

Berkshire RE syllabus training event

March 2025

Session 1 - Rationale

Design intention

Legal status of AS

Statutory Content

Continuity and change

Worldviews and teaching approach

The Survivor's Plea

Dear Teacher,

I am a survivor of a concentration camp.

My eyes saw what no men should witness:

gas chambers built by engineers;

children poisoned by educated physicians;

infants killed by trained nurses;

women and babies shot and burned by high
school and college graduates.

So I am suspicious of your education.

My request is: help your students become human. Your efforts must never produce
learned monsters, skilled psychopaths, educated Eichmanns.

Reading, writing, arithmetic are important only if they serve to make our children more
human

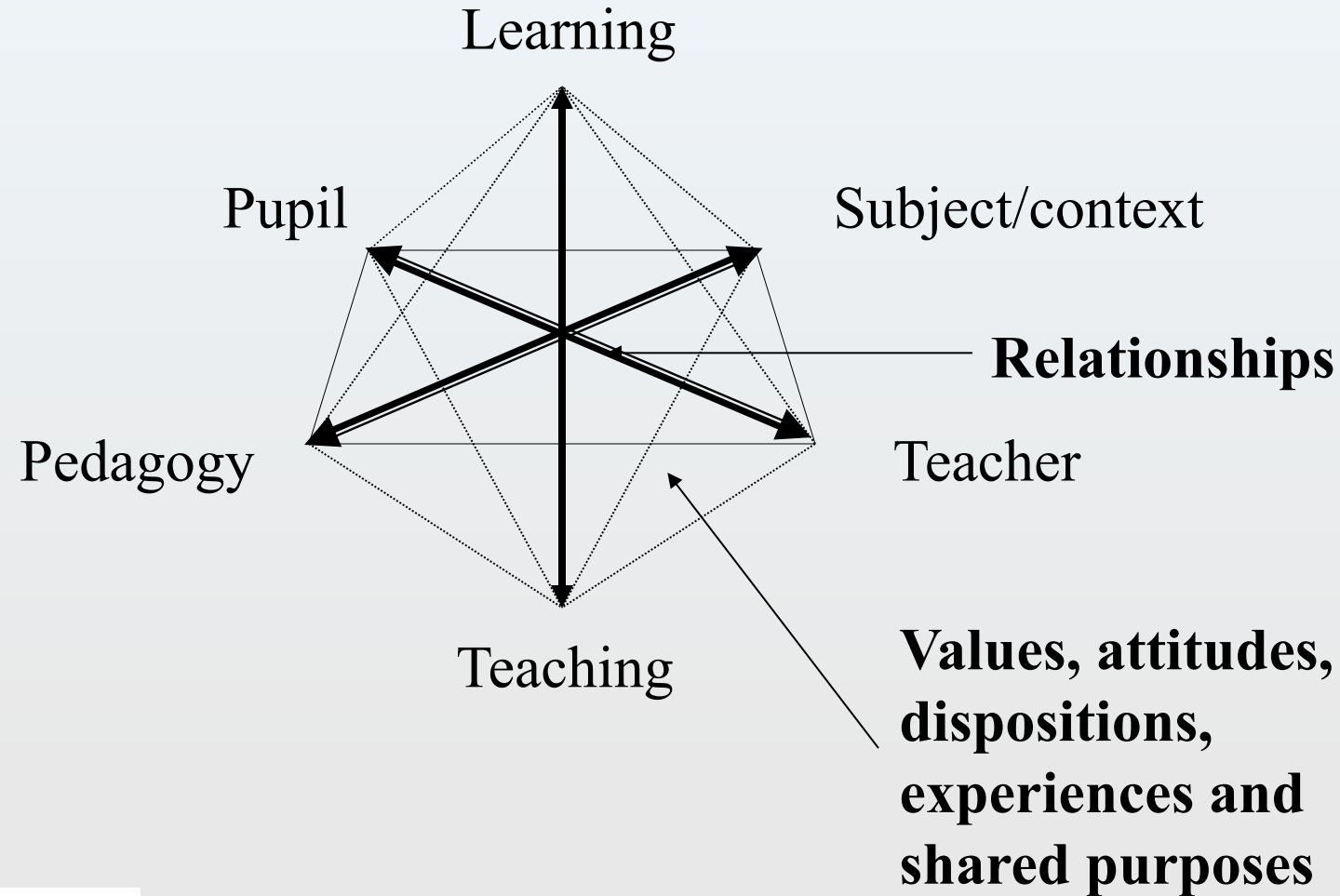
Why RE?

From my 3rd week as an RE Teacher Sept 1984!!

IS OUR BEHAVIOUR IMPORTANT?!

- How we behave and live our lives affects other people and the world we live in.
- This is why our behaviour and ways of living are important issues.
- Our behaviour is influenced by our attitudes.
- Our attitudes are influenced by our experiences and beliefs.
- RE is the opportunity to reflect on our experience of the world and the beliefs, values and attitudes that guide us through life. We do this by exploring the beliefs, values, practices, and ways of living from the principal religions (and different worldviews.)
- We all play a part in creating the world and society we live in.
- What we believe whether religious or not contributes significantly to this.
- RE helps pupils (and the school as a whole) to reflect on the ways in which beliefs influence how people live their lives.

The sub-atomic anatomy of learning



Preparation for life in modern Britain and for global citizenship

RE helps pupils make sense of:

- Themselves – what does it mean to be me?
- Others – what does it mean to be you?
- The world – what does it mean to be human?
- Experience, relationship, values, attitudes, dispositions, purposes, identity
- Personal, local and global issues

So what does RE need to be like?

- Depth not breadth
- Questioning
- Concepts – arising out of experience – helping is to make sense of life
- Academically rigorous
- Deeply personal

The Agreed Syllabus has:

- been **co-created with stakeholders**, including teachers and leaders of RE, representatives of faith and belief communities, and local authority representatives across the six unitary authorities of Berkshire, working in close partnership with expert RE advisers.
- been **informed by developments in thinking** and research around religion and worldviews in recent years.
 - Ofsted framework's emphasis on a broader and more balanced, knowledge-rich curriculum
 - the Ofsted Research Review and subsequent 2024 Subject Report 'Deep and Meaningful'?
 - the Commission on Religious Education 2018 report, 'Religion and Worldviews: the way forward'.
 - Disciplinarity

All of these contextual publications and research helped to inform the **consultation and decision-making process at the heart of composing this syllabus.**

Continuity

- The 2026 syllabus retains its emphasis on RE contributing to the **personal development** of pupils. RE is not simply about gaining knowledge and understanding about religions, religious and non-religious worldviews. It also helps pupils to develop their own understanding of the world and how to live
- The 2026 syllabus continues to offer **open, enquiring, exploratory, experiential RE**, suitable for pupils who have a religious faith of their own as well as for those who have no religious background

and change

- **Religions and worldviews:** The 2026 syllabus is more specific about the required study of religions, religious and non-religious worldviews in each key stage than the previous syllabus.
- ***Coherent understanding:*** There is an increased emphasis on helping pupils to develop a coherent understanding of several religions, by studying one religion at a time (systematic study) before bringing together and comparing different traditions (thematic study).
- **Disciplinary approach** – ‘Theology, Philosophy and Social Sciences’
- ***Core Units:*** There are core units in each year group (from Y1 – Y7). These are for the most part short units, setting out some of the academic approaches to the study of religions and worldviews. Suggested lesson plans are included in the appendices.

Design intention (taken from table of contents)

1 Introduction and Legal requirements

- 1.1 Legal requirements
- 1.2 Introduction
- 1.3 Purpose of this Syllabus
- 1.4 How to use this Syllabus
- 1.5 Time Allocation

2 Purpose of Religious Education

3 Overview

- 3.1 Religions and Worldviews to be Covered (listed alphabetically)
- 3.2-3.8 Key Question Overview by year group

4 Non-statutory content by year group

5 Core Unit plans – suggested content by year group

6 Non-Statutory Assessment, Progress and Outcomes

7 Suggested Resources and further reading

8 Acknowledgements

2.1 LEGAL REQUIREMENTS

- All maintained schools in England must provide Religious Education (RE) for **all registered** pupils, including those in the sixth form and reception classes, unless withdrawn by their parents.
- This requirement does not apply to children below compulsory school age in nursery schools or classes.
- Separate legislative provision for RE in maintained **special schools** requires them to ensure that, as far as practicable, pupils receive RE.
- Each Local Authority (LA) is required to review its locally Agreed Syllabus (AS) every five years. The locally agreed syllabus (AS) is **determined** by the Local Authority (LA).
- The AS must be consistent with Section 375(3) of the Education Act 1996, School Standards and Framework Act, 1998, Schedule 19 which states that it must '**reflect the fact that the religious traditions of Great Britain are in the main Christian**, whilst **taking account of the teaching and practices of the other principal religions** represented in Great Britain.'
- **Academies** must teach RE according to their Funding Agreement. They may choose to follow their LA AS, choose another LA AS, or develop their own in line with School Standards and Framework Act, 1998, Schedule 19 as above.
- **VA schools** teach RE according to their Foundation or Trust. This syllabus allows flexibility for VA CE schools to teach appropriate RE.

The purpose of the agreed syllabus

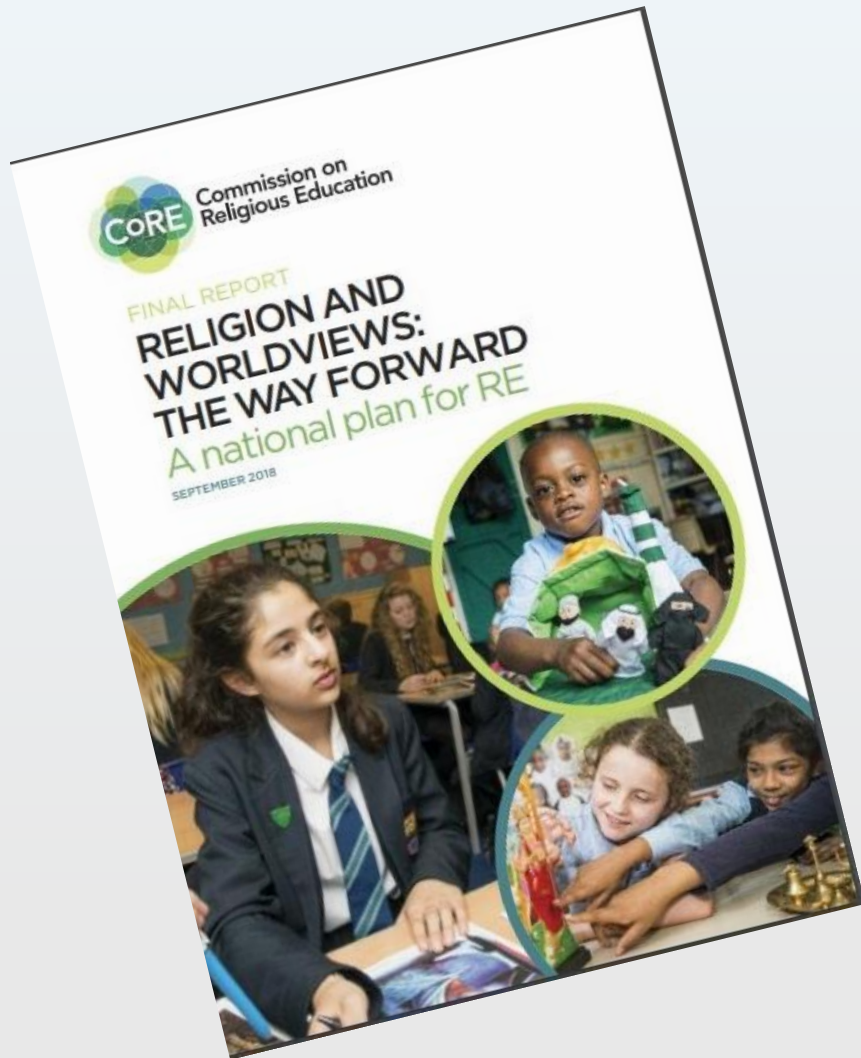
- This is the **statutory document** for maintained schools;
- It lays out what should be taught in **each age group**
- Schools use this to **plan a curriculum for RE that is appropriate** to the needs of the pupils and in line with the wider curriculum vision of the school
- Based on sound curriculum principles such as '**fewer things, greater depth**'
- Hence there is some **flexibility** built into the choice of content
- See section 1.4 HOW TO USE THIS SYLLABUS
- **This is neither a curriculum nor a scheme of work; each school needs to reflect the people in and around it.**

The purpose(s) of RE

- The purpose of RE is to promote religious literacy.
- Religious literacy requires pupils to gain **knowledge and understanding** of a range of religions and worldviews and...
- to use that knowledge **to engage in informed and balanced conversations** about religions and beliefs.
- In addition to learning about religions and worldviews, Religious Education offers students the chance to **develop spiritually, morally, socially and culturally** and...
- to **reflect on their own beliefs**, being able to be discerning about the many attitudes and opinions they will encounter.

Making sense of themselves and the world?

Religion and worldviews (2018)



- We all have a worldview, some are religious, some not and most are a complex mix
- A worldview is the way we **experience, understand, make sense of and respond to** the world around us
- What does it mean to be me? To be you? To be human?

Worldviews – a brief and limited overview!

- A worldview is a person's way of **understanding, experiencing and responding** to the world.
- how a person understands the nature of reality and **their own place in the world**.
- likely to influence and be influenced by their beliefs, values, behaviours, **experiences, identities and commitments**. P 4
- Worldviews should not be understood merely as sets of propositional beliefs. **They also have emotional, affiliative (belonging) and behavioural dimensions.** p72

Worldview and experience

- It is about understanding the human **quest for meaning**, being **prepared for life in a diverse world** and having space to **reflect on one's own worldview**. **Systematic** (i.e. one religion/ worldview at a time) **and thematic** (i.e. studying a topic across several traditions or even across curriculum subjects) approaches are both potential elements of **a balanced programme of Religion and Worldviews.** (pp72-73)



As with all school subjects, Religion and Worldviews plays a vital role in developing key skills and contributing to an individual's **spiritual, moral, social and cultural development**.

In particular, Religion and Worldviews should enable young people to:

- reflect on their own personal responses to the fundamental human questions to which worldviews respond
- learn to articulate these responses clearly and cogently while respecting the right of others to differ
- develop skills relevant to various disciplinary approaches to Religion and Worldviews, including qualitative and quantitative research skills (at age appropriate levels), philosophical enquiry, hermeneutical approaches to texts, and approaches for understanding the arts, rituals, practices and other forms of expression.



So what can/must RE look like?

Building bridges between the pupils' worldviews and that being explored

← **Key concepts and questions** →

Pupil's own worldview

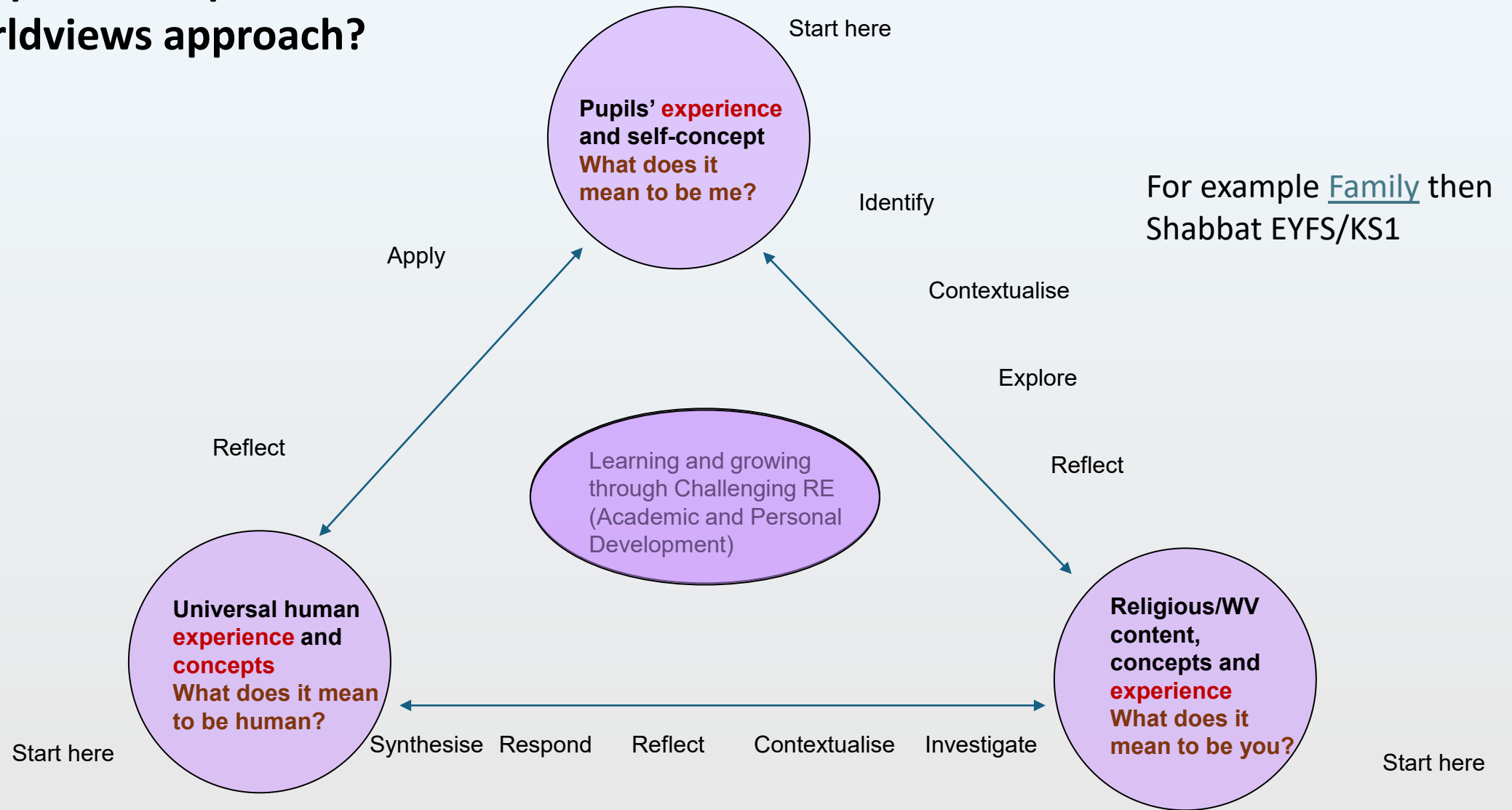
- Experience
- Beliefs
- Values
- Feelings
- Way of life
- Affiliations
- Commitments
- Practices



Other worldview

- Experience
- Beliefs
- Values
- Feelings
- Way of life
- Affiliations
- Commitments
- Practices

Concepts and experience: A worldviews approach?



Centrality of 'experience' and how it informs or gives rise to our worldviews

Three (+) Disciplines (lenses):

- Theology
- Philosophy
- Social sciences
- (Creative and expressive arts?)

And the tools we might use:

- | | |
|-------------|---------------|
| • Text | • Interviews |
| • Artefacts | • Visits |
| • Art | • Drama |
| • Pictures | • Questioning |
| | (etc) |





Personal Knowledge – 'so what?': reflection, response, expression

- Recognising and reflecting on their own experience of the world, viewpoint and worldview – self-awareness
- The *experience* of others - empathy
- The *meaning of concepts* for people and communities - identity
- *Why* people do what they do - *motivation*
- The *significance* of their beliefs in their lives – *impact*

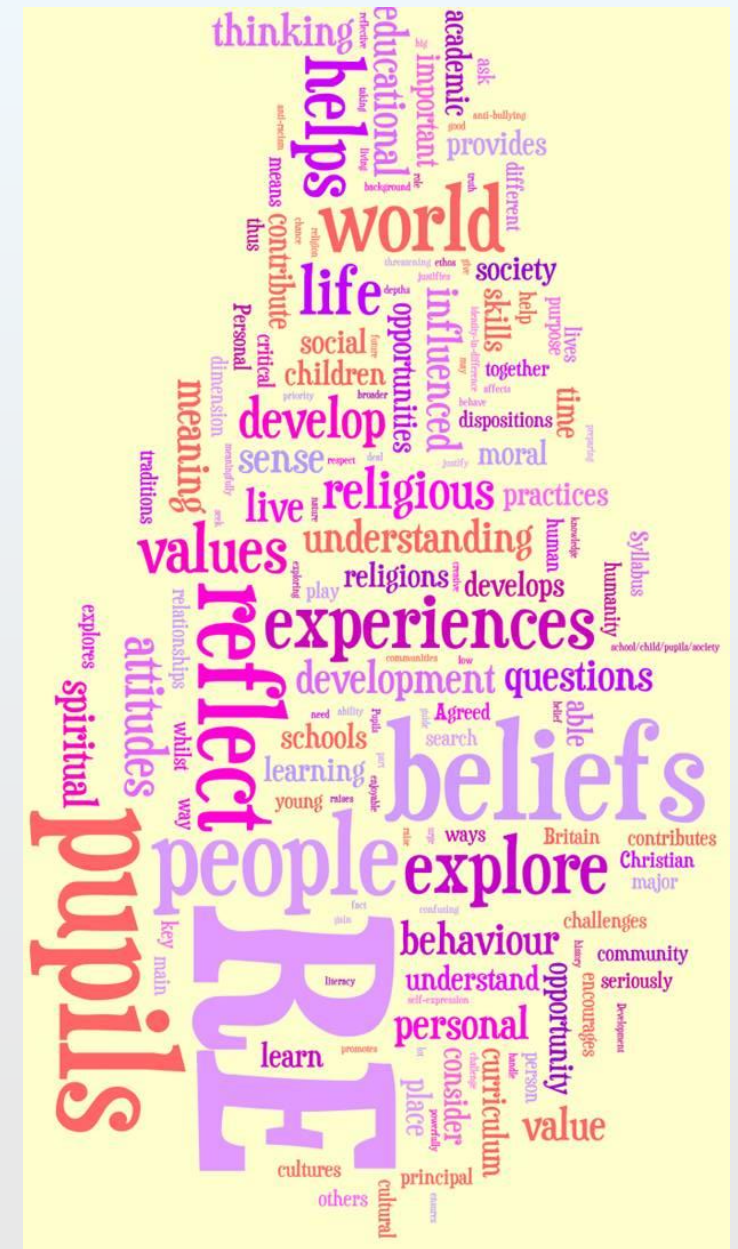
The Messi-ness of RE!? Making sense of...

Constructing meaning



The use and
abuse of the
syllabus –
plan a rich
curriculum for
your pupils

- Be creative not slavish
- Make it exciting not mechanical
- Engage with the questions
- Involve the pupils
- Make it challenging but not a threat
- Make it your own with your pupils
- Ensure you meet the requirements
- Give birth to it, don't deliver it!
- Nurture and develop it



Session 2 – Creating a curriculum

How to create a curriculum for
your school

Assessment

Compare current school
curriculum plan with the syllabus

Creating a curriculum

- Meet the statutory requirements
- Offer pupils a coherent schema
- Can you start from where you are?
- *Remember to craft a scheme of work to fit the syllabus, not the other way round. **Discovery, Jigsaw, Twinkle, Cornerstones, Kapow, Diocesan SoW etc are NOT your statutory material.** You can use them to help you deliver the syllabus, but they do not dictate.*

The Curriculum Structure

- Christianity to be taught in every year group.
- Abrahamic and Dharmic religions alternated where possible.
- The exact order is up to schools but keep the balance.

Syllabus Questions

- Questions can be approached from different perspectives
- They can be combined to create more focused units
- The same question could be addressed twice with a different focus, i.e. combined with a different question each time.
- The **suggested content** is not statutory

KS 1 Examples

- ‘What is the story of Jesus and how do Christians remember him?’ could be linked with worship and celebration, given a Christmas, an Easter or a Pentecost focus.
- You could create your own question: E.g. Why do Christians remember and celebrate the birth of Jesus at Christmas? Or How do Easter celebrations help Christians remember Jesus?
- It could alternatively be linked with the role of the church e.g.; How does the church help Christians remember Jesus?
- A question like this would cover elements of those other two questions, and remember the CONTENT is not statutory.

KS2 Examples

- LKS2: Combine the Sikh questions on the living as a Sikh with any of the other Sikh questions. E.g. How do Sikh beliefs in God impact on the way that Sikhs live their lives?
- Or combine the questions about Muhammad and beliefs about God: What role does the life of the Prophet Muhammad play in helping Muslims understand God?

KS3 Examples

- Combine Christianity with philosophy: Is belief in God compatible with science and how do people know and explain their reasoning?
- Combine Buddhism and Philosophy: How does following the teaching of Buddha help people to respond to suffering?

Assessment

We assess pupils to:

- Check that the curriculum is working
- Check that teaching and learning are having an impact
- See if pupils are flourishing

What does effective assessment look like?

- Assessment needs to link to the curriculum
- It must assess what pupils are actually learning
- Assessment needs to be specific

Adapted RE Guidance from Diocese of Chichester 2023

Some key questions to ask

How long does it take
for pupils to know this
material?

- Do pupils know what they should know and are they confident in understanding that knowledge?
- Have pupils developed their disciplinary knowledge?
- What skills have pupils acquired?
- How have pupils developed their understanding of ways of believing and sources of authority?
- How have they developed their understanding of the ways of living and the things that shape these?
- How have they developed their understanding of different ways of reasoning about God, humans and the world?

Using the assessment grid: a suggested method

- Use the grid when you are planning – you can't assess what you haven't taught.
- Don't try to cover too much too quickly
- Be strategic and specific
- Assessment needs to be in line with what you do in other subject areas in the school
- Assess knowledge, disciplines and skills as appropriate

Why do Christians remember and celebrate the birth of Jesus at Christmas?

- **Core Knowledge could include:**

- Ideas are sometimes communicated in stories and symbols.
- People gather in communities to worship or pray and celebrate shared beliefs.
- Spiritual practices such as prayer and worship influence peoples' thoughts and ideas.

- **Disciplinary knowledge:**

- Pupils know that symbols, stories and art can express theological and spiritual meanings
- Observing religious practice in a place of worship can help people to understand what is important to people
- People give different reasons for what is important to them.

- **Disciplinary skills**

- Pupils can make simple links between texts and different examples of practice and ritual.
- Pupils can observe and draw conclusions from what they observe.
- Pupils are beginning to ask important questions about life and share their own possible answers.

So, to summarise:

01

Identify what pupils are learning both subject and disciplinary knowledge.

02

Ensure that assessment is linked to the curriculum.

03

Assessment for accountability should be done no more than once a year.

Activity: compare your current Scheme of Work with the new syllabus

- What units are you already doing that will answer these syllabus questions?
- Where are the gaps? Are there units that could just be slightly altered to answer syllabus questions?
- What are the major changes that need to be made?
- What might you do to get ready?

Session 3 – The Core Units

Importance

The Disciplines

Explore the core units for
your Key Stage

Why are there core units?

- Linked to the concept of metacognition
- Introduce the methodologies of study in RE
- Introduce the disciplines
 - Are we being theologians, social scientists or philosophers?
- From Y2 on, the core units present opportunities to understand what pupils already know and can do.
- The themes and methodologies should be revisited through other units of the year group.
- The core units build through the syllabus.

<https://www.youtube.com/watch?v=6NTW2bsFTLY>

What does it mean to be a Theologian?



- Exploring and explaining the origin of a belief or concept
- Discussing the authority or reliability of key texts
- Examining the different ways that a belief or concept is interpreted or understood
- Exploring the significance and influence of a belief or concept

The skills of a Theologian



Textual analysis

Source evaluation

Presentation

Research

Question framing

Interpretation of information – often text

Critical Thinking

What does a human and social scientist do?

- Examine how people within the same worldview practice their beliefs differently
- Explores the impact of geography, culture and psychology on the ways in which people practice their beliefs
- Studies and evaluates how belonging to a particular religion can impact individual identity
- Explores the relationship between an individual's religious/non-religious identity and other forms of identity e.g., nationality, sexuality
- Asks questions and examines data.



Human and Social Science Skills



Questions assumptions

Make hypotheses

Synthesise information

Analyse and critically evaluate

Construct reasoned arguments

Interpret data

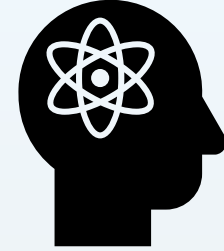
Formulate questions

Describe actions and the processes of change over time

Research

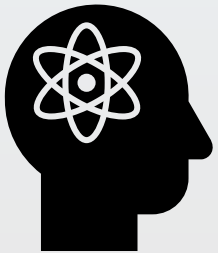
Listen carefully

What does a Philosopher do?



- Examines the different ways in which people have tried to gain knowledge of reality
- Studies and evaluates the chains of reasoning within an argument or belief
- Explores how humans have determined what is right and wrong
- Reads, debates and discusses the big questions of life.

Skills of a philosopher



Analytical thinking

Evaluating arguments

Communication in speech and writing

Thinking logically

Drawing conclusions

Solving problems

Being open-minded, considering alternatives

Able to make connections between ideas

Offer new insights

Able to accept uncertainty

The Core units

- Y1: What are religions and worldviews and how do we find out about them?
- Y2: What do different religions and worldviews have in common
- Y3: Can observing behaviour reveal what people believe and value?
- Y4: How does reading sacred texts help people understand the beliefs and values of others?
- Y5: What shapes a person's worldview?
- Y6: How well does faith help people cope with matters of life and death?
- Y7 (8 or 9): What is meant by religion and worldviews? Why do we study them?

Session 4 – Support and resources

Real People, Real Faith films

Resources

Support and networking

Working with SACREs?



The Pan Berkshire Hub

The Pan Berkshire hub includes members of each of the 6 SACREs who work together to organise joint ventures like the agreed syllabus and this launch event.

Each SACRE pays some money to the Hub each year – this money has been spent on creating useful classroom resources for RE teachers in the 6 areas.

The best example of this is the **REAL PEOPLE, REAL FAITH** video clips.





The **‘Real People, Real Faith project’** Key Stage 1-3 classroom resources have been available for teachers to use since April 2021. The project set out to ask believers from different places of worship and religion and worldview communities questions about their faith and how it impacts on daily life – these were professionally filmed and edited with the classroom in mind.

Teacher notes were also developed to accompany each video clip.

KS1

▶ Question 1 - What Symbols are important to you?

▶ Question 2 - What stories are important to you?

KS2

▶ How special is your relationship with God

▶ How does your belief in God affect your daily life

KS3

▶ In what ways do science, belief and religion interact and what difference might this make?

▶ Why might it matter that sacred texts are open to interpretation?

The clips filmed so far include the following worldviews

Each film has a page of notes outlining the key questions and concepts, with a brief summary of the answers and some suggested follow-on activities.

Many of the clips will help schools address some of the big questions suggested in the locally agreed syllabus

The clips are housed on the NATRE website - <https://www.natre.org.uk/about-natre/projects/real-people-real-faith/>

They can also be found on the Pan Berkshire blog page - <https://berkshiresacrehub.blogspot.com/>



Baha'i	Buddhism	Christianity - Baptist
Christianity - Church of England	Christianity - Roman Catholic	Hindu tradition (Sanatana Dharma)
Humanism	Islam – Shi'a	Islam - Sunni
Judaism - Orthodox	Judaism - Reform	Sikhi

I know I mention it every time I run a network or send a newsletter, but I think it's important to remind everyone of these excellent free clips



[NATRE Executive](#)[Local Groups](#)[Lobbying & Advocacy](#)[NATRE Surveys](#)[Data and Research](#)[FREE themed resources](#)[Spirited Arts](#)[Green RE: Climate Justice
Via RE](#)[Curriculum Symposium](#)[Anti-racist RE resources](#)[Anti-bullying](#)[Real People Real Faith](#)

REAL PEOPLE REAL FAITH

A series of interviews filmed in locations across Berkshire, featuring local faith communities answering questions about their faith. Two questions, specific to each key stage were asked across the range of venues and in most venues, several people answered each question. This allows pupils and teachers to explore some of the diversity both between and within faith communities. The same six communities were interviewed at each key stage. Each film has a page of notes outlining the key questions and concepts, with a brief summary of the answers and some suggested follow-on activities.

Acknowledgements

KEY STAGE 1**KEY STAGE 2****KEY STAGE 3**

Click on the Key Stage you want to view and you will see the questions listed

REAL PEOPLE REAL FAITH KS1

“”

KS1 Q2 Reform Synagogue



▶

Question 1 - What Symbols are important to you?

▶

Question 2 - What stories are important to you?

▶

Real People, Real Faith (2023) - What Symbols are important to you?

▶

Real People, Real Faith (2023) - What stories are important to you?

The landing page (for KS1) looks like this.
If you click on one of the arrows a drop down menu will appear

▼

Question 2 - What stories are important to you?

Church of England

What stories are important to you C of E PDF

What stories are important to you C of E Video

Baptist

What stories are important to you Baptist PDF

What stories are important to you Baptist Video

Hinduism

What stories are important to you Hinduism PDF

What stories are important to you Hinduism Video

Sikhism

What stories are important to you Sikhism PDF

What stories are important to you Sikhism Video

Islam

What stories are important to you Islam PDF

What stories are important to you Islam Video

Judaism

What stories are important to you Judaism PDF

What stories are important to you Judaism Video



Click on the Key Stage you want to view and you will see the questions listed

REAL PEOPLE REAL FAITH KS2



- ▶ How special is your relationship with God
- ▶ How does your belief in God affect your daily life
- ▶ Real People, Real Faith (2023) - How special is your relationship with God?
- ▶ Real People, Real Faith (2023) - How does your belief in God affect your daily life?

The landing page (for KS2) looks like this.
If you click on one of the arrows a drop-down menu will appear



- ▶ How does your belief in God affect your daily life
 - Church of England
 - [How does your belief in God affect your daily life C of E PDF](#)
 - [How does your belief in God affect your daily life C of E Video](#)
 - Baptist
 - [How does your belief in God affect your daily life Baptist PDF](#)
 - [How does your belief in God affect your daily life Video](#)
 - Hinduism
 - [How does your belief in God affect your daily life Hinduism PDF](#)
 - [How does your belief in God affect your daily life Hinduism Video](#)
 - Sikhism
 - [How does your belief in God affect your daily life Sikhism PDF](#)
 - [How does your belief in God affect your daily life Sikhism Video](#)
 - Islam
 - [How does your belief in God affect your daily life Islam PDF](#)
 - [How does your belief in God affect your daily life Islam Video](#)
 - Judaism
 - [How does your belief in God affect your daily life Judaism PDF](#)
 - [How does your belief in God affect your daily life Judaism Video](#)

- Sunni Islam 2022
 - [How does your belief in God affect your daily life Sunni Islam PDF](#)
 - [How does your belief in God affect your daily life Sunni Islam Video](#)
- Jewish Synagogue - Orthodox 2022
 - [How does your belief in God affect your daily life Jewish PDF](#)
 - [How does your belief in God affect your daily life Jewish Video](#)
- Roman Catholic 2022
 - [How does your belief in God affect your daily life Roman Catholic PDF](#)
 - [How does your belief in God affect your daily life Roman Catholic Video](#)

Click on the Key Stage you want to view and you will see the questions listed

REAL PEOPLE REAL FAITH KS3



- ▶ In what ways do science, belief and religion interact and what difference might this make?
- ▶ Why might it matter that sacred texts are open to interpretation?
- ▶ Real People, Real Faith (2023) - In what ways do science, belief and religion interact and what difference might this make?
- ▶ Real People, Real Faith (2023) - Why might it matter that sacred texts are open to interpretation?

The landing page (for KS3) looks like this.
If you click on one of the arrows a drop down menu will appear

Why might it matter that sacred texts are open to interpretation?

Church of England

[Why might it matter that sacred texts are open to interpretation C of E PDF](#)

[Why might it matter that sacred texts are open to interpretation C of E Video](#)

Baptist

[Why might it matter that sacred texts are open to interpretation Baptist PDF](#)

[Why might it matter that sacred texts are open to interpretation Baptist Video](#)

Hinduism

[Why might it matter that sacred texts are open to interpretation Hinduism PDF](#)

[Why might it matter that sacred texts are open to interpretation Hinduism Video](#)

Sikhism

[Why might it matter that sacred texts are open to interpretation Sikhism PDF](#)

[Why might it matter that sacred texts are open to interpretation Sikhism Video](#)



Islam

[Why might it matter that sacred texts are open to interpretation Islam PDF](#)

[Why might it matter that sacred texts are open to interpretation Islam Video](#)

Judaism

[Why might it matter that sacred texts are open to interpretation Judaism PDF](#)

[Why might it matter that sacred texts are open to interpretation Judaism Video](#)

Roman Catholic 2022

[Why might it matter that sacred texts are open to interpretation Roman Catholic PDF](#)

[Why might it matter that sacred texts are open to interpretation Roman Catholic Video](#)

Islam 2022

[Why might it matter that sacred texts are open to interpretation Islam PDF](#)

[Why might it matter that sacred texts are open to interpretation Islam Video](#)

Judaism 2022

[Why might it matter that sacred texts are open to interpretation Judaism PDF](#)

[Why might it matter that sacred texts are open to interpretation Judaism Video](#)

Resource providers and websites

Some of these are free, some are not.
This is just a selection – more are available.

Remember if you are using any of these – you still need to cover the syllabus requirements – these resources could help you do the majority of it – but there will always be the need for localised adaptation



RE Online &
Culham St
Gabriel's



This site is owned and managed by Culham St Gabriel's an endowed charity whose vision is for a broad-based, critical and reflective religion and worldviews education contributing to a well-informed, respectful and open society.



Knowledge
▼

Resources

Research


Leadership

Professional
Development

WELCOME TO RE:ONLINE BY CULHAM ST GABRIEL'S

**Championing quality religion and worldviews
education by equipping and resourcing
teachers and educational professionals.**

Knowledge
essays – great
for subject
knowledge
top up

**RE:ONLINE**
BY CULHAM ST GABRIEL'S



Knowledge

Resources

Research

Leadership

Professional Development

	Baha'i		Buddhist worldview traditions		Christian worldview traditions
	Contextualising the diversity of worldviews		Hindu worldview traditions		Humanist worldview traditions
	Jain		Jehovah's Witnesses		Jewish worldview traditions
	Muslim worldview traditions		Pagan		Rastafari
	Sikhi worldview traditions		Soka Gakkai		The Church of Jesus Christ of Latter-day Saints
	Zoroastrian				

**RE:ONLINE**
BY CULHAM ST GABRIEL'S

Muslim worldview traditions

Knowledge essays – great for subject knowledge top up

Contents

Beliefs, Teachings, Wisdom, Authority	+	Meaning, Purpose and Truth	+
Ways of Living	+	Values and Commitments	+
Ways of Expressing Meaning	+	Websites	>
Identity, Diversity and Belonging	+	Bibliography	>

Download the entire essay here

Muslim Worldview Traditions

.PDF

464.1 KB

 Download



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Search our free teaching resources

RELIGION/WORLDVIEW

Relevance



THEMES

Relevance



KEY STAGES

Relevance



TYPE OF RESOURCE

Relevance



Submit

Resource spotlight

Woolf Institute: 'Living in Harmony' and 'Gender in the Religious Experience'

[Read more >](#)

Telling my story

New series recognising that our own worldview journey is personal and will be shaped by our own individual background, family, and cultural influences

[Read more >](#)

Voices from Religion and Worldviews

Personal answers to questions from lived experience, written by believers

[Read more >](#)

Places of Worship

Individual responses from adherents of worldview traditions about places of worship

[Read more >](#)

Festivals Calendar

Search for festivals by religion/worldviews and by month.

[Read more >](#)



CULHAM ST GABRIEL'S
CHAMPIONING RELIGION AND WORLDVIEWS EDUCATION

ABOUT US

Our Vision, Mission and Strategy

Our Vision

Our vision is for broad-based, critical and reflective religion and worldviews education contributing to a well-informed, respectful and open society.

Our Mission

The Trust works towards its vision by:

- Increasing public understanding of religion and worldviews education
- Engaging with, informing and influencing decision makers
- Creating well-informed, empowered and influential educationalists
- Establishing and building strategic and collaborative partnerships and networks
- Commissioning and publishing focused and accessible research
- Championing and developing inspired and well-resourced teaching and learning

RE Hubs - <https://www.re-hubs.uk/>

The RE Hubs project is dedicated to supporting Religious Education (RE), Religion, Values and Ethics (RVE), and Religion & Worldviews (R&W) teachers and practitioners in the UK. Their mission is to connect those who can provide resources with those who need them. They aim to create a neutral platform that brings all stakeholders together, filling the knowledge gap and equipping everyone within the RE/RVE/R&W ecosystem.



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Hubs



Find your hub
location

Calendar



Courses and events

Local groups



Find local groups

Places of interest



Find places of
interest

School speakers



Find school speakers

Resourcing RE



Access resources

News & blogs



Read latest news &
blogs

Get involved



Register to be
featured

The RE Hubs website has some really useful information concerning areas like classroom resources, regional speakers, funding and grants, RE leadership, available jobs in RE and research. It really is well worth checking out regularly.

Upskill

This page provides you with useful and inspirational links to high quality RE/RVE/R&W.

**Access
Classroom
Resources**

Access CPD

Exhibitions

**Funding and
grants**

ITT/ECT & NQT

Leadership

**Podcasts &
Media**

RE Calendars

RE organisations

**RE/RVE/R&W
Surveys**

Research

**Resource
Centres**

SACREs

**School awards
and competitions**

SEND and RE

**University &
School
partnership**

Leadership

The role of leading RE/RVE/R&W includes the need to fight for the subject and the need to support teachers, boost their confidence, help with planning and reassure parents.

Here you can valuable opportunities for developing your subject leadership effectively. If you offer a leadership opportunity and would like to be featured on RE Hubs please email at: admin@re-hubs.uk.



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Quality Mark\)](#)

[REThinkRE](#)

Jigsaw RE – An Enquiry Based Approach to RE

Jigsaw RE is an enquiry based, comprehensive Religious Education curriculum programme for ages 3-11. Written by RE specialist teachers in the Jigsaw team and accessible via our online portal, the weekly lesson plans include all the resources required to deliver exciting RE.

An integral assessment process and accompanying assemblies make Jigsaw RE the first of its kind, and the vehicle to transform statutory RE in the primary school. It adopts an enquiry-based approach to teaching and learning with much flexibility and choice of when to include which religion/worldview.

What does Jigsaw RE include?

Jigsaw RE features over 80 enquiry-based units with both medium and short-term planning, making RE accessible, enjoyable, and effective. The programme, delivered via our online portal, is designed to develop children's understanding of the world, diverse worldviews, and their personal, social, and emotional skills.

With a consistent structure of 6 lessons per enquiry, Jigsaw RE provides high-quality teaching resources and a robust three-strand assessment system, focusing on personal development, substantive knowledge, and disciplinary knowledge. Built by RE curriculum experts, with contributions from worldview representatives, Jigsaw RE supports Ofsted and SIAMS outcomes, SMSC, British Values, anti-radicalisation, critical thinking, growth mindset, and overall personal development.





David Rees

Jigsaw / Materials / Jigsaw RE / Ages 7-9

Ba

B

C

EV

Hu

I

J

SD

S

Instructions

Community →

Contact →

Select the button above for the worldview you wish to teach:

Ba

Baha'i

B

Buddhism

C

Christianity

EV

Ethical Veganism (New for 2024)

Hu

Humanism

I

Islam

J

Judaism

SD

Sanatana Dharma (Hinduism)

S

Sikhi

The worldview buttons will reveal the enquiries available on that worldview for the age-band you have selected.

(Please note, as a matter of respect, we are using the terminology preferred by most members of each Worldview Round Table Group we consulted regarding key aspects of Jigsaw RE.)

Jigsaw RE has enquiries for up to nine religions and worldviews

Jigsaw RE is committed to supporting schools follow their locally agreed syllabus.

Mapping documents are written to help with this and **regional advisors** can help build curriculum maps on request



KS1 & KS2 religious education curriculum

[Unit sequence](#)[Explainer](#)[Download](#)

Units that make up our curricula are fully sequenced, and aligned to the national curriculum.

Highlight a thread

Threads are groups of units across the curriculum that build a common body of knowledge

☒ None highlighted

☐ Authority and influence

☐ Continuity, change and diversity

☐ Expressing belief

☐ Meaning and purpose

☐ Nature of religion and belief

☐ Values and morality

Year 1

[All](#)[Social science](#)[Theology](#)**1**

New life: how is a new child welcomed?

[Unit info >](#)**2**

Jesus: why is he so important to Christians?

[Unit info >](#)**3**

Communities: what does it mean to belong?

[Unit info >](#)**4**

Caring: how do stories inspire actions?

[Unit info >](#)**5****6**

Who we are (in their own words)

We're here to support great teaching. We're an independent public body. We work in partnership to improve pupil outcomes and close the disadvantage gap by supporting teachers to teach, and enabling pupils to access, a high-quality curriculum.

The screenshot shows the Oak National Academy website. At the top, there's a navigation bar with 'Teachers' and 'Pupils' tabs. Below this is a yellow banner with 'New Subjects added' and 'See curriculum plans >'. The main content area has a green header with icons for 'Teaching resources', 'Curriculum plans', 'AI experiments' (marked 'New'), and 'Pupils'. Below this, there's a section titled 'Time-saving teaching resources' with a video thumbnail of a teacher and students. A search bar is present with the text 'Search by keyword or topic'. At the bottom, there's a section 'View subjects by key stage' with buttons for 'EYFS', 'KS1', 'KS2', 'KS3', and 'KS4'. A question mark icon is in the bottom right corner.

An example of a Year 1 unit

Religious education • Year 1

Caring: how do stories inspire actions?

6 lessons

Threads

Values and morality

Description

This unit will examine the idea of care through a focus on two worldviews: Christianity and Islam. Pupils will investigate two stories that they will return to later in the curriculum. They will see how Christians and Muslims have interpreted these stories to care for others today.

Why this why now

This unit builds on the idea of community in the previous unit to look at the concept of care. Pupils have built up an understanding of the person of Jesus, and will build on ideas of care at Christmas to look at the caring for the vulnerable. Alongside this, they are introduced to Islam through a story about the Prophet Muhammad which will sow seeds for a deep study of Muhammad in Year 4.

Lessons in unit

1. Thought experiment: the idea of care
2. The story of the Good Samaritan
3. The Good Samaritan: Christian caring today
4. The story of Muhammad and The Hungry Stranger
5. The Hungry Stranger: Muslim caring today
6. How faith can inspire others to care

2

The story of the Good Samaritan

I can retell the parable of the Good Samaritan and explain that Jesus taught that everyone is our neighbour.



1 Slide deck



1 Worksheet



2 Quizzes



1 Video

3

The Good Samaritan: Christian caring today

I can describe how Christians might care for their neighbours today by offering help to those in need.



1 Slide deck



1 Worksheet



2 Quizzes



1 Video

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JOIN NATRE | THE SUBJECT ASSOCIATION FOR RELIGIOUS EDUCATION



Join our fantastic, vibrant and supportive community of Religious Education (RE) teaching professionals. We're the largest membership organisation for RE teachers. We provide high-quality, tried and tested courses, books, and accessible teaching resources from EYFS to KS4.

BECOME A MEMBER NOW!

ACCESS TERMLY E- RESOURCES



Explore the additional classroom resources you can use to complement the curriculum books you receive this term!

What is NATRE?

NATRE, the National Association of Teachers of Religious Education, stands as the premier subject teacher association dedicated to supporting and empowering professionals in the field of Religious Education (RE) and Religious Studies (RS). With a strong commitment to educators across diverse schools and institutions, NATRE provides invaluable resources and comprehensive guidance at every stage of their career journey.

SACRE

What is a SACRE?

SACRE stands for: Standing
Advisory Council on
Religious Education

A SACRE is part of local
government.

Its main function is to
advise the local authority
(LA) on matters related to
Religious Education and
collective worship in
schools.

Every local authority must have a SACRE and it must meet sufficient times to fulfil its statutory duties (which include reviewing the RE syllabus every 5 years)

Most SACREs meet at least three times a year

How is SACRE composed?

Group A	Christian denominations other than the Church of England and other religions and their denominations, reflecting the principal religions of the area
Group B	The Church of England
Group C	Teacher and head teacher associations and often others representing education interests
Group D	The Local Authority

Representation on a SACRE

- All four groups must be represented on the SACRE
- The numbers of members in each group will be determined by the individual SACRE's constitution
- The composition of Group A should be broadly proportionate to the religions and worldviews (denominations) represented in the local area

Teacher voice is so important to SACRE – there are usually vacancies for Teacher Reps on SACRE so please do let us know if you are interested in being involved.