



Understanding of Worldviews

Pupils understand that worldviews are often expressed within seasons and cycles	Pupils understand that there are different ways a worldview can be shown to other people	Pupils understand that peace and reconciliation might be important in different worldviews	Pupils understand that worldviews aren't <i>just</i> made up of good, easy things	Pupils understand the roles beliefs and faith might play in worldviews	Pupils understand that people with similar worldviews often want to find people with worldviews like their own in order to live a happy life	Pupils understand that the evidence of worldviews from the past can be seen in the present day
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Disciplinary Knowledge




Disciplinary Skills

Theology



- Pupils know that sacred texts are interpreted by individuals and communities (hermeneutics= art or skill of interpretation) and this can be literally, symbolically, metaphorically, analogically, spiritually.
- Pupils know that important concepts and beliefs can be drawn from several different places in a sacred text.
- Pupils know that sacred texts contain ideas about God/the Divine that are often hard for those outside of the faith community to understand and may be metaphorical or built on images.
- Pupils know that sacred art and architecture can communicate theological and spiritual ideas and that artists can communicate their own worldviews through art, the 'situatedness' of which matters.

- Pupils are able to engage in simple exegesis of sacred texts, making simple interpretations of what they may mean
- Pupils are able to make links between different passages within a sacred text and summarise some beliefs (e.g. beliefs about God/the Divine)
- Pupils are able to make links between sacred texts and the contexts in which people live
- Pupils are able to do 'engaged looking' at sacred/religious art to explore its theological significance and the manner in which the historical-social-geographical context of the art/architecture shapes its meaning.

<p>Philosophy</p> 	<ul style="list-style-type: none"> • Pupils know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. love, forgiveness, peace. • Pupils know that the reasons for belief in God and the supernatural can vary and that people may turn to logic, reason, revelation and tradition as they talk about and try to justify those beliefs. 	<ul style="list-style-type: none"> • Pupils can develop simple metaphors and similes for metaphysical philosophical ideas • Pupils are beginning to explain simple philosophical arguments for/against ...
<p>Human & Social Sciences</p> 	<ul style="list-style-type: none"> • Pupils know that routine and repetition are often important to worldviews and can be observed (e.g. the cycle of festivals, the routine of ritual) via ethnographic study. • Pupils know that an individual worldview may deviate from an organised worldview as life is lived out. • Pupils know that places can encourage actions and reactions from people's bodies in response to the ideas they encounter. • Pupils know that ritual is an important aspect of many festivals and may include clothing, food and the use of artefacts. 	<ul style="list-style-type: none"> • Pupils can create longer surveys (e.g. 5-6 questions) that ask questions aimed at exploring lived expressions of worldviews and how beliefs may be interpreted • Pupils can ask questions when interviewing individuals that will help them to better understand the connection between belief and lived practice. • Pupils can explain how communal worldviews might differ from or express organised worldviews differently, using ethnographic study as a method. • Pupils are beginning to summarise and question data related to religion more independently.
<p>History</p> 	<ul style="list-style-type: none"> • Pupils are beginning to understand that religion and history can often entwine and what happens in the past can still be significant in the present. • Pupils know that history and religion can combine to be expressed in specific ways in specific geographical areas. 	<ul style="list-style-type: none"> • Pupils can explain historical events simply, making connections with their significance and meaning today.