




Disciplinary knowledge



Religion & Worldviews is a multidisciplinary subject touching on many academic disciplines. In the United Learning curriculum, we focus on developing our disciplinary skills through the **types of conversation** and **methods and processes** required to be scholarly in the studies of **Theology, Philosophy** and **Social Sciences**. The statements below, exemplified on the following pages, are developed at [progressive depth throughout the year groups](#). The curriculum has been sequenced so that the disciplinary content is also reviewed in subsequent units and developed as scholarly tools to access a wide range of substantive content. These are **highlighted** in the unit outlines.

Theology (Beliefs) Theologians... 	Philosophy (Thinking) Philosophers... 	Social Sciences (Living) Social Scientists... 
<p>Theologians deal with types of conversation that consider:</p> <ul style="list-style-type: none"> • Where beliefs come from • How beliefs change over time • How beliefs relate to each other • How beliefs shape the way believers see the world and each other <p>Methods and processes used by theologians:</p> <ul style="list-style-type: none"> • Interpretation of story & text • Consideration of reliability of sources • Considering unity & diversity within and between worldviews • Considering how beliefs change over time • Considering impact of belief on practice 	<p>Philosophers deal with types of conversation that consider:</p> <ul style="list-style-type: none"> • The nature of knowledge, meaning and existence • How and whether things make sense • Issues of right & wrong, good & bad <p>Methods and processes used by philosophers:</p> <ul style="list-style-type: none"> • Analysis of the validity of “truth” claims (doubt) • Development and use of coherent questioning • Development of and analysis of coherent argument • Understanding of the human quest for knowledge and meaning • Connecting belief (motivation) with behaviour 	<p>Social Scientists deal with types of conversation that consider:</p> <ul style="list-style-type: none"> • The diverse nature of religion • The diverse ways in which people practice and express beliefs • The ways in which beliefs shape individual identity, and impact on communities and society <p>Methods and processes used by social scientists:</p> <ul style="list-style-type: none"> • Seek evidence of belief in human behaviour and forms of expression • Recognise similarities and differences within and between groups • Consider forms of evidence and its reliability (e.g. data) • Consider individual, local, national and global evidence of lived experience





'Ways of knowing' in Religion & Worldviews

Theology – This is about beliefs



Theologians deal with **types of conversation** that consider:

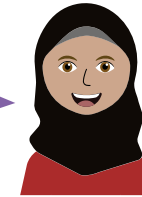
- Where beliefs come from
- How beliefs change over time
- How beliefs relate to each other
- How beliefs shape the way believers see the world and each other

Methods and processes used by theologians:

- Interpretation of story & text
- Consideration of reliability of sources
- Considering unity & diversity within and between worldviews
- Considering how beliefs change over time
- Considering impact of belief on practice

KS1

The story of creation is at the beginning of the Bible and the Torah. Christians and Jewish people believe God made the world and humans should look after it.



KS2

Early Christian theologians were divided by language, geography and power. They disagreed about the wording of the Nicene Creed and the nature of the Trinity. Eventually, this led to the Great Schism (tear) .





'Ways of knowing' in Religion & Worldviews

Philosophy – This is about thinking



Philosophers deal with **types of conversation** that consider:

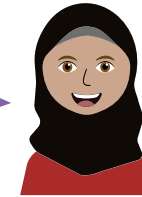
- The nature of knowledge, meaning and existence
- How and whether things make sense
- Issues of right & wrong, good & bad

Methods and processes used by philosophers:

- Analysis of the validity of "truth" claims (doubt)
- Development and use of coherent questioning
- Development of and analysis of coherent argument
- Understanding of the human quest for knowledge and meaning
- Connecting belief (motivation) with behaviour

KS1

On the Hindu shrine, I saw flowers and candles, I could smell the incense and I heard the bell ring. I enjoyed sharing the delicious fruit offerings with the class.



KS2

In Plato's Analogy of the Cave, the philosopher has seen the "truth" and returns to tell the prisoners in the cave what he has discovered. Some people might see the Buddha's enlightenment and sharing of knowledge like that too.





'Ways of knowing' in Religion & Worldviews

Social Sciences – This is about living



Social Scientists deal with **types of conversation** that consider:

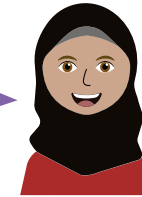
- The diverse nature of religion
- The diverse ways in which people practice and express beliefs
- The ways in which beliefs shape individual identity, and impact on communities and society

Methods and processes used by social scientists:

- Seek evidence of belief in human behaviour and forms of expression
- Recognise similarities and differences within and between groups
- Consider forms of evidence and its reliability (e.g. data)
- Consider individual, local, national and global evidence of lived experience

KS1

Dina's family clean the house on a Friday ready for Shabbat; they don't do any work on Shabbat and have a day of rest with the family. Levi's family are also Jewish, they don't drive their car during Shabbat, so they walk to the synagogue.



KS2




We looked at census data for our local area. It's a bit out of date because it's from 2011, but it showed that there's a smaller proportion of Muslims living in our area compared to national data. Recently, a new mosque opened in our area, it used to be a Methodist church.



Disciplinary knowledge (KS1)






The tables below outline where disciplinary knowledge is deliberately practiced in KS1 or KS2. The curriculum has been sequenced so that the content is also reviewed in subsequent units (and may also be reviewed in other subject areas like science and history). The **types of conversation** and **methods and processes** required to be **scholarly within the disciplines**, as outlined on [page 6](#), are universal across year groups. The tables below indicate how these disciplinary skills are applied at an age-appropriate level to the specific substantive content of the United Learning curriculum.

	Theology (Beliefs) Theologians... 	Philosophy (Thinking) Philosophers... 	Social Sciences (Living) Social Scientists... 
Y1	<ul style="list-style-type: none"> Link the story of the Nativity with Christianity. Understand that Christians believe Jesus was a special baby, the incarnation of God. Recognise Christians show how important Christmas is by getting ready during Advent. Link that Christians and Jewish people share the same story of how the world was created by God, found in the Bible and the Torah. Connect that the creation story teaches Christians and Jewish people that they have a responsibility to look after God's creation. Consider the belief that the Creation story shows that God had a special relationship with humans, but human beings make mistakes. 	<ul style="list-style-type: none"> Can think about whether the Genesis story of Creation makes sense. Ask questions about things that are puzzling. Look for answers to questions about belief about where the world came from. Question if stories are real or made up and link with what people might learn from a story. 	<ul style="list-style-type: none"> Recognise that people look at the world in different ways. Recognise that people choose to belong to different groups. Some people choose to belong to a religion. Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. Link that many Jewish people remember the story of creation by resting on the 7th day. Recognise that Jewish families celebrate Shabbat in diverse ways. Link artefacts, words and practices during Shabbat as a way of expressing belief and belonging. Recognise how Christians express God's importance in their lives. Use vocabulary of Prayer, Praise and Worship and recognize these are shown in different ways.
Y2	<ul style="list-style-type: none"> Retell stories about Jesus and link with Christian ideas about God and how to behave. Retell parables and suggest what they reveal about God and how to behave. Retell stories about Jesus and link with Christian ideas about God and how to behave. Link events of Holy Week with Christian beliefs about Jesus. Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. Beliefs about Easter are expressed in diverse ways. 	<ul style="list-style-type: none"> Ask questions about the story of Moses Think about what it means to "know" something. Suggest a reason why a Jewish person might believe elements of the story. Connect the story of the Jewish slaves being freed with ideas of right and wrong. Consider why freedom is important and how it is expressed in the Seder meal. Ask questions about practices from Hindu communities. Consider how we can find out about something using our senses. Recognise how many Hindu communities express their ideas about Hindu Dharma through the senses. 	<ul style="list-style-type: none"> Connect correct vocabulary with religious groups. Recognise evidence of belief in the local community. Identify how beliefs impact peoples' choices of in everyday life, including local special places. Use correct vocabulary to name items and celebrations important in Hindu Dharma. Link beliefs with evidence in the community. Identify how artifacts and practices are used in everyday life to show belonging.



Disciplinary knowledge (LKS2)






	Theology (Beliefs) Theologians... 	Philosophy (Thinking) Philosophers... 	Social Sciences (Living) Social Scientists... 
Y3	<ul style="list-style-type: none"> Consider how some Christians might interpret Biblical text. Infer how Christian/Islamic beliefs developed based on events. Consider that questions of the reliability of scripture are complex influenced by: authorship, audience, purpose, genre, translation and history. Recognise there are differences within Christianity, such as versions of the Bible. Interpret the Bible to try to understand the concept of God as Trinity: Father, Son & Holy Spirit. One but also three. Recognise that the Trinity is inherently mysterious, and Christians try to make sense of it in different ways. Understand the significance of the Qur'an being considered the word of God revealed to Muhammad as the Final Prophet. There are differences within Islam, such as Sunni & Shia. Consider how beliefs shape how some people see the world. 	<ul style="list-style-type: none"> Identify philosophical questions Decide if a Christian belief about morality makes sense and give reasons why. Recognise that ideas of right and wrong are difficult to define. Consider that people have different answers to questions about the world. Humanists believe they can still be "good without God." Identify logical arguments Decide if a belief makes logical sense and give reasons why. Recognise that claims of truth based on faith are difficult to examine logically. Consider that people have different answers to questions about the world and seek answers in different places. 	<ul style="list-style-type: none"> Identify similarities and differences in how artists have tried to express the Trinity Recognise that the Islamic belief in Allah as one is called Tawhid and is expressed in different ways including the Call to Prayer, whispered in a baby's ear and the Shahadah. Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life. Recognise that there is diversity within Islamic schools of thought e.g. Sunni & Shia and in Ijtihad, interpretation of text. Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam.
Y4	<ul style="list-style-type: none"> Recognise of how believers might interpret different texts in different ways. Identify the influence of historical events of Easter on Christian worldviews. Identify similarities and differences within and between the Abrahamic faiths. Identify how belief in God as most important might influence a person's life, how they view the world and other people. Identify the influence of historical events on the development of Islam. Identify similarities and differences within Islamic schools of thought. Consider how beliefs might influence a Muslim's life, how they view the world and other people. 	<ul style="list-style-type: none"> Discuss our understanding of the concepts of knowledge, belief and opinion. Consider philosophical ideas of truth, doubt and reality. Understand some reasons why people answer philosophical questions in different ways. Connect strongly-held beliefs with human behaviour including a willingness to die for the sake of "truth". Describe different philosophical answers to questions about poverty, justice and sacrifice. Begin to decide whether religious reasoning is expressed clearly and suggest more than one point of view. Consider ethical and moral ideas about poverty and justice from differing viewpoints, considering why there are differences. 	<ul style="list-style-type: none"> Describe similarities and differences in how people contribute to society in Islam and Christianity (locally & nationally). Recognise ways beliefs impact peoples' choices in everyday life, community & society. Recognise that individual and community action can shape beliefs. Consider what data can tell us about religion locally, nationally and internationally. Recognise that the reliability of data must be considered. Seek evidence of lived religion in our local area.



Disciplinary knowledge (UKS2)



	Theology (Beliefs) Theologians... 	Philosophy (Thinking) Philosophers... 	Social Sciences (Living) Social Scientists... 
Y5	<ul style="list-style-type: none"> Describe different interpretations of the Ramayana. Consider if sources of Hindu scripture are reliable. Describe theological similarities and differences within and between worldviews. Describe how beliefs about Dharma might influence a Hindu's life, how they view the world and other people. Describe the influence of historical events on worldviews. Describe how Buddhist beliefs might influence a person's life, how they view the world and other people. Interpret Biblical text. Describe how beliefs might influence a Christian's life. 	<ul style="list-style-type: none"> Explain the Buddha's philosophical answers to questions about the world. Explain the Buddhist answers to ethical questions and show awareness of diversity of opinion. Explain different philosophical answers to questions about God's existence. Explain some philosophical approaches to the abstract concept of God's existence. Explain if an argument for God's existence seems logical. 	<ul style="list-style-type: none"> Recognise that 'religion' and 'belief' mean different things in Dharmic and Abrahamic faiths. Recognise that conversations about religion and belief are complex Explain similarities and differences of forms of expression within Hindu Dharma (locally & nationally). Explain ways beliefs impact choices in individuals' lives, community & society. Explain how belief has been expressed in similar and different artistic forms within Christianity. Describe how individuals, community & society can shape beliefs.
Y6	<ul style="list-style-type: none"> Explain how the Gospels connect with Christian beliefs and discuss their reliability. Explain theological similarities and differences within Christian worldviews. Explain how beliefs in Jesus' resurrection might influence a Christians life, how they view the world and other people. Explain how the Genesis text connects with beliefs and discuss the reliability of the source. Explain that religious texts can be interpreted in different ways by different believers. Explain how beliefs about creation and science might influence a person's life, how they view the world and other people. 	<ul style="list-style-type: none"> Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence. Begin to analyse if an argument is logical and show awareness of divergent opinions. Use appropriate evidence to support or counter an argument. Begin to explain connections between beliefs and behaviour. 	<ul style="list-style-type: none"> Begin to evaluate similarities and differences of forms of expression within worldviews (locally, nationally & globally) Describe how beliefs impact choices in individuals' lives, community & society. Explain how the context of individuals, community & society can shape beliefs Begin to evaluate how 'religion' and 'belief' mean different things depending on people's religious or non-religious worldview. Recognise that conversations about religion and belief can be controversial.

