King Ina C of E Academy Religious Education: **RELIGION AND WORLDVIEWS** Approach

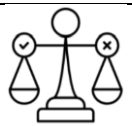
The Religious Education curriculum at King Ina C of E Academy follows a Religion and Worldviews approach, reflecting the locally agreed Somerset Agreed Syllabus and the guidance of the Religious Education Council (REC). Learning is underpinned by three interconnected elements:

Substantive Knowledge **(what we learn)** – RE at King Ina is not simply about learning facts about religions and beliefs, but about understanding how people experience, interpret and discuss their worldviews, developing pupils' ability to think critically and engage respectfully with different perspectives. This supports children to learn about diversity between and within religions and worldviews.

Disciplinary knowledge **(how we explore and understand religion and worldviews)** – at King Ina, we learn about religion and worldviews in three important ways – these do not have to be equally balanced:

1. **Theology – Believing:** We explore what people believe and why. We learn about religious stories, sacred books, teachings and traditions, and how these help people understand God, the divine, the world and their place in it.
2. **Philosophy – Thinking:** We ask big questions about life, the world, what is right and wrong, and what it means to be human. We learn to think deeply, ask questions, share ideas, give reasons for our opinions and listen to different points of view respectfully.
3. **Social Sciences – Living:** We discover how people live out their beliefs and worldviews in everyday life. We explore how beliefs influence people's choices, celebrations, traditions and communities, and how culture, history and experiences shape the way people live.

Conceptual knowledge **(the ideas that help pupils make connections and deepen their understanding)** See below – these do not have to be equally balanced:

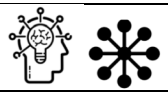
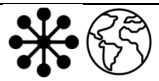
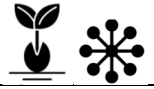
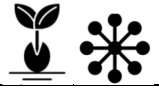
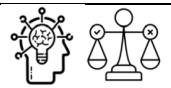
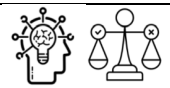
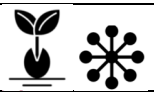
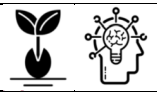
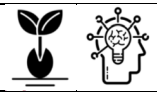
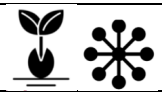
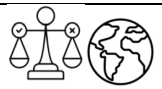
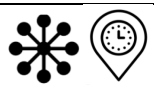
Syllabus Concepts	 **Origins and expression**	 **Personal and collective**	 **Place and time**	 **Meaning and purpose**	 **Ethics and values**	 **Influence and power**
REC Core Statement	Nature/ formation/ expression (a)	Organised /individual (b)	Contexts (c)	Meaning and purpose (d)	Values, commitments and morality (e)	Influence and power (f)
Description	*What is meant by worldview and how people's worldviews are formed and expressed through a complex mix of influences and experiences.*	*How people's individual worldviews relate to wider, organised or institutional worldviews.*	*How worldviews have contexts, reflecting time and place, are highly diverse, and feature continuity and change.*	*How worldviews may offer responses to fundamental questions raised by human experience.*	*How worldviews may provide guidance on how to live a good life.*	*How worldviews influence, and are influenced by, people and societies.*

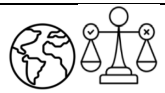
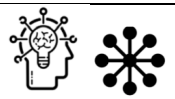
Examples	• rituals • practices • texts • teaching • stories • inspiring people • creative arts • family • tradition • culture • everyday experiences and actions • relations with others and in society	• how individual worldviews may be consciously held or tacit • how they develop in relation to wider communities • how individual and organised worldviews are dynamic • the degree to which individual worldviews may be influenced and shaped by organised worldviews	• The fact that worldviews have contexts, reflecting their time and place • shaping and being shaped by these, maintaining continuity and also changing • ways in which they are highly diverse and often develop in interaction with each other. • This applies to organised worldviews as well as to individual worldviews	Questions of.... • Ultimate reality • Existence • Meaning • Purpose • Knowledge • Truth • Creativity • Identity diversity • Ways in which worldviews may play different roles in providing people with ways of making sense of existence and/or their lives	• how to be a good person • how to live a good life • justice • right and wrong • value • beauty • truth • commitment	• grand narratives (stories) • how these narratives influence societies • how worldviews shape society • how society shapes worldviews

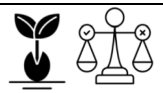
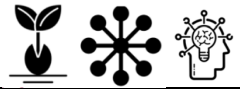
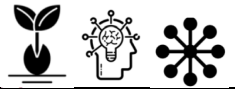
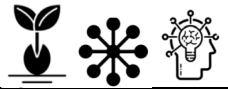
In Religion and Worldviews approach we should aim to include **substantive** content which teaches students the…							
global nature of RW	local nature of RW	understand what is 'in front of' and 'beyond' all worldviews	importance of being religiously literate in a pluralistic society	the influence and impact RW on society	the meaning and purpose claims made within RW	conceptual threads that weave through RW	broad diversity of beliefs and practices that is found within RW

In a Religion and Worldviews approach we should aim to include **disciplinary** knowledge which teaches students the…			
multi-disciplinary nature of RE	tools to encounter and interpret RW sources of authority	tools to analyse claims made within RW	critical thinking and communication skills.

In a Religion and Worldviews approach we should aim to allow students to understand and explore their own **positionality** by understanding…			
the reflexivity of their own worldviews and those of others	how to empathise with what may seem 'other'	their part to play as citizens in a pluralistic society	how to notice and respond to their own biases and those of others

King Ina C of E Academy Religious Education: **RELIGION AND WORLDVIEWS** 2 Year Rolling Curriculum						
Year	**Autumn**		**Spring**		**Summer**	
EYFS	Christianity: What makes me special and what makes other people special?	Christianity: Why are some stories special to different people?	Locality Unit: What makes places special to different people?	Christianity: What is the Easter story?	Locality Unit: How is Glastonbury Tor important to some people?	Comparative Enquiry: How and why do people care for the world?
R & WV	Christianity	Christianity/Hinduism/ Judaism	Christianity	Christianity	Non-religious	MIXED
Concept						
Discipline	**Philosophy**	**Theology**	**Philosophy**	**Theology**	**Philosophy**	**Social Sciences** **Philosophy**
Progression	Y1/2A Aut1→ Y1/2B Aut1→	Y1/2B Aut2 → Y1/2A Aut2 →	Y1/2B Sum2 →	Y1/2A Aut1 →	← EYFS Spr1 Y1/2B Sum2 →	Y1/2B Spr2 → Y1/2A Spr1 →
Year 1/2 YEAR A	Christianity: Who is Jesus and why is he important to some people?	Locality Unit: How do Christians celebrate Christmas locally?	Dharmic or Other: What is the meaning and purpose of prayer to Muslims?	Comparative Enquiry: How is Easter celebrated around the world?	Ethical Enquiry: How and why do some people care for the world?	Non-Religious Worldview + Ethical Enquiry: How and why do some people care for the world?
R & WV	Christianity	Christianity	Islam	MIXED	Christianity	MIXED
Concept						
Discipline	**Theology**	**Philosophy** **Social Sciences**	**Theology** **Philosophy**	**Theology** **Social Sciences**	**Theology** **Social Sciences**	**Social Sciences** **Philosophy**
Progression	← EYFS Spr2 ← EYFS Aut1 Y3/4A Sum2 → Y3/4B Spr1 →	← EYFS Aut 1 ← EYFS Aut 2 Y3/4B Aut2 →	Y3/4A Sum1 → Y5/6B Aut2 →	← EYFS Spr2 Y3/4B Spr1 →	← EYFS Aut1 ← EYFS Sum2 Y3/4B Sum1→	← EYFS Aut1 ← EYFS Sum2 Y3/4B Sum1→
Year 1/2 YEAR B	Christianity: Agape - What do Christians believe about love?	Christianity: How are some Bible stories special to some Christians?	Dharmic or Other: Who are the Hindu Gods and why are they important to some people?	Comparative Enquiry: What do different people think about how the world started?	Philosophical Enquiry: What makes a good person?	Locality Unit: How are our local churches important to some people?
R & WV	Christianity	Christianity	Hinduism	MIXED	MIXED	Christianity
Concept						
Discipline	**Theology** **Philosophy**	**Theology**	**Theology** **Social Sciences**	**Theology** **Philosophy**	**Philosophy** **Social Sciences**	**Theology** **Social Sciences**
Progression	← EYFS Aut1 Y5/6A Spr2 →	← EYFS Aut2 Y3/4A Aut1 →	Y5/6B Sum2 →	← EYFS Sum2 Y3/4B Spr1 →	Y3/4A Aut2 → Y3/4B Aut1 →	← EYFS Spr1 ← EYFS Sum1 Y5/6B Sum1 →

Year 3/4 YEAR A	Christianity: What do Christians believe about God and Incarnation?	Ethical Enquiry: What helps people make good decisions?	Christianity: How do different Christians worship?	Non-religious worldview: What do atheists believe?	Dharmic or other: What is it like to be a Muslim today?	Philosophical Enquiry: What is a worldview?
R & WV	Christianity	MIXED (Judaism, Christianity, Islam)	Christianity: Mormons, Catholics, CofE, Quakers	Non-religious	Islam	MIXED
Concept						
Discipline	**Philosophy** **Theology**	**Philosophy**	**Theology** **Social Sciences**	**Theology** **Philosophy**	**Social Sciences** **Theology**	**Philosophy**
Progression	← Y1/2B Sum1 Y5/6 Spr1 →	← Y1/2B Sum1 Y5/6A Sum2 →	Y5/6B Aut2 →	Y3/4A Sum2 → Y5/6A Spr2 →	← Y1/2A Spr1 Y5/6A Sum1 →	← Y3/4A Spr2 Y3/4B Sum2 → Y5/6A Spr2 →
Year 3/4 YEAR B	Christianity: What do Christians believe about the afterlife and how does it influence their lives?	Comparative Enquiry: How do people celebrate Christmas?	Christianity: Why do Christians call Jesus' death 'Good Friday'?	Comparative Enquiry: How did the world start?	Locality Unit: How do Pagans / Wiccans worship in Somerset?	Dharmic or other: What is Sikhism?
R & WV	Christianity	Christianity	Christianity	MIXED	MIXED (including Wicca)	Sikhism
Concept						
Discipline	**Philosophy** **Theology**	**Theology**	**Theology**	**Social Sciences** **Theology**	**Social Sciences** **Theology**	**Philosophy**
Progression	← Y1/2B Sum1 Y5/6A Sum2 → Y5/6B Aut1 →	← Y1/2A Aut2 Y5/6A Aut1 → Y5/6A Aut2 →	← Y1/2A Aut1 ← Y1/2A Spr2 Y5/6A Spr1 → Y5/6B Spr1 →	← Y1/2B Spr2 Y5/6B Aut1 →	← EYFS Sum1 Y5/6A Spr2 →	← Y3/4A Sum2 Y5/6A Spr2 →

Year 5/6 YEAR A	Christianity: What do Christians believe about God?	Ethical + Comparative Enquiry: How does what you believe affect what you choose to eat?	Christianity: What was significant about how Jesus treated people? What impact has that had on the world today?	Non-religious worldview: Why do people have different worldviews?	Dharmic or other: Does belief in akhirah (life after death) help Muslims lead a good life?	Philosophical + Comparative Enquiry: How do people understand good and evil?
R & WV	Christianity	MIXED	Christianity	Non-religious	Islam	MIXED
Concept						
Discipline	**Philosophy** **Theology**	**Philosophy** **Theology**	**Theology** **Social Sciences**	**Philosophy** **Social Sciences**	**Theology** **Philosophy**	**Theology** **Philosophy**
Progression	← Y1/2A Spr1 ← Y3/4A Aut1	← Y3/4B Aut2	← Y3/4B Spr1	← Y3/4B Spr2	← Y3/4A Sum1 ← Y3/4B Aut1	← Y3/4A Aut2
Year 5/6 YEAR B	Christianity: Is anything ever eternal?	Christianity: Do traditions help Christians understand who Jesus was?	Christianity: What does salvation mean to Christians?	Comparative Enquiry: How do different people pray?	Locality Unit: How is Wells Cathedral linked to transatlantic slavery?	Dharmic or other: What is it like to be a Hindu in the UK?
R & WV	Christianity	Christianity	Christianity	Christianity, Hinduism, Islam	Christianity	Hinduism
Concept						
Discipline	**Philosophy** **Theology**	**Philosophy** **Social Sciences**	**Theology**	**Theology** **Social Sciences**	**Social Sciences**	**Theology** **Social Sciences**
Progression	← Y3/4B Sum1	← Y3/4A Aut1 ← Y3/4B Aut2	← Y3/4A Aut1 ← Y3/4B Spr1	← Y1/2A Spr1 ← Y3/4A Spr1	← Y1/2B Sum2	← Y1/2B Spr1