



Teacher-led Framework: a resource for RE teachers and leaders

In conversation ...
about religion and worldviews
curriculum design and review

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Framework Resource written by Gillian Georgiou

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See www.templetonworldcharity.org/our-priorities/big-questions-classrooms

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This framework resource is an example of how the RE Council's Religion and Worldviews Project Handbook and its National Statement of Entitlement (NSE) have been interpreted and put into practice in particular contexts.

These frameworks were developed by three teams, selected for the quality of their proposals by the REC Board in an open tendering process, representing three distinct contexts. These frameworks and their accompanying reports, commentaries and units of work are offered as examples to promote thinking by curriculum developers as to processes they might use in their own situations.

The frameworks take the shared vision of the NSE and accompanied guidance, and express it in different ways in different contexts. They affirm the application of local autonomy in developing local curriculums on the basis of a shared national vision.

The RE Council Religion and Worldviews Approach to RE Curriculum Project resources, including the Handbook, frameworks and related materials can be found at www.religiouseducationcouncil.org.uk/RWApproach

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This resource is intended for RE leaders and teachers as a professional development tool. It can also be used by senior leaders, including governors, to support understanding of how to approach curriculum design and review in line with the National Statement of Entitlement (NSE) and associated guidance.

Introduction

The Religion and Worldviews Project is a three-year project run by the RE Council of England and Wales, supported by the Templeton World Charity Foundation. At its heart is the Handbook produced for syllabus writers and curriculum designers, including the National Statement of Entitlement (NSE). Our project team has worked with this guidance to produce a framework that can be used by RE leaders and teachers to support the moving of their RE curriculum towards a religion and worldviews (RW) approach.

We were ever mindful of the current complexities in how RE/RW is designated across different educational settings in England. As the educational climate moves towards greater academisation, we are also aware that teachers are increasingly likely to become the syllabus and curriculum writers of the future in a much wider and more sustained way. Our approach was rooted in the commitment to empowering teachers to be impactful curriculum designers within this broader educational context.

Our project team members were located across England and work in a range of settings: primary, secondary, single-form entry, mixed-age classes, local authority schools, academies, church schools and multi-academy trusts (MATs). We saw this as a strength as we sought to develop a framework and associated exemplification materials that provide alignment with both the NSE and its associated guidance, with sufficient flexibility to be adaptable across multiple contexts.

Although working in a variety of different educational settings, as a project team we were united in developing a framework that operates from two working principles:

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

Our key focus has been to ensure that *all* pupils receive their entitlement to a high-quality education in religion and worldviews. In this, we feel we share the unifying philosophy of the NSE, which seeks to clarify the nature of the engagement between pupils and the content covered whilst recognising the part school context has in shaping this.

Having engaged with initial research and thinking,¹ we affirm that worldviews start with people. People are rooted in a time and place; they do not live in the abstract, but all have context. Therefore, our starting point is people who think about, talk about, write about and live out religious and non-religious beliefs and values. This does not deny the ontological reality of God (or Allah, or Hashem, or Brahman and so on) or the importance of studying this, but it emphasises that it is *people* who are seeking to understand and engage with this ultimate reality. Starting with people means we avoid abstraction and essentialism, and language, culture, diversity and geography become a natural part of what pupils learn. The people we learn about help to illuminate religion and worldviews, which have cultural, political or economic contexts to navigate. Pupils need time and space to make sense of these wider contexts, and this should be an essential part of an RW curriculum. Our aim is to ensure that pupils understand not only the formative elements of organised worldviews,² but also the way in which context can affect communal and individual ways of believing, living and thinking. Consequently, we sought to develop a framework that would support understanding of and engagement with the complexity of both religious and non-religious lived worldviews.

Our understanding of an RW curriculum goes beyond the mere acquisition of substantive knowledge about religious and non-religious worldviews. At the same time, it cannot have the desired impact without a sharp focus on this knowledge. We see the power of this subject in contributing to developing pupils' personal knowledge with a wider backdrop of knowledge about the world that is external to the pupils and their developing worldview.

- 1 Céline Benoit, Timothy Hutchings and Rachael Shillitoe (2020), *Worldviews: A Multidisciplinary Report*, <https://religiouseducationcouncil.org.uk/rec/wp-content/uploads/2017/07/5-REC-Worldview-Report.pdf>; Trevor Cooling (n.d.), 'Paradigm shift or shuffling content?', <https://repository.canterbury.ac.uk/download/11607350652aef048100d7b6c3071684f83358241bd8d45f2c47328cf8c27ea6/96817/CoolingeditedGT.pdf>; Commission on Religious Education (2018), *Religion and Worldviews: The Way Forward*, <https://www.commissiononre.org.uk/wp-content/uploads/2018/09/Final-Report-of-the-Commission-on-RE.pdf>; Amira Tharani (2020), *The Worldviews Project: Discussion Papers*, <https://religiouseducationcouncil.org.uk/rec/wp-content/uploads/2021/01/The-Worldview-Project.pdf>; Mark Chater (2022), 'Why RE's radical reform could fail: the politics of epistemology and the economics of producer capture', *Journal of Beliefs and Values*, 43 (3), 239–56; Mike Castelli and Mark Chater (eds) (2018), *We Need to Talk about Religious Education* (London: Jessica Kingsley). For further information about the research and thinking that influenced the development of our framework, see the Bibliography.
- 2 We have drawn our understanding of 'organised worldviews' from the NSE and associated guidance; cf. Stephen Pett (2022), *Religion and Worldviews in the Classroom: Developing a Worldviews Approach (A Draft Resource for Curriculum Developers)*, <https://religiouseducationcouncil.org.uk/rec/wp-content/uploads/2022/09/REC-Worldviews-Project-single-pages-Revised-cover-v1.2.pdf>, p. 9), now revised and published: Stephen Pett (2024), *Developing a Religion and Worldviews Approach in Religious Education in England: A Handbook for curriculum writers* (London, RE Council), www.religiouseducationcouncil.org.uk/RWApproach

We understand an RW approach to be characterised by the following:

- An RW approach starts with people: people who think about, talk about, write about and live out religious and non-religious beliefs and values.
- An RW approach sharpens focus on the ways in which context affects our ways of believing, living and thinking, so that we avoid the sorts of generalisations about groups of people we often see in RE classrooms; for example, *all* Christians baptise babies, *all* Muslims pray five times a day, *all* Sikhs carry the Five Ks. It pays careful attention to time, place and culture as a way of engaging with religious and non-religious worldviews to help children and young people understand that there are many ways of being Christian, Muslim, Humanist and Hindu depending on time, place, age, gender and so on. This will support better understanding of why individuals within a religion (or an 'organised worldview', as some term it) might believe, live or think in ways that are slightly different to the official or formal position of their group, or different from different people within their group. It also helps them understand that a person's way of being religious or non-religious can change over time. This is an approach that seeks to nurture commonality through particularity – a 'journey into knowing self and others'.³
- An RW approach requires both intellectual humility and self-reflexivity: through it, we seek to help children and young people to understand and articulate not simply what they believe and value or how they live and how they think about the world around them, but to extrapolate *why*: why they believe what they believe, why they live the way they do, why they think or reason about the world around them in the ways they do. For example, we might ask 5-year-olds whether they celebrate Christmas (many of them will say yes) and then ask whether they are practising Christians (many of them will say no). Using the RW approach, we can help pupils to investigate why they feel it is OK to celebrate Christmas without being Christian, despite the fact that they might feel uncomfortable celebrating Eid when they are not practising Muslims. This will help them understand that Christianity has fundamentally shaped their worldview because they were born and are being brought up in England – regardless of the decline of affiliation to an organised Christian worldview over the last decade. We may then want them to apply this to their encounters with further religious and non-religious worldviews in the classroom: *why* do some Christians believe in hell and others do not? *Why* do some Muslims pray five times a day and others do not? *Why* are some non-religious people atheists, but others are not? The aspiration of an RW approach is that pupils will be able to make sense of the different answers to these questions for themselves; the role of the teacher is in creating the learning space where this occurs. The ways in which pupils might engage in such questions is infinite, but it is the responsibility of the teacher to ensure that all pupils are able to engage with them with humility and self-reflexivity.
- Using the questions asked and methods used by the academic fields of study engaged in and with religious and non-religious worldviews is key to unlocking an RW approach, as is introducing the voices of those who actually live out those worldviews.

We see this as an opportunity to empower our children and young people to be open, curious and generous about the worldviews of others. We strongly feel there is a need for this in our increasingly divided world.

3 John Valk, quoted in Kevin O'Grady (2022), *Conceptualising Religion and Worldviews for the School: Opportunities, Challenges, and Complexities of a Transition from Religious Education in England and Beyond* (London: Routledge), p. 39.

Resource overview

This resource consists of the following:

- **Video Series 1: Framework development**

Katie Gooch and Ben Wood

- 1a Introduction and Context: Katie Gooch and Ben Wood
- 1b Developing the Framework: Katie Gooch and Ben Wood
- 1c Trialling the First Version of the Framework (UKS2): Katie Gooch
- 1d Trialling the First Version of the Framework (KS3): Ben Wood
- 1e Trialling the Second Version of the Framework (UKS2): Katie Gooch
- 1f Trialling the Second Version of the Framework (KS3): Ben Wood
- 1g Reflecting on the Impact of the Framework: Katie Gooch
- 1h Reflecting on the Impact of the Framework: Ben Wood

- **Video Series 2: Using the framework in Early Years**

Georgina Foxcroft, Sally Brooman and Gillian Georgiou

- 2a Trialling the Second Version of the Framework (EYFS): Georgina Foxcroft
- 2b Trialling the Second Version of the Framework (EYFS): Sally Brooman

- **Video 3: Using the framework in KS1**

Sally Brooman and Katie Gooch

- 3 Trialling the Second Version of the Framework (KS1): Sally Brooman

- **Video 4: Using the framework in Lower KS2**

Georgina Foxcroft and Gillian Georgiou

- 4 Trialling the Second Version of the Framework (Lower KS2): Georgina Foxcroft

- **Video Series 5: Using the framework in Upper KS2**

Katie Gooch and Gillian Georgiou

- 5a Trialling Both Versions of the Framework (Upper KS2): Katie Gooch
- 5b Reflecting on the Impact of the Framework (Upper KS2): Katie Gooch
- 5c Identifying Next Steps: Katie Gooch

- **Video Series 6: Using the framework in KS3**

Kate Christopher, Wayne Buisst and Gillian Georgiou

- 6a Trialling the Second Version of the Framework (KS3): Kate Christopher
- 6b Impact of the Framework on Pupils (KS3): Kate Christopher
- 6c Reflecting on the Impact of the Framework (KS3): Kate Christopher and Wayne Buisst
- 6d Balancing Content Selection, Curricular Engagement and Personal Knowledge (KS3): Kate Christopher and Wayne Buisst
- 6e Implications of the RW Approach on Preparing Pupils for Life in Modern Britain (KS3): Gillian Georgiou, Kate Christopher and Wayne Buisst
- 6f Implications of the RW Approach Moving Forwards (KS3): Gillian Georgiou, Kate Christopher and Wayne Buisst

- **Video Series 7: Using the framework across a multi-academy trust**

Jemma Brown and Gillian Georgiou

- 7a Introduction and Context: Jemma Brown
- 7b Using the Second Version of the Framework in Practice: Jemma Brown
- 7c Helping Colleagues to Use the Second Version of the Framework: Jemma Brown
- 7d Identifying Next Steps: Jemma Brown
- 7e Using the Framework to Develop a Focus on Personal Worldviews: Jemma Brown

- **Video Series 8: Further reflections and next steps**

Ben Wood, Wayne Buisst, Katie Gooch and Stacey Burman

- 8a Reflecting on the Impact of the Religion and Worldviews Project on Professional Development: Ben Wood and Wayne Buisst
- 8b Reflecting on the Draft National Statement of Entitlement and Associated Curriculum Guidance: Ben Wood and Wayne Buisst
- 8c Offering Advice to Leaders and Teachers Seeking to Move Towards an RW Approach: Wayne Buisst and Ben Wood
- 8d Reflecting on the Impact of the Religion and Worldviews Project on Professional Development: Katie Gooch and Stacey Burman
- 8e Reflecting on the Challenges and Opportunities Offered by an RW Approach: Katie Gooch and Stacey Burman
- 8f Identifying Next Steps: Katie Gooch and Stacey Burman

- **Supporting materials**

- Examples of teacher completion of framework questions
- Examples of planning
- Examples of pupil work
- Examples of teacher reflection (*see pages below for links*)

How to use this resource

This resource can be used in the following ways:

Professional development for senior and curriculum leaders

- Understanding the legal complexities and duties around RE
- Understanding the RW approach
- Developing an understanding of what an effective RE curriculum might look like for the purposes of monitoring and evaluation

Professional development for RE leaders

- Understanding and developing the RW approach in the school's context
- Developing confidence in curriculum thinking
- RE curriculum design
- Understanding the different types of knowledge in RE

Professional development for class teachers

- A focused training session using an extract from one of the videos supported by the discussion questions
- A longer training programme covering a different topic each half term
- To support an understanding of the RW approach in RE
- To support an understanding of the different types of knowledge in RE

The resource is constructed to cover the Early Years Foundation Stage (EYFS) to Key Stage 3 (KS3); this is to help teachers working in a specific phase of learning to focus their professional development on the area that is most pertinent to them. We would suggest that you start with the 'Framework development' section and then use the other sections as relevant to your context.

Video Series 1: Framework development

Katie Gooch and Ben Wood discuss how the framework was developed, trialled and reviewed, and what impact it had on Upper KS2 and KS3 units of study in their settings.

- 1a Introduction and Context: Katie Gooch and Ben Wood (2:55)
- 1b Developing the Framework: Katie Gooch and Ben Wood (2:55)
- 1c Trialling the First Version of the Framework (UKS2): Katie Gooch (3:29)
- 1d Trialling the First Version of the Framework (KS3): Ben Wood (5:21)
- 1e Trialling the Second Version of the Framework (UKS2): Katie Gooch (4:31)
- 1f Trialling the Second Version of the Framework (KS3): Ben Wood (9:47)
- 1g Reflecting on the Impact of the Framework: Katie Gooch (1:24)
- 1h Reflecting on the Impact of the Framework: Ben Wood (4:06)

Key issues raised

- Motivation for participating in the project
- Developing the first draft of the framework trialling
- The first draft of the framework
- Revising the framework and trialling the second draft
- Impact of using the framework

Resources included

- Religion and Worldviews Project: Teacher-led Framework
 - Version 1 Framework questions
 - Version 2 Framework questions (curriculum)
 - Version 2 Framework questions (unit of study)

Questions for discussion and reflection

Senior leader/RE lead perspective

Both Katie and Ben mention that they were motivated to participate in this project to explore what the ‘reality’ of an RW approach might be **(1a)**. *How might this framework help us to explore what the ‘reality’ of an RW approach might be in our context?*

Ben mentions that it was important to ensure the framework was structured as a series of questions **(1b)**. *Why might it be useful that the framework is structured as a series of questions? How might this be more impactful than a series of instructions?*

Ben and Katie talk about using the framework to review both a whole curriculum and an individual unit of study **(1d, 1f, 1g)**. *What would be the best use of the framework in our context – as the basis of a whole-curriculum review, or as part of the ongoing development of individual units of study? What might an RW approach to RE change for teachers in our school? What might an RW approach to RE change for pupils in our school?*

Katie talks about the power of using the framework to help her celebrate the strengths of her curriculum and identify areas for growth **(1g)**. *How might using the framework help RE teachers to reflect on the process of curriculum change and development in the classroom?*

Katie and Ben reflect on how using the framework has been a valuable element of their professional development **(1g, 1h)**. *How might we use the framework as part of our continuing professional development offer for staff?*

Teacher’s perspective

Ben mentions that a key principle of the framework is that it starts where your community is – it starts with people and with the reality of the situation **(1b)**. *How might we reflect the reality of our community through the RE curriculum?*

Katie mentions that an important part of the process of reflecting on her curriculum with the framework was the opportunity to discuss and work collaboratively **(1b)**. *What might this look like in our context?*

Katie talks about the need to work pragmatically within the time we have available to us **(1c)**. *How might we approach reviewing our curriculum strategically using the framework to support the process?*

Katie talks about the need for good case studies to support an RW approach in the classroom **(1c, 1e)**. *How might we identify or create case studies that work for our curriculum?*

Ben talks about reflecting on what it might mean to say that ‘worldviews start with people’ **(1d)**. *How might our curriculum reflect this principle?*

Ben discusses the impact of the framework in sharpening a focus on how context influences religion and worldviews **(1d)**. *How does our curriculum help pupils to explore the relationship between context and worldviews?*

Both Ben and Katie talk about the way in which the framework encouraged them to provide pupils with opportunities to engage with diverse interpretations of the same text **(1d, 1e)**. *How does our curriculum facilitate this?*

Ben reflects on how the framework encouraged him to present the complexity of real-world ethical decision-making, noting that humans are influenced by a whole range of things **(1f)**. *Does our curriculum communicate this to pupils effectively?*

Video Series 2: Using the framework in Early Years

Georgina Foxcroft, Sally Brooman and Gillian Georgiou discuss how they used the framework to develop units of study for Early Years.

2a Trialling the Second Version of the Framework (EYFS): Georgina Foxcroft (11.20)

2b Trialling the Second Version of the Framework (EYFS): Sally Brooman (16.48)

Key issues raised

- Trialling the second version of the framework for an Early Years unit of study
- Working collaboratively with colleagues when using the framework
- The impact of the framework on the unit of study

Resources included

- Summer Term 2023 – EYFS Unit: Creation
 - Framework questions
 - Pupil work
- Autumn Term 2023 – EYFS Unit: Nativity
 - Framework questions
 - Pupil work
 - Pupil work from previous version of the same unit

Questions for discussion and reflection

Gillian mentions the importance of considering how RE is woven into the Early Years curriculum when developing the framework **(2a)**. *How is RE incorporated in the Early Years curriculum in our setting?*

Georgina mentions how crucial professional conversation with the Early Years team was when using the framework to review a unit of RE learning **(2a)**. *How often do we have the opportunity to have professional conversations about curriculum development as an Early Years team?*

Georgina and Sally talk about the importance of following the framework's key principle of 'worldviews start with people' when reviewing the Early Years unit of study **(2a, 2b)**. *Does our RE provision at Early Years start with a focus on people?*

Sally discusses the impact of using the framework in reshaping the Early Years unit of study so that it started with the pupils' own worldviews **(2b)**. *How do we use pupils' personal knowledge as a driver for learning in RE?*

Georgina notes that Early Years colleagues found the framework aligned well with some of the existing Early Years RE because they were already sharply aware of the personal worldviews of their pupils **(2a)**. *How does our RE provision incorporate, celebrate and critically engage with the personal worldviews of pupils?*

Gillian and Sally talk about how the framework emphasises the importance of ensuring that any case studies used in the Early Years curriculum are presented as snapshots into a worldview, rather than representative of a whole **(2a, 2b)**. *How does our curriculum seek to avoid generalising or stereotyping in a way that is accessible to Foundation Stage pupils?*

Georgina discusses how Early Years colleagues who used the reviewed unit of study noticed that pupils were more engaged in asking questions, understanding the reality of religion and worldviews and exploring their own worldviews **(2a)**. *How does our curriculum facilitate these things?*

Sally talks about how the framework helped her to think about what it might look like to begin to develop pupils' understanding of the 'ways of knowing' (disciplinary knowledge) in RE **(2b)**. *How does our RE provision at Foundation Stage do this?*

Sally discusses how the framework helped her to present the lived reality of religion and worldviews in the Early Years classroom, including diversity within religious worldviews **(2b)**. *How does our RE provision at Foundation Stage do this?*

Video 3: Using the framework in Key Stage 1

Sally Brooman and Gillian Georgiou discuss how Sally used the framework to develop units of study for KS1.

3 Trialling the Second Version of the Framework (KS1): Sally Brooman (15.03)

Key issues raised

- Trialling the second version of the framework for the KS1 unit of study
- The impact of the framework on the unit of study

Resources included

- Summer Term 2023 – KS1 Unit: Places of Worship
 - Framework questions
 - Planning
 - Resources
 - Pupil work
 - Teacher reflection
- Autumn Term 2023 – KS1 Unit: Being Human (Muslim Worldviews)
 - Planning and resources
 - Pupil work (year 1)
 - Pupil work (year 2)
 - Pupil work from previous version of the same unit
 - KS1 assessment
 - Teacher reflection

Questions for discussion and reflection

Sally mentions that the framework has transformed how she would usually approach the KS1 unit of study on places of worship because it has encouraged her to start with people **(2.10 onwards)**. *Does our KS1 RE do this? What difference might this make to pupils' knowledge and understanding?*

Sally noted that using the framework shaped a unit in which substantive knowledge acquisition was not the key driver of learning **(4.31 onwards)**. *What drives learning in our KS1 RE curriculum?*

Sally discusses the positive impact of the RW approach at KS1, including in mixed Year 1/Year 2 classes **(5.32 onwards)**, particularly in relation to pupils' knowledge recall, understanding and engagement. *How might an RW approach impact on our KS1 pupils?*

Sally talks about the importance of ongoing conversations with colleagues as they begin to implement the RW approach in KS1 **(7.00 onwards)**. *How might a collegiate approach to reviewing our KS1 RE curriculum and units of study help us to move towards the RW approach?*

Sally reflects on the importance of avoiding abstraction in KS1 RE **(7.52 onwards)**. *How does our KS1 RE curriculum help pupils to engage with the lived reality of religion and worldviews?*

Sally talks about introducing characters who embody the different 'ways of knowing' in RE **(9.20 onwards)**. *How can we use practical strategies to help KS1 pupils to develop the 'ways of knowing' as part of their engagement with subject content in RE?*

Sally reflects on how the framework has helped teachers to intentionally include pupils' personal knowledge as part of curriculum design **(10.40 onwards)**. *How does our curriculum do this?*

Sally discusses how the use of the unit-of-study version of the framework has helped her to think more broadly about the rest of the KS1 RE curriculum **(12.02 onwards)**. *What would be the most appropriate approach for us to take in our context – whole-curriculum review or unit-of-study review – and why?*

Sally reflects on what might move things forwards in her KS1 RE curriculum, including identifying or creating case studies **(12.28 onwards)**. *How do we use case studies to support the delivery of our KS1 RE curriculum?*

Video 4: Using the framework in Lower Key Stage 2

Georgina Foxcroft and Gillian Georgiou discuss how Georgina used the framework to develop units of study for Lower KS2.

4 Trialling the Second Version of the Framework (Lower KS2): Georgina Foxcroft (18.43)

Key issues raised

- Trialling the second version of the framework for a Lower KS2 unit of study
- The impact of the framework on the unit of study

Resources included

- Autumn Term 2022: LKS2 Unit – What Is the Trinity?
 - Framework questions
 - Resources
 - Pupil work
- Summer Term 2023: LKS2 Unit – What Is a Good Life?
 - Framework questions
 - Planning
 - Knowledge organiser
 - Resources
 - Pupil work
 - Planning from previous version of the same unit
- Autumn Term 2023: LKS2 Unit – Why Do We Celebrate?
 - Framework questions
 - Planning and resources
 - Pupil work
 - Professional reflection

Questions for discussion and reflection

Georgina discusses the process of using the framework to develop a unit of study at Lower KS2 (**4.35 onwards**). *How might we use the framework as an effective part of our ongoing curriculum review and development processes?*

Georgina talks about the way in which the framework encouraged her to ensure that the reviewed Lower KS2 unit of study started with people (**6.15 onwards**). *How does our Lower KS2 RE curriculum root learning in the reality of religion and worldviews?*

Georgina discusses the way in which the Engagement element of the framework helped her to ensure that the Lower KS2 unit of study introduced pupils to the sorts of questions they might ask about the content they were encountering (**8.10 onwards**). *How does our Lower KS2 RE curriculum support the development of the 'ways of knowing' (disciplinary knowledge) in RE?*

Georgina reflects on the impact of introducing pupils to the diverse reality of different worldviews as part of the Lower KS2 unit of study (**10.05 onwards**). *How does our Lower KS2 RE curriculum empower pupils to engage with the rich, diverse and complex lived reality of religion and worldviews?*

Georgina talks about the impact of the framework on pupils' understanding of how context affects religious and non-religious worldviews (**11.17 onwards**). *How does our Lower KS2 RE curriculum provide opportunities for pupils to explore how context impacts religion and worldviews?*

A key principle of the framework is that 'worldviews start with people'; Georgina discusses how this relates to developing pupils' understanding of abstract concepts in Lower KS2 (**12.17 onwards**). *How does our Lower KS2 RE curriculum help pupils to build knowledge and understanding of core concepts in RE?*

Georgina reflects on how the framework helped her to include intentional opportunities for pupils to reflect on their own worldviews (**12.50 onwards**). *How does our Lower KS2 RE curriculum facilitate this?*

Georgina reflects on the impact of using the framework on her Lower KS2 unit of study (**15.41 onwards**). *How might the framework reshape our Lower KS2 RE curriculum?*

Georgina discusses the impact of using the framework on her own professional development (**16.41 onwards**). *How might we use the framework as part of our ongoing professional development?*

Video Series 5: Using the framework in Upper Key Stage 2

Katie Gooch and Gillian Georgiou discuss how Katie used the framework to develop units of study for Upper KS2.

5a Trialling Both Versions of the Framework (Upper KS2): Katie Gooch (10.21)

5b Reflecting on the Impact of the Framework (Upper KS2): Katie Gooch (5.55)

5c Identifying Next Steps: Katie Gooch (3.45)

Key issues raised

- Trialling the second version of the framework for an UKS2 unit of study
- The impact of the framework on the unit of study

Resources included

- Curriculum audit using Version 2 of the framework
- Teacher reflection
- Year 6 Unit: Are Religion and Science in Conflict?
 - Teacher-led Framework questions
 - Planning and resources
 - Pupil work

Questions for discussion and reflection

Katie discusses using the framework to develop an Upper KS2 unit of study with a focus on abstract concepts and a theological emphasis **(5a)**. She also talks about the difference the revised unit of study will have for Year 6 pupils, noting its impact on their understanding of the reality of religion and worldviews **(5b)**. *How might the framework help us to ensure pupils are able to make sense of what they are learning in RE?*

Katie talks about using the framework to help root her Year 5 unit on Christian diversity in lived reality **(5a)**. *How does our Upper KS2 RE curriculum help pupils to engage with the lived reality of religion and worldviews?*

Katie talks about using the framework as part of an ongoing, gradual review of the RE curriculum **(5a)**. *How might we utilise the framework as part of our ongoing curriculum development processes?*

Gillian talks about the two principles that underpin the framework: worldviews start with people, and pupils' ability to make sense of what they learn is a necessary part of the curriculum **(5a)**. *How might an approach grounded in these principles help our Upper KS2 pupils to understand themselves and others as interpreters of the world around them?*

Gillian talks about the implications of the RW approach for curriculum balance **(5a)**. *How balanced is our Upper KS2 RE curriculum in relation to Content, Engagement and Position?*

Katie talks about how it became easier to use the framework the more often she used it **(5a)**. *How might we set aside a realistic amount of time to use the framework as part of our ongoing curriculum development?*

Katie discusses the way in which the framework helped her to ensure the Year 6 unit of study had a focus on 'person, time and place' **(5a)**. *How does our Upper KS2 RE curriculum facilitate this focus on context?*

Gillian discusses how the framework has helped teachers to reframe existing units of study without starting from scratch. She notes that in the context of Katie's Year 6 unit of study, this has led to the opportunity for pupils to have a 'richer and more complex understanding' of ongoing conversations and dialogue about the relationship between religion and science **(5b)**. *How can we use the framework to help us to reframe what we already teach?*

Katie talks about the impact the framework had on providing Upper KS2 pupils with more intentional opportunities to critically analyse their own worldview **(5b)**. *How does our Upper KS2 RE curriculum empower pupils to become more sharply aware of why they believe what they believe, value what they value, live the way they live and think in the ways that they do?*

Katie reflects on the way in which she has used the framework to develop the whole RE curriculum **(5c)**. *How can we use the framework to ensure our RE curriculum is well balanced and effective at whole-curriculum level as well as at unit-of-study level?*

Video Series 6: Using the framework in Key Stage 3

Kate Christopher and Wayne Buisst discuss with Gillian Georgiou how they used the framework to develop units of study for KS3.

- 6a Trialling the Second Version of the Framework (KS3): Kate Christopher (6.53)
- 6b Impact of the Framework on Pupils (KS3): Kate Christopher (1.15)
- 6c Reflecting on the Impact of the Framework (KS3): Kate Christopher and Wayne Buisst (8.56)
- 6d Balancing Content Selection, Curricular Engagement and Personal Knowledge (KS3): Kate Christopher and Wayne Buisst (2.01)
- 6e Implications of the RW Approach on Preparing Pupils for Life in Modern Britain (KS3): Gillian Georgiou, Kate Christopher and Wayne Buisst (7.23)
- 6f Implications of the RW Approach Moving Forwards (KS3): Gillian Georgiou, Kate Christopher and Wayne Buisst (12.02)

Key issues raised

- Trialling the second version of the framework for a KS3 unit of study
- The impact of the framework on the unit of study
- The importance of balancing content selection, curricular engagement and personal knowledge
- The implications of the RW approach on preparing pupils for life beyond school
- The implications of the RW approach moving forwards

Resources included

- Year 8 Unit: The Qur'an
 - Framework questions and teacher reflection
 - Pupil work
 - Pupil work from previous version of this unit
- Year 9 Unit: Ethical Decisions
 - Framework questions
 - Planning and resources
 - Pupil work
- Year 9 Unit: Ummah
 - Framework questions and teacher reflection

Questions for discussion and reflection

Kate observes that the framework helped her notice what was missing in her KS3 unit of study **(6a)**. *How might we use the framework to identify the strengths and areas for growth within our KS3 curriculum?*

Kate talks about how the personal worldviews of colleagues have influenced the evolving KS3 unit of study **(6a)**. *How sharply aware are we of how our own worldviews influence our KS3 curriculum design and lesson planning?*

Kate talks about the impact of the framework on ensuring the KS3 unit of study developed the 'ways of knowing' (disciplinary knowledge) in RE **(6b)**. *How does our KS3 RE curriculum help pupils to develop disciplinary knowledge?*

Wayne talks about how the revised KS3 unit of study helped pupils to see themselves within the learning **(6c)**. *How might the framework impact on pupils' ability to make connections between the content they encounter in RE and their own worldviews?*

Wayne, Gillian and Kate reflect on the impact of exploring religion and worldviews from a human perspective **(6c)**. *How might the framework help us to facilitate this in our KS3 RE curriculum?*

Kate discusses the way in which the framework supported her thinking about the balance between Content, Engagement and Position **(6d)**. *How can we use the framework to help us to get an appropriate balance in our KS3 RE curriculum?*

Gillian, Kate and Wayne discuss the wider implications of the framework for pupils' person development and understanding of the world around them **(6e)**. *How can we articulate how an RW approach can support pupils' wider development?*

Gillian, Kate and Wayne discuss the practical implications of moving towards an RW approach at KS3, including resourcing and teacher expertise **(6f)**. *What challenges do we face as we seek to move towards an RW approach in KS3 RE?*

When reflecting on the potential power of the RW approach, Wayne describes case studies as the 'specialist' in the classroom **(6f)**. *How might we resource appropriate case studies to support our KS3 RE curriculum?*

Gillian reflects on the collegiate and collaborative nature of curriculum development **(6f)**. *How can we work collaboratively within and beyond our school to develop our KS3 RE curriculum?*

Video Series 7: Using the framework across a multi- academy trust

Jemma Brown tells Gillian Georgiou how she used the framework with colleagues across Harris Federation to develop both the RE curriculum and individual units of study at KS3.

7a Introduction and Context: Jemma Brown (6.22)

7b Using the Second Version of the Framework in Practice: Jemma Brown (3.02)

7c Helping Colleagues to Use the Second Version of the Framework: Jemma Brown (1.25)

7d Identifying Next Steps: Jemma Brown (4.31)

7e Using the Framework to Develop a Focus on Personal Worldviews: Jemma Brown (3.26)

Key issues raised

- Trialling the second version of the framework for the secondary academies within a MAT
- The impact of the framework on teachers' curriculum thinking
- The impact of the framework on individual units of study
- The implications of the RW approach moving forwards

Resources included

- Curriculum audit using framework questions

Questions for discussion and reflection

Gillian talks about the challenges of using the framework when you have not been part of its initial development (**7a**). *What do we need to know to ensure the framework works in practice in our context?*

Jemma discusses the process of using the framework to review the existing RE curricula across her multi-academy trust (MAT), including reviewing different contexts and different curricula in different academies across the trust (**7a**). *How might we begin the process of RE curriculum review across our trust? How similar or different are the contexts in which our academies work?*

Jemma reflects on the fact that RE leaders across her trust worked collaboratively to use the framework as part of their RE curriculum review (**7a, 7b, 7c**). *How might we use the framework to support a collaborative approach to RE curriculum review across our trust?*

Gillian discusses the four elements of the framework, emphasising the importance of using them in a particular order when reviewing RE curriculum or units of study (**7b**). *What impact might it have on our curriculum planning to consider personal reflexivity and curricular engagement before considering content selection?*

Gillian reflects on the way in which using the framework highlights the importance of having and taking time to think about why the RE curriculum looks the way it looks (**7c**). *What opportunities do we have to create the time and space to engage in curriculum thinking? What do we need to make sure this happens?*

Jemma discusses the impact of using the framework as part of the ongoing RE curriculum review across the MAT, particularly in terms of empowering RE leaders as curriculum thinkers (**7d**). *How can we use the framework as part of our ongoing professional development for RE leaders and teachers across our trust?*

Jemma talks about the different approaches used by different RE leaders across the trust – some are using the framework to review a whole curriculum and some are using it to review a unit of study (**7d**). *What would be the most useful approach in the context of our trust? Would it be helpful to use the framework differently in different academies across the trust?*

Jemma explains how she is using the framework to support RE leaders and teachers across her trust, including modelling how to use it as part of the review of a unit of study (**7d**). *How might our trust RE curriculum lead use the framework to support colleagues effectively?*

Jemma discusses some of the challenges of reviewing RE curriculum across primary and secondary academies, particularly where the secondary academies within the trust are not drawing solely from primary academies within it (**7d**). *How might we use the framework to engage with colleagues within and beyond the trust to ensure consistency of our pupils' entitlement to a high-quality education in religion and worldviews?*

Jemma reflects on the importance of helping pupils to critically engage with their own personal worldview (**7e**). *How do the RE curricula across our trust currently achieve this in practice? How might the framework help us to develop this further?*

Video Series 8: Further reflections and next steps

Ben Wood, Katie Gooch, Stacey Burman and Wayne Buisst discuss their reflections on being part of the REC's Religion and Worldviews Project, developing and implementing the framework, and the next steps towards developing the RW approach in RE.

- 8a Reflecting on the Impact of the Religion and Worldviews Project on Professional Development: Ben Wood and Wayne Buisst (5.33)
- 8b Reflecting on the Draft National Statement of Entitlement and Associated Curriculum Guidance: Ben Wood and Wayne Buisst (5.18)
- 8c Offering Advice to Leaders and Teachers Seeking to Move Towards an RW Worldviews Approach (7.45)
- 8d Reflecting on the Impact of the Religion and Worldviews Project on Professional Development: Katie Gooch and Stacey Burman (7.54)
- 8e Reflecting on the Challenges and Opportunities Offered by an RW Approach: Katie Gooch and Stacey Burman (3.36)
- 8f Identifying Next Steps: Katie Gooch and Stacey Burman (4.50)

Key issues raised

- Ways in which participating in the project contributed to professional development
- Reflections on the draft NSE and associated curriculum guidance
- Challenges and opportunities presented by the RW approach in RE
- Advice for teachers seeking to move towards the RW approach in RE

Resources included

- Teacher reflections
 - KS1
 - Lower KS2 (with framework questions)
 - Upper KS2 (with framework questions)
 - KS3

Questions for discussion and reflection

Wayne, Ben, Stacey and Katie discuss the impact of participating in the REC's Religion and Worldviews Project as part of their ongoing professional development, focusing on the power of working collaboratively with colleagues in different contexts (**8a, 8d**). *How might we use the framework with others as part of our ongoing professional development?*

Ben talks about the importance of having time to think about curriculum development, noting that the questions on the framework should direct you to thinking before action (**8a, 8c**). *How can we facilitate this time so that we can develop an RE curriculum that provides our pupils' entitlement to effective learning about religion and worldviews?*

Wayne references using the framework as a way of producing a 'best fit' RE curriculum for any given context (**8a**). *How can we use the framework to ensure that our RE curriculum is 'best fit', whilst recognising that the process of curriculum design is always iterative?*

Ben and Wayne reflect on the draft NSE and associated guidance used as part of this project (**8b**). *How might we refer to the NSE to support us as we move towards an RW approach in RE?*

Ben reflects on the way in which the framework has sharpened his focus on presenting the reality of religion and worldviews in the RE classroom. He notes how it has helped him normalise the idea of diversity, plurality and complexity (**8b, 8c**). *How can we use the framework to help us do the same in our context?*

Ben and Wayne discuss how using the framework has helped students engage with the notion that everyone has a worldview, so that they can recognise themselves in what they are learning about (**8c**). *How does our RE curriculum support this reflexivity? How might using the framework as part of our ongoing curriculum review extend this further?*

Wayne, Ben and Stacey reflect on how the RW approach might support children and young people in their broader future life (**8c, 8d**). *How does our RE curriculum support pupils in their lives beyond the RE classroom? Should it do this?*

Stacey reflects on how the process of developing the framework has supported her in her role as an RE adviser and consultant (**8d**). *How can engaging with the framework, the NSE and wider curriculum guidance be useful for all stakeholders in the RE community? How might this support the aspiration for greater consistency for children and young people?*

Stacey reflects on the way in which basing the framework in questions has empowered teachers as curriculum thinkers (**8e**). *How can we utilise the framework and its questions to facilitate dialogue between RE teachers, advisers, academics and pupils?*

Katie and Stacey consider what next steps might be needed to implement an RW approach in the RE classroom, with a particular emphasis on resourcing (**8f**). *How might we establish or contribute to a 'repository of ideas' as we move towards an RW approach in our context?*

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