



My name is **Theo**. I am a **theologian**. I ask questions about what people **believe**.

Theo the Theologian

Theo is a theologian, and encourages children to use the disciplinary skill of theology. He is interested in what people believe, where those beliefs come from and how concepts connect with each other. He helps children to understand that not everyone will believe exactly the same things, even if they consider themselves to follow the same religion. He also helps children to interpret and understand sources of authority, such as religious texts and books, prayers, the Shahadah, different gospel stories, etc. Children are encouraged to recognise that people will interpret the same source of authority in a range of different ways.

Sophie the Philosopher

Sophie is a philosopher, and encourages the children to use the disciplinary skill of philosophy. She is interested in how people think and reason with the world, and why. She asks questions about what people know and how they know it. She allows children an opportunity to interrogate their own thoughts, values and opinions, developing critical thinking skills when asking 'Why do I think that?' thus linking to their own personal knowledge. For example, Sophie might ask the children to explore whether they think something is 'good' or moral, and then encourage them to unpick why they think that; is it their upbringing, a parent, their environment or a religious worldview that has shaped that opinion? The children can then apply these critical thinking skills when considering the opinions and thoughts of others, and of different worldviews, linking to our British Values of tolerance and mutual respect.



My name is **Sophie**. I am a **philosopher**. I ask questions about what people **think**.

My name is **Livvy**. I am a **sociologist**. I ask questions about how people **live**.



Livvy the Sociologist

Livvy is a sociologist, and encourages children to use the disciplinary skill of sociology. She is interested in how people live, and how the things they believe might influence how they live. The children are encouraged to recognise that this will not be the same for everyone within one worldview, and they are asked to compare and contrast similarities and differences within one worldview. Livvy helps the children to analyse and compare contexts as well; what is appropriate for one worldview in one area might not be appropriate in another, and this influences the ways in which people live. This prevents the children from developing overly generalised and simplistic ideas about 'all Christians' or 'all Muslims'; instead allowing them to develop an

idea of the richness and variety of different lived worldviews.