

An ambitious Religion and Worldviews Curriculum for All

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Creative or Confusing?



The need for change



Summary of the proposed National Entitlement

Pupils are entitled to be taught, by well qualified and resourced teachers, knowledge and understanding about:

- what religion is and worldviews are, and how they are studied;
- the impact of religion and worldviews on individuals, communities and societies;
- the diversity of religious and non-religious worldviews in society;
- the concepts, language and ways of knowing that help us organise and make sense of our knowledge and understanding of religion and worldviews;
- the human quest for meaning, so that they are prepared for life in a diverse world and have space to recognise, reflect on and take responsibility for the development of their own personal worldview

Weaving a tapestry



Disciplinary (1,4) and
Personal Knowledge (5),
woven into and developed
through the substantive
knowledge (WEFT)

The substantive knowledge built over time
(WARP)
1,2,3

The Curriculum (progression over time)
The tapestry grows and develops over time.

Disciplinary Knowledge



Disciplinary Examples

- **RE-searchers Project-** <https://www.reonline.org.uk/research/the-re-searchers-approach-critical-dialogic-and-inquiry-led-re-for-the-primary-school/>
- **Norfolk Agreed Syllabus-** <https://www.schools.norfolk.gov.uk/teaching-and-learning/religious-education-agreed-syllabus>
- **Curriculum Planning Document on REONLINE –** <https://www.reonline.org.uk/teaching-resources/re-in-a-broad-and-balanced-curriculum-a-practical-tool/>
- **Making Every RE Lesson Count by Louise Hutton and Dawn Cox**
- **Epistemic Insight and the work of Jo Pearce and Alexis Stones**
- **RE Today Services, Big Questions, Big Answers (Primary) Series and Challenging Knowledge in RE(secondary) Series.**
- **OARS Project on argumentation in RE** <https://oarseducation.com>

Substantive Knowledge



Substantive Examples

- **New REONLINE essays on the Hindu and Buddhist Worldview-**
<https://www.reonline.org.uk/knowledge/buddhist-worldview-traditions/>
- <https://www.reonline.org.uk/knowledge/hindu-worldview-traditions/>
- **Canterbury Christchurch University project on Teaching Islam as a worldview-**
<https://www.cstg.org.uk/grants/projects/grants-awarded/>
- **New project from University of Strathclyde –** <https://butterfly-butterfly-bnhl.squarespace.com>
- **Big Ideas Key Stage 4 Curriculum (for GCSE)** <https://www.reonline.org.uk/teaching-resources/big-ideas-curriculum/>
- **Innovative RE: Case Studies –**
<https://www.gold.ac.uk/faithsunit/current-projects/reforreal/case-studies/>

Personal Knowledge



Nobody Stands Nowhere



<https://www.reonline.org.uk/resources/telling-my-worldview-story/>

<https://www.youtube.com/watch?v=AFRxKF-Jdos>

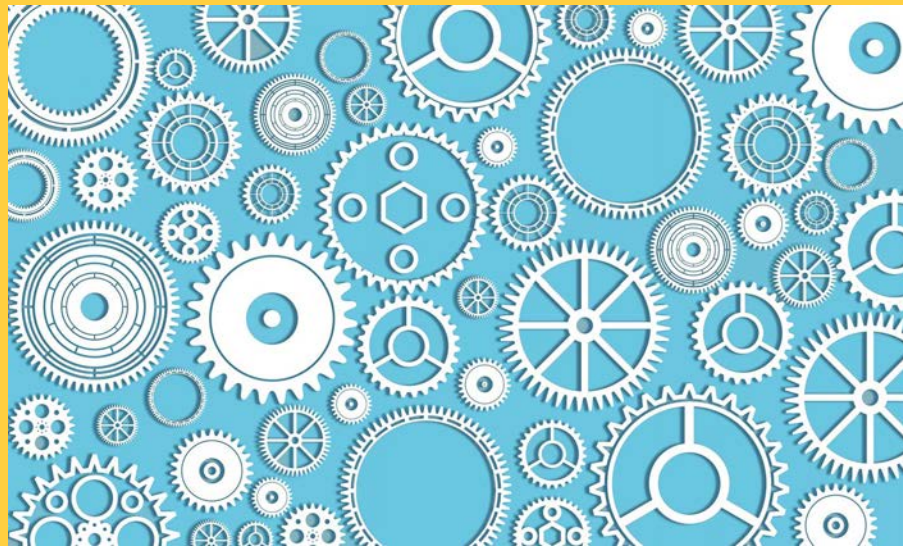
Personal Examples

- **Ruth Flannagan, University of Exeter -**
<https://www.tandfonline.com/doi/abs/10.1080/01416200.2020.1826404>
- **Understanding Christianity-** <http://www.understandingchristianity.org.uk>
- **‘Who is Jesus?’ produced by the University of Exeter.**
https://socialsciences.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/research/groupsandnetworks/readspiritualitynetwork/Who_is_Jesus.pdf

Conclusions



Creating a jigsaw...but now need the big picture?



Got all the parts... and now need them to work beautifully together?