






## Understanding of Worldviews

<p>Pupils begin to understand whether or not you can 'see' somebody else's worldview through their actions</p>	<p>Pupils begin to understand what might shape a worldview</p>	<p>Pupils begin to understand how worldviews might be celebrated and shared</p>	<p>Pupils begin to understand that people with different worldviews can have differing ideas about the same thing</p>	<p>Pupils begin to understand the important questions a worldview might seek to answer</p>	<p>Pupils begin to understand how a local area can shape a communal worldview</p>
	<h3>Disciplinary Knowledge</h3>			<h3>Disciplinary Skills</h3>	
<p><b>Theology</b></p> 	<ul style="list-style-type: none"> <li>• Pupils know that sacred texts are sources of beliefs and are beginning to understand the authority and power these can hold for some people</li> <li>• Pupils know that people may interpret sacred texts differently and that the way in which sacred texts are understood can change over time.</li> <li>• Pupils know that religious art and symbols can have theological and spiritual meanings.</li> </ul>			<ul style="list-style-type: none"> <li>• Pupils can read simple passages from sacred texts and engage in simple exegesis (annotating and analysing) to explain what a sacred text might mean.</li> <li>• Pupils are beginning to make links between passages from sacred texts and examples of ritual and practice.</li> <li>• Pupils can make simple interpretations of sacred/religious art and symbols- simply thinking about what art might be showing to the viewer.</li> </ul>	

<p><b>Philosophy</b></p> 	<ul style="list-style-type: none"> <li>• Pupils know that people give different reasons (including logic) for what is important to them, in answer to the ultimate questions about life.</li> <li>• Pupils know that ideas about right and wrong/good and evil often come from ancient texts or the ideas of philosophers of the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are beginning to ask ultimate questions and sharing their own possible answers to these.</li> <li>• Pupils are beginning to use simple frameworks for logic and justifying their own position/beliefs.</li> <li>• Pupils can engage in simple debates and discussions, using statements as a focus for talk and the formulation of reasons.</li> </ul>
<p><b>Human &amp; Social Sciences</b></p> 	<ul style="list-style-type: none"> <li>• Pupils know that people can have similar beliefs but may live them out in different ways.</li> <li>• Pupils know that asking individuals questions about their practices/lived expressions can reveal more about their beliefs and why they do things and are beginning to understand the benefits and limitations of questioning methods (e.g. surveys and interviews)</li> <li>• Pupils know that observing worldviews in action (e.g. a ritual or festival or the actions of a communal worldview in a specific place of worship) can help them to better understand what is happening and why it is important for believers.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can develop a simple survey (2-3 questions) to better understand the lived expression and beliefs of different worldviews.</li> <li>• Pupils can summarise and compare data by making simple conclusions, often with the support of the teacher.</li> <li>• Pupils can observe individual and communal worldviews in action within the context of a local place of worship and use this to better explain phenomena from organised worldviews (e.g. prayer) and comment on what this might mean to individuals and the community.</li> </ul>



### History



- Pupils begin to understand that religion and history can often entwine and what happens in the past can still be significant in the present.

- Pupils can explain historical events simply, making connections with their significance and meaning today.