
THE RELIGION AND WORLDVIEWS PROJECT: TEACHER-LED CURRICULUM FRAMEWORK

Gillian Georgiou

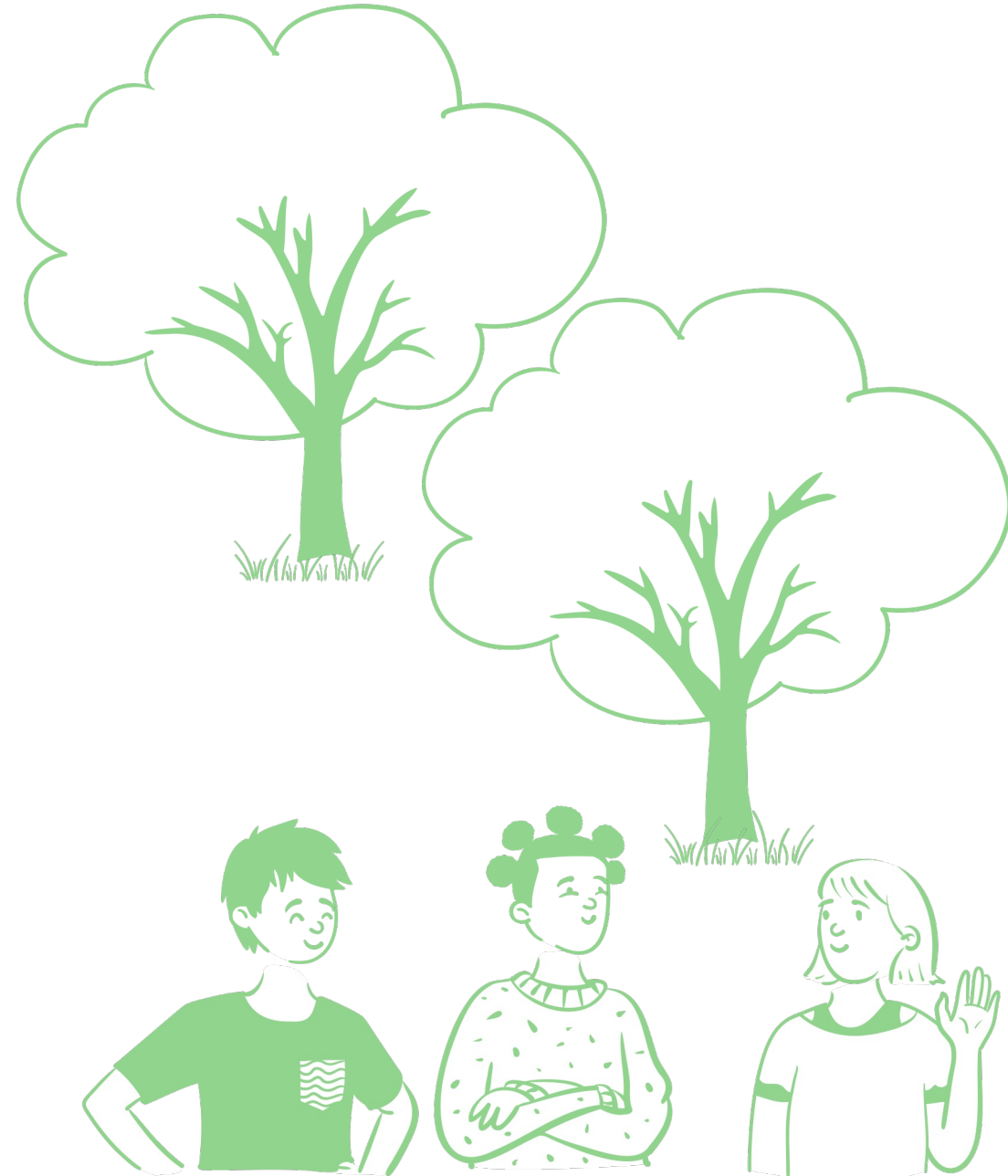


CONTEXT

Range of people

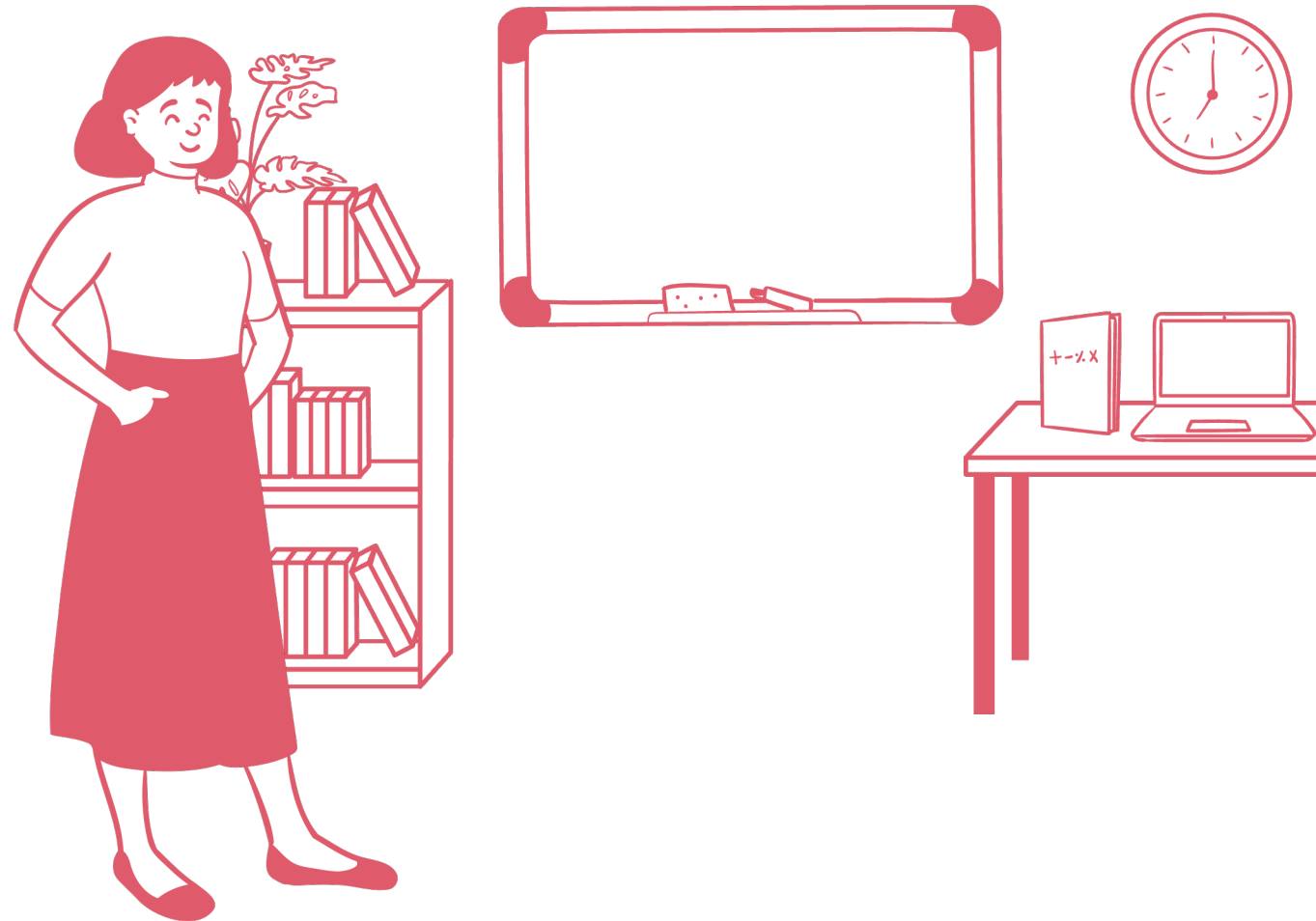
Different contexts

Empowering teachers to be
curriculum thinkers



KEY PRINCIPLES

1. Worldviews start with people
2. Pupils' ability to make sense of what they learn is a necessary part of the curriculum

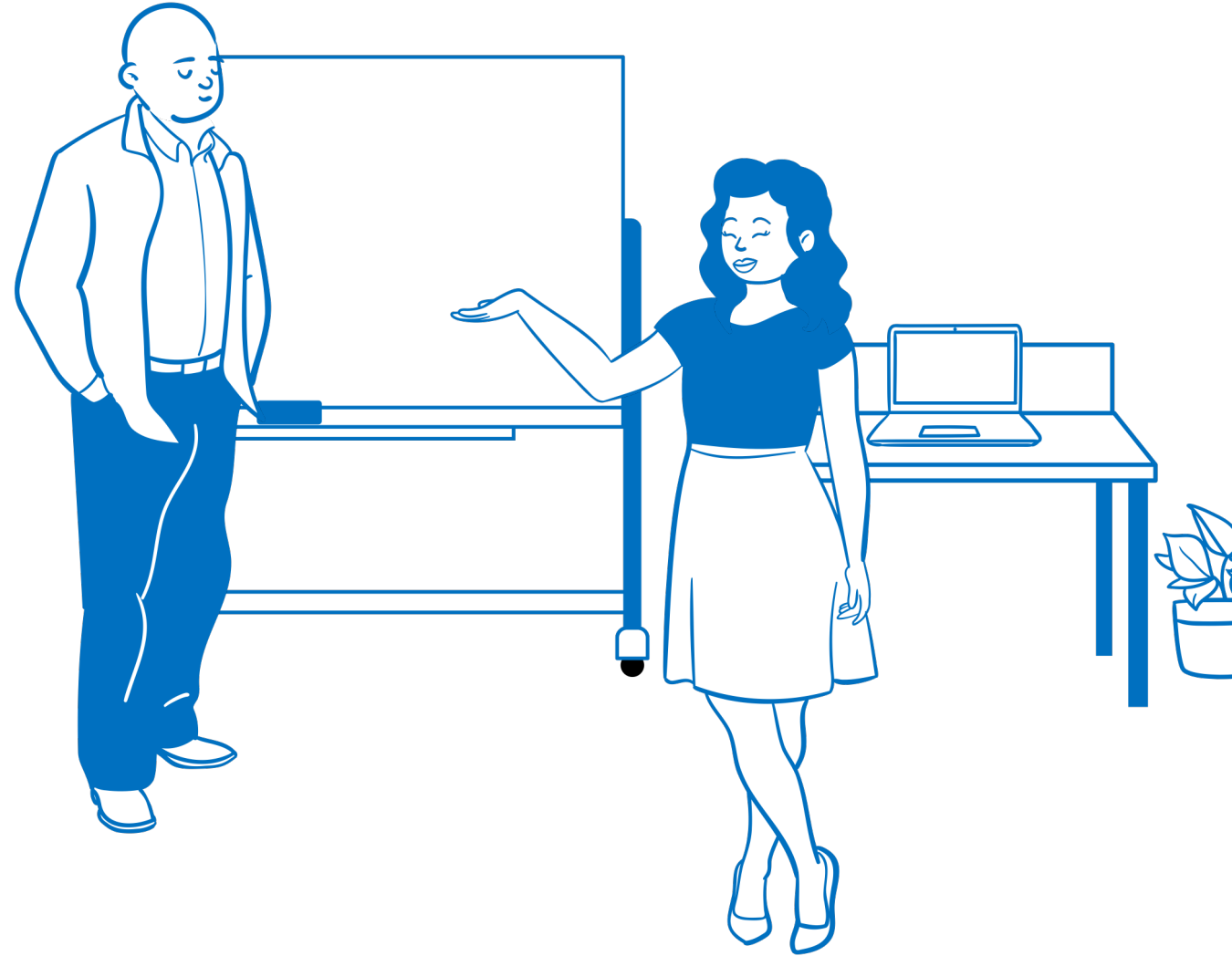


PROCESS

Literature review:

- Defining a RWV approach
- The question of knowledge
- Purpose, power and authority

→ Framework development



FRAMEWORK

1. Personal Reflexivity
2. Curricular Framing
3. Knowledge Selection
4. Person Development

Questions, not instructions



KEY FINDINGS

Focus on context – avoiding abstraction and essentialism

Emphasis on positionality – learning more accessible

Clarity on ways of knowing framing learning – deeper and richer engagement



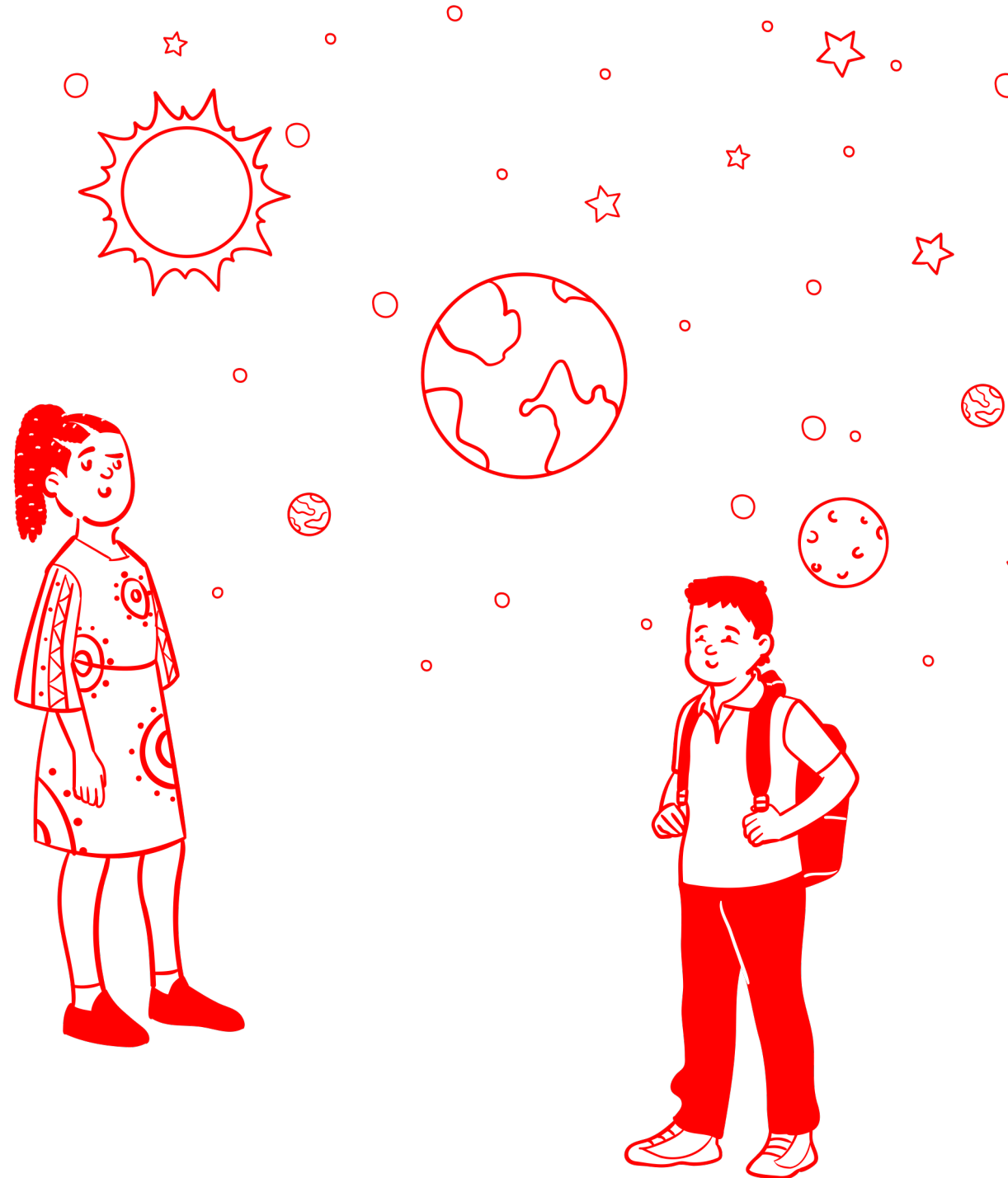
NEXT STEPS

Being strategic about
curriculum development

CPD and support

Resourcing – case studies

→ Teacher Resource



© **The Religious Education Council of
England and Wales 2024**

Made possible through the support of
Templeton World Charity Foundation, Inc.
and Westhill Endowment Trust

