

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

### A: Know about and understand a range of religions and worldviews

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
<p>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.</p>	<p><b>Theology:</b></p> <ul style="list-style-type: none"> <li>Beliefs &amp; origins of festivals in sacred stories</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Text analysis</li> </ul>	<ul style="list-style-type: none"> <li>What festivals &amp; rituals do I already know?</li> <li>Do I celebrate any of them?</li> <li>Do I believe in a deity?</li> <li>Do I have special stories or places important to me &amp; my life?</li> <li>Why are they special to me?</li> <li>How do I show others I belong with them?</li> </ul>	<p>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.</p>	<p><b>Theology:</b></p> <ul style="list-style-type: none"> <li>Ideas about God</li> <li>Religious concepts</li> <li>Origins of practices in sacred texts</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Text analysis</li> <li>Art criticism</li> <li>Interpretation</li> </ul>	<ul style="list-style-type: none"> <li>What is my own worldview?</li> <li>How do I celebrate festivals and life events?</li> <li>How do others describe God in ways I understand?</li> <li>Do the beliefs of others matter to me &amp; what do I believe/think?</li> <li>How do religions mark milestones in life and do I do</li> </ul>	<p>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.</p>	<p><b>Theology:</b></p> <ul style="list-style-type: none"> <li>Origins of teachings on happiness</li> <li>History of religions</li> <li>Development of beliefs</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Hermeneutics</li> <li>Interpretation</li> <li>Art criticism</li> <li>Timelines</li> </ul>	<ul style="list-style-type: none"> <li>How have history &amp; culture influenced my own worldview?</li> <li>How do I interpret this text?</li> <li>Why do I interpret it that way?</li> <li>Do I believe death is the end?</li> <li>Do my ideas about death impact on the way I live?</li> <li>Where do my ideas about death come from?</li> <li>Why do I think there is</li> </ul>
	<p><b>Philosophy:</b></p>			<p><b>Philosophy:</b></p> <ul style="list-style-type: none"> <li>Ideas about God, humans &amp; the universe</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Philosophical arguments</li> <li>Debate</li> </ul>			<p><b>Philosophy:</b></p> <ul style="list-style-type: none"> <li>Relationship of theology &amp; philosophy</li> <li>Religious philosophers &amp; their ideas</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Philosophical arguments</li> <li>Debate</li> </ul>	

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					something similar?		<ul style="list-style-type: none"> <li>• Thought experiments</li> </ul>	<ul style="list-style-type: none"> <li>○ suffering in the world?</li> </ul>
	<p><b>Human &amp; Social Sciences:</b></p> <ul style="list-style-type: none"> <li>• Practices of worship &amp; ritual as individual expressions of organised religion</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Observation of religious communities &amp; individuals (film, visits)</li> </ul>			<p><b>Human &amp; Social Sciences:</b></p> <ul style="list-style-type: none"> <li>• Festivals, celebrations &amp; worship</li> <li>• Pilgrimage</li> <li>• Life events</li> <li>• Symbolic action</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Ethnographic study (visits, film)</li> <li>• Interview (individuals)</li> <li>• Survey</li> <li>• Data interpretation</li> </ul>	<ul style="list-style-type: none"> <li>○ Does it help to go to a special place?</li> <li>○ What is my special place and why?</li> <li>○ What do I think about prayer/meditation?</li> <li>○ What difference does prayer make in the lives of others?</li> <li>○ Do the teachings of religious leaders inspire me?</li> <li>○ Do I notice religion and worldviews making a difference in the lives of other people?</li> </ul>		<p><b>Human &amp; Social Sciences:</b></p> <ul style="list-style-type: none"> <li>• Impact of culture on practices</li> <li>• The nature of power in religion (+/-)</li> <li>• Conflict</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Data interpretation</li> <li>• Ethnographic study</li> <li>• Interview panels</li> <li>• Survey</li> </ul>	<ul style="list-style-type: none"> <li>○ What do I see as worship?</li> <li>○ How do I think humans achieve happiness?</li> <li>○ Is art/creativity important to me for expressing spiritual ideas?</li> <li>○ Do I believe religion is a power for peace in the world?</li> </ul>

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A1. 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
Recall Name Find out	Text Ritual Practice Observe	Lens Worldview Sacred Special	Describe Make connections Reflect on	Origins Ethnographic Interview Data analysis	Milestones Celebration Inspiration	Explain Interpret Appraise	Hermeneutics Interpretation Criticism Philosophical Thought experiment Trends Critical analysis	History Culture Interpret Power Suffering Spiritual

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A2. Sacred Guidance								
End of KS1			End of KS2			End of KS3		
Identify and begin to puzzle out sacred guidance	Disciplinary Knowledge	Personal Knowledge	Diversity in the living out of beliefs from sacred texts	Disciplinary Knowledge	Personal Knowledge	Range of interpretations, authority & lived expressions of sacred texts	Disciplinary Knowledge	Personal Knowledge
<p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p><b>Theology:</b></p> <ul style="list-style-type: none"> <li>• Creation narratives</li> <li>• Sacred texts &amp; interpretation</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Text analysis</li> <li>• Interpreting texts</li> </ul>	<ul style="list-style-type: none"> <li>○ What stories from sacred texts do I already know?</li> <li>○ Do I think they have something important to say?</li> <li>○ What do I think these stories mean?</li> <li>○ Do I live by any of these rules?</li> <li>○ Why do I think people think</li> </ul>	<p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p><b>Theology:</b></p> <ul style="list-style-type: none"> <li>• Linking texts &amp; stories to practice</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Text analysis</li> <li>• Interpreting texts</li> <li>• Approaches to reading texts used by religious communities</li> </ul>	<ul style="list-style-type: none"> <li>○ What are sources of wisdom for me?</li> <li>○ Are any sacred stories important to me?</li> <li>○ What ideas have I taken from the texts studied?</li> <li>○ Who is a role model in my life?</li> <li>○ Is music important to me?</li> <li>○ Can music express what I think/</li> </ul>	<p>A2. Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world.</p>	<p><b>Theology:</b></p> <ul style="list-style-type: none"> <li>• Hermeneutics</li> <li>• Sources of guidance</li> <li>• Authority</li> <li>• Historical-social context, readership, authorship of texts</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Text analysis</li> <li>• Hermeneutics</li> <li>• Literary exercises</li> <li>• Historical analysis</li> </ul>	<ul style="list-style-type: none"> <li>○ Who/what holds authority for me?</li> <li>○ What is an argument for the existence/non-existence of God I really understand and find convincing?</li> <li>○ What are my own ideas about women/LGBTQ+ people, different ethnicities, class in religious</li> </ul>
	<p><b>Philosophy:</b></p> <ul style="list-style-type: none"> <li>• Morality in sacred texts</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Stating basic ideas</li> </ul>			<p><b>Philosophy:</b></p> <ul style="list-style-type: none"> <li>• Sources of wisdom</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Summarising key ideas</li> </ul>			<p><b>Philosophy:</b></p> <ul style="list-style-type: none"> <li>• Alternative sources of wisdom</li> <li>• Philosophical arguments</li> </ul>	

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	<p>about morality (good &amp; bad)</p>	<p>stories are special and important for life?</p> <ul style="list-style-type: none"> <li>○ What do I believe about the world and looking after it?</li> </ul>			<p>feel/ believe?</p> <ul style="list-style-type: none"> <li>○ Is being religious a good thing? Why?</li> <li>○ Do I show what is important to me through objects (artefacts)?</li> </ul>		<ul style="list-style-type: none"> <li>• Religious philosophers and their ideas</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Balanced arguments</li> <li>• Debate</li> <li>• Critical thinking</li> </ul>	<p>communities and how these people should be treated?</p> <ul style="list-style-type: none"> <li>○ Do sacred texts offer me any helpful ideas for how to live well or offer me moral guidance?</li> <li>○ What ideas about the nature of suffering help me?</li> <li>○ Are ideas from religions helpful to those who are not part of that religious community?</li> <li>○ Do I see any of my life actions as worship?</li> <li>○ Does music/art help me to express my beliefs?</li> <li>○ Do I think a belief in God might help</li> </ul>
	<p><b>Human &amp; Social Sciences:</b></p> <ul style="list-style-type: none"> <li>• Use of artefacts to express belief</li> <li>• Actions of care towards others</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Observation (film, visits, visitors)</li> <li>• Interview (individuals with texts/ artefacts)</li> </ul>			<p><b>Human &amp; Social Sciences:</b></p> <ul style="list-style-type: none"> <li>• Individual lived experience and religious communities</li> <li>• Diversity of approach to living based on interpretations sacred text</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Ethnographic study (films &amp; visits)</li> <li>• Interview (visitors with text)</li> </ul>	<ul style="list-style-type: none"> <li>○ How do I regard human beings?</li> </ul>		<p><b>Human &amp; Social Sciences:</b></p> <ul style="list-style-type: none"> <li>• Lived experience of religious communities &amp; individuals based on interpretation of sacred texts</li> <li>• Relationships between individual &amp; organised/ institutional worldviews &amp; how this leads to diversity</li> <li>• Expressions of worship (alternative &amp; traditional)</li> <li>• Treatment of women, LGBTQ+ persons,</li> </ul>	

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							ethnicities within religions & advocacy <b>Skills:</b> <ul style="list-style-type: none"> <li>Ethnographic study (films &amp; visits)</li> <li>Interview panels (visitors with text)</li> <li>Data interpretation</li> <li>Case studies</li> </ul>	someone find happiness? ○ Does going somewhere in particular help me to find peace?
<b>A2 Vocabulary Development</b>								
<b>KS1 Tier 2 Learning Skills</b>	<b>KS1 Tier 3: Disciplinary Knowledge</b>	<b>KS1 Tier 3: Personal Knowledge</b>	<b>KS2 Tier 2 Learning Skills</b>	<b>KS2 Tier 3: Disciplinary Knowledge</b>	<b>KS2 Tier 3: Personal Knowledge</b>	<b>KS3 Tier 2 Learning Skills</b>	<b>KS3 Tier 3: Disciplinary Knowledge</b>	<b>KS3 Tier 3: Personal Knowledge</b>
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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A3. Diversity of Expression of Belief & Belonging								
End of KS1			End of KS2			End of KS3		
Understanding the symbolic actions of religious communities	Disciplinary Knowledge	Personal Knowledge	Different ways of living in communities	Disciplinary Knowledge	Personal Knowledge	The two-way flow of personal and organised/ institutional worldviews and the impact on living	Disciplinary Knowledge	Personal Knowledge
<p><i>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</i></p>	<p><b>Theology:</b></p> <ul style="list-style-type: none"> <li>• Artistic expression of beliefs</li> <li>• Concepts within &amp; across religions and worldviews</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Art interpretation</li> <li>• Text analysis</li> </ul>	<ul style="list-style-type: none"> <li>○ Why do humans like symbols?</li> <li>○ Which symbols have meaning for me?</li> <li>○ Is art a way in which I can learn things about others?</li> <li>○ What does it mean to be part of a community?</li> <li>○ Am I part of a community?</li> </ul>	<p><i>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</i></p>	<p><b>Theology:</b></p> <ul style="list-style-type: none"> <li>• Beliefs through religious art</li> <li>• Symbols that indicate belief</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Art interpretation</li> <li>• Text analysis</li> </ul>	<ul style="list-style-type: none"> <li>○ How do I live and why do I live this way?</li> <li>○ What symbols are important to me and why?</li> <li>○ Can religious art speak to me and what does it say?</li> <li>○ Are symbols and art important for all</li> </ul>	<p><i>A3. Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them.</i></p>	<p><b>Theology:</b></p> <ul style="list-style-type: none"> <li>• Music and art as expressions of religious beliefs</li> <li>• Beliefs found in and across sacred texts</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Art criticism</li> <li>• Textual analysis</li> <li>• Hermeneutic interpretation of art, text, music</li> <li>• Summarising across texts</li> <li>• Comparing and contrasting representations of beliefs in creative arts</li> </ul>	<ul style="list-style-type: none"> <li>○ Is there a place for worship in the lives of all humans?</li> <li>○ What might that look like for me?</li> <li>○ How can music and art express 'big ideas' from belief systems?</li> <li>○ Do I learn anything from the way teenagers from other religious</li> </ul>

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	<p><b>Philosophy:</b></p> <ul style="list-style-type: none"> <li>• Meaning of symbols</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Link symbols to ideas</li> </ul>	<ul style="list-style-type: none"> <li>○ What do I do because I am part of a community?</li> </ul>		<p><b>Philosophy:</b></p> <ul style="list-style-type: none"> <li>• Role of symbols in life</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Universal themes through religious symbols</li> </ul>	<p>humans or just religious ones?</p> <ul style="list-style-type: none"> <li>○ How are religions and worldviews important to families and they way they live?</li> </ul>		<p><b>Philosophy:</b></p> <ul style="list-style-type: none"> <li>• Values for living</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Identifying philosophical arguments</li> <li>• Balanced arguments</li> <li>• Critical thinking</li> <li>• Thought experiments</li> </ul>	<p>traditions live their life?</p> <ul style="list-style-type: none"> <li>○ What inspires me in my own life?</li> <li>○ Do any ancient spiritual practices appeal to me?</li> </ul>
	<p><b>Human &amp; Social Sciences:</b></p> <ul style="list-style-type: none"> <li>• Symbols and actions in religious communities</li> <li>• Experience of individual and organised worldviews</li> <li>• Community living</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Observation of symbols and practice (films, virtual tours, trips and visits)</li> <li>• Interview (visitors)</li> </ul>			<p><b>Human &amp; Social Sciences:</b></p> <ul style="list-style-type: none"> <li>• Interplay of personal and organised/ institutional worldviews</li> <li>• Action of religious communities in society (local, national, global)</li> <li>• Diversity of lived experience</li> <li>• Influence of family on identity and lived experience</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Ethnographic study (visits/visitors)</li> <li>• Interview</li> </ul>	<ul style="list-style-type: none"> <li>○ What is important to my family?</li> <li>○ What can I learn from a family that is different to mine?</li> </ul>		<p><b>Human &amp; Social Sciences:</b></p> <ul style="list-style-type: none"> <li>• Interplay of personal and organised/ institutional worldviews and how they influence each other over time</li> <li>• Spirituality and its diverse expression by individuals and communities</li> <li>• The interaction of individuals and communities with religious art and music</li> </ul> <p><b>Skills:</b></p>	<ul style="list-style-type: none"> <li>○ Do religions and worldviews have anything helpful for me regarding achieving happiness?</li> <li>○ Can I be truly happy while I still want things?</li> </ul>





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### A: Know about and understand a range of religions and worldviews

				<ul style="list-style-type: none"> <li>• Survey</li> </ul>			<ul style="list-style-type: none"> <li>• Ethnographic study (visits/visitors)</li> <li>• Interview</li> <li>• Survey</li> </ul>	
<b>A3 Vocabulary Development</b>								
<b>KS1 Tier 2 Learning Skills</b>	<b>KS1 Tier 3: Disciplinary Knowledge</b>	<b>KS1 Tier 3: Personal Knowledge</b>	<b>KS2 Tier 2 Learning Skills</b>	<b>KS2 Tier 3: Disciplinary Knowledge</b>	<b>KS2 Tier 3: Personal Knowledge</b>	<b>KS3 Tier 2 Learning Skills</b>	<b>KS3 Tier 3: Disciplinary Knowledge</b>	<b>KS3 Tier 3: Personal Knowledge</b>
Recognise Appreciate similarities/differences	Notice Observe Interpretation Analysis Interview Study	Symbol Meaning Community	Explore Describe Understand	Symbolic Interpretation Universal Ethnographic study	Family Influence Difference	Explain Enquire	Hermeneutics Compare and contrast Balanced argument Philosophical argument Thought experiment Interaction Interplay Influence	Worship Happiness Big ideas Ancient Spiritual