

2025 - Religious Studies - Subject Overview Map — Key knowledge and concepts/Disciplinary Lenses and Ways of Knowing

The three disciplinary lenses used in RE:

Theology



- 'Insider' perspectives
- Theistic assumptions
- Questions about God, afterlife, how to live etc.
- Uses texts – interpret, understand context and tradition
- Looks to help adherents to flourish.

Human sciences



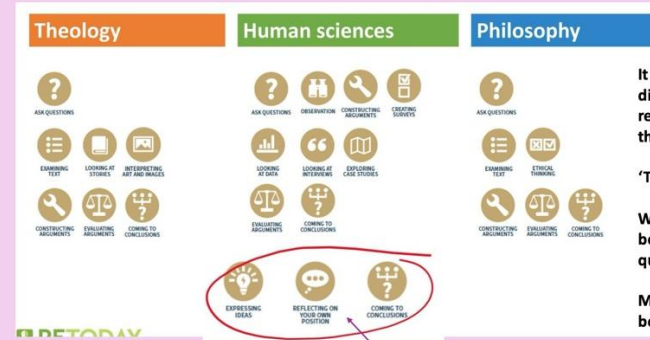
- 'Outsider' perspectives
- Naturalistic assumptions
- Not looking at whether insider claims are true
- Looking to describe and explain human behaviour
- Quantitative and qualitative data
- Test theories

Philosophy



- Aims to start without assumptions
- Uses logic, reason, language, common sense
- Looking for:
 - Clarity
 - Logical argument
 - Valid/true/persuasive conclusions
- Normative

New to the syllabus – 'ways of knowing' symbols



It is suggested that they are displayed for the children and referred to when using them in the lessons.

'Today we will be...'

What skill do you think we will be using to answer this question/find this out?

Many of the skills overlap between disciplines.

Children's own responses – run throughout each unit

WORD CHANGE

UNIT CHANGE

VISIT

THOSE RELIGIONS HIGHLIGHTED IN RED SHOULD BE THE MAIN FOCUS OF THE UNIT. OTHER FAITHS MAY BE TOU

C - Christians

M – Muslims

J – Jews

H – Hindus

B – Buddhists

Hu - Humanists

NRWV – Non religious world view

'Let all that you do be done in love' 1 Corinthians ch16 v14

EYFS SEPT 2025 - Subject Overview Map - Religious Studies – Key knowledge and concepts/disciplinary lenses and ways of knowing			
EYFS: Early Learning Goals			
	Understanding the world: leading to NC Geography, People and Communities and The Natural World	Understanding the world: leading to NC History	PSHE (Personal, Social and Emotional Development): leading to NC PSHE
Pre P	<p>Explores the local area</p> <p>Explores pictures of different places in books – fiction and non-fiction</p> <p>Explore natural environments</p>	<p>Notice simple differences between people of different ages with support</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Show sensitivity to their own and to others' needs.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>
P1	<p>Explores the local area – adults talking about different parts e.g. park, shop</p> <p>Can identify pictures of different types of places in books - fiction and non-fiction / photographs</p> <p>Make independent observations of basic features in the local environment</p>	<p>Asks questions about people in their family</p> <p>Talks about pictures of familiar situations with support</p>	
P2	<p>Know that there are different countries in the world</p>	<p>Retell an event from their past that their parents have told them with prompts</p> <p>Show an interest in what they have seen in pictures and books</p> <p>Recall a recent birthday whilst looking at pictures</p> <p>Show an interest in some events in their own lives that parents have told them about</p>	
P3	<p>Know and talk about the place where they live</p> <p>Talk about the similarities and differences between pictures of places with support</p> <p>Know the names of some of the different buildings from stories e.g. house, cottage, castle (church)</p>	<p>Answer simple questions about what they have seen in pictures and books with support</p> <p>Begin to be able to comment on pictures of familiar situations</p> <p>Know about their birthday and other events that are important in their lives</p> <p>Know about some events in their own lives that parents have told them about using words such as a long time ago</p> <p>Know that Jesus was alive a long time ago</p> <p>Show an interest in different occupations, naming some of them</p>	

'Let all that you do be done in love' 1 Corinthians ch16 v14

SEPT 2025 - Subject Overview Map - Religious Studies – Key knowledge and concepts/disciplinary lenses and ways of knowing

% of Understanding Christianity taught in the curriculum across 6 half terms: 50%

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
R	GOD / CREATION F1 Why is the word 'God' special to Christians? C M J H B Hu NRWV	INCARNATION F2 Why is Christmas special for Christians? C M J H B Hu NRWV	F4 Being Special: where do we belong? C M J H B Hu NRWV	SALVATION F3 Why is Easter special to Christians? C M J H B Hu NRWV	F5 What places are special to us? C M J H B Hu NRWV Church visit	F6 What stories are special and why? C M J H B Hu NRWV
	<u>Key Knowledge / Concept:</u> Understand who Christians believe God is Understand what makes the world a special place	<u>Key Knowledge / Concept:</u> Understand that Christians believe Jesus was born at Christmas Begin to understand the word 'incarnation' as God with us	<u>Key Knowledge / Concept:</u> Understand the terms respect and belonging Understand how people care for and love us Understand what happens at a baptism and dedication	<u>Key Knowledge / Concept:</u> Understand that Christians believe that Jesus died for their sins at Easter	<u>Key Knowledge / Concept:</u> Understand what is inside a Church Understand what makes people feel safe	<u>Key Knowledge / Concept:</u> Understand religious words Know what the Torah the Bible are Know some simple Bible stories
	Disciplinary Lenses/Ways of Knowing Ongoing: Asking questions Theology: Looking at stories Examining texts Evaluating arguments Human Sciences: Observation Philosophy: Examining texts Evaluating arguments	Disciplinary Lenses/Ways of Knowing Ongoing: Expressing ideas Theology: Ask questions Look at stories Examining texts Coming to conclusions Human Sciences: Observation Coming to conclusions Philosophy: Ask questions Examining texts Coming to conclusions	Disciplinary Lenses/Ways of Knowing Ongoing: Expressing ideas Theology: Looking at stories Ask questions Human Sciences: Ask questions Observation Philosophy: Ask questions	Disciplinary Lenses/Ways of Knowing Ongoing: Expressing ideas Theology: Looking at stories Ask questions Human Sciences: Observation Looking at interviews Philosophy: Ask questions	Disciplinary Lenses/Ways of Knowing Ongoing: Expressing ideas Reflecting on your own position Theology: Ask questions Human Sciences: Looking at interviews Observation Ask questions Philosophy: Ask questions	Disciplinary Lenses/Ways of Knowing Ongoing: Expressing ideas Theology: Looking at stories Examining texts Ask questions Human Sciences: Ask questions Philosophy: Examining texts Ask questions

'Let all that you do be done in love' 1 Corinthians ch16 v14

SEPT 2025 - Subject Overview Map - Religious Studies – Key knowledge and concepts/disciplinary lenses and ways of knowing							
% of Understanding Christianity taught in the curriculum across 6 half terms: 50%							
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	
1	GOD 1. 1 What do Christians believe God is like? C M J H B Hu NRWV	INCARNATION 1. 3 Why does Christmas matter to Christians? C M J H B Hu NRWV	1. 9 How should we care for the world and for others, and why does it matter? (C, J, NR) C M J H B Hu NRWV	SALVATION 1. 5 Why does Easter Matter to Christians? C M J H B Hu NRWV	1. 7 Who is Jewish and how do they live? C M J H B Hu NRWV Visit to Singers Hill Synagogue, Birmingham https://www.birminghamsynagogue.com/Singershillschooltours@gmail.com		
	Key Knowledge / Concept: Understand what a parable is Understand terms 'love' and 'forgive' Understand that Christians believe that God is loving and forgiving	Key Knowledge / Concept: Understand that Christians believe that Jesus was God's Son Understand the term incarnation	Key Knowledge / Concept: Understand that people care for the world in different ways. Understand that we need to look after the world in which we live Understand the meaning of Genesis 1	Key Knowledge / Concept: Understand the events of Holy Week and Easter Understand the term salvation and its importance to Christians	Key Knowledge / Concept: Understand the words of the Shema Prayer; how it is used and why it is important to Jews Understand what happens at a Shabbat / Sukkot		
	Disciplinary Lenses/Ways of Knowing Ongoing: Reflecting on your own position Theology: Looking at stories Human Sciences: Looking at interviews Coming to conclusions Philosophy: Evaluating arguments Coming to conclusions	Disciplinary Lenses/Ways of Knowing Ongoing: Coming to conclusions Theology: Looking at stories Human Sciences: Observation Looking at interviews Philosophy:	Disciplinary Lenses/Ways of Knowing Ongoing: Reflecting on your own position Expressing ideas Theology: Examining texts Looking at stories Human Sciences: Exploring case studies Constructing arguments Philosophy: Examining texts	Disciplinary Lenses/Ways of Knowing Ongoing: Reflecting on your own position Coming to conclusions Expressing ideas Theology: Looking at stories Human Sciences: Observation Philosophy: Evaluating arguments	Disciplinary Lenses/Ways of Knowing Ongoing: Coming to conclusions Theology: Interpreting art and images Human Sciences: Ask questions Observation Looking at interviews Exploring case studies Philosophy:		

SEPT 2025 - Subject Overview Map - Religious Studies – Key knowledge and concepts/disciplinary lenses and ways of knowing						
% of Understanding Christianity taught in the curriculum across 6 half terms: 33%						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6

'Let all that you do be done in love' 1 Corinthians ch16 v14

2	1. 10 What does it mean to belong to a faith or belief community? C M J H B Hu NRW	GOSPEL 1. 4 What is the 'good news' Christians believe Jesus brings? C M J H B Hu NRW	1. 6 Who is a Muslim and how do they live? C M J H B Hu NRW	CREATION 1. 2 Who do Christians say made the world? C M J H B Hu NRW	1. 8 What makes some places sacred to believers? C M J H B Hu NRW
	Key Knowledge / Concept: Understand the term community (religious + non-religious) Understand how faith communities show their love	Key Knowledge / Concept: Recognise that the Gospels are stories of good news Recognise that the Bible helps show the right way to live	Key Knowledge / Concept: Recognise that there are 99 names for Allah Recognise the words of the Shahadah Recognise that Muslims use the words of the Prophet to help guide them	Key Knowledge / Concept: Understand terms creation and creator Understand the story of creation and that Christians believe God created the world	Key Knowledge / Concept: Recognise objects from different religions and understand how they are used in worship Recognise that some places are special and sacred
	Disciplinary Lenses/Ways of Knowing Ongoing: Theology: Interpreting art and images Looking at stories Human Sciences: Observation Exploring case studies Looking at interviews Philosophy:	Disciplinary Lenses/Ways of Knowing Ongoing: Expressing ideas Coming to conclusions Theology: Looking at stories Ask questions Human Sciences: Exploring case studies Looking at interviews Observation Philosophy: Ask questions	Disciplinary Lenses/Ways of Knowing Ongoing: Coming to conclusions Theology: Ask questions Examining texts Looking at stories Interpreting art and images Human Sciences: Observation Exploring case studies Philosophy: Ask questions Worcester Mosque and Worcester Cathedral	Disciplinary Lenses/Ways of Knowing Ongoing: Expressing ideas Coming to conclusions Theology: Looking at stories Human Sciences: Observation Exploring case studies Philosophy:	Disciplinary Lenses/Ways of Knowing Ongoing: Coming to conclusions Theology: Asking questions Interpreting art and images Human Sciences: Observation Looking at interviews Exploring case studies Philosophy: Asking questions

SEPT 2025 - Subject Overview Map - Religious Studies – Key knowledge and concepts/disciplinary lenses and ways of knowing					
% of Understanding Christianity taught in the curriculum across 6 half terms: 50%					
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6

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3	CREATION / FALL L2.1 What do Christians learn from the Creation story? C M J H B Hu NRWV	INCARNATION L2. 3 What is the 'Trinity' and why is it important for Christians? C M J H B Hu NRWV	L2. 10 How do festivals and family life show what matters to Jewish people? C M J H B Hu NRWV	SALVATION L2. 5 Why do Christians call the day Jesus died 'Good Friday'? C M J H B Hu NRWV	L2. 11 How and why do people mark the significant events of life? (C, H, NR) C M J H B Hu NRWV	L2. 9 How do festivals and worship show what matters to a Muslim? C M J H B Hu NRWV
	Key Knowledge / Concept: Identify and understand what is meant by 'the fall' Understand the story of Creation and what Christians believe happened Understand ways in which we look after creation	Key Knowledge / Concept: Understand the term <u>Trinity</u> Recognise that Christians believe that God is 3 in 1 - <i>Father, Son and Holy Spirit</i> . Understand how knowledge of the Trinity shapes Christian lives	Key Knowledge / Concept: Identify and understand the terms, sin, forgiveness and God in Jewish terms. Understand key festival of Passover	Key Knowledge / Concept: Identify and understand the word salvation Understand the importance of Holy Week to Christians Identify and understand the significance of the term 'Good Friday'	Key Knowledge / Concept: Identify and understand the word commitment Understand how marriage and baptism ceremonies work in religious and non-religious contexts	Key Knowledge / Concept: Identify and understand the term ibadah Identify examples of ibadah in Islam
Disciplinary Lenses/Ways of Knowing Ongoing: Expressing ideas Theology: Examining texts Asking questions Human Sciences: Observation Exploring case studies Philosophy: Asking questions	Disciplinary Lenses/Ways of Knowing Ongoing: Expressing ideas Theology: Examining texts Human Sciences: Constructing arguments Looking at interviews Philosophy:	Disciplinary Lenses/Ways of Knowing Ongoing: Reflecting on your own position Coming to conclusions Theology: Examining texts Looking at stories Interpreting art and images Human Sciences: Observation Exploring case studies Philosophy:	Disciplinary Lenses/Ways of Knowing Ongoing: Reflecting on your own position Coming to conclusions Theology: Examining texts Human Sciences: Constructing arguments Exploring case studies Looking at interviews Evaluating arguments Philosophy:	Disciplinary Lenses/Ways of Knowing Ongoing: Reflecting on your own position Expressing ideas Theology: Human Sciences: Observation Exploring case studies Philosophy:	Disciplinary Lenses/Ways of Knowing Ongoing: Coming to conclusions Theology: Examining texts Human Sciences: Observation Constructing arguments Exploring case studies Philosophy:	

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	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
4	L2. 8 What does it mean to be a Hindu in Britain today? C M J H B Hu NRWV	PEOPLE OF GOD L2. 2 What is it like for someone to follow God? C M J H B Hu NRWV	GOSPEL L2. 4 What kind of world did Jesus want? C M J H B Hu NRWV	L2. 12 How and why do people try to make the world a better place? C M J H B Hu NRWV	L2. 6 For Christians, when Jesus left, what was the impact of Pentecost? C M J H B Hu NRWV	L2. 7 What do Hindus believe God is like? C M J H B Hu NRWV

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						Visit to Shri Venkateswara Balaji Temple, Oldbury www.temple@venkateswara.org.uk
	Key Knowledge / Concept: Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Identify and understand terms such as arti, bhajans and Diwali	Key Knowledge / Concept: Identify and understand the term covenant Understand the term faith and how it is different from religion	Key Knowledge / Concept: Understand the ways in which Jesus wanted the world to be a better place	Key Knowledge / Concept: Understand how charities work to bring about / effect change within this world Understand how people define acts in terms of 'good' and 'evil'	Key Knowledge / Concept: Identify the term Pentecost Understand the role of the Holy Spirit Understand what Christians believe the Kingdom of God is	Key Knowledge / Concept: Identify some Hindu deities and say how they help Hindus describe God Understand the term murti and how they support Hindu worship
	Disciplinary Lenses/Ways of Knowing Ongoing: Coming to conclusions Theology: Examining texts Human Sciences: Observation Constructing arguments Looking at interviews Philosophy:	Disciplinary Lenses/Ways of Knowing Ongoing: Coming to conclusions Theology: Examining texts Human Sciences: Constructing arguments Philosophy:	Disciplinary Lenses/Ways of Knowing Ongoing: Expressing ideas Theology: Examining texts Human Sciences: Constructing arguments Looking at interviews Philosophy:	Disciplinary Lenses/Ways of Knowing Ongoing: Observation Reflecting on your own position Theology: Ask questions Examining texts Looking at stories Human Sciences: Observation Exploring case studies Philosophy:	Disciplinary Lenses/Ways of Knowing Ongoing: Coming to conclusions Theology: Examining texts Exploring art and images Human Sciences: Evaluating arguments Philosophy:	Disciplinary Lenses/Ways of Knowing Ongoing: Theology: Exploring art and images Looking at stories Examining texts Human Sciences: Constructing arguments Observation Philosophy:

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% of Understanding Christianity taught in the curriculum across 6 half terms: 50%						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
5	GOD U2. 1 What does it mean if Christians believe God is holy and loving?	U2. 3 Why do Christians believe Jesus was the Messiah? C M J H B Hu NRWV	U2. 9 Why is the Torah so important to Jewish people? C M J H B Hu NRWV	SALVATION U2.5 What do Christians believe Jesus did to 'save' people?	U2. 8 What does it mean to be a Muslim in Britain today? C M J H B Hu NRWV	U2. 11 What does it mean to be a Humanist in Britain today? (H) C M J H B Hu NRWV

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	C M J H B Hu NRWV			C M J H B Hu NRWV		
	Key Knowledge / Concept: Theological understanding of Holy and Loving Understand how Christians respond to God being Holy and Loving	Key Knowledge / Concept: Understand the terms Prophecy, Incarnation and Messiah Understand why Christians call Jesus the Messiah	Key Knowledge / Concept: Understand what the Torah is and how it is used Understanding of key Jewish laws and commandment e.g. Kosher law	Key Knowledge / Concept: What is the resurrection and what evidence do we have for it Understand the concept of Christian Hope	Key Knowledge / Concept: Identify and understand the 5 Pillars of Islam and festivals and understand how these influence beliefs	Key Knowledge / Concept: Identify some of the core values that motivate some Humanists to strive to make the world a better place
	Disciplinary Lenses/Ways of Knowing Ongoing: Expressing ideas Reflecting on your own position Coming to conclusions Theology: Examining texts Human Sciences: Constructing arguments Philosophy:	Disciplinary Lenses/Ways of Knowing Ongoing: Coming to conclusions Theology: Looking at stories Examining texts Human Sciences: Constructing arguments Observation Philosophy:	Disciplinary Lenses/Ways of Knowing Ongoing: Theology: Examining texts Human Sciences: Looking at data Looking at interviews Observation Philosophy:	Disciplinary Lenses/Ways of Knowing Ongoing: Expressing ideas Coming to conclusions Theology: Examining texts Interpreting art and images Human Sciences: Constructing arguments Observation Exploring case studies Philosophy: Ethical thinking	Disciplinary Lenses/Ways of Knowing Ongoing: Coming to conclusions Theology: Examining texts Human Sciences: Looking at data Exploring case studies Looking at interviews Observation Philosophy:	Disciplinary Lenses/Ways of Knowing Ongoing: Coming to conclusions Theology: Examining texts Human Sciences: Looking at data Observation Constructing arguments Evaluating arguments Looking at interviews Philosophy:

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% of Understanding Christianity taught in the curriculum across 6 half terms: 50%						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
6	U2. 7 Why do Hindus want to be good? C M J H B Hu NRWV	GOSPEL U2. 4 How do Christians decide how to live: What would Jesus do? C M J H B Hu NRWV	U2. 10 What matters most to Humanists and Christians? (C, M/J, NR) C M J H B Hu NRWV	KINGDOM OF GOD U2. 6 For Christians, what kind of king is Jesus? C M J H B Hu NRWV	U2. 2 Creation and science: conflicting or complementary? C M J H B Hu NRWV	U2:13 What can be done to reduce racism? Can religion help? C M J H B Hu NRWV

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	Key Knowledge / Concept: Understand key Hindu beliefs such as dharma, karma, samsara, moksha, using technical terms accurately	Key Knowledge / Concept: Understand that there are different ways of interpreting the Bible Understand that scripture shows us a way to live	Key Knowledge / Concept: Understand the terms 'good' and 'evil' Understand morals and how people develop a moral code	Key Knowledge / Concept: Understanding of the Kingdom of God	Key Knowledge / Concept: Scientific and Religious views on the creation of the universe and creation of man	Key Knowledge / Concept: Discover and think about the meanings of some key ideas about racism and religion by studying some people who have given their lives to reducing prejudice and hatred
	Disciplinary Lenses/Ways of Knowing Ongoing: Coming to conclusions Theology: Looking at stories Human Sciences: Observation Constructing arguments Exploring case studies Philosophy: Ethical thinking	Disciplinary Lenses/Ways of Knowing Ongoing: Coming to conclusions Theology: Examining texts Ask questions Human Sciences: Observation Constructing arguments Exploring case studies Observation Looking at interviews Philosophy: Ask questions	Disciplinary Lenses/Ways of Knowing Ongoing: Reflecting on your own position Coming to conclusions Theology: Ask questions Human Sciences: Constructing arguments Philosophy: Ask questions Evaluating arguments Ethical thinking	Disciplinary Lenses/Ways of Knowing Ongoing: Coming to conclusions Theology: Examining text Human Sciences: Observation Exploring case studies Philosophy:	Disciplinary Lenses/Ways of Knowing Ongoing: Reflecting on your own position Coming to conclusions Theology: Examining texts Ask questions Human Sciences: Constructing arguments Exploring case studies Philosophy: Ask questions	Disciplinary Lenses/Ways of Knowing Ongoing: Coming to conclusions Theology: Interpreting art and images Human Sciences: Observation Looking at data Philosophy:

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% of Understanding Christianity taught in the curriculum across 6 half terms: 50%						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
7	GOD U3. 1 What does it mean for Christians to believe in God as Trinity? C M J H B Hu NRWV	FALL Unit 3.3 Why are people good and bad? C M J H B Hu NRWV	Unit 3.8 The Buddha: how and why do his experiences and teachings have meaning for people today? C M J H B Hu NRWV	Unit 3.14 Good, bad; right, wrong: how do I decide? C M J H B Hu NRWV	Unit 3.15 How far does it make a difference if you believe in life after death? C M J H B Hu NRWV	Unit 3.18 How can people express the spiritual through the arts? C M J H B Hu NRWV
	Key Knowledge / Concept: Understand what Christians mean by talking about God as	Key Knowledge / Concept: Explain the idea of 'the Fall' and its significance in the	Key Knowledge / Concept: Describe and explain the life of Buddha and his teachings and	Key Knowledge / Concept: Explain the difference between absolute and relative morality	Key Knowledge / Concept: Explain the key beliefs about life after death in at least two	Key Knowledge / Concept:

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<p>Father, Son and Holy Spirit and make links to the 'big story' of the Bible</p>	<p>'salvation narrative' in the Bible</p> <p>Understand the impact of Genesis 3 and how Christians respond to the idea of being 'fallen'</p>	<p>how these guide Buddhists in making moral decisions</p> <p>Understand why Buddhists put beliefs into practise in different ways</p>	<p>Show how some religious and non-religious ideas, beliefs and teachings guide people in making moral decisions</p> <p>Give reasons and examples to explain why people come to different views on moral issues</p>	<p>traditions</p> <p>Show how religious and non-religious beliefs about life after death affect the way people live, including how death is marked</p> <p>Give reasons and examples to explain why people have different views on the idea of life after death</p>	<p>Compare and explain at least two ways to describe 'the spiritual'</p> <p>Explain how and why music and art are important ways of expressing the spiritual</p> <p>Show how people express spirituality in different ways (e.g. through art, music, activism)</p> <p>Give reasons and examples to explain how music and art can help people understand big ideas in their tradition</p>
<p>Disciplinary Lenses/Ways of knowing</p> <p>Ongoing: Coming to conclusions</p> <p>Theology: Examining texts Looking at stories Interpreting art and images</p> <p>Human Sciences:</p> <p>Philosophy:</p>	<p>Disciplinary Lenses/Ways of knowing</p> <p>Ongoing:</p> <p>Theology: Examining texts</p> <p>Human Sciences: Constructing arguments</p> <p>Philosophy: Examining debates Evaluating arguments</p>	<p>Disciplinary Lenses/Ways of knowing</p> <p>Ongoing:</p> <p>Theology: Looking at stories Examining text Ask questions</p> <p>Human Sciences: Observation Constructing arguments</p> <p>Philosophy: Ask questions Examining debates Bright Earth Buddhist Temple, Malvern</p>	<p>Disciplinary Lenses/Ways of knowing</p> <p>Ongoing: Reflecting on your position</p> <p>Theology: Examining texts Evaluating arguments</p> <p>Human Sciences: Constructing arguments</p> <p>Philosophy: Examining debates Ethical thinking</p>	<p>Disciplinary Lenses/Ways of knowing</p> <p>Ongoing: Coming to conclusions</p> <p>Theology: Examining text</p> <p>Human Sciences: Constructing arguments</p> <p>Philosophy: Examining debates Evaluating arguments</p>	<p>Disciplinary Lenses/Ways of knowing</p> <p>Ongoing: Reflecting on own position</p> <p>Theology: Interpreting art and images</p> <p>Human Sciences: Exploring case studies</p> <p>Philosophy:</p>

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