

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

B: Express ideas and insights about the nature, significance and impact of religions and worldviews

B1. Relationships Between Personal and Organised/Institutional Worldviews

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End of KS1			End of KS2			End of KS3		
The relationship of individuals and the community	Disciplinary Knowledge	Personal Knowledge	Variety of expression of belief in the lived experience of members of religious communities	Disciplinary Knowledge	Personal Knowledge	Ability to explain and articulate religion and worldviews and their impact	Disciplinary Knowledge	Personal Knowledge
<p><i>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</i></p>	<p>Theology:</p> <ul style="list-style-type: none"> • Sacred texts as guides for life • Use of sacred texts in everyday life by adherents <p>Skills:</p> <ul style="list-style-type: none"> • Approaches to sacred texts • Text analysis • Own interpretation 	<ul style="list-style-type: none"> ○ Which communities do I belong to? ○ Do individuals/groups shape who I am? ○ Are people valuable to me and how do I show that? ○ Do I live by a set of guidelines/rules? ○ What are those rules? ○ Where do they come from? 	<p><i>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</i></p>	<p>Theology:</p> <ul style="list-style-type: none"> • Beliefs for life • Beliefs about death and the after life • Art showing beliefs about life and death <p>Skills:</p> <ul style="list-style-type: none"> • Text analysis • Different interpretations of the same text • Art criticism 	<ul style="list-style-type: none"> ○ Why do I think people choose to live in religious and non-religious ways? ○ Is anyone inspiring to me? Why? ○ Do I have rituals in my life? ○ What thoughts/ideas/beliefs do I have about death and life after death? ○ Where do those ideas come from? 	<p><i>B1. Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology.</i></p>	<p>Theology:</p> <ul style="list-style-type: none"> • Selecting beliefs and asking on questions about these <p>Skills:</p> <ul style="list-style-type: none"> • Textual study • Finding texts to support thinking • Hermeneutics 	<ul style="list-style-type: none"> ○ Are there any religions and worldviews that appeal to me? ○ Are any teachings from religions and worldviews too radical for me? ○ Do any religions and worldviews help me with my own ideas about life and death?
	<p>Philosophy:</p> <ul style="list-style-type: none"> • <p>Skills:</p> <ul style="list-style-type: none"> • 	<p>Philosophy:</p> <ul style="list-style-type: none"> • Life after death philosophies <p>Skills:</p> <ul style="list-style-type: none"> • Identify thinking and ideas 		<p>Philosophy:</p> <ul style="list-style-type: none"> • Arguing and defending the positioning of another person's worldview <p>Skills:</p>				



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				from key thinkers	<ul style="list-style-type: none"> ○ How would I describe myself currently: theist, atheist, agnostic? ○ Do I make important promises in my life? ○ What difference do I think believing/not believing makes in someone's life? ○ What matters most in life? ○ Do places of worship make a difference to the whole community? 		<ul style="list-style-type: none"> ● Balanced argument ● Critical thinking ● Thought experiments ● Justifying beliefs 	<ul style="list-style-type: none"> ○ Was I raised within a religious tradition or have I found one for myself? ○ How has my upbringing shaped the way I see life now?
	<p>Human & Social Sciences:</p> <ul style="list-style-type: none"> ● Personal and organised/institutional worldviews based on sacred texts ● Reasons behind religious actions ● Issues of belonging and identity ● Community action ● Feelings associated with belief <p>Skills:</p> <ul style="list-style-type: none"> ● Observation (visits/visitors, film, virtual tours) ● Interview (individuals-predict and evaluate responses) 			<p>Human & Social Sciences:</p> <ul style="list-style-type: none"> ● Rituals and ceremonies ● Places of worship and their roles in communities <p>Skills:</p> <ul style="list-style-type: none"> ● Ethnographic study (film, visits, visitors) ● Observation ● Interview (groups-predict and evaluate responses) 		<p>Human & Social Sciences:</p> <ul style="list-style-type: none"> ● Studying a real religious community to accurately report on beliefs and lived experience <p>Skills:</p> <ul style="list-style-type: none"> ● Ethnographic study ● Case studies ● Data interpretation ● Interview (panels) ● Survey 		

B1. 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
Ask	Analysis	Community	Observe	Art criticism	Religious	Explain	Hermeneutics	Appeal



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Respond Identify	Interpretation Observe Action Reasoning Lived experience Interview Predict Evaluate	Valuable Guidelines Rules	Understand Explain	Text analysis Interpretation Ethnographic study Interview Predict Evaluate	Non-Religious Theist Atheist Agnostic Inspiration Promises Matters	Evaluate	Supporting texts Balanced argument Justifying Critical thinking Persuasion Thought experiment Ethnographic study Case study	Radical Tradition Upbringing
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B2. Identity and Belonging in Religions and Worldviews								
End of KS1			End of KS2			End of KS3		
Individual identities within religious communities	Disciplinary Knowledge	Personal Knowledge	Benefits and challenges of belonging to a faith community	Disciplinary Knowledge	Personal Knowledge	Commitment, identity and controversy in belonging to a religious community	Disciplinary Knowledge	Personal Knowledge
<p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<p>Theology:</p> <ul style="list-style-type: none"> • What sacred texts say about belonging and identify <p>Skills:</p> <ul style="list-style-type: none"> • Annotation of text • Interpretation 	<ul style="list-style-type: none"> ○ Who am I? ○ Who do I belong to/with? ○ Why is belonging important to me? ○ Do the things I do and say show what I believe? 	<p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p>	<p>Theology:</p> <ul style="list-style-type: none"> • Different interpretations of texts- the importance of the reader • Guidance when life is hard <p>Skills:</p> <ul style="list-style-type: none"> • Text analysis • Interpretation 	<ul style="list-style-type: none"> ○ Do I think communities of faith have value? ○ Do I hold any negative views about religion? Why? ○ Is believing a hard thing to do? ○ Do human beings need rescuing? ○ What matters most to others about their festivals and celebrations? ○ Do I have times that are similar? ○ What are the most important 	<p>B2. Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful analysis and evaluation of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities.</p>	<p>Theology:</p> <ul style="list-style-type: none"> • Beliefs about God • Beliefs about salvation and life as a journey <p>Skills:</p> <ul style="list-style-type: none"> • Text analysis • Hermeneutics 	<ul style="list-style-type: none"> ○ Do I find some aspects of organised worldviews problematic? ○ How do my own beliefs influence my actions? ○ Do I express beliefs differently to my friends and family? ○ Who is a good role model for living a good life? ○ Do religions benefit society in my opinion? ○ How can a religion/ worldviews make a difference to a
	<p>Philosophy:</p> <ul style="list-style-type: none"> • <p>Skills:</p> <ul style="list-style-type: none"> • 			<p>Philosophy:</p> <ul style="list-style-type: none"> • Ideas about the self and beyond the self • Ideas about the human race and existence <p>Skills:</p> <ul style="list-style-type: none"> • Summarising philosophical ideas • Beginning to justify beliefs and opinions 			<p>Philosophy:</p> <ul style="list-style-type: none"> • Ideas about happiness • Disagreeing well • Ideas about belonging and believing <p>Skills:</p> <ul style="list-style-type: none"> • Summarising philosophical arguments • Balanced argument 	

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	<p>Human & Social Sciences:</p> <ul style="list-style-type: none"> • Encountering individuals from religious and non-religious communities <p>Skills:</p> <ul style="list-style-type: none"> • Interview • Predict and evaluate responses • Survey 			<p>Human & Social Sciences:</p> <ul style="list-style-type: none"> • Positives and challenges of belonging to a religious community • Places of worship and their functions for individuals and communities <p>Skills:</p> <ul style="list-style-type: none"> • Ethnographic study (visits, websites, virtual tours, social media feeds) • Interview • Predict and evaluate responses 	<p>times in life for me?</p> <ul style="list-style-type: none"> ○ Does going to a special place help me when life is hard? ○ Do I value art? ○ Do I think generosity is important? ○ Do I have any rules for living by? Where are they from? ○ Does prayer/mediation really help believers? ○ How might it help me? ○ What brings me comfort when life is hard? 		<p>Human & Social Sciences:</p> <ul style="list-style-type: none"> • Compare and contrast diversity of experiences within religious communities from the same tradition • Advocacy and action over social justice issues • Controversies and challenges of religions in action <p>Skills:</p> <ul style="list-style-type: none"> • Interview (individuals, groups, panels) • Engagement with sociological research & findings • Data interpretation 	<p>person's identity?</p> <ul style="list-style-type: none"> ○ Is it important to prove/disprove the existence of God? ○ Do I value any aspects of any given sacred text? ○ Do people need saving? From what? ○ What does 'spirituality' mean to me? ○ What do I consider challenging about holding a religious worldview in the UK today? ○ Do I hold multiple identities? ○ How do my actions contribute to my happiness? ○ Which religious teaching(s) inspire me towards loving action?
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B2. 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
Observe Recount Respond sensitively	Annotate Interpret Interview Survey Predict Evaluate	Self Belong	Understand Suggest why	Interpret Reader Guidance Summarise Justify Opinion Belief Ethnographic study	Community Negative Rescue Generosity Prayer Meditation Comfort	Observe Interpret Insightfully analyse Evaluate Accounting for impact of	Analysis Hermeneutics Summarise Advocacy Social justice Controversy Sociological Data	Problematic Influence Expression Challenges Benefits Prove Disprove Existence Spirituality Contribute

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B3. Differences and Similarities in Religions and Worldviews								
End of KS1			End of KS2			End of KS3		
Some ways in which religions and worldviews both differ and are similar	Disciplinary Knowledge	Personal Knowledge	Diversity within and across religions and worldviews	Disciplinary Knowledge	Personal Knowledge	What exactly is a religion/worldview?	Disciplinary Knowledge	Personal Knowledge
<p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>Theology:</p> <ul style="list-style-type: none"> Beliefs and key stories from sacred texts Similarities and differences in texts and stories across religious traditions <p>Skills:</p> <ul style="list-style-type: none"> Text annotation Interpretation of texts/stories Applying lenses to texts 	<ul style="list-style-type: none"> Why do people read/tell the same stories in different ways? How do I understand this story? Is there anything about the way a religious worldview is lived out that is similar to how I live? Are there any important rituals/ceremonies/festivals that I attend? Why might doing the 	<p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>	<p>Theology:</p> <ul style="list-style-type: none"> Beliefs from sacred texts within an across religious traditions Religious art <p>Skills:</p> <ul style="list-style-type: none"> Text analysis Interpretation of sacred texts Art criticism 	<ul style="list-style-type: none"> What can I learn by talking to/ observing people with worldviews different to my own? What can I learn from worldviews about God and how does that change my beliefs? What am I really committed to? What are the most compelling arguments for and against God's existence? 	<p>B3. Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied.</p>	<p>Theology:</p> <ul style="list-style-type: none"> Beliefs and sources of authority Concepts of peace and conflict in sacred texts and teachings that impact upon living <p>Skills:</p> <ul style="list-style-type: none"> Hermeneutics Studying the historical-social context of texts 	<ul style="list-style-type: none"> What do I think a religious worldview includes? Does my own worldview include any of those things? Is there anything I have faith in without 'proof'? Do religions and worldviews make peace more likely? Do religions and worldviews contribute to conflict
	<p>Philosophy:</p> <ul style="list-style-type: none"> Special places Respecting the sacred <p>Skills:</p>			<p>Philosophy:</p> <ul style="list-style-type: none"> Philosophical arguments about God's existence <p>Skills:</p> <ul style="list-style-type: none"> Writing persuasively 			<p>Philosophy:</p> <ul style="list-style-type: none"> Origins of life Philosophies about God, life, origins of life, existence <p>Skills:</p> <ul style="list-style-type: none"> Summarising key 	

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	<ul style="list-style-type: none"> • Debate (silent & verbal) • Discussion 	<p>same thing every day be helpful for people?</p>		<ul style="list-style-type: none"> • Justifying beliefs/ opinions • Debate (silent and verbal) 	<ul style="list-style-type: none"> ○ Why do people disagree about what God is like? ○ Why do people have different ideas about life after death? ○ Do any of these ideas help me in my own beliefs about life after death? ○ Is art important to humans to help them express belief? 		<p>philosophical arguments</p> <ul style="list-style-type: none"> • Balanced argument • Debate • Justifying beliefs/ opinions • Critical thinking 	<p>in the world?</p> <ul style="list-style-type: none"> ○ How do I think this could be solved?
	<p>Human & Social Sciences:</p> <ul style="list-style-type: none"> • Rituals and ceremonies • Lived experience in times of celebration • Similarities and differences in the marking of festivals <p>Skills:</p> <ul style="list-style-type: none"> • Observation (film, visits, visitors, artefacts) • Interview 			<p>Human & Social Sciences:</p> <ul style="list-style-type: none"> • Multi-vocal expressions of religions and worldviews within and across communities of faith • Commitments made by adherents of faith communities <p>Skills:</p> <ul style="list-style-type: none"> • Ethnographic study (films, visits, visitors) • Interview • Predict and evaluate responses • Surveys • Data interpretation 			<p>Human & Social Sciences:</p> <ul style="list-style-type: none"> • Lived experiences and practices of studied religious and non-religious communities • Multi-vocal expressions of one tradition • The impact of religions and worldviews on peace and conflict <p>Skills:</p> <ul style="list-style-type: none"> • Ethnographic study (films, visits, visitors) • Interview • Predict and evaluate responses 	

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							<ul style="list-style-type: none"> • Surveys • Spectrums of advocacy and action with regard to social justice issues 	
B3. Vocabulary Development								
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Notice Respond sensitively	Annotate Interpret Apply Debate Discussion Observation Interview	Ritual	Observe Consider Explore Show understanding of	Analysis Interpretation Art criticism Persuasive Balanced Justify Debate Ethnographic study Interview Survey Data interpretation	Observing Worldviews Compelling Argument	Consider Evaluate Analyse	Authority Hermeneutics Historical-social context Balanced argument Debate Justify Critical thinking Lived experience Multi-vocal Ethnographic Spectrum Social justice	Proof Peace Conflict