






Understanding of Worldviews

Pupils understand that worldviews can express the same things in different ways	Pupils understand how and why worldviews today are shaped by ancient stories	Pupils understand how a worldview might change over time	Pupils understand how worldviews are more than just how you 'see' the world	Pupils begin to understand worldviews are not just about the here and now or the place where they live	Pupils begin to understand whether an individual worldview can make a difference in this world and possibly beyond	Pupils understand people may not be absolutely certain about their worldview
	Disciplinary Knowledge			Disciplinary Skills		
<p>Theology</p> 	<ul style="list-style-type: none"> • Pupils know that there are ways of interpreting texts that are held as authoritative within institutional worldviews and that some ways sacred texts were interpreted and used by institutions have been rejected over time. • Pupils know that interpretations of sacred texts can be- and often are- still applied to situations today to justify the actions of adherents and institutions. • Pupils know that the same stories with the same figures can be told differently in different sacred texts and that those in religious stories can be seen as important in different ways and for different reasons. • Pupils know that religious art can interpret sacred texts and stories in different ways, revealing the worldview of the artist. 			<ul style="list-style-type: none"> • Pupils are increasingly confidently applying hermeneutics – exploring different interpretations of texts and beginning to take the historical-social situations into account. • Pupils can engage in religious art criticism through 'engaged looking' for interpreting religious art work, taking religious texts into account. • Pupils can make simple links between sacred (and other) texts and today's world, exploring how texts are used in both religious and non-religious worldviews 		

<p>Philosophy</p> 	<ul style="list-style-type: none"> • Pupils know that all knowledge comes from somewhere and that ideas from worldviews can be debated and discussed • Pupils know that the ideas of philosophers past and present may provide a basis upon which people choose to live their lives. • Pupils know that what it means to live well can and will be interpreted differently and that people will draw upon different types of knowledge, values and ethics • Pupils know that people have different ideas and beliefs about the self (e.g. soul/spirit and its relationship with the body), death, life after death and the supernatural/ spiritual. 	<ul style="list-style-type: none"> • Pupils can debate and discuss ideas from organised worldviews that are applied to current issues. • Pupils are increasingly able to put forward alternative ideas and statements, taking account of a variety of positions and arranging arguments and counterarguments in an increasingly logical manner. • Pupils are developing an awareness of morality – gaining knowledge of values, ethics and deciding what these mean for them and for others.
<p>Human & Social Sciences</p> 	<ul style="list-style-type: none"> • Pupils increasingly know and understand that worldviews are 'embodied'. • Pupils knowing that religions and worldviews change over time and are shaped by people, places, the time/era, significant events and power dynamics. • Pupils know that positionality, place and time influence the beliefs and practices of those with religious and non-religious worldviews. • Pupils know that surveys and polls can reveal certain things about worldviews but not the complexities of individual worldviews. • Pupils know that lived expressions of worldviews can be accessed via ethnography (observation and participation) and that people can play an important role in shaping organised and institutional worldviews. 	<ul style="list-style-type: none"> • Pupils can confidently examine their own positionality in order to be reflective and reflexive when exploring other worldviews (through text, art and encounter). • Pupils can engage in more confident quantitative and qualitative data analysis. • Pupils can plan for and execute sociological methods such as simple polling/surveying and interviewing. • Pupils can engage in ethnographic studies based on local communal worldviews (e.g. through visits and visitors).