosophical stance.</li>   <li>✓ How to explain, using a range of reasons, whether a position or argument is coherent and logical. Use philosophical vocabulary e.g. knowing, truth, proof, reality, fact, opinion.</li>   <li>✓ How to form a coherent argument to support or oppose the existence of God.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Explain divergent role of music in worship in the history of the Christian Church.</li>   <li>✓ Explain how art has been used in Christianity to reflect key events and facilitate worship.</li>   <li>✓ Explain key teachings from the Quran, the Hadith and important Muslim teachers (Al-Ghazali) in regard to the use of music and art.</li>   <li>✓ Explain, using a range of reasons, responses to instances of Aniconism and Iconoclasm in Muslims and Christian history.</li>   <li>✓ The story of David and Goliath</li> <li>✓ Religion is a useful cover (to justify heinous crimes) and a powerful motivator (interpretations of texts) for conflict</li>   <li>✓ Interpretations lead to beliefs about how to behave</li>   <li>✓ It's important not to group all people of one religious background under one bracket and judge a whole group of people by the actions of a few</li>   <li>✓ 'Holy' wars are justified by religions</li> <li>✓ Lots of wars are started because of non-religious causes</li>   <li>✓ Many people see war to be a last resort and seek peace</li> </ul>
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<p>6</p>	<ul style="list-style-type: none"> <li>✓ Explain the different philosophical answers to questions relating to meaning and existence.</li> <li>✓ Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God: Ontological, Cosmological or Teleological arguments as found in the work of St. Thomas Aquinas for example.</li> <li>✓ Explain, using a range of reasons, whether a position or argument is coherent and logical.</li> <li>✓ Link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God.</li> <li>✓ Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.</li> <li>✓ Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption).</li> <li>✓ Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus .</li> <li>✓ Practices and expression: worship: different expressions of Christian worship.</li> <li>✓ Festivals: the diverse ways in which people celebrate festivals such as Easter.</li> <li>✓ Related God's Plan to the sacrifice of Jesus.</li> <li>✓ Meaning and existence.</li> <li>✓ At least one interpretation of the term 'sacrifice'</li> <li>✓ The story of Abraham/Ibrahim and Isaac/Ismail and the place of sacrifice in Judaism/Islam</li> <li>✓ Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins.</li> <li>✓ Religious teachings about self-sacrifice</li> <li>✓ Humanist views on altruism and charity, considering the reasoned approach to these</li> </ul>	<ul style="list-style-type: none"> <li>✓ Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.</li> <li>✓ Salvation: Gospel accounts of Jesus' death and resurrection and the various interpretations of these accounts in terms of the meaning of salvation (e.g. forgiveness, sacrifice, redemption).</li> <li>✓ Textual theology: consideration of genre, author, content, reliability and audience in relation to the Gospels and resurrection of Jesus .</li> </ul>	<ul style="list-style-type: none"> <li>✓ The ways in which the Qur'an and Hadith form a source of authority.</li> <li>✓ Key distinctions between the three main Muslim traditions (Sunni, Shia and Sufi).</li> <li>✓ Muslim perspectives on moral issues including the idea of 'intention'.</li> <li>✓ The role of the Masjid (mosque).</li> <li>✓ The significance and impact of Five Pillars of Islam.</li> <li>✓ The importance of Ramadan, the two Eid festivals and Jumah Prayers.</li> </ul>
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## Ways of Knowing Progression

Theology	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>A. Where beliefs come from</b>	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 <sup>1</sup> 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 which 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>B. How beliefs change over time</b>	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
<b>C. How beliefs relate to each other</b>	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
<b>D. How beliefs shape the way believers see the world and each other</b>	Give an example of how _____ <sup>2</sup> 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

Philosophy	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>A.The Nature of knowledge, meaning and existence</b>	<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>B.How and whether things make sense</b>	<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>
<b>C.Issues of right and wrong, good and bad</b>	<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</p>	<p>Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.</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</p>	<p>Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the</p>



		and wrong and their actions.	Recognise some of the similarities and differences between these ideas.		opinion and why there are differences.	connections between beliefs, practices and behaviour.
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Human/Social Sciences	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>A. The diverse nature of religion</b>	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>B. Diverse ways in which people practice and express beliefs</b>	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.

<p><b>C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa</b></p>	<p>Recognise that beliefs can have an impact on a believer's daily life, their family or local community.</p>	<p>Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.</p>	<p>Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.</p>	<p>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.</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>
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