



ATS Goals and Waypoints			
Aspirational outcomes by the end of...	Theology	Philosophy	Human and Social Science
EYFS	<p>To know the word God is a name</p> <p>To know that Christians believe God is the creator of the universe</p> <p>To know Christians believe God made our wonderful world and we should look after it</p> <p>To know Christians believe God came to Earth in Human form as Jesus.</p> <p>To know Christians believe Jesus came to show that all people are precious and special to God.</p> <p>To understand that Christians remember Jesus' last week at Easter.</p> <p>To know that Jesus' name means 'He saves'</p> <p>To understand that Christians believe Jesus came to show God's love.</p> <p>To know that Christians try to show love to others.</p>	N/A	N/A
Key Stage 1	Retell a narrative, story or important text from at least one religion or worldview and recognise a link	Talk about the questions a story or practice from a religion or worldview might make them ask about the world	Recognise the names of different religions, religious beliefs and worldviews and use them correctly.

	<p>with a belief.</p> <p>Recognise different types of writing from within one text.</p> <p>Recognise that some beliefs connect together and begin to talk about these connections.</p> <p>Give different examples of how _____ beliefs influence daily life.</p>	<p>around them.</p> <p>Talk about what people mean when they say they 'know' something.</p> <p>Give a reason to say why someone might hold a particular belief using the word 'because' Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.</p>	<p>Identify evidence of religion and belief especially in the local area.</p> <p>Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.</p>
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<p>Key Stage 2</p>	<p>Explain different sources of authority and the connections with beliefs.</p> <p>Begin to discuss the reliability and authenticity of texts that are authoritative for a group of Believers.</p> <p>Explain how events in history and society have influenced some religious and non-religious Worldviews.</p> <p>Explain connections between different beliefs being studied and link them to sources of authority using theological terms.</p> <p>Explain the key theological similarities and differences between and within religions and worldviews.</p> <p>Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others.</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> <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> <p>Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p>	<p>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.</p> <p>Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.</p> <p>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> <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>
<p>Key Stage 3</p>	<p>Contextualise, analyse and evaluate where beliefs come from using evidence relating to sources of authority, teachings and interpretations, the writing of key thinkers and the impact of experiences.</p>	<p>Contextualise, analyse and evaluate a range of philosophical answers to questions of knowledge, meaning and existence and critique those of others</p>	<p>Contextualise, analyse and evaluate the nature of the terms 'religion', 'belief' and 'spiritual' drawing on a wide range of views including those from different</p>

	<p>Contextualise, analyse and evaluate propositions about the reliability, authenticity, historical accuracy and authorship of sources when enquiring into religions and worldviews.</p> <p>Contextualise, analyse and evaluate the impact of events in history and society on shaping and changing religious and non-religious beliefs over time.</p> <p>Contextualise, analyse and evaluate how beliefs and concepts relate to each other drawing on theological terminology and a range of sources of authority as evidence.</p> <p>Theorise about the different ways of understanding the key theological similarities and differences between and within worldviews.</p> <p>Contextualise, analyse and evaluate propositions about how beliefs shape the way ____ view the world in which they live and how they view others.</p>	<p>discussing areas of strength, weakness and uncertainty.</p> <p>Contextualise, analyse and evaluate the diverse ways in which philosophers understand the nature of knowledge.</p> <p>Comprehensively assess whether a range of positions or arguments are coherent and logical evaluating their validity and significance and explaining conclusions with reasons and evidence.</p> <p>Create and test their own and others well substantiated arguments or hypothesis drawing conclusions based on the process of reasoning.</p> <p>Contextualise, analyse and evaluate the diverse ways in which people answer ethical and moral questions/issues drawing on a range of disciplines and research methods.</p>	<p>disciplines (i.e. theology, philosophy and the human/ social sciences) and contexts.</p> <p>Analyse and evaluate areas of controversy when enquiring into religion, belief and spirituality.</p> <p>Contextualise, 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> <p>Contextualise, analyse and evaluate how beliefs impact on, shape and change individual lives, communities and society, and how historical, cultural, social and philosophical factors impact on and shape beliefs.</p>
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<p>Key Stage 4</p>	<p>Depth of Study: KS4 students should engage in a deeper analysis of key religious texts and theological concepts (e.g., Trinity in Christianity, Tawhid in Islam). This involves evaluating how these beliefs shape religious practices and views on contemporary issues like euthanasia or environmental ethics.</p> <p>Comparative Analysis: At KS4, students should compare theological concepts across religions, such as Christian salvation and Islamic views on predestination, emphasising key theological similarities and differences.</p>	<p>Critical Thinking: KS4 should push students to critically evaluate philosophical arguments related to the existence of God, the problem of evil, and life's purpose. This involves assessing the strengths and weaknesses of different philosophical perspectives, moving beyond basic understanding to form reasoned conclusions.</p> <p>Debate and Reasoning: Students should develop and present well-structured arguments on ethical and existential questions, using philosophical methods and terms to critique and defend various viewpoints, such as utilitarianism versus deontological ethics on capital punishment.</p>	<p>Impact on Society: KS4 students should evaluate how religious beliefs and practices impact individuals and societies, both historically and in modern contexts. This includes examining the role of religion in human rights, social justice, and global ethics (e.g., the influence of Christian charity on poverty reduction).</p> <p>Comparative Social Analysis: KS4 should emphasise comparing how different religions address contemporary social issues, such as gender roles or the environment, and evaluate how these beliefs shape communities at both local and global levels.</p>
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