

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

C: Gain and deploy the skills needed to engage seriously with religions and worldviews

C1. Ultimate questions and their impact on living								
End of KS1			End of KS2			End of KS3		
Considering ultimate questions about life	Disciplinary Knowledge	Personal Knowledge	Understanding different responses to ultimate questions	Disciplinary Knowledge	Personal Knowledge	The contribution of philosophy and the arts to how people think and live	Disciplinary Knowledge	Personal Knowledge
<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>	<p>Theology:</p> <ul style="list-style-type: none"> • What sacred texts say about big ideas: belief, meaning, truth • Music expressing beliefs • Art expressing worldviews from other times and cultures <p>Skills:</p> <ul style="list-style-type: none"> • Text annotation • Interpreting texts • Art interpretation • Responding to music • Analysing religious lyrics 	<ul style="list-style-type: none"> ○ How do I express my own worldview, beliefs and values? ○ How can I capture my worldview for someone else to see? ○ Do I value remembering in my life? How do I do it? ○ Do I value celebrating in my life? How do I do it? ○ Do I value reflection in my life? How do I do it? ○ What do I believe about God? 	<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>	<p>Theology:</p> <ul style="list-style-type: none"> • Theologies of reading and approaches to sacred texts by religious communities <p>Skills:</p> <ul style="list-style-type: none"> • Text annotation • Interpretation of text 	<ul style="list-style-type: none"> ○ What is the purpose of life for me? ○ What ultimate questions about life and beyond do I have? ○ Where do I go to find answers to my questions? ○ How do I share my answers with others? ○ How is my life and my own beliefs different 	<p>C1. Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy.</p>	<p>Theology:</p> <ul style="list-style-type: none"> • Beliefs and teachings from sacred texts that help when life is hard <p>Skills:</p> <ul style="list-style-type: none"> • Text analysis • Hermeneutics 	<ul style="list-style-type: none"> ○ Where do my ideas about life come from? ○ Am I open to new ideas? ○ Do I make room for new ideas in my worldview or is it fixed? ○ What would most convince me there was a God? ○ What is more important for me- life now or what happens

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<p>Philosophy:</p> <ul style="list-style-type: none"> • Concepts for human life: belief, meaning, truth <p>Skills:</p> <ul style="list-style-type: none"> • Discussion • Debate 				<p>Philosophy:</p> <ul style="list-style-type: none"> • Ideas about the purpose of life <p>Skills:</p> <ul style="list-style-type: none"> • Discussion • Debate (silent and verbal) 	<p>because I live in Great Britain?</p> <ul style="list-style-type: none"> ○ What is more important to me: people or places? Why? 		<p>Philosophy:</p> <ul style="list-style-type: none"> • Where ideas come from • Peace and conflict <p>Skills:</p> <ul style="list-style-type: none"> • Summarising philosophical arguments • Balanced argument • Justifying ideas and opinions • Critical thinking 	<p>after this life?</p> <ul style="list-style-type: none"> ○ What brings me hope? ○ Is suffering just a part of life I should accept? ○ Has a religious concept ever helped me to face life when it gets hard?
<p>Human & Social Sciences:</p> <ul style="list-style-type: none"> • Expression of beliefs and ideas by individuals and communities through: art, dance, architecture, poetry, song • Practices linked to remembering • Practices linked to celebrating <p>Skills:</p> <ul style="list-style-type: none"> • Observing (film, visits, visitors, 				<p>Human & Social Sciences:</p> <ul style="list-style-type: none"> • The difference context makes to practices (including local contexts for places of worship) • Adherents expressing beliefs through art, music, dance <p>Skills:</p> <ul style="list-style-type: none"> • Ethnographic study (film, website, visits, visitors, virtual tours) • Case studies of local places 			<p>Human & Social Sciences:</p> <ul style="list-style-type: none"> • Personal responses to ultimate questions from within and outside of religious communities • Multi-vocal interpretations of sacred texts and applications for living <p>Skills:</p> <ul style="list-style-type: none"> • Ethnographic study • Interview • Survey 	<ul style="list-style-type: none"> ○ What offers me most hope? ○ Is conflict just a normal part of life or something bad to be avoided?



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	virtual tours, images) • Interview			of worship (including data interpretation, social media use etc			• Data interpretation	
C1. 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
Explore Express Respond to	Belief Meaning Truth Interpretation Practices	Worldview Beliefs Values Remembering Celebrating Reflection	Discuss Present thoughtfully Applying ideas	Theologies of reading Approaches Interpretation Debate Context Adherents Ethnographic study Case studies	Purpose Ultimate questions	Explore Make well-informed and reasoned personal responses Expressing insights	Hermeneutics Interpretation Justify Philosophical Critical thinking Ethnographic study Data interpretation	Convince Suffering Concept Conflict

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C2. The Benefits and Challenges of Religions and Worldviews for Living								
End of KS1			End of KS2			End of KS3		
Living in harmony	Disciplinary Knowledge	Personal Knowledge	Diversity as a strength	Disciplinary Knowledge	Personal Knowledge	How religions and worldviews support and challenge living in community	Disciplinary Knowledge	Personal Knowledge
C2. Find out about and respond with ideas to examples of co-operation between people who are different.	Theology: <ul style="list-style-type: none"> Golden rules from religious and non-religious worldviews Skills: <ul style="list-style-type: none"> Text annotation Comparing and contrasting texts 	<ul style="list-style-type: none"> What do I think is right and wrong? Where do my ideas about right and wrong come from? What do I think about the 'golden rule' from religious traditions? 	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.	Theology: <ul style="list-style-type: none"> What sacred texts say about ethical issues Skills: <ul style="list-style-type: none"> Text analysis Interpreting texts Comparing and contrasting texts 	<ul style="list-style-type: none"> Can religions support well-being? What do I value and respect? Is reconciliation important? How do I live at peace with others? What are the most important attitudes and values to have in today's world? What is valuable about having a religious worldview? What is valuable about having 	C2. Examine and evaluate issues about community relations and respect for all in the light of different perspectives from varied religions and worldviews.	Theology: <ul style="list-style-type: none"> Teachings of sacred texts about war and conflict, social injustice, refugees, etc Skills: <ul style="list-style-type: none"> Text analysis Hermeneutics 	<ul style="list-style-type: none"> What do I think about this issue? Where do my ideas about this issue come from? What does 'love' mean to me at home, at school, in the world, with people I don't know, with people who are different to me? What do I think about immigrants/refugees and how they should be treated? Where do
	Philosophy: <ul style="list-style-type: none"> Morals and where out ideas about wrong and right come from Skills: <ul style="list-style-type: none"> Debate (silent and verbal) Thought experiments 	<ul style="list-style-type: none"> What would my own 'golden rule' be? Is there ever an excuse for treating somebody badly? What times in life are hardest to 		Philosophy: <ul style="list-style-type: none"> Ideas about justice and fairness Skills: <ul style="list-style-type: none"> Thought experiments Debate (silent and verbal) 			Philosophy: <ul style="list-style-type: none"> Arguments across a spectrum for key issues Skills: <ul style="list-style-type: none"> Debate Thought experiment 	

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	<p>Human & Social Sciences:</p> <ul style="list-style-type: none"> Lived experience in response to moral codes <p>Skills:</p> <ul style="list-style-type: none"> Interview Survey Dilemmas 	do the 'right' thing?		<p>Human & Social Sciences:</p> <ul style="list-style-type: none"> Ideas about morality and ethics as lived out by individuals and communities (including recent challenging times locally, nationally and globally) Religious laws and their applications <p>Skills:</p> <ul style="list-style-type: none"> Ethnographic study (film, website, visits, visitors, virtual tours) Interview Survey Data interpretation 	<p>a non-religious worldview?</p> <ul style="list-style-type: none"> Should we help each other despite our differences? 		<p>Human & Social Sciences:</p> <ul style="list-style-type: none"> Responses of individuals and communities to war and conflict Advocacy across a spectrum on different social issues Conflict management in religious communities Responses to refugees and migrants <p>Skills:</p> <ul style="list-style-type: none"> Ethnographic study (film, website, visits, visitors, virtual tours) Interview Survey Data interpretation 	<p>my ideas about this come from?</p> <ul style="list-style-type: none"> Do any religions/worldviews inspire me in how they treat immigrants and refugees? How does holding a particular worldview impact upon the actions of individuals and communities in the world today?
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C2. 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
Find out about	Annotation	Right	Consider	Ethics	Well-being	Examine	Hermeneutics	Refugees



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Respond	Compare Contrast Debate Thought experiment Lived experience Interview Survey Dilemma	Wrong Moral Golden rule	Apply Responding thoughtfully	Interpret Compare Contrast Thought experiment Debate Ethnographic study Interview Survey Data interpretation	Respect Attitude Reconciliation Values Valuable Difference	Evaluate Respect	Thought experiment Advocacy Spectrum	Immigrants
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C3. Ethical and Moral Living

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End of KS1			End of KS2			End of KS3		
Ideas about right and wrong	Disciplinary Knowledge	Personal Knowledge	Ethics: justice and fairness	Disciplinary Knowledge	Personal Knowledge	Morality and ethics for all aspects of life	Disciplinary Knowledge	Personal Knowledge
C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Theology: <ul style="list-style-type: none"> What sacred texts say about right and wrong Skills: <ul style="list-style-type: none"> Text annotation Own interpretation 	<ul style="list-style-type: none"> What do I think is right and wrong? Do my ideas about what is right/wrong change depending on the situation? Where do my ideas about what is right and wrong come from? Are there any ideas about right and wrong from sacred texts/stories that I find helpful for living? What sacred stories do I know that have something 	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Theology: <ul style="list-style-type: none"> What sacred texts say about ethical issues, what is right and wrong, what is just and fair Skills: <ul style="list-style-type: none"> Text analysis Compare and contrast guidance different sacred texts Interpretations 	<ul style="list-style-type: none"> What is justice? Do I think this world is fair? Why do I think people do wrong/bad/unfair/unjust things? How do I put things right when I do wrong? How should I treat others? Why do I think that way? How do I think you can lead a good life as a human? Is honesty important to me? Do other people's ideas about 	C3. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.	Theology: <ul style="list-style-type: none"> Beliefs about moral/ ethical issues Interpretation of such beliefs from sacred texts Skills: <ul style="list-style-type: none"> Text analysis Hermeneutics Literary criticism 	<ul style="list-style-type: none"> How do I respond to ethical/ moral dilemmas? What do I turn to in order to help me make decisions? How do I know what to do/ how to act in difficult situations? Do I believe everything in a sacred text must be obeyed by a believer? Do religious views about death have a positive or negative
	Philosophy: <ul style="list-style-type: none"> Where ideas about what is right and what is wrong come from The concept of fairness Skills: <ul style="list-style-type: none"> Discussion Moral dilemmas 	<ul style="list-style-type: none"> Are there any ideas about right and wrong from sacred texts/stories that I find helpful for living? What sacred stories do I know that have something 		Philosophy: <ul style="list-style-type: none"> Where ideas about right and wrong come from Fairness Justice Skills: <ul style="list-style-type: none"> Debate (silent and verbal) Thought experiments (such as the trolley problem) 	<ul style="list-style-type: none"> How do I put things right when I do wrong? How should I treat others? Why do I think that way? How do I think you can lead a good life as a human? Is honesty important to me? Do other people's ideas about 		Philosophy: <ul style="list-style-type: none"> Philosophical ideas about ethics and morality Key philosophical thinkers Philosophical ideas about spirituality Skills: <ul style="list-style-type: none"> Debate Balanced arguments 	<ul style="list-style-type: none"> How do I respond to ethical/ moral dilemmas? What do I turn to in order to help me make decisions? How do I know what to do/ how to act in difficult situations? Do I believe everything in a sacred text must be obeyed by a believer? Do religious views about death have a positive or negative

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		<p>to say about right and wrong?</p> <ul style="list-style-type: none"> ○ What do I think these stories mean? ○ Are these stories still useful to people today? 			<p>right and wrong help me?</p> <ul style="list-style-type: none"> ○ How important is it to have values to live by? ○ How do the examples of others impact on my decisions? ○ Do I want to support a charity? Why? 		<ul style="list-style-type: none"> • Justification of views • Thought experiments 	<p>impact on how people live?</p> <ul style="list-style-type: none"> ○ Does the way a religious worldview sees the earth impact on how people respond to issues like climate change? ○ Do religions and worldviews help me to understand why people suffer? ○ Is spirituality important to me? ○ What does 'peace' mean to me? ○ Is there such as thing as 'western' values? Should we
	<p>Human & Social Sciences:</p> <ul style="list-style-type: none"> • Lived experience in response to ideas about right and wrong <p>Skills:</p> <ul style="list-style-type: none"> • Observation • Interview • Survey 		<p>Human & Social Sciences:</p> <ul style="list-style-type: none"> • How ideas about morals and ethics from sacred texts are lived out by individuals and communities • The diversity of advocacy within religious communities • Religious laws and how these are applied <p>Skills:</p> <ul style="list-style-type: none"> • Ethnographic study (social media feeds of places of worship, website documentation of social action, etc) • Interview • Data interpretation 		<p>Human & Social Sciences:</p> <ul style="list-style-type: none"> • Real life ethical and moral dilemmas for believers • Advocacy across a spectrum on issues of social justice • Interpretation of sacred texts into diversity of lived experience <p>Skills:</p> <ul style="list-style-type: none"> • Ethnographic study • Interview panels • Data interpretation • Case studies • Survey 			

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								<p>all hold them if there is?</p> <ul style="list-style-type: none"> ○ Have I seen anyone else achieve happiness in a way that inspires me? ○ What does a 'good' life mean to me? ○ How does religion contribute to conflict in the world?
B3. 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
Find out Express ideas & opinions	Annotate Interpret Discuss Moral Dilemma Observe Interview Survey	Sacred	Discuss Apply Express clearly	Ethical Analyse Compare Contrast Interpret Ethnographic Interview Data	Justice Honesty Values Charity	Explore Express insights into Reasoning	Text analysis Hermeneutics Literary criticism Debate Balanced argument Justifying	Ethical moral Decision Sacred Spiritual Peace Western Values Conflict



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							Thought experiment Ethical Moral Advocacy Spectrum Dilemma Diversity Ethnographic	Peace
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