

Theology (Believing) 	In our Theology lessons, children learn to step into the shoes of a theologian—someone who explores and asks deep questions about what people believe. Instead of just memorising facts, your child will explore the core ideas, sacred books, and symbols that shape different religions and worldviews. They will discover how people find meaning in ancient stories and how those teachings guide how they live their lives today. As children grow, they move from simply retelling famous religious stories to looking at them more deeply. They learn that people can read the same sacred text and understand it in different ways—whether literally, historically, or as a powerful symbol. This helps children build great reading and critical thinking skills, while developing a deep respect for how others see the world.
Social Science (Living) 	In our Social Sciences lessons, children explore the "lived reality" of faith, looking at how different religions and worldviews shape everyday human life, culture, and communities. Instead of just looking at what a religion says on paper, your child will look at how it is actually lived out in the real world. They will discover how beliefs influence the choices people make, the festivals they celebrate, the food they eat, and how they care for the environment and each other. As children progress, they learn that religion isn't just one fixed set of rules. They will explore the wonderful diversity <i>within</i> faiths, discovering how people of the same religion might express their beliefs differently depending on where they live or their family traditions. By using tools like interviews, photographs, and real-life stories, children learn to see the world through other people's eyes, building deep empathy and a rich understanding of our diverse global community.
Philosophy (Thinking) 	In our Philosophy lessons, children get to ask the "big questions" about life, truth, and what it means to be human. Philosophy is all about wondering, puzzling, and thinking deeply. Your child will explore fascinating questions that don't always have a single "right" or "wrong" answer—such as "<i>What is fair?</i>", "<i>How do we know what is real?</i>", or "<i>Why is there suffering in the world?</i>" As children grow, they learn how to build strong, respectful arguments and listen carefully to ideas that might be different from their own. They will explore what guides people's choices and morals, whether they follow a religious faith or a non-religious worldview like Humanism. Through these lively discussions, children don't just learn <i>what</i> to think; they learn <i>how</i> to think for themselves, developing open minds, sharp problem-solving skills, and a healthy dose of curiosity.

	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Theology (Believing) 	• Listen to and retell religious stories. • Recognise that stories and objects can be special to believers. • Identify some sacred texts, such as the Bible or Torah. • Begin to use simple religious vocabulary. • Recognise that people may believe different things.	• Identify core beliefs and concepts within the religions and worldviews studied. • Describe what religious stories and teachings show about belief. • Make simple links between stories, beliefs, festivals and symbols. • Give simple explanations of what sacred texts mean to believers. • Use appropriate religious vocabulary accurately.	• Explain the meaning of key beliefs and teachings within different religions and worldviews. • Make connections between beliefs, stories, symbols and sacred texts. • Begin to recognise that believers may interpret the same belief or text in different ways. • Distinguish between how a belief is understood by an adherent and how it may be described by someone outside the worldview.	• Explain how beliefs influence religious practices and ways of living. • Compare theological ideas across religions and worldviews. • Explore different interpretations of sacred texts and recognise diversity within traditions. • Use evidence from texts and teachings to support theological conclusions. • Compare insider and outsider interpretations of beliefs, recognising the strengths and limitations of each perspective
	Example Questions Who is in this story? Let's look at the pictures—what do you think they are doing? Why is this a special book? How should we look after it? What does this story teach us about being kind or helping our friends? Why do people say "thank you" to God or the world before they eat? Look at this beautiful object/symbol How do you think it makes people feel when they see it? What do you think is happening in this picture of a special celebration?	Example Questions Where does this story come from? Why is this book so important to a [Christian / Muslim / Jewish person]? What does this story tell us about what God is like? If a friend wanted to know how the world started, which story from a special book could we tell them? Why do people use this symbol (e.g., a cross, a crescent moon, a Star of David) to show what they believe? What does the word "sacred" mean? Why do people treat certain books, words, or places with extra care?	Example Questions What is the deeper message behind this parable, story, or teaching? Is it meant to be taken literally, or is it a lesson told through a metaphor? How does the history or setting of when this text was written help us understand why it was told in this specific way? If we compare these two different passages from the same sacred text, how do they both teach believers about the same concept? Same book, different ideas? How can two people read the exact same sentence in a sacred text but have two completely different ideas about what it means?	Example Questions What is "divine inspiration"? Do believers think their holy books were dictated word-for-word by God, or written by humans who were inspired by their experiences with God? Literal, historical, or symbolic? When people read a creation story or a miracle account, why do some believe it happened exactly as written, while others see it as a beautiful poem or symbol? Who decides? What happens when holy books seem to disagree? If one part of a text talks about peace and another talks about fighting, how does a theologian figure out what the ultimate message is? Who holds the keys to the truth? If two groups within the same religion completely disagree on what a text means, how do they decide who is "right"? Is there a final judge?
	Key Vocabulary Examples	Key Vocabulary Examples	Key Vocabulary Examples • Sacred, prophet, parables, covenant, commandment,	Key Vocabulary Examples • Sacred text, secular, denomination, divine

	Special, story, picture, celebrate, friends, quiet time, church, prayer	Sacred, holy book, symbol, believer, leader, place of worship, prayer, teaching	faith, interpretation, translation, tradition	inspiration, authority, literal metaphorical, context
Social Science (Living) 	- Notice similarities and differences between people's lives, celebrations and traditions. - Talk about how people belong to different families and communities. - Use photographs and observations to notice similarities and differences between people's lives and experiences.	- Describe how people express beliefs through festivals, worship and everyday life. - Recognise that different people may practise the same religion in different ways. - Find out about people's lived experiences through observation, photographs, artefacts and simple questions. - Recognise that one person's experience does not represent everyone within a religion or worldview.	- Explain how beliefs influence the lives of individuals and communities. - Compare how religions and worldviews are lived in different places and cultures. - Recognise diversity within religious communities. - Use sources such as interviews, photographs, artefacts and simple data to investigate how people live their beliefs. - Consider whether the evidence they have gathered represents the experiences of all believers.	- Explain how history, culture and society influence religious belief and practice. - Compare similarities and differences within and between religious communities. - Evaluate how beliefs shape actions and how communities influence belief. - Select and compare evidence from interviews, observations, visual sources and data to investigate lived religion. - Evaluate how reliable and representative different sources of evidence may be.
	Example Questions What special days or parties do you celebrate with your family at home? Who is in your community, and how do we say hello to them? How can we look after the bugs, plants, and trees in our garden? What special songs or music do you like to dance to with your friends? Why do we share our toys and help someone if they fall over?	Example Questions Why do some families go to a special building like a church, mosque, or gurdwara every week? What special clothes, hats, or jewellery do people wear to show what they believe? How do families get ready for a big religious party or festival at home? How do people show kindness to their neighbours because of their faith? Why do people light candles or say special words at bedtime or dinner time?	Example Questions What makes a place, like a building or a river, feel special to a community? Why do families from the same religion sometimes celebrate the same festival in different ways? How do people show they belong to a faith community without using words? What does a religious building look like on the inside when people gather together? Can we celebrate a friend's special festival even if we don't follow their religion? Can people from different worldviews work together to fix a problem in their local town?	Example Questions Why do some believers follow every single rule, while others only practice a few? Does a family's custom come from their faith, or just the country they live in? Can you fully join in with a community's charity work if you don't believe in their God? How do someone's beliefs change where they shop, what they wear, or how they vote? What challenges do children face when staying true to their faith at a non-religious school? Can you fully join in with a community's charity work if you don't believe in their God?
	Key Vocabulary Examples Family, festival, celebrate, share,	Key Vocabulary Examples F	Key Vocabulary Examples Lived reality, diversity, custom, charity, belonging	Key Vocabulary Examples Secular, representation, culture, global community, local, faith, charity, influence

	kindness, community, routine, place of worship			
Philosophy (Thinking) 	• Talk about things they find interesting, puzzling or wonderful. • Express simple ideas and feelings. • Ask questions about the world and people. • Listen to the ideas of others. • Begin to give a reason for an opinion	• Ask questions about beliefs, values and meaning. • Give reasons for their views. • Make simple connections between ideas and their own experiences. • Recognise that people may think differently. • Respond respectfully to alternative viewpoints.	• Ask thoughtful questions about meaning, purpose and truth. • Give reasons for their own ideas using examples. • Compare different answers to philosophical questions. • Show respect when discussing different viewpoints. • Reflect on where their own ideas and assumptions may have come from.	• Explore philosophical questions from a range of religious and non-religious perspectives. • Construct reasoned arguments using evidence. • Evaluate different viewpoints respectfully. • Explain why people may reach different conclusions. • Recognise that personal experiences, culture and context can influence their own and others' viewpoints. • Reflect on how new learning may confirm, challenge or develop their own worldview.
	Example Questions Why is it important to take turns when playing with our toys? How can we be a kind friend to someone who is new to our classroom? What makes a rule good or helpful for everyone in our room? Can you love someone even when you are feeling cross with them? How do you know when you are happy, sad, or cross? What do you wonder about when you look up at the night sky?	Example Questions Why is it sometimes hard to share or be fair, even when a holy story tells us we should? What makes a rule helpful, and what makes a rule unfair? Why should we tell the truth, even if it might get us into trouble? Can you see or touch love, or do you just know it is there? What makes you <i>you</i> , and how are you different from everyone else? Why is the world full of beautiful things, and how should we treat them?	Example Questions Why do different religions have different rules about what is right and wrong? How do we know if a choice is good if there isn't a rulebook or a holy text to tell us? Why should we stand up for someone else even if it puts our own safety at risk? Can you believe in something completely if you cannot prove it with a science experiment? What makes a story "true" if it didn't actually happen in real history? How does a person change their mind about what they believe to be true?	Example Questions Why do some people prioritize a holy book's rules over the modern laws of their own country? How do we decide what is fair when different religions have completely opposite views on an ethical issue? What gives a person the right to tell someone else that their worldview is wrong? How can two people look at the exact same universe and one see God's design while the other sees random science? Why would a loving God allow natural disasters and suffering to exist?
	Key Vocabulary Examples • Happy/sad, think, kind, question, dream love, gift, promise, respect	Key Vocabulary Examples • Fair, wonder, real, truth, choice, rule, mind, respect,	Key Vocabulary Examples • Beliefs, morals, values, logic, consequences, truth, argument	Key Vocabulary Examples • Agnosticism, atheism, theism, ethics, soul, conscience, secularism, materialism, objectivity, subjectivity