

Curriculum Improvement Cycle

Draft Technical Framework

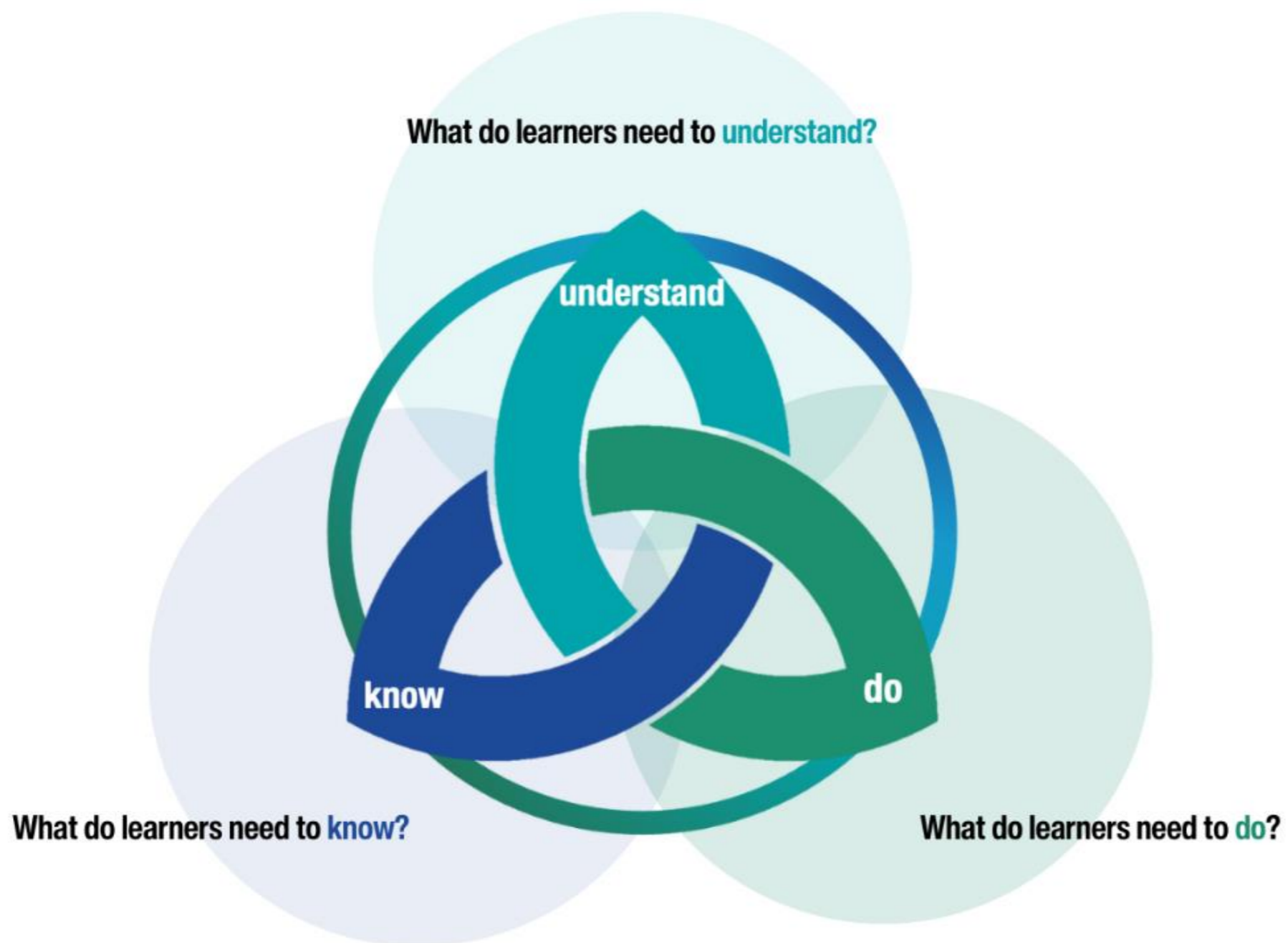
Religious, Moral and Philosophical

Studies Sample

June 2026

These are **draft materials**. The content, format and style are subject to change. It would not be appropriate to change current planning or tracking and monitoring systems in establishments at this stage.

There is **no expectation** on educators, schools or settings to do anything now with these samples. They are being shared as part of the co-design process and in advance of engagement and feedback time during the 2026/27 session.



Religious, Moral and Philosophical Studies				
Illustrative Big Idea	Making Moral Choices			
	In religious, moral and philosophical studies learners encounter perspectives on morality from religion, worldviews and philosophical perspectives and examine how these can influence moral choices. It is important to understand how moral choices are made and the impact these can have. Moral choices can be shaped and influenced by religion, worldviews and philosophical perspectives. These influences can change over time in response to a range of factors. It is important to understand how religion, worldviews and philosophical perspectives develop their moral positions, the sources of knowledge they use in doing so, and the impact this might have on our moral choices. This can also help us reach informed conclusions about a range of complex issues. Making moral choices involves people developing arguments and engaging in meaningful dialogue in the context of differences of opinion across and within religion, worldviews and philosophical perspectives.			
Morality, Ethics and Values				
Early Level	Understand: People follow rules and make choices about what is right and wrong.		Understand: People's choices and the actions they take because of what they think is right and wrong have consequences.	
	Know: That there are rules that exist to keep people safe and ensure fairness. People sometimes follow rules and sometimes they do not.	Do: Identify rules and explain why they are important. Identify when people do and do not follow rules.	Know: Consequences are the outcomes of the choices people make. Do: Identify the consequences of different choices.	
	Notes: Rules could include those in the ELC setting, at school, in the home and in the wider community. Issues about right and wrong could include sharing, honesty (truth/lies), and the difference between kind/fair and unkind/unfair. Learning experiences should include a focus on the learner at this stage and how they encounter rules and choices about what is right and wrong.		Notes: Consequences could link to ELC or school consequences; stories and scenarios could explore the impact of choices on individuals. Learning experiences should include a focus on the learner at this stage and how they encounter consequences.	
First Level	Understand: Teachings and ideas from religion and worldviews can help people to think about what is right and wrong.		Understand: People's choices about right and wrong can change depending on the situation and can have immediate and/or long-term consequences.	
	Know: People have different ideas about what is right and wrong, and these can be shaped by religion and worldviews. Some stories and ideas from religion and worldviews that explore choices about what is right and wrong.	Do: Make connections between teachings and stories from religion and worldviews and peoples' choices about right and wrong. Share views on the stories from religion and worldviews about what is right and wrong.	Know: People can have fixed views about what is right and wrong. People's views on what is right and wrong can change depending on the situation. People might disagree with or not follow rules for reasons that they think are important. Different choices can have different consequences.	Do: Describe the choices people make about what is right and wrong in different situations. Identify what people agree and disagree about in situations where they are making choices about what is right and wrong. Describe the consequences of people's choices about what they think is right and wrong in different situations.
	Notes: Teaching and ideas about right and wrong from religion and worldviews as explored in stories. Teaching and ideas about right and wrong from religion and worldviews might focus on the importance of, for example, human life and the natural world and taking care of those in need. Teachings and ideas could also come from codes, rules, guiding ideas. Learners should be able to connect choices to teachings and ideas in particular situations, scenarios and stories.		Notes: External factors may be religion, worldviews, philosophical perspectives, families, peers, friends, local community, social media.	

Second Level	Understand: Religion, worldviews and philosophical perspectives can help people to respond to moral issues.		Understand: People's views about right and wrong can affect their responses to moral issues.	
	<p>Know:</p> <p>That moral issues are topics and situations where people hold different views about what is right and wrong.</p> <p>What an ethical view is and how they help people make choices about moral issues.</p> <p>A religious, worldview and philosophical perspective on a contemporary moral issue.</p>	<p>Do:</p> <p>Describe an ethical view and how it might influence choices about moral issues.</p> <p>Describe religious, worldview and philosophical perspectives on a contemporary moral issue and how these perspectives might influence personal choices about moral issues.</p>	<p>Know:</p> <p>There can be different ways to respond to moral issues leading to different consequences.</p>	<p>Do:</p> <p>Share views on moral issues and explain individuals' choices about what is right and wrong.</p> <p>Describe the possible consequences of a moral decision.</p>
<p>Notes:</p> <p>Ethical views refers to the underlying reasons that people might come to decisions about right and wrong. These might be found in philosophical ideas, and stories and teachings from religion and worldviews as well as ethical principles and codes linked to religion, worldviews and philosophical perspectives</p> <p>At this level, ethical views can be generalisations from religion, worldviews and philosophical perspectives. For example, the importance of not killing; the need to take care of those in need; ethical principles from a philosopher.</p> <p>Learning experiences should engage with at least one religious, worldview and philosophical perspective on a least one moral issue.</p>		<p>Notes:</p> <p>Learning experiences should include a focus on the learner and how and why learners would make choices about what is right and wrong in relation to moral issues, contemporary or otherwise</p>		
Third Level	Understand: There are different views across religious, worldviews and philosophical perspectives about what is right and wrong in relation to moral issues.		Understand: Religion, worldviews and philosophical perspectives reach conclusions about moral issues in different ways.	
	<p>Know:</p> <p>That there are a range of complex moral issues in contemporary society.</p> <p>There are different views held across religion, worldviews and philosophical perspectives about moral issues.</p>	<p>Do:</p> <p>Describe ways in which society is changing and the moral challenges this presents.</p> <p>Explain how religion, worldviews and philosophical perspectives respond to these changes and moral challenges.</p> <p>Apply teachings from religion, worldviews and philosophical perspectives to moral issues.</p>	<p>Know:</p> <p>The different bases for moral and ethical views within religion, worldviews and philosophical perspectives.</p>	<p>Do:</p> <p>Describe and explain their own views on the teachings and ideas of religion, worldviews and philosophical perspectives on moral issues.</p>
<p>Notes:</p> <p>Key teachings and ideas from religion, worldviews and philosophical perspectives. Some of the core teachings from religion. Some of the core worldview positions relating to moral decision making e.g. utilitarianism, consequentialism.</p> <p>Learning experiences should include opportunities to engage with moral issues that involve a range of views on what is right and wrong; and where different individuals, groups and communities agree and disagree about what is right and wrong.</p>		<p>Notes:</p> <p>Differences in moral decision making, e.g. rules-based, values-based, outcome-based, and divine command theory.</p> <p>Different sources of knowledge used to inform moral decision making.</p>		
Fourth Level	Understand: As society changes and new moral challenges arise, views within and across religion, worldviews and philosophical perspectives on what is right and wrong may change and adapt.			
	<p>Know:</p> <p>Examples of changes in society and how these can lead to moral and ethical challenges.</p> <p>How religion, worldviews and philosophical perspectives respond to these challenges.</p> <p>How ethical principles held by religion, worldviews and philosophical perspectives can change over time.</p>		<p>Do:</p> <p>Analyse the challenges presented by changes in society.</p> <p>Analyse how religion, worldviews and philosophical perspectives respond to these challenges.</p> <p>Analyse responses from religion, worldviews and philosophical perspectives to contemporary moral issues.</p> <p>Explain their own views on these responses.</p>	

	<p>Notes: Ethical challenges in society arising from, for example developments in technology, medicine, changes in laws leading to debates around, for example war/conflict, sanctity/quality of life, social relationships etc.</p> <p>Ethical principles as expressed in codes, declarations and frameworks such as deontology, consequentialism, utilitarianism etc.</p> <p>How ethical principles can be analysed and drawn upon to support responses to moral issues.</p> <p>Learning experiences should include a focus on the learner at this stage and how they engage with contemporary moral issues and their responses to them.</p>	
<p>Senior Phase (Non-Certificated)</p>	<p>Understand: In responding to emerging moral challenges in contemporary society, religion, worldviews and philosophical perspectives may have to re-evaluate and justify their responses</p>	
	<p>Know: Examples of changes in society and the moral and ethical challenges raised by these changes.</p> <p>How religion, worldviews and philosophical perspectives respond to moral and ethical challenges resulting from changes in society.</p> <p>How religion, worldviews and philosophical perspectives might adapt their principles in response to contemporary changes and challenges.</p>	<p>Do: Evaluate the challenges presented by changes in society.</p> <p>Evaluate the responses of religion, worldviews and philosophical perspectives to contemporary moral issues and their justification for these responses.</p> <p>Explain and justify their own views on these responses.</p>
	<p>Notes: Critically engaging with contemporary sources, including from religion, worldviews and philosophical perspectives which can lead to and illustrate changes in society – for example sanctity/quality life, technological changes such as artificial intelligence, environmental issues and equality, diversity and social relationships.</p> <p>How the same sources can be used across and within religion, worldviews and philosophical perspectives to develop and justify different responses. For example, responses to sanctity/quality life, technological changes such as artificial intelligence, environmental issues and equality, diversity and social relationships.</p> <p>Learning experiences should include a focus on the learner at this stage and how they engage with contemporary moral issues and their responses to them.</p>	

Version History

Version	Date	Detail
Version 1	23 June 2026	First released

Early Draft Sample