

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.

| Year 1 | Core knowledge (substantive) and key vocabulary | Disciplinary knowledge | Disciplinary skills |
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| 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. |

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| | <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. |

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| | <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. |