



4.1 Attainment targets and assessment of Religious Education

The Attainment targets for Religious Education

The attainment targets for Religious Education (RE) set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of Key Stages 1, 2 and 3.

As with other NC subjects, RE requires an assessment system in line with individual school systems. Each year outcome describes the types and range of performance that pupils working at that age should characteristically demonstrate.

The key indicators of attainment in RE are contained in Attainment Target 1 (AT1) (Learning about religion) and Attainment Target 2 (AT2) (Learning from religion).

Learning about religion Includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impact on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of Interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' application skills, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments and communicating their responses.

Examples of age-related expectations in RE (KS 1 and 2)

These expectations are a statutory part of the Barnsley syllabus in so far as it sets the expectations to which teachers are strongly recommended to work and define the progression in learning that RE teaching envisages.

The age-related expectations provide the basis to make judgements about pupils' performance in Key Stages 1 and 2.

		In the Foundation Stage children are expected to meet the Early Learning Goals. At Key Stages 1 and 2 each year group has set age-related expectations. These can be assessed by using percentages of a specific year group's expectations on the scale on the left-hand side At Key Stages 3 and 4 students are assessed (from year 7) using criteria matched to the RE GCSE examining board which the school has decided to use. The assessment systems used in Barnsley Secondary Schools therefore vary from school to school.
Emerging Working towards age related expectations	0-50%	Examining boards commonly used include Edexcel, AQA, WJEC, Eduqas and OCR. Edexcel and AQA are currently the most commonly used in Barnsley. Some of our Secondary Schools are using a grading system from Year 7 onwards.
Secured Working at age related expectations	50%-80%	
Mastered Working above age related expectations	80%-100%	

Attainment at the end of a key stage

In deciding on a pupil's attainment at the end of a key stage, teachers should judge which description (Emerging/Secured/Mastered) best fits the pupil's performance. General reporting regulations mean that

schools must report to parents annually on the child's 'progress and attainment' regarding subjects of the curriculum' and RE is included in this general requirement. The use of age-related expectations for this report is a matter for schools.

The expectations for AT1 **Learning about religion** refer to how pupils develop their knowledge, skills and understanding with reference to:

- beliefs and teachings
- practices and ways of life
- forms of expression.

The expectations for AT2 **Learning from religion** refer to how pupils, in the light of their learning about religion, express their responses and insights regarding questions and issues about:

- Identity and belonging
- values and commitments
- meaning, purpose and truth



4.2 Age related expectations for the Barnsley Local Agreed Syllabus

Assessment of Religious Education

Assessing the achievements of pupils in RE in ways that are manageable, fair and valid are one of the keyways in which quality learning in the subject can be developed. This section of the syllabus draws together the advice and requirements of the Agreed Syllabus Conference about the standards set, and how to achieve them. But the section does not stand alone: the whole syllabus reflects these standards through the teaching and learning intentions which are established.

Assessment for learning in Religious Education

The key purposes of assessment in RE in the Barnsley Local Agreed Syllabus are all concerned with learning rather than comparability. Good practice in assessment for learning uses a range of techniques to make sure that teachers' assessment work has a positive impact on pupils' standards of achievement. These techniques include:

- careful questioning strategies
- task setting that connects with teaching
- sharing objectives with learners in ways that point clearly to progress
- target marking - telling pupils what they need to do to improve
- task setting that energises learning rather than merely asking for replication
- the use of feedback strategies that help pupils improve
- self-assessment
- peer assessment

In RE, there is often a huge workload of marking and assessment - some primary teachers have only an hour a week for RE and some secondary teachers see over 500 pupils in a week. This makes it vital that assessment by the teacher is economical with time and connects clearly to improving learning.

The following tables are examples of age-related expectations for each year group. It is suggested that each outcome is met three times during an academic year. An outcome is only considered met and recorded if a pupil has a secure knowledge of that outcome.

Once a pupil meets the outcome three times it can be counted as 10% towards a final percentage grade. The percentage grade can be emerging/secured/mastered as outlined on Pages 36-38. Each year group has ten outcomes to save valuable teacher time in arriving at a final percentage at the end of the academic year.

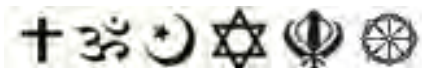
The grids are designed to be attached to the back of a pupil's RE book to inform the teacher and pupil and the information transferred to an End of Year Assessment statement (see page 39).

The age-related expectation tables following are only examples and teachers will see how they might be adapted to different curriculum content or age groups and to different religions. Teachers could seek to generate their own 'I can' statements.

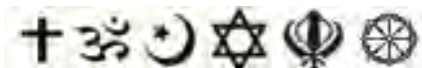
The Attainment and Assessment of Religious Education section of the Barnsley Local Agreed Syllabus was updated in 2016 and reviewed in 2025.

Many thanks to:

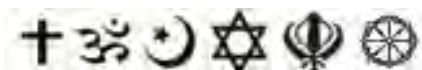
Sarah Lees – Athersley South Primary School, Rachel Steele – Royston St John the Baptist VA Primary School, to all the schools who have contributed photographs and Roger Holmes – Adviser to SACRE.



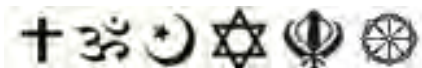
Year 1 age related expectations I can...				%
AT1: Use some religious words and phrases to recognise and name features of religious life and practice.				
Recall a religious story.				
Recognise religious symbols.				
Identify how a Christian would express religious faith.				
Identify how another world religion would express religious faith.				
AT2: Describe how I feel at different times of the day.				
Name something that I find interesting.				
Ask a question about 'why' something happens.				
Talk about something I care about.				
Talk about something that worries me.				



Year 2 age related expectations I can...				%
AT1: Recall religious stories and symbols applied in everyday life.				
Suggest a meaning behind a religious story.				
Use some religious words and phrases to identify the importance of religious faith.				
Identify two similarities in Christianity and another world religion.				
Identify a difference between Christianity and another world religion.				
AT2: Ask and respond sensitively to my peers' questions about their experiences and feelings.				
Answer questions appropriately about my experiences and feelings.				
Create my own question that is difficult to answer (eg How many stars in the sky?).				
Identify 3 things that I think are good (eg kindness, consideration for others).				
Identify 3 things that are wrong (eg hurting others, being unkind).				



Year 3 age related expectations I can...				%
AT1: Describe three things Christians believe in and say what difference the beliefs make at Christmas.				
Identify three main things another world religion believes in.				
Describe some symbols of belonging that Christians and another world religion use when they worship.				
Recognise and describe three similarities between a Christian festival and another world religion festival.				
List four differences between two different places of worship, answer and discuss the question 'What is the purpose of a sacred place?'				
AT2: Ask good questions of my own about why worshippers choose to attend places of worship.				
Write my reflections on two religious values: how would my school change if we all lived by these values?				
Suggest answers a religious person might give to questions about their practice of giving to charity (eg Christian Aid and Muslims giving money or alms at Zakat).				
Prepare a reflection on the way religious festivals matter (eg resurrection at Easter and Hajj) making a link to what matters to me.				
Make a link between my own values and another religious value (eg caring for the sick and elderly).				



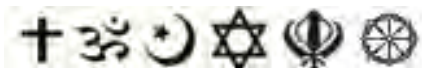
Year 4 age related expectations I can...				%
AT1: Show my understanding of similarities and differences between two world religions				
Show understanding of belonging to a religion.				
Consider how children in at least two religions would be preparing for a significant religious life events (e.g. confirmation, bar mitzvah) or a life event in later life (e.g. marriage).				
Suggest what difference worship makes to life.				
Make a link between a piece of Christian music and a Bible text which inspired it.				
AT2: Describe something I find inspiring in a poem, painting or design.				
Explain how religious quotations could be inspiring.				
Ask some questions and suggest some answers about how the Bible influences Christians, and what influences me.				
Suggest some things people do to find peace, stillness and rest (including practices of worship) and some things I do.				
Make a link between religious leaders I have studied and the kind of person I like to 'follow.' Compare my answers thoughtfully with someone else's answers.				



Year 5 age related expectations I can...				%
AT1: Identify similarities and differences in views about God between Christianity and another world religion.				
Show that I understand how a Christian story (eg the Parable of the Good Samaritan) can have an impact on Christians today.				
Show that I understand why a pilgrimage is different from a holiday and describe what pilgrims hope for on their way to a religious site (eg Makkah/Iona).				
Describe and link up Christian beliefs with Christian behaviour eg belief in God as a creator linked to 'green' practice.				
Describe how two contemporary religious leaders have inspired their followers to make a difference in their community.				
AT2: Identify a religious view on peace and conflict.				
Identify inspirational Christians and explain why and how they were inspired to work for equality eg Mother Teresa and Martin Luther King Jr.				
Describe my vision of an inspiring community.				
Create a statement of my own beliefs about God and human values referring to ideas from another religion I have studied.				
Express how art forms suggest religious views.				

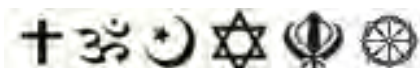


Year 6 age related expectations I can...				%
AT1: Explain how Christians and another world religion share some ideas about God, recognising that they are different too.				
Explain the impacts of the ways a religious charity (eg Christian Aid or Islamic Relief) put religious teaching into action in a world of poverty.				
Recognise something unique in each of three world religions which have been studied throughout school and suggest why each religion spends time in silence and stillness.				
Recognise similarities and differences between two branches of Christianity.				
Suggest reasons why some scientists see religion as a problem, but others see it as a partner.				
AT2: Suggest some religious views on peace and conflict, relating the ideas to my own life.				
Devise four good reasons about what makes a leader worth following.				
Give my views on the fact that the top 1% wealthiest people own more than the combined 99% of the world's population.				
Explain two influences that sometimes make people tell lies and two influences that encourage truthfulness.				
Refer to any world religion text or quotation and give my own response to their belief about God showing respect towards other beliefs.				



Year 1 age related expectations I can...				%
AT1: Use some religious words and phrases to recognise and name features of religious life and practice	✓	✓		
Recalling a religious story	✓			
Recognise religious symbols	✓			
Identify how a Christian would express religious faith	✓			
Identify how another world religion would express religious faith	✓			
AT2: Describe how I feel at different times of the day	✓			
Name something that I find interesting	✓	✓	✓	10%
Ask a question about 'why' something happens	✓			
Talk about something I care about	✓	✓	✓	10%
Talk about something that worries me	✓	✓	✓	10%

An example of EMERGING (0% - 50%) (Working towards age-related expectations).



Year 3 age related expectations I can...				%
AT1: Describe three things' Christians believe in and say what difference the beliefs make at Christmas.	✓	✓	✓	10%
Identify three main things another world religion believes in.	✓	✓		
Describe some symbols of belonging that Christians and another world religion use when they worship.	✓	✓	✓	10%
Recognise and describe three similarities between a Christian festival and another world religion festival.	✓	✓	✓	10%
List four differences between two different places of worship, answer and discuss the question 'What is the purpose of a sacred place?'	✓	✓	✓	10%
AT2: Ask good questions of my own about why worshippers choose to attend places of worship.	✓	✓	✓	10%
Write my reflections on two religious values: how would my school change if we all lived by these values?	✓	✓		
Suggest answers a religious person might give to questions about their practice of giving to charity (eg Christian Aid and Muslims giving money or alms at Zakat).	✓	✓		
Prepare a reflection on the way religious festivals matter (eg resurrection at Easter and Hajj) making a link to what matters to me.	✓	✓		
Make a link between my own values and another religious value (eg caring for the sick and elderly).	✓			

An example of SECURED (50%+ - 80%) (Working at age related expectations)



Year 6 age related expectations I can...				%
AT1: Explain how Christians and another world religion share some ideas about God, recognising that they are different too.	✓	✓	✓	10%
Explain the impacts of the ways a religious charity (eg Christian Aid or Islamic Relief) put religious teaching into action in a world of poverty.	✓	✓	✓	10%
Recognise something unique in each of three world religions which have been studied throughout school and suggest why each religion spends time in silence and stillness.	✓	✓		
Recognise similarities and differences between two branches of Christianity.	✓	✓	✓	10%
Suggest reasons why some scientists see religion as a problem, but others see it as a partner.	✓	✓		
AT2: Suggest some religious views on peace and conflict, relating the ideas to my own life.	✓	✓	✓	10%
Devise four good reasons about what makes a leader worth following.	✓	✓	✓	10%
Give my views on the fact that the top 1% wealthiest people own more than the combined 99% of the world's population.	✓	✓	✓	10%
Explain two influences that sometimes make people tell lies and two influences that encourage truthfulness.	✓	✓	✓	10%
Refer to any world religion text or quotation and give my own response to their belief about God showing respect towards other beliefs.	✓	✓	✓	10%

An example of MASTERED (80% + - 100%) (Working above age-related expectations)



Example – Year 3 End of year assessment

Student name	AT1: I can					AT2: I can					
	Describe three things Christians believe in and say what difference the beliefs make at Christmas	Identify three main things another world religion believes in	Describe some symbols of belonging that Christians and another world religion use when they worship	Recognise and describe three similarities between a Christian festival and another world religion festival	List four differences between two different places of worship, answer and discuss the question 'What is the purpose of a sacred place?'	Ask good questions of my own about why worshippers choose to attend places of worship	Write my reflections on the values of two religions: how would my school change if we all lived by these values?	Suggest answers a religious person might give to questions about their practice of giving to charity (eg Christian Aid and Muslims giving money or alms at Zakat)	Prepare a reflection on the way religious festivals matter (eg resurrection at Easter and Hajj) making a link to what matters to me	Make a link between my own values and another religious value (eg caring for the sick and elderly)	
Nicola Adams	3	2	3	3	3	3	2	2	2	1	50%+ S
Alistair Brownlee	2	1	1	2	1	1	3	1	3	3	30%+ E
Jade Jones	3	3	2	3	2	3	3	3	3	3	80%+ M
Jason Kenny	1	2	1	1	1	2	3	2	3	2	20%+ E
Adam Peaty	3	2	2	3	3	3	3	2	1	1	50%+ S
Laura Trott	3	2	3	3	3	3	2	3	3	3	80%+ M

The numerical system informs the Y4 teacher of each student's level of understanding for each statement. Highlighting will enable teachers to target areas of weakness and inform planning.

4.4 Assessment in the Early Years Foundation Stage (EYFS)

The Early Learning Goals for the areas of learning which are most closely related to children's learning in religious education can be found on pages 45 and 46. identified below. The achievement of these Early Learning Goals demonstrates that the child has achieved the expected level of development by the end of the Reception year. This achievement is recorded as part of the EYFS Profile, which is relayed to the Local Authority and DfE and reported annually to parents.

The primary purpose of the EYFS Profile assessment is to support a successful transition from the EYFS to year 1. The report states that a child is at an Emerging or Expected level of development.



Royston St John the Baptist CE (VA) Primary School



Joseph Locke Primary School

Communication and Language

Communication and language in RE involve:

Children listening attentively and responding to stories being read to them from a variety of religions during whole class and small group discussions; being able to offer their own ideas, thoughts, feelings and explanations about why things might happen or what they have heard using full sentences; being exposed to a language rich RE environment in order to effectively build their language skills.*

NB Further explanations relating to the above and following pages and can be found in:

*"Early Years Foundation Stage Profile Handbook" Nov 2024 and

"Development Matters for the Early Years Foundation Stage (EYFS)" Sept 2023

Attainment and assessment in Religious Education

Early Learning Goals*

Most closely related to children's learning in religious education and all three of the themes- 'My World,' 'Special Times' and 'Special Places' p50 – 55.

These can be achieved at any point during the Early Years Foundation Stage and measured at the end of the Reception year by means of the EYFS Profile.

Personal, Social and Emotional Development

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Give focused attention to what the teacher says, responding appropriately even when engaged in
- activity, and show an ability to follow instructions involving several ideas or actions.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs. *

Personal, Social and Emotional Development in RE involves:

Making time to get to know each child and their family, including their family history, culture, likes and dislikes.

Help the children to see themselves as unique and valuable individuals in society. Invite family members into school to talk about who they are and which cultural groups they belong to*



Worsborough Common
Primary School

"Development Matters for the Early Years Foundation Stage (EYFS)" Sept 2023

Literacy

Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate, where appropriate, key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play. *

Literacy in RE involves:

It being crucial for children to develop a lifelong love of reading which only develops when adults talk to children about the world around them and the books they read with them. There are many simple stories from the world religions which can help children to develop their understanding. *

*Development Matters for the early years foundation stage (EYFS) Sept 2023.



Worsborough Common Primary School



Royston St John the Baptist
C.E. (VA) Primary School

Hannukah. Holy Trinity Catholic and C of E School. **Understanding the World in RE involves:**

- Guiding children to make sense of their physical world and their community personal experiences from visiting places of worship and meeting a variety of faith leaders; understanding some similarities and differences between different religious and cultural communities in Barnsley.
- Developing the children's understanding that some places are special to different members of their community. Name some places of worship in their local community and talk about what happens there, allowing children to talk about their own experiences where possible.
- Through discussion supporting children to recognise that people of different beliefs celebrate special times in different ways. Discuss different special times throughout the year and how they are celebrated. Talk about the similarities and differences between them drawing on the children's own knowledge and experiences.
- During discussions allow children time to talk about members of their immediate family and community. Talk about different types of people they may come across, for example, police officers, hairdressers, doctors, faith leaders etc. Invite some of these individuals / groups into settings to talk about their role in the community and the rules they follow.
- Enriching and extending children's vocabulary to support their understanding of the world around them



Hoyland Common Primary School.

Expressive Arts and Design

Creating with Materials

Children at the expected level of development will:

- Make use of props and materials when role playing characters in narratives and stories

Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes, songs and hymns. *

*Early Years Foundation Stage Profile Handbook – Nov 2024

Expressive arts and design in RE involve:

Appreciating that there are different styles of design and artistic creativity in the world religions. Be able to use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture*

*Development Matters for the early years foundation stage (EYFS) Sept 2023.

Dance.
Royston St
John the
Baptist
CE(VA)Primary
School



Hannukah. Holy Trinity Primary Cof E Primary school



Hoyland Common Primary school





4.5 Meeting the needs of gifted and talented pupils in Religious Education

Religious Education and the gifted and talented pupil

In speaking of the gifted and talented pupil in Religious Education (RE), we are concerned both with children who have particular gifts or talents in RE and those who are very 'bright' and capable in a more general sense. For some pupils the challenges of RE offer opportunities to express varied interests not addressed in other single subjects. The guidance identifies issues for teachers to consider concerning gifted, talented and most able pupils.

Recognising the gifted and talented in Religious Education

The Identification of the most able pupils in RE should be approached based on distinct ability, skills, competencies and insight.

RE is centrally concerned with ultimate questions, critical thinking, analysis and interpretation and with very complex and multifaceted phenomena and concepts. This provides interest and motivation for the most able. Truth seeking in uncertain fields is hard work and should stimulate the best in the best young minds! Able children in RE can quickly, at an expert level, develop and apply knowledge, understanding, skills and processes of RE (e.g. critical thinking, interpretation, insight, reflection, and synthesis).

Talented and most able pupils have the potential to demonstrate high levels of understanding, insight, discernment, achievement and maturity.

RE provides many opportunities for engagement with story, symbolism, metaphors and analogy. Links between RE and philosophy with primary and secondary aged pupils are relevant and should attract the interest of many RE specialists. Thinking skills associated with argument, reasoning and logical analysis have a key place in RE achievements. All these skills often involve the use of language and require bringing higher order language skills into the service of RE objectives. Strategies to challenge the most able language users are part of enabling the highest achievement of the talented pupil.

Professor John Hull has a useful Insight into the concept of giftedness in RE and has written about primary aged children's engagement with the highest levels of religious discourse.

"A child in religious education may be thought of as being gifted when that child responds with high interest and outstanding attainment in the areas which are the aims and objectives of RE considered as an educational activity. The giftedness of the child will be as specific to RE as the attainment targets and so on are specific to RE ...

In the more direct, first order sense, there may also be children who have religious or spiritual gifts, whether these derive from the environment outside school, or whether they represent some kind of original vision. The RE teachers should be aware of such children, and may learn a great deal from them, but it is not the purpose of RE to nurture such children more than the rest ..." (Professor John Hull, Resource, The journal of PCFRE, 17.3, page 6, 1995)

Giftedness in RE might be distinguished from high attainment scoring in other subjects. For example, the child who is gifted with regard to RE might show particular skills of insight, application and discernment, make sense and drawing meaning from religious symbols, metaphors and sacred writing at a high level.

A non-religious pupil might also have a gift for RE, showing a high level of skill in religious questioning or arguing. While the idea of a child gifted in RE may often be related to the educational concept of spiritual development, the concept of 'giftedness' in RE isn't the same as being religiously gifted, as a particular faith community might recognise a child's gifts. Teachers may find it fruitful to consider how giftedness in RE might be similar to giftedness in sport, music, mathematics or poetry, and how it might differ from these.

The concept of the teacher's professional judgement in RE is crucial. Teachers who know their pupils and their work and bring professional talent, expertise and awareness to RE are best placed to identify the most able, the gifted and the talented and then to make appropriate and challenging provision for them.

Provision and progression

The willingness and capacity to take up opportunities for spiritual and moral development is a central aspect of the best work in RE. Teachers need to use their professional judgements sensitively in weighing up pupils' responses to these opportunities. Some of the most effective models for differentiation in the RE curriculum envisage a spiral of revisited concepts, attitudes and skills.

These are understood, applied, linked and evaluated in increasing depth by learners. Such models offer a fruitful avenue for further exploration of how to provide for the most able in RE. Extension, top end differentiation, working



Planning and provision to meet the needs of gifted and talented pupils in Religious Education

The needs of the most able, gifted and talented pupils in RE require pedagogic skills from teachers in RE. Teachers might consider the place of the fourteen strategies given below in their own practice. Are there some which could usefully be developed in your school?

- Use a variety of challenging questioning strategies to enable pupils to explore religious phenomena and question deeply.
- Set extension tasks that avoid mere repetition, or 'extra' work but pursue instead the depth of understanding or reflection
- Use authentic material from inside a faith (eg. prayer sacred text, possibly music, argument or artefacts) to provide a complex stimulus to learning.
- Use carefully planned self- assessment instruments with gifted and talented pupils to involve them in identifying their own learning needs. Such work is most useful if it includes a focus on spiritual development.
- Encourage ambitious work by the most able pupils using target-setting strategies to open their eyes to 'distant horizons'
- Focus on the interpretation of symbol, metaphor, text or story and the ways in which these stimulate reflection on meaning and discernment.
- Take strategies that challenge the most able, gifted and talented pupils' use of language, both spoken and written, from the general literature and apply these in RE.
- Give pupils access to terminology and a language for the sophisticated handling of religious, spiritual, ethical and philosophical questions, ideas and materials, and giving them opportunities to develop and use that language.
- Focus on application of ideas and learning in new or unfamiliar contexts: "You've learned about how Christian monks live out their vows. Now compare the example of a bhikkhu (monk) in the Way of the Buddha, who chooses to live by the Five Precepts".
- Use the ultimate or fundamental questions that lie below the surface of religious practice to open for learners the ways in which they might learn from religion.
- Provide particular challenges for the most able, gifted and talented pupils with regards to learning from religion
- Be willing to use questions and tasks from key strategies beyond the age of the talented pupil, and to stimulate responses through difficult tasks eg involving argument, analysis and prediction.
- Model RE problem solving/problem centred activities from the 'world class tests' to use with talented pupils, e.g. using inter faith issues or arguments about the value of prayer, or questions about God.
- Encourage expert learners to make connections between their work in RE and other subjects of the curriculum (e.g. with cosmology in physics, worship in music, ethics in PSHE or inequality in geography). Connections with learning beyond the school are a valuable extension so RE learning as well.

Using the Frameworks

In planning for religious education schools may use the six Key Questions of the Barnsley Local Agreed Syllabus to support a discrete study of faith or a thematic investigation of a specific question or series of questions.

Please note that the words in bold type are to be found in the faith glossaries and/or in the Biography section at the end of the Glossary.

Biographies are ordered alphabetically by first name due to the different uses of surnames in different cultures across history.