# End-of-Key Stage Outcomes linked to Disciplinary and Personal Knowledge

Overview for Teachers

This series of documents, and the associated Pupil Personal Knowledge Reflection Journals for each key stage, aim to support you in seeing where the three types of knowledge mentioned in the Ofsted Research Report on Religious Education (May 2021) are present in the end-of-key stage outcomes in the current Coventry and Warwickshire Agreed Syllabus (CWAS).
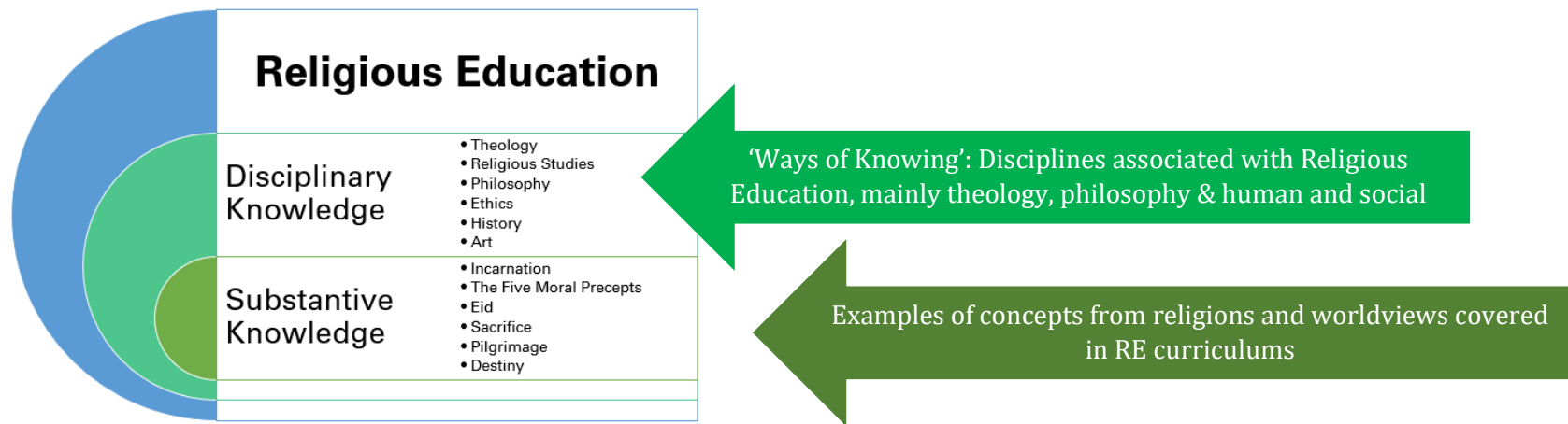
Substantive knowledge

The substantive knowledge (the facts and information imparted through the RE curriculum) can be routinely assessed within RE lessons through teacher questioning, appropriate assessment tasks and regular retrieval practice activities that allow pupils to see how their knowledge is deepening and where there are gaps in their knowledge (see the recent RE and Retrieval Practice document for some ideas).

Disciplinary Knowledge

Embedded within the end-of-key-stage outcomes from the current CWAS is the assumption that disciplinary and personal knowledge is also developing alongside substantive knowledge acquisition as pupils move through the subsequent key stages. The associated documents aim to make that clear, highlighting elements of disciplinary knowledge and methodology (this may need to be added to existing RE curriculums where RE today units of work do not make disciplinary methods clear; further advice to follow on this) across the CWAS's three main strands:

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A	**B**	**C**
Knowing about and understanding religions and worldviews	Expressing and communicating ideas related to religions and worldviews	Gaining and deploying the skills for studying religions and worldviews

Personal Knowledge

As well as disciplinary knowledge, the documents pose questions to support pupils in accessing the personal knowledge they bring to RE lessons and the unique positioning and interaction each pupil makes with the subject content due to their own worldview. The accompanying Pupil Personal Knowledge Reflection Journals include these same questions across the three strands of the CWAS and are age-appropriate. However, they are provided in Word format so you can adapt and amend them as needed. The first few pages are a generic introduction to what it means to have a personal worldview. You might invite pupils to watch the Theos Think Tank short film, *Nobody Stands Nowhere* (https://youtu.be/AFRxKF-Jdos), to introduce them to the idea of everyone having a personal worldview before they begin thinking about their own. Following that, questions are ordered by the three strands of the CWAS. You may choose to identify the appropriate questions for several lessons in a unit from across the different strands, ask pupils to highlight and date these and answer in the column alongside as you engage in enquiry through the unit. Sometimes additional scaffolding is provided to support pupil answers.

Using the Documents

There are three overview documents, one for each of the three strands A, B, C. Each document has the three desired outcomes for each key stage for that strand on it. For example:

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Summary of each of the three outcomes for each strand

End-of-key-stage outcomes from the CWAS

Questions to support personal knowledge and pupils' awareness of their own positionality. These are repeated in the pupil journals.

Disciplinary knowledge & skills split into theology, philosophy & human and social sciences

Disciplinary knowledge & methodology associated with each outcome

A1. Religion and Worldviews								
End of KS1			**End of KS2**			**End of KS3**		
Identifying and recalling basic concepts from religions and worldviews	Disciplinary Knowledge	Personal Knowledge	Understanding concepts from religions & worldviews	Disciplinary Knowledge	Personal Knowledge	Interpretation of beliefs	Disciplinary Knowledge	Personal Knowledge
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	**Theology:** • Beliefs & origins of festivals in sacred stories **Skills:** • Text analysis Philosophy	○ What festivals & rituals do I already know? ○ Do I celebrate ○ How do I show others I belong with them?	A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	**Theology:** • Ideas about God • Religious concepts • Origins of practices in scared texts **Skills:** • Text analysis • Art criticism • Interpretation **Philosophy:** • Ideas about God, humans & the universe **Skills:** • Philosophical arguments • Debate	○ What is my own worldview? ○ How do I celebrate festivals and think? ○ How do religions mark milestones in life and do I do	A1. Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs and practices, in order to appraise reasons why some people support and others question these influences.	**Theology:** • Origins of teachings on happiness • History of religions • Development of beliefs **Skills:** • Hermeneutics • Interpretation • Art criticism • Timelines **Philosophy:** • Relationship of theology & philosophy • Religious philosophers & their ideas **Skills:** • Philosophical arguments • Debate	○ How have history & culture influenced my own worldview? ○ How do I interpret this text? ○ Why do I interpret it that way? ○ Do I believe death is the end? ○ Do my ideas about death impact on the way I live? ○ Where do my ideas about death come from? ○ Why do I think there is

There are 3 sets of end-of-key-stage outcomes for each strand: A1, A2, A3 - B1, B2, B3 - C1, C2, C3. You will find the original statements on the following pages in the CWAS:

KS1: p.32, KS2: p.46, KS3: p.70

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Using the Documents

There are several ways you might choose to use these documents in your school:

1) **Disciplinary Knowledge**

   Introducing staff to the disciplinary knowledge ('Ways of knowing') within the RE Curriculum:

   The document identifies concepts explored within the three main disciplines of RE and also how methodology develops as pupils move through the key stages. For example:

Key Stage	Theology	Philosophy	Human & Social Sciences
1	• Text annotation • Own interpretation of texts • Art interpretation	• Discussion • Debate (silent and verbal) • Moral dilemmas	• Observation (through film, visits, visitors) • Interview (questioning individuals) • Exploring artefacts
2	• Text analysis • Interpretations of text • Art criticism • Theologies of reading (approaches to scared texts by religious communities/scholars)	• Debate (silent and verbal) • Thought experiments • Summarising philosophical ideas from key thinkers • Morality and ethics	• Ethnographic study (through film, websites, visits to places of worship, observing visitors with artefacts/sacred text) • Interview (individuals and groups) • Predicate and evaluate responses • Survey • Simple data interpretation
3	• Hermeneutics • Historical-social contexts of texts (e.g. authorship, authority, readership) • Art criticism • Literary criticism • History of theology	• Debate • Thought experiments • Balanced arguments • Justifying positions • Morality and ethics	• Ethnographic study (through film, websites, visits to places of worship, observing visitors with artefacts/sacred text) • Interview panels • Survey • Data analysis and interpretation

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Whilst these methods may not be completely obvious in the existing RE Today units for our current CWAS, this document would help teachers to begin adding such methodology in to RE lessons as part of an enquiry approach to learning about religions and worldviews.

2) Tier 2 and Tier 3 Vocabulary

Exploring the ways in which different tiers of vocabulary build within the RE curriculum and planning intentional ways for pupils' vocabulary to improve (see 'Teaching Religious Vocabulary CPD on the Warwickshire SACRE website). Here is an example of vocabulary within A2:

A2 Vocabulary Development								
KS1 Tier 2 Learning Skills	**KS1 Tier 3: Disciplinary Knowledge**	**KS1 Tier 3: Personal Knowledge**	**KS2 Tier 2 Learning Skills**	**KS2 Tier 3: Disciplinary Knowledge**	**KS2 Tier 3: Personal Knowledge**	**KS3 Tier 2 Learning Skills**	**KS3 Tier 3: Disciplinary Knowledge**	**KS3 Tier 3: Personal Knowledge**
Retell Suggest Explore Discuss Recognise	Analysis Interpretation Morals Observation Interview Artefacts	Sacred Special Important Believe	Describe Make links Respond thoughtfully	Analyse Interpret Approach Recite Summarise Observe Interview Lived experience	Wisdom Sacred Role model Religious Artefacts Guidance	Explain Interpret Experience	Hermeneutics Authority Context Historical-social Balanced argument Debate Critical thinking Case study Lived experience	Authority Convincing argument Guidance Worship

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3) Introducing Staff and Pupils to Personal Knowledge

Using the personal knowledge questions from the documents, and associated journals, to introduce pupils to concepts of personal worldviews and positionality (the position from which they view the world, determined by their own context (e.g. family, culture, peers, religious identity, educational experience, etc). The journal also introduces the concept of metacognition, inviting pupils to consider how they learn best in RE. Here are some sample pages from the KS2 Personal Knowledge Reflection Journal:

KS2 Personal Knowledge Reflection Journal

Name: _____

Who Am I?

Where do my ideas about the world come from?

Family | Friends | Internet/Media | Books & Stories | Religions

Metacognition in RE: How do I best like to learn in RE lessons?

Metacognition Reflection 1

What best helps me to learn about the beliefs, ideas, practices and lived experience of religion?	How do I give reasons for what I write and say in RE lessons?	Which ways of studying RE really make sense to me (e.g. theology, philosophy & human and social sciences)?	What do I find difficult about learning about religions and worldviews?	What kind of questions are the best kind to get me thinking deeply in RE lessons?	What resources most help me to learn in RE?

Metacognition Reflection 2

What best helps me to learn about the beliefs, ideas, practices and lived experience of religion?	How do I give reasons for what I write and say in RE lessons?	Which ways of studying RE really make sense to me (e.g. theology, philosophy & human and social sciences)?	What do I find difficult about learning about religions and worldviews?	What kind of questions are the best kind to get me thinking deeply in RE lessons?	What resources most help me to learn in RE?

Metacognition Reflection 3

What best helps me to learn about the beliefs, ideas, practices and lived experience of religion?	How do I give reasons for what I write and say in RE lessons?	Which ways of studying RE really make sense to me (e.g. theology, philosophy & human and social sciences)?	What do I find difficult about learning about religions and worldviews?	What kind of questions are the best kind to get me thinking deeply in RE lessons?	What resources most help me to learn in RE?

Bringing my Personal Knowledge to my Learning in RE

Strand	A: Know about and understand a range of religions and worldviews	
	Reflection Questions	My Reflections
A1. Religions & Worldviews	What is my own worldview?	
	How do I celebrate festivals and life events?	
	How do others describe God in ways I understand?	
	Do the beliefs of others matter to me & what do I believe/ think?	
	How do religions mark milestones in life and do I do something similar?	
	Does it help to go to a special place?	

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4) **Assessment in RE**

Creating your own/amending your assessment system so that disciplinary knowledge is assessed in RE (keeping this very simple, perhaps only tracking one of two aspects of disciplinary knowledge that the school particularly wants to focus on).

5) **Subject Knowledge**

Using the documents to inform your subject knowledge as RE subject leader so that when we move to the new CWAS in 2024 you will be better informed about the three types of knowledge, the disciplines within RE and the role personal knowledge plays in learning in RE, especially in a worldviews approach.