



**Viking International School**

**World Religions**

# CURRICULUM INTENT

Viking International School's curriculum aligns with the Danish *Fællesmål* and meets the standards of the British National Curriculum, leading to GCSE-level outcomes.

We focus on developing critical thinking, creativity, and problem-solving, encouraging students to apply knowledge across subjects through inquiry-based and real-world learning. Collaboration, communication, and cultural understanding are central to our approach. Students learn to work effectively with others, respect diverse perspectives, and develop as responsible global citizens.

Digital literacy and responsible technology use are integrated throughout all subjects to prepare students for the modern world. We promote a growth mindset and lifelong learning, ensuring that our curriculum provides the knowledge, skills, and values students need to succeed in further education—whether in Denmark or internationally—and to contribute positively to society. Each child is supported to reach their full potential through personalized teaching.

The subject fosters the understanding and respect diverse worldviews, reflect on life's big questions, and develop the ability to compare beliefs and practices while expressing their own views thoughtfully and respectfully, preparing students to engage meaningfully with the global community.

Students' progress in World Religions is assessed continuously through classroom participation, practical application, and formative feedback. Summative assessments and self-reflection are used to evaluate understanding and development in relation to the *Fællesmål* sub-goals.

Learning connects naturally to other areas of the curriculum, supporting a holistic educational experience that encourages students to make connections across disciplines and apply their knowledge in diverse contexts.

Teaching is adapted to meet individual learning needs, ensuring accessibility and inclusion for all learners. Students who require additional support, such as those with dyslexia or other learning differences, benefit from personalized instruction, assistive technology, and tailored strategies that help them thrive within the classroom environment.

# YEARGROUP ALIGNMENT

<b>Danish</b>	<b>VIS</b>	<b>Key Stage (KS)</b>
0 Klase	IC 1	KS 1
1 Klase	IC 2	KS 1
2 Klase	IC 3	KS 1
3 Klase	IC 4	KS 2
4 Klase	IC 5	KS 2
5 Klase	IC 6	KS 2
6 Klase	IC 7	KS 3
7 Klase	IC 8	KS 3
8 Klase	IC 9	KS 4
9 Klase	IC 10	KS 4
10 Klase	IC 11	KS 4

# OVERVIEW

## **Requirement (Friskoleloven §1a)**

## **How VIS meets this**

Final Goals

Defined through Fælles Mål competence objectives for each subject area.

Sub-goals

Described in the “Skill” and “Knowledge” columns per Key Stage.

Teaching Plan

This document outlines how goals are taught, sequenced, and assessed through each phase.

## Common Goals Outcomes Expected to be reached by end of each Key Stage (KS)

Competence Area	After KS 1	After KS 2	After KS3	After KS 4
<b>Beliefs and teachings</b> (from various religions)	Can describe some of the main beliefs and festivals in a selection of religions (including Christianity) and begin to express basic questions of life in relation to the religious dimension.	Can recognise and explain how some teachings and beliefs are shared between religions and explain how religious beliefs can shape the lives of individuals.	Can express in detail the importance of faith choices for people's actions and interpretation of life and has secure knowledge of prerequisites for choosing faith and interpreting life.	Final I can statements
<b>Rituals, ceremonies, and lifestyles</b> (from various religions)	Can recognise, name, and describe religious artefacts, places, and practices and explain religious rituals and ceremonies and their meaning, including their own experiences.	Can explain practices and lifestyles associated with belonging to a faith and a non-religious community, compare lifestyles of different faiths, and show an understanding of the role of a spiritual leader.	Can explain in detail practices and lifestyles associated with belonging to a faith and non-religious community, compare lifestyles of different faiths in detail, and give detailed reasons why some people within the same faith choose different lifestyles.	
<b>How beliefs are expressed</b>	Can name religious symbols and their meaning, retell religious stories (including the Bible), and suggest meanings in the story.	Explores religious symbolism in literature and the arts, explains different ways individuals show their beliefs, and shares opinions respectfully.	Can explain in detail the use of biblical narratives in language, art, and society and scripts from other religions, and has broad knowledge of their expression in culture before and now.	
<b>Time to reflect and personal growth</b>	Can identify things that are important in their lives, ask questions about puzzling aspects of life, and understand similarities and differences between people.	Can recognise and express feelings about their identities and beliefs, explain their own opinions about tricky questions that have no universally agreed answers, and respond sensitively.	Can explain in detail their own opinions about tricky concepts and questions, explain why answers may differ from others, and respond sensitively and thoughtfully.	

Area of competence		After KS1								
World Religions	Students begin to recognize and describe basic beliefs, festivals, and rituals from Christianity and other religions. They can identify symbols and retell simple religious stories, ask basic life questions, and understand that people have different beliefs and values. They start to reflect on what is important in their own lives and show respect for differences.	Beliefs and Teachings		Rituals, Ceremonies & Lifestyles		How Beliefs are Expressed		Reflection & Personal Growth		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		IC1	With support, recognize and name artefacts	Basic artefacts and places	Name symbols and retell stories	Basic biblical narratives	Identify things important in life	Similarities and differences	Identify things important in life	Similarities and differences
		IC2	With support, recognize and name artefacts	Basic artefacts and places	Name symbols and retell stories	Basic biblical narratives	Ask questions about puzzling aspects	Diversity of worldviews	Ask questions about puzzling aspects	Diversity of worldviews
		IC3	Explain simple ceremonies	Meaning of rituals	Explain symbolism and expression	Use of narratives in culture	Understand differences between people	Respect for diversity	Understand differences between people	Respect for diversity
		History of Religions		Values						
	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge						
	IC1	With support, understand origin of Christianity	Basic concepts	With support, explain how actions affect others	Basic concept of morals					
	IC2	Compare origins of religions	Symbols and rituals	Explain how values affect individuals	Choices and consequences					
	IC3	Talk about events in Christianity	Key historical events	Begin to understand concept of morals	Simple moral reasoning					

Area of competence		After KS2								
World Religions	<p>Students can compare beliefs, rituals, and lifestyles across religions, explain how beliefs influence individuals and communities, and explore religious symbolism in art and literature. They develop the ability to express their own opinions on ethical and existential questions, understand similarities and differences among worldviews, and begin to interpret religious texts and cultural expressions.</p>	Beliefs & Teachings		Rituals, Ceremonies & Lifestyle		How Beliefs are Expressed		Personal Growth		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		IC 4	Explain how beliefs are shared between religions	Impact of beliefs on individuals	Explain practices and lifestyles	Role of spiritual leaders	Explore symbolism in literature and art	Expression of beliefs	Express feelings about identity	Opinions on tricky questions
		IC 5	Explain connection between ethics and moral practice	Norms and values in religious issues	Compare lifestyles across faiths	Reasons for differences	Explain symbolism and expression	Use of narratives in culture	Explain own opinions	Reasons for differences
	IC 6	Express importance of faith choices	Prerequisites for choosing faith	Explain in detail practices and lifestyles	Variations within faiths	Explain relationship between Old and New Testament	Key features of both Testaments	Respond sensitively to others	Moral reasoning	
	<p>Students can compare beliefs, rituals, and lifestyles across religions, explain how beliefs influence individuals and communities, and explore religious symbolism in art and literature. They develop the ability to express their own opinions on ethical and existential questions, understand similarities and differences among worldviews, and begin to interpret religious texts and cultural expressions.</p>	History of Religions		Values						
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge					
		IC 4	Reproduce central events	Christian Danish conditions	Explain why values differ	Awareness of morals				
		IC 5	Explain importance of concepts	Basic concepts in religions	Question morals and make choices	Consequences of actions				
		IC 6	Explain meanings of symbols and rituals	Interpretations of symbols	Express own values respectfully	Respect for others' values				

Area of competence		After KS3								
Worlds Religions	<p>Students demonstrate in-depth understanding of beliefs, ethical principles, and faith choices, and can analyze how religion shapes identity, culture, and society. They interpret biblical narratives and texts from other religions in historical and cultural contexts and express their own views critically and respectfully. They show mature reflection on morals, values, and life questions, and understand the historical development and cultural impact of religions.</p>	Beliefs & Teachings		Rituals, Ceremonies & Lifestyle		How Beliefs are Expressed		Reflection & Personal Growth		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		IC 7	Explain in detail ethical principles	Secure knowledge of values and norms	Explain role of leaders deeply	Leadership in communities	Give reasoned suggestions about meaning	Issues in narratives	Explain why values differ	Awareness of morals
		IC 8	Read and interpret professional texts	Detailed technical terms and concepts	Compare Cultural and social factors lifestyles and give reasons	Cultural and social factors	Explain in detail cultural use of narratives	Historical and modern expressions	Express own values respectfully	Consequences of choices
		<p>Students demonstrate in-depth understanding of beliefs, ethical principles, and faith choices, and can analyze how religion shapes identity, culture, and society. They interpret biblical narratives and texts from other religions in historical and cultural contexts, and express their own views critically and respectfully. They show mature reflection on morals, values, and life questions, and understand the historical development and cultural impact of religions.</p>	History of Religions		Values					
			Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge				
IC 7			Explain in detail historical events	Broad knowledge of history	Demonstrate ability to make choices	make choices, Understanding consequences				
IC 8	Explain cultural impact of religion	Role in society	Explain in detail own values	Advanced moral reasoning						