



Whistle-stop tour - Curriculum, Ofsted and the discussion around Religion and Worldviews



Ofsted, Curriculum design and Worldviews



RE and 'categories of knowledge'

- Substantive content and concepts
- 'Ways of knowing'
- Personal knowledge

'disciplinary
Knowledge'

Dr Richard Kueh, HMI, Ofsted
Subject Lead for RE

Living Out God's Transforming Presence

Ofsted RE – Richard Kueh Strictly RE 2021

Ofsted are looking for Ambitious End Goals and High Quality RE

Key Pillars – CONTENT and CONCEPTS

Subject Content - Sequencing of learning – Curriculum building is about structure and sequencing of what to know and how to know it... **Subject Specific Terms and Concepts**

Breadth and Balance – but manageable and memorable.

Building blocks over time. **Simplicity to Complexity. Novice to Competence.**

Knowledge or Skills? – Ofsted does not see them disconnected. Skills should draw on knowledge – they are the manifestation of knowledge.

Both are built over time - **Simplicity to complexity; novice to competence** - this becomes a student's

Productive Expertise – It includes the student's ability to draw on what is already known. It grows from what they learn about and what they have experienced. Continues into adulthood. Beyond the school!

Key Pillars – HOW TO KNOW IT – WAYS OF KNOWING

RE is poly-methodic.

We need to build up many tools as we teach, over time.

Questioning assumptions to open up learning

How do pupils learn about and respond to different types of argument? - What is a strong reply or a weak reply?

Who appears to have authority when we are looking at content?

How do we use and handle texts?

Six types of Socratic Questions

1. Questions for clarification

'Could you explain that in a little more depth?', 'What did you mean by that?', 'What led you to come to that conclusion?'. 'What made you say that?'

2: Questions to probe assumptions or misconceptions

'Are you sure that's correct?', 'Is this always the case?'

3: Questions to probe for evidence

'What evidence do you have to support your opinion?', 'How can you be sure that this is true?', 'Could we challenge that evidence?', 'Is this evidence reliable?'

4: Questioning perspectives – encourage a look at alternatives

'Did anyone see this from a different point of view?', 'Is there another way of looking at this issue?', 'Would some people approach this from a different perspective?'

5: Questions about consequences and implications

'If everyone held this view, then what might happen?', 'What if..... Thought the same?', 'How wouldaffect..?'

6: Questioning the question

'Why do you think I asked you this?', 'Is that an important question?', 'What would have been a better question for us to think about?'

How do the disciplinary areas underpin curriculum design in RE?

Key Pillars –
POSITIONALITY –
Who is doing the
knowing? Our
personal world view.

This builds the
relationship between
the student and the
subject matter.

This may be,
historically, 'learning
from' Attainment
Target

<https://www.reonline.org.uk/leading-re/re-in-a-broad-and-balanced-curriculum-a-practical-tool/>

This is about thinking through living. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the lived reality and impact of religions and worldviews on people and their lives.



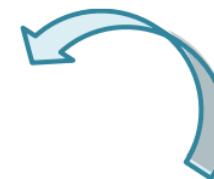
**Human and
Social
Sciences**

This is about thinking through thinking.

It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.

Theology

**Religious
literacy
through a
balanced RE
curriculum**



This is about thinking through believing. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.

Philosophy





ANTI-RACIST RE

NATRE <https://www.natre.org.uk/about-natre/projects/anti-racist-re/>

These project materials are designed to help teachers of Religious Education plan and provide excellent learning in the classroom that encourages pupils to learn about religion and beliefs, racism and prejudice in challenging ways that promote the well-being of all in our richly plural communities.

Project partners whom this work would not be possible without include black, asian and minority ethnic teachers, academics, religious and non-religious voices from many communities, other subject associations and educational partners and many pupils.

The project is generously supported initially by the Free Churches Group and Methodist Schools, and managed, written and edited by Lat Blaylock, RE Adviser and editor of *REtoday magazine*.

This project has launched in Autumn 2020, and will be added to, revised and updated as necessary over the coming months. This can be a sensitive topic, and this is just a starting point. Certainly there is more to do, and more to get right. If you would like to provide feedback on the resources we will shortly have a facility here for you to do so.

Why are we teaching what we teach? (Curriculum Intent)

A broad and balanced curriculum shouldn't just be a mishmash of different subjects and topics. For it to have impact, the curriculum needs to be well thought-through. This means thinking carefully about what we are teaching, how this is put together and why it matters. To put it another way, it means thinking carefully about the **intent** of the school curriculum. It also means considering the ways in which the curriculum as a whole can help a school move towards realising its overarching vision.

Think point 1: Vision

What is our school's vision?

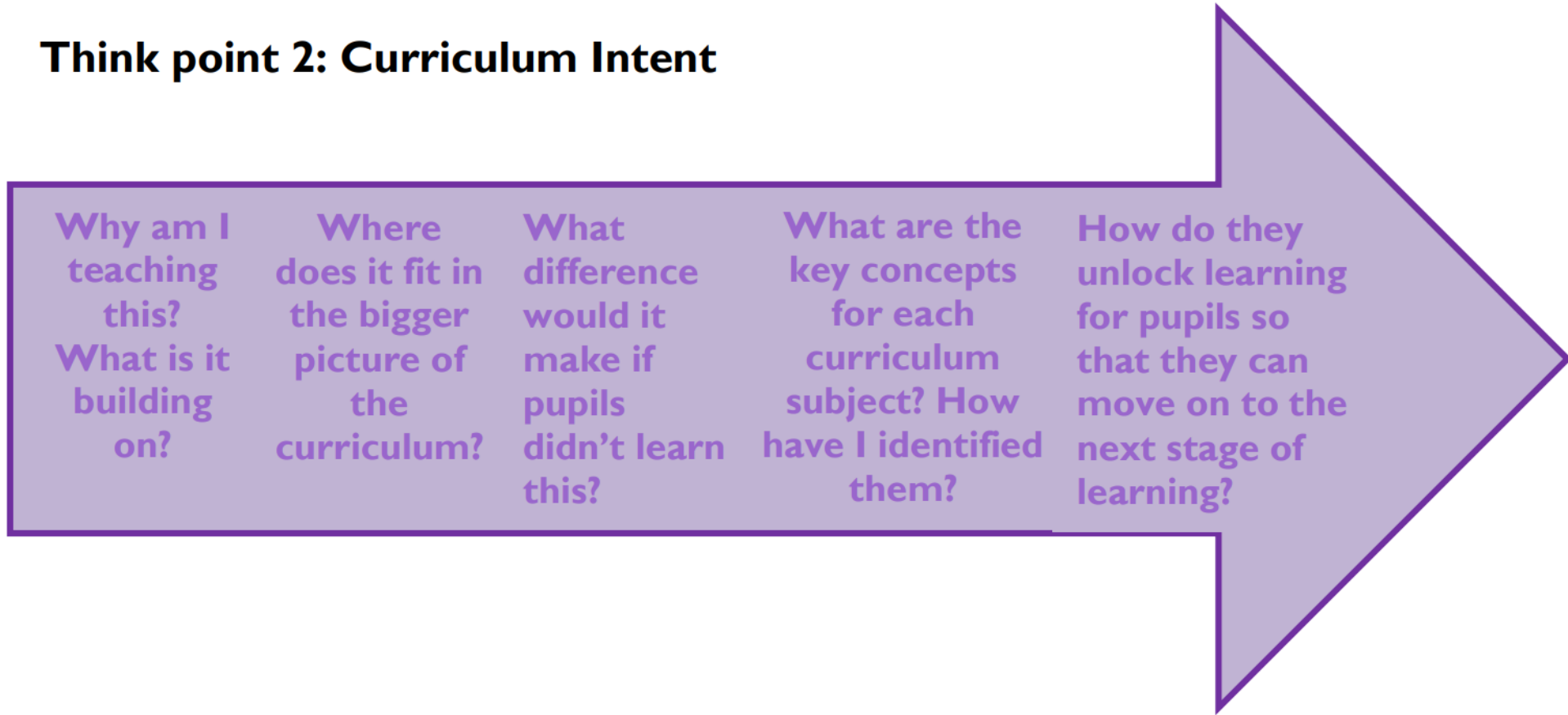
What destination are we travelling towards?

How is our curriculum put together to help us make this journey?

<https://www.reonline.org.uk/leading-re/re-in-a-broad-and-balanced-curriculum-a-practical-tool/>

The school curriculum is constructed from a range of academic disciplines and it is helpful to look to these disciplines to identify the 'most useful content' for each subject area.

Think point 2: Curriculum Intent



Once these key concepts, or useful subject matter, have been identified, the next stage is to think carefully about how they are put together.

Think point 3: Sequencing

In what order do pupils encounter key concepts or useful subject content?
(Component elements)

How does the sequence of learning build on prior learning?
(Building a compound framework of understanding)

How does the sequence of learning unlock the next stage of learning?
(Building a compound framework of understanding)

Case Study 2: what is the 'most useful content'? How is it sequenced?

2. What does this mean for RE?

The process of curriculum development in RE is the same as it would be for any other curriculum area:

- Do I know why I am teaching this and how it fits into the broader picture of the curriculum?
- Do I know what I am teaching: have I identified the 'most useful content'⁴, the key concepts that unlock learning in this subject area? Do I know how these key concepts underpin the different disciplinary areas relating to RE?
- Do I know how I am putting together these key concepts in such a way that pupils are building on prior knowledge and unlocking the next steps of learning?

Theology

How is theology contextualised in RE and how might it help scaffold the RE curriculum?

Theology addresses the ways in which beliefs shape how humans understand themselves, each other and the world around them. It looks at the concepts that provide people with a framework for understanding life, the universe and everything.

In the context of primary and secondary education, theology is a tradition of enquiry that explores the beliefs and concepts that underpin the diverse ways in which people understand the world around them. This might include investigating where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other. It considers questions of authority, authenticity, reliability, interpretation and adaptation.⁸

Human/Social Sciences

How are the human/social sciences contextualised in RE and how might they help scaffold the RE curriculum?

The human/social sciences investigate the ways in which religion and beliefs impact on human living. They explore the diverse ways in which people express and practise their beliefs, within and between religions. The human/social sciences consider the impact of religion and beliefs on individuals, communities and societies.

In the context of primary and secondary education, the human/social sciences are traditions of enquiry (for example sociology, history, psychology) that consider the lived reality of religion and the impact that a person's worldview has on the way in which they engage in the world and relate to others.⁹

Philosophy

How is philosophy contextualised in RE and how might it help scaffold the RE curriculum?

Philosophy asks questions about what humans can know and how they can know it. It explores how people have tried to define and demonstrate what is real and examines how people make sense of the world in which they live. It asks questions about what it is reasonable to believe, and it explores ethical issues of right, wrong, good and evil.

In the context of primary and secondary education, philosophy is a tradition of enquiry that uses dialogue, discussion and debate to refine the way in which pupils think about the world and their place in it. It takes seriously questions of reality, knowledge and morality, and encourages pupils to develop their capacity for reasoning.¹⁰

Vision

- What is our school's vision?
- What destination are we travelling towards?
- How is our curriculum shaped to help us make this journey?

Curriculum Intent

- Why am I teaching this? What is it building on?
- Where does it fit in the bigger picture of curriculum?
- What difference would it make if pupils didn't learn this?
- What are the key concepts for each curriculum subject? How have I identified them?
- How do they unlock learning for pupils so that they can move onto the next stage of learning?

Sequence

- In what order do pupils encounter these concepts or this useful subject content? (Component elements)
- How does the sequence of learning help build on previous learning and unlock the next stage of learning? (Building a compound framework of understanding)

RE in the Curriculum

- Do we have a shared understanding of what RE contributes to the wider curriculum and how this helps us live out our school vision?
- Do we have a shared understanding of the key concepts/subject content in RE?
- Have we thought carefully about how this subject content shapes our RE curriculum?
- Have we considered how to sequence subject content in RE so that pupils are able to build on prior learning in order to access the next stage of learning?

Disciplines in RE

- Does our RE curriculum provide opportunities to look through a theological lens? Does it provide opportunities to explore how beliefs have shaped and continue to shape the way in which humans understand themselves, each other and the world around them?
- Does our RE curriculum provide opportunities to look through the lens of the human/social sciences? Does it provide opportunities to investigate the ways in which religion and beliefs impact on human living?
- Does our RE curriculum provide opportunities to look through a philosophical lens? Does it provide opportunities to investigate what humans claim to know and how they seek knowledge?

RE Council review of CoRE Report – the way in which Curriculum design is moving. **The Worldview Project** Discussion Papers - Amira Tharani

<https://www.religiouseducationcouncil.org.uk/wp-content/uploads/2021/01/The-Worldview-Project.pdf>

Pupils should be taught about:

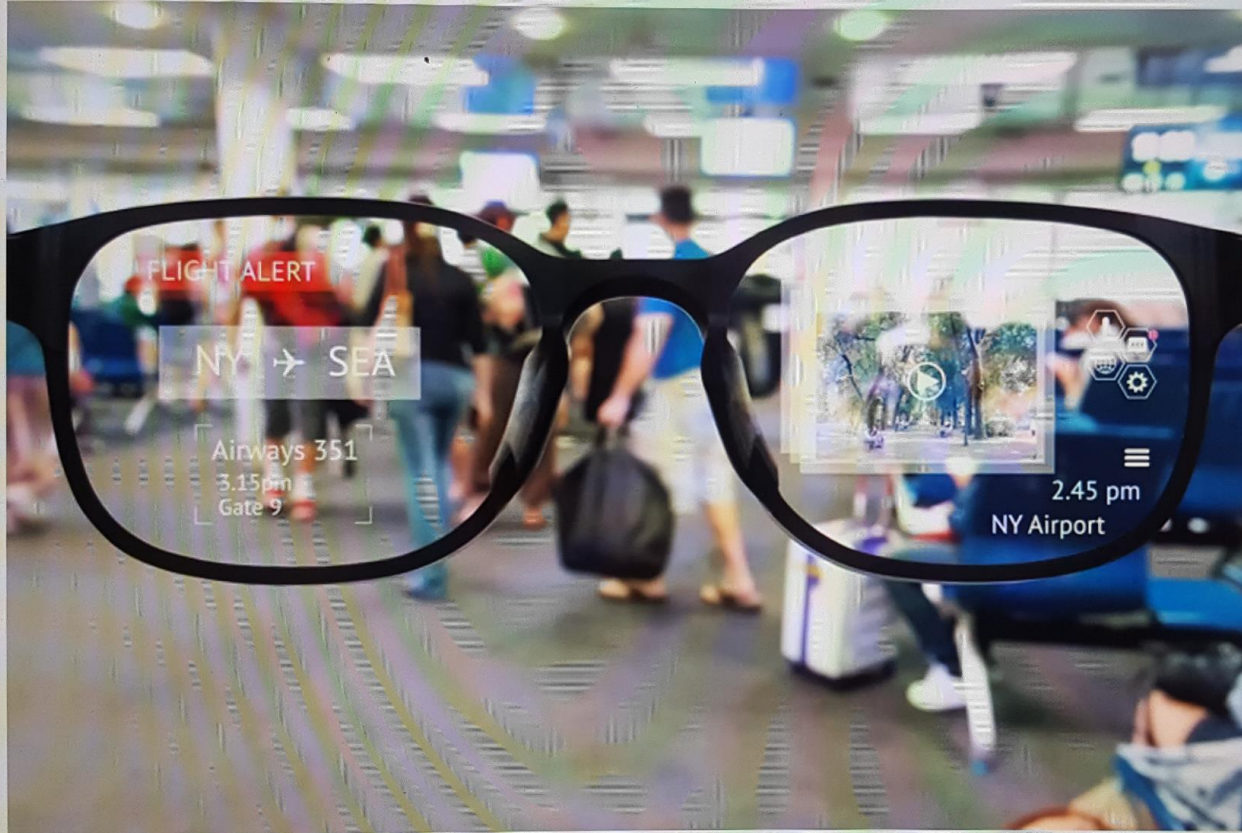
- **the ways in which patterns of belief, expression and belonging may change across and within worldviews, locally, nationally and globally, both historically and in contemporary times**
- **the ways in which worldviews develop in interaction with each other, have some shared beliefs and practices as well as differences, and that people may draw upon more than one tradition.**

What constitutes a worldview?

- **(Un)conscious** - 'A world view is a set of presuppositions (or assumptions) which we hold (consciously or unconsciously) about the basic make-up of our world.' (Sire, J. ,1997:16)
- **'Personal'** and 'institutional' worldviews, CoRE Final Report (2018: 4) or 'personal' and 'organised' Van der Kooij et al (2013)
- **Dynamic** (Aerts et al, 2007, Mansour, 2008)
- **Eclectic** (Van der Kooij et al, 2013)
- **Embodied** – lived response to personal experience, a database through which we interpret the world.



How worldviews 'make sense' of our world

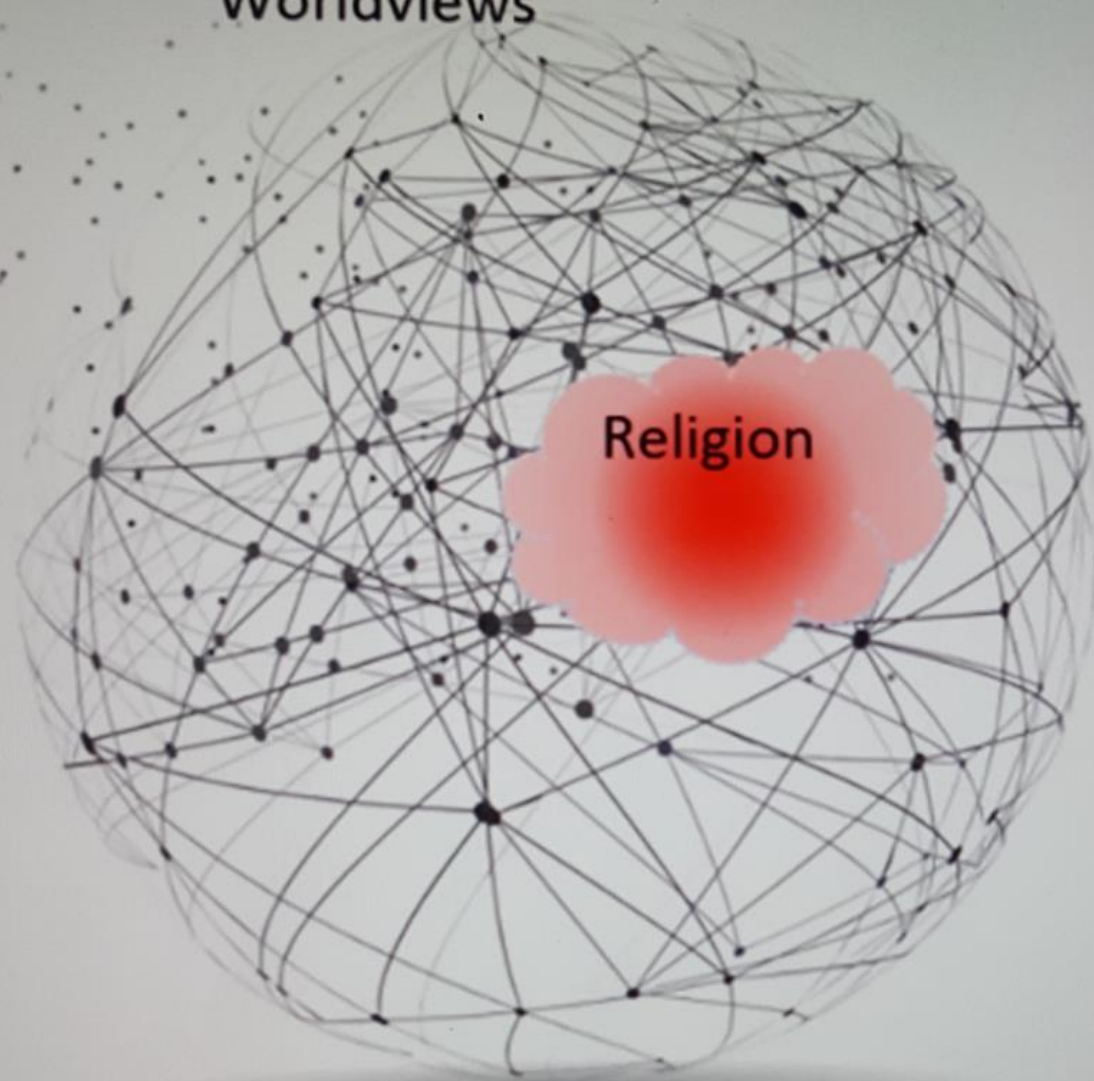


Ruth Flanagan – Exeter University – Teacher Training 4hrs for RE.

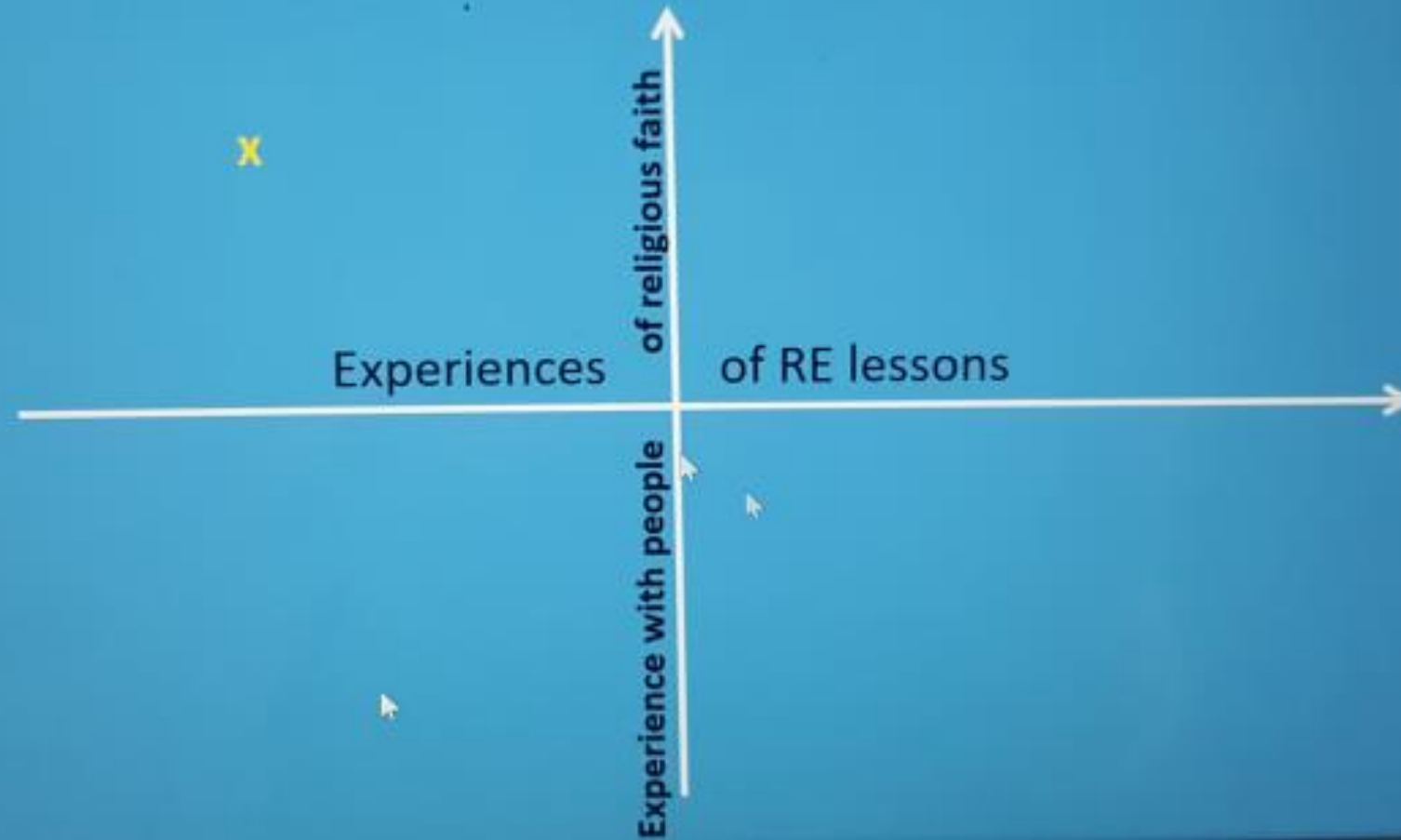
We see the world through Lenses.

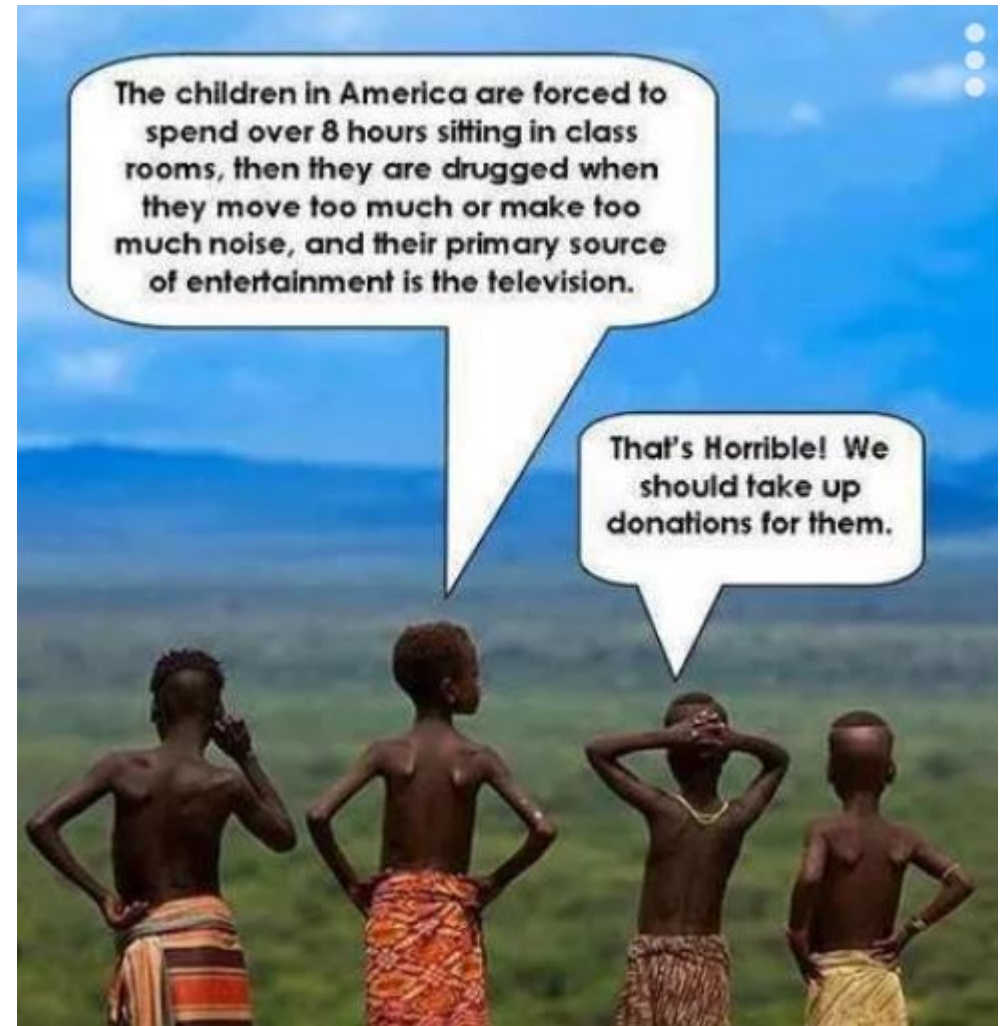
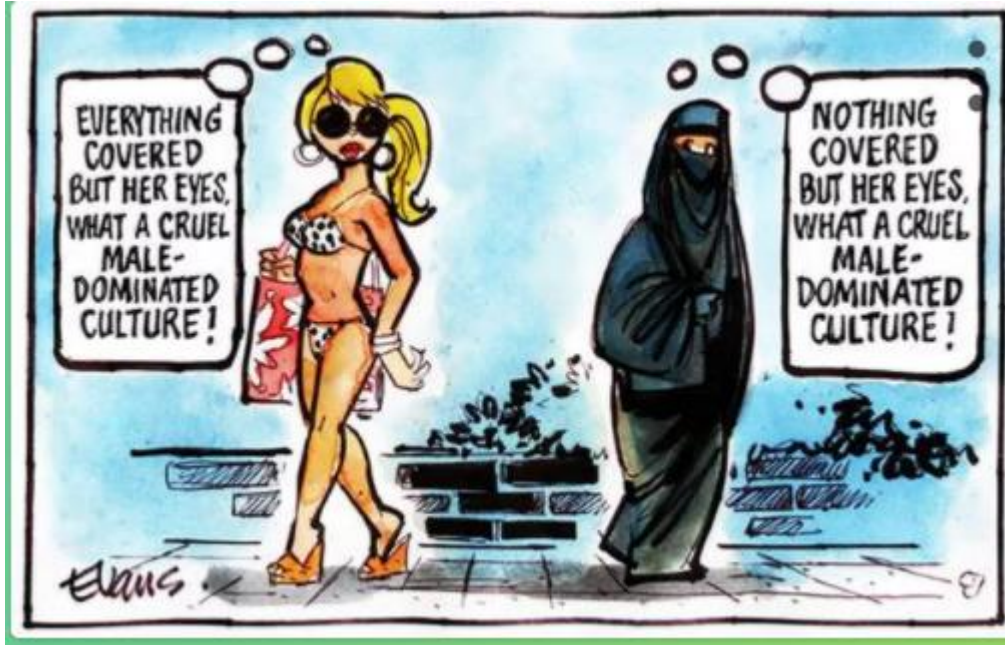
Rather like glasses, except that we can take glasses off.

Worldviews



One frame of reference







Million Dollar Vegan Campaign and Activist 12 year old Genesis Butler <https://www.youtube.com/watch?v=9J7Kpe5adSo>

WE'RE ASKING

POPE FRANCIS

TO GO VEGAN FOR LENT




Amanda Gorman | 2021 US Presidential Inauguration

"The Hill We Climb"

https://www.ted.com/talks/amanda_gorman_the_hill_we_climb

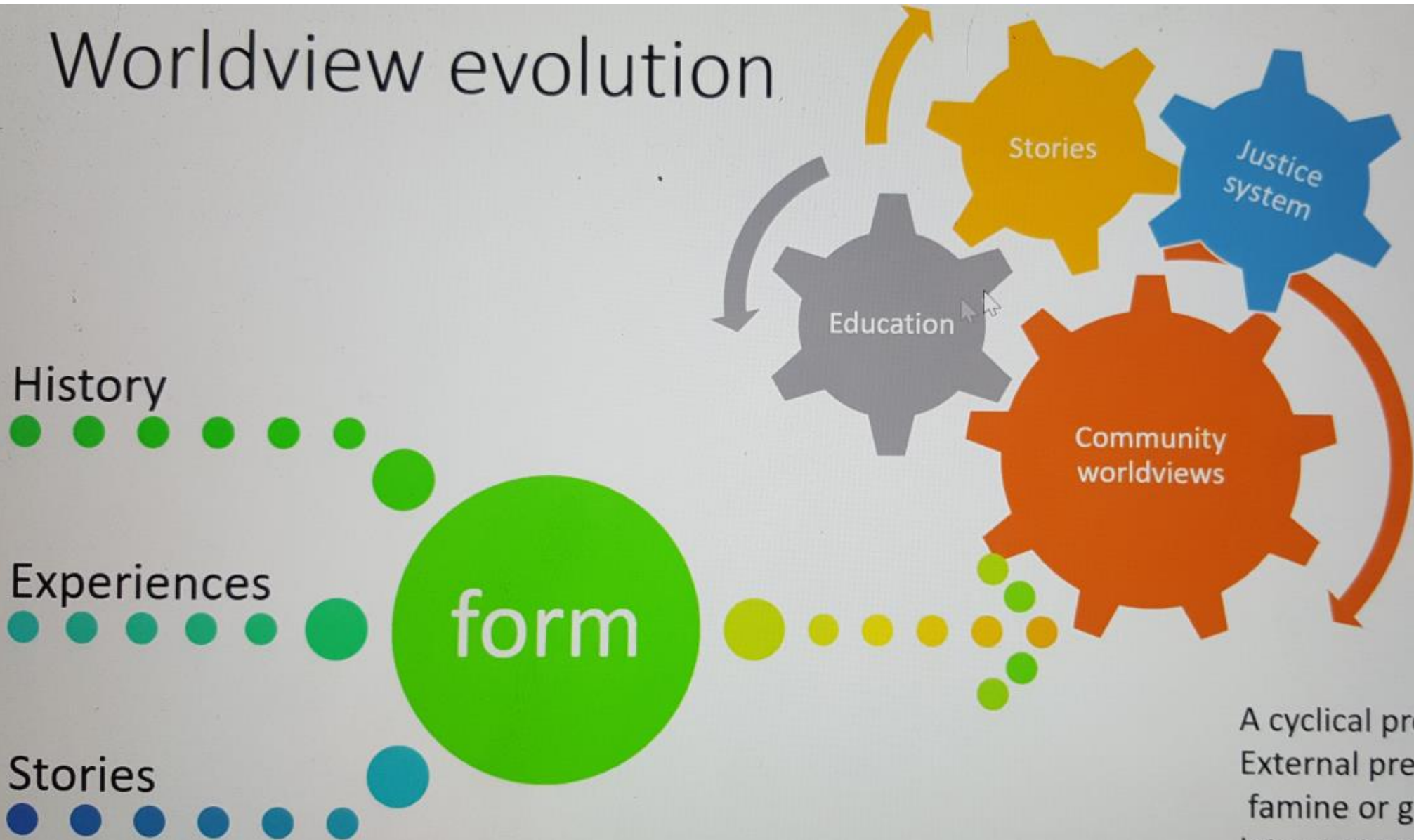


A square graphic with a light green, textured background. In the center is a large, hand-painted yellow heart. Inside the heart, the text "The world is changed by your example not by your opinion." is written in a black, serif font. Below the heart, the text "~Paulo Coelho" is written in a smaller, black, serif font. The entire graphic is enclosed in a thin yellow border.

**The world is
changed by your
example not by
your opinion.**

~Paulo Coelho

Worldview evolution



A cyclical process
External pressures such as civil war,
famine or global pandemic may
interrupt and transform.



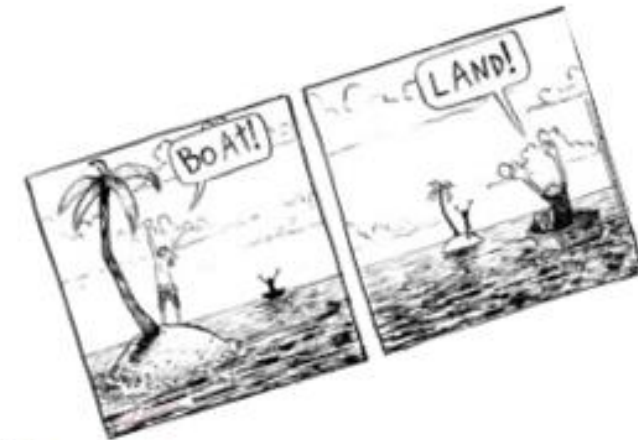
Ofsted, Curriculum design and Worldviews

We use the term 'institutional worldview' to describe organised worldviews shared among particular groups and sometimes embedded in institutions....We use the term 'personal worldview' for an individual's own way of understanding and living in the world, which may or may not draw from one or, or many institutional worldviews (Page 4)



- Recognize the role of interpretation in worldview development
- Recognize the complexity of worldviews and how they change
- Reflect on their own worldview and its development.
- Recognize the complexity of the relationship between the personal and the institutional in worldview development.
- Reflect on power and worldview diversity in the modern world

'THEOS'



Living Out God's Transforming Presence

How did our school start moving towards a Worldviews approach in RE?

- Considering where we stand when we enter the RE classroom.
 - What personal worldviews do we as teachers have?
 - How does this impact our practice when we enter the RE classroom?
- Considering where our children stand when they enter the classroom.
 - How do pupil's own worldviews impact upon their learning?
 - Are pupils aware that we all hold different views when we enter the RE classroom?