

Aims	Key Stage 1 pupils	Key Stage 2 pupils	Key Stage 3 pupils	Key Stage 4 pupils
To understand the nature, role and influence of religion in the world by:	showing basic knowledge and understanding of Christianity and other faiths in the world, exploring similarities between religions.	showing knowledge and understanding of Christianity and other faiths in the world exploring similarities and differences between and within religions; understanding what it means to belong to a religious community and the influence religious faith has on individuals and communities.	perceiving the way religious teaching and practice relate to ultimate questions; reflecting on the benefits and challenges of living in a multi-faith and diverse society.	analysing and thinking critically about religious and other beliefs and practices and different interpretations of these.
To pursue personal quest for meaning, purpose and value by:	reflecting on the significance of personal experience and emotion.	thinking about what influences our beliefs and lifestyle and the way we see things; exploring different religious and non-religious beliefs about meaning, purpose and value.	raising and exploring the ultimate questions which are contained in religious beliefs and practices; developing personal responses to ultimate questions in the light of their own and others' experiences and beliefs.	reflecting on their own and others' responses, religious and secular, to ultimate questions and the impact these can have in the world.
To formulate reasoned opinion/argument by:	gaining the necessary knowledge to be able to give one or more reasons for an opinion.	gaining basic understanding of some beliefs to be able to give reasons for and against an opinion; developing awareness of the influence of beliefs on attitudes and behaviour.	developing the ability to see things from other peoples' perspective; developing skills of questioning, interpretation, reasoning and justification to build an argument.	developing the ability to analyse strengths and weaknesses in arguments/stances.

Progression through the aims of the agreed syllabus (putting the learning into age-related context)