

Popular Pedagogies for the Primary Classroom

This document is designed to support mentors and ITE tutors in helping beginners understand, select and apply appropriate pedagogies in RE, and to provide a practical foundation for planning training sessions that exemplify these approaches. Drawing on the experience of teachers and experts in the subject, the series introduces practical approaches that can be used in the classroom, from creative storytelling and the use of images to belief lines, qualifying language and a worldviews approach. Each video offers an accessible starting point for thinking about effective pedagogy and how different strategies can support thoughtful, inclusive and engaging religion and worldviews education in the primary classroom.

Short film series playlist:

youtube.com/playlist?list=PLEbBASD3Wzrk&si=pP70QoqKAjMX2sis

Belief Line: Reflections from Naomi Anstice

Naomi Anstice explores how a simple belief line can get pupils thinking, talking and listening in religion and worldviews lessons.

Pupils position themselves along a line from strongly agree to strongly disagree in response to a statement, with space in the middle for those who are unsure or haven't yet formed an opinion. They are then encouraged to explain their thinking, question one another and listen carefully to different perspectives.

A belief line creates opportunities for pupils to think independently, articulate their reasoning and respond to the views of others. Crucially, pupils can also move along the line as they listen and reconsider their own position.

<https://youtube.com/shorts/5N9iaaYucRk>

Qualifying Language: Reflections from Katie Gooch

Katie Gooch explore the importance of using qualifying language when teaching religion and worldviews.

Phrases such as many Christians, some Muslims, a few Humanists or this is one example of a Hindu can help pupils recognise the diversity that exists within religious and non-religious worldviews.

Using careful, precise language alongside diverse examples can help challenge generalisations, address misconceptions and avoid presenting traditions as if everyone within them thinks, believes or lives in the same way.

<https://youtube.com/shorts/PJLYmW1CwF0>

Powerful Pictures: Reflections from Naila Missous

Naila Missous explore the power of images in primary religion and worldviews education.

Images can open up discussion around abstract and complex ideas, bring stories to life and encourage pupils to look closely, question and interpret.

The same image can also be revisited across different year groups, offering new opportunities for deeper thinking as pupils' knowledge and understanding develop – and even forming part of a progression map across the school.

<https://youtube.com/shorts/0O5Q8ZxOorI>

Integrating a Religion and Worldviews Approach: Reflections from Nadia Nadeem

Nadia Nadeem explores teaching religion and worldviews through a worldviews lens.

Integrating a religion and worldviews approach can help pupils encounter both religious and non-religious worldviews in all their diversity. Alongside organised traditions, teachers can explore the lived and personal experiences of individuals and communities, recognising that beliefs and practices are shaped by different contexts.

This approach can support a more inclusive and diverse curriculum, helping pupils understand the complexity of how worldviews are experienced and expressed in people's lives.

<https://youtube.com/shorts/E1-vIKAPwu8>

Creative Storytelling: Reflections from Rachel Buckby

Rachel Buckby explores creative storytelling – sometimes known as reflective storytelling and similar to a Godly Play approach.

Stories can be a powerful way to bring religion and worldviews to life in the primary classroom. From significant figures within different worldviews to the lived experiences of people today, storytelling can help pupils encounter beliefs, experiences and perspectives in an engaging and memorable way.

Creative storytelling gives pupils space to listen, reflect, wonder and explore, making it a valuable approach for teaching about the richness of people's lives and worldviews.

<https://www.youtube.com/shorts/hGE9FzU66wc>