

At High Green Primary School, we follow the RE Curriculum set by the National Association of Teachers of Religious Education (NATRE) who follow the guidelines outlined in the National Content Standard for Religious Education in England set by the Council of England and Wales (July 2023).

**Here are the aims:**

**Purpose of study**

An education in religion and worldviews should:

- introduce pupils to the rich diversity of religion and non-religion, locally and globally, as a key part of understanding how the world works and what it means to be human
- stimulate pupils' curiosity about, and interest in, this diversity of worldviews, both religious and non-religious
- expand upon how worldviews work, and how different worldviews, religious and non-religious, influence individuals, communities and society
- develop pupils' awareness that learning about worldviews involves interpreting the significance and meaning of information they study
- develop pupils' appreciation of the complexity of worldviews, and sensitivity to the problems of religious language and experience
- induct pupils into the processes and scholarly methods by which we can study religion, religious and non-religious worldviews
- enable pupils, by the end of their studies, to identify positions and presuppositions of different academic disciplines and their implications for understanding



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- give pupils opportunities to explore the relationship between religious worldviews and literature, culture and the arts
- include pupils in the enterprise of interrogating the sources of their own developing worldviews and how they may benefit from exploring the rich and complex heritage of humanity
- provide opportunities for pupils to reflect on the relationship between their personal worldviews and the content studied, equipping them to develop their own informed responses in the light of their learning.

For all pupils to have equal access to high quality education in religion and worldviews, the subject must be given adequate time and resources commensurate with its place as a core component of the basic curriculum. In relation to religion and belief, pupils must be taught:

### **Content**

- Nature/formation/expression: What is meant by worldview and how people's worldviews are formed and expressed through a complex mix of influences and experiences
- Organised/individual: How people's individual worldviews relate to wider, organised or institutional worldviews
- Contexts: How worldviews have contexts, reflecting time and place, are highly diverse, and feature continuity and change.
- Meaning and purpose: How worldviews may offer responses to fundamental questions raised by human experience
- Values, commitments and morality: How worldviews may provide guidance on how to live a good life



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- Influence and power: How worldviews influence, and are influenced by, people and societies

### **Engagement**

- Ways of knowing: The field of study of worldviews is to be explored using diverse ways of knowing.
- Lived experience: The field of study of worldviews is to include a focus on the lived experience of people.
- Dialogue/interpretation: The field of study of worldviews is to be shown as a dynamic area of debate

### **Position**

- Personal worldviews reflexivity: Pupils will reflect on and potentially develop their personal worldviews and make scholarly judgements in the light of their study in the light of their study of religious and non-religious worldviews.
- Personal worldviews impact: Pupils will reflect on how their worldviews affect their learning.

### **Standards**

#### **EYFS**

4-5 year olds might use photographs to observe home lives of some people from a religious tradition, from at least two different contexts. They notice some things that are the same in the homes and some that are different. They notice that some things in their own homes are the same and some are different, and that not everyone is the same.

#### **Key stage 1**

5-7 year olds might look at some religious artwork from a diverse range of contexts (such as pictures of Jesus from around the world) and connect them



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with some stories or texts that help to interpret the artwork (e.g. gospel accounts pictured). They notice how the different ways of expressing the stories in art are more or less familiar and think about why (e.g. according to their own contexts). They are introduced to a selection of voices to help them find out that such stories may be important in some people's lives as part of organised worldviews and find out why (e.g. they may include important people, and ideas about how to live). They find out that all kinds of different people may see the stories as important, but not everyone, and that sometimes this is to do with belief in God.

### **Lower Key stage 2**

7-9 year olds might ask questions about meaning and purpose in life, expressing their own ideas and saying where these ideas come from. They might explore how religious worldviews help some people make sense of life and affect how they live day to day. For example, they might talk to adherents about what it means to believe there is a God, or to believe in salvation, or submission, or karma and samsara - how these ideas can transform a person's life. They might examine some texts and stories that illustrate these big concepts and find out ways in which they are interpreted. They may reflect on the difference it makes to these interpretations if someone is an adherent or not, including pupils' own perspectives.

### **Upper Key stage 2**

9-11 year olds might ask a question about the difference that context makes to one's worldview. For example, after thinking about their own context, they might use and interrogate data, interviews and visual images to examine the differences it makes to be a Muslim in a Muslim majority country (e.g. Indonesia) and a Muslim minority country (e.g. UK), including opportunities and



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challenges, and how these shape their lived experience - not just intellectual ideas. They might reflect on whether it is similar if someone is non-religious (e.g. Humanist) in a secular society or a religious society. They might reflect on their own context again and consider how it influences their own worldviews.



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