

What is a world views approach?

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Session aims

- What is meant by the Worldviews approach?
- Implications for the classroom.
- Examples of how it can be implemented in the classroom (using examples from agreed syllabus)

The why?

- Inclusive environment
- Inclusive subject
- Inclusive language
- In line with best practice and contemporary research.

What is meant by a world views approach?

4. What do we mean by a Worldviews approach?

The Report from the Commission on RE in England, set up by the REC (Religious Education Council of England and Wales), in 2018 recommended a new vision of the subject, part of that being reference to RE as 'Religion and Worldviews'. The change in language to 'worldviews' captures the "complex, diverse and plural nature of worldviews."¹ Furthermore, the term worldview is inclusive of the growing demographic of those that do not identify as religious in Great Britain. It also highlights the academic study of Religion and Worldviews, as opposed to traditional connotations of the subject that it aimed to make people more religious.

What is a Worldview? Guidance from Religion and Worldviews: The Way Forward, Commission on RE (2018):

"The English word 'worldview' is a translation of the German weltanschauung, which literally means a view of the world. A worldview is a person's way of understanding, experiencing and responding to the world. It can be described as a philosophy of life or an approach to life. This includes how a person understands the nature of reality and their own place in the world. A person's worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments.

We use the term 'institutional worldview' to describe organised worldviews shared among particular groups and sometimes embedded in institutions. These include what we describe as religions as well as non-religious worldviews such as Humanism, Secularism or Atheism. 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 many, institutional worldviews."

In practicality

- Institutional worldviews, or as Humanists UK put it: a worldview (which can be religious or non-religious) is a group of related beliefs that addresses the 'big' questions in life - the origins of the universe and us, how we should live our lives and the nature of reality (for example, Humanism).
- Personal worldviews, my personal opinion and position on things.

Implications for the classroom

- How should we treat these with respect?
- ‘What if worldviews oppose mine?’
- ‘What if their worldview is factually wrong’?
- How do we address worldviews in inclusive ways?
- How do we teach about ALL the different worldviews?

	What to teach (statutory):	Time allocation to deliver the agreed syllabus:	
EYFS	Children will encounter Christians and other worldviews as part of their growing sense of self, community, and place within it.	36 hours (e.g. short sessions of 30 minutes twice a week implemented through continuous provision).	Consideration of other religions and non-religious worldviews can occur at any stage, as appropriate to the school context. Within thematic units, it is recommended (where possible) to include worldviews that have already been taught so that knowledge is deep.
5-7s Key Stage 1	Christians and a minimum of two other worldviews (Jews and Muslims in the syllabus provided) in the syllabus provided. Encounters can also occur with different religious and non-religious worldviews within thematic units.	5% of curriculum time / 36 hours in a school year / 1 hour per week.	
7-11s Key Stage 2	Christians, worldviews from KS1 and a minimum of two other worldviews, one of which is a non-religious worldview (Muslims, Hindus, Jews and Humanists in the syllabus provided). Encounters can also occur with other religious and non-religious worldviews within thematic units.	5% of curriculum time Minimum of 45 hours in a school year equivalent to 1 hour per week.	
11-14s Key Stage 3	Christians, and at least 3 other religious worldviews (at least one being a Dharmic religion), and one non-religious worldview (Jews, Muslims, Hindus, Sikh, Buddhists, and Humanists units are in the syllabus provided). Encounters can also occur with other religious and non-religious worldviews within thematic units.	Minimum of 45 hours in a school year equivalent to 1 hour per week.	
14-16s Key Stage 4	The study of two religions, including Christians, is required through a core course, e.g., a short or long GCSE. Whilst there is no legal requirement to sit public examinations, pupils deserve the opportunity to have their learning accredited as far as possible.	GCSE short course RS – 60-70 hours GCSE long course similar teaching time to other GCSE courses e.g., History, normally 140 hours.	
16-19s Key Stage 5	Some pupils will follow a course which may lead to a public examination in RE. Schools and colleges are to select religious and non-religious worldviews as appropriate to their setting.	RE is preferably taught as continuous provision where learning progress is being made. These should be clearly identifiable and not tokenistic.	

Examples of how it can be implemented in the classroom (using examples from agreed syllabus)

- Embedded throughout the entire agreed syllabus
- Personal worldview - Example used in 0.3 and 9.1
- Institutional worldview - Example in any organised worldview unit.
- Worldviews more generally - Example used in 5.1

0.3 - Where do we belong and what makes it special?

9.1 what are different types of worldviews

3. Recap with pupils what it means to belong. Explain that they also belong to a local community. On a large roll of paper pupils could work together to create a roadmap of the local area using photos of local buildings and landmarks (e.g. the school, post office, places of worship, shops, park, memorial, community

centre/library, swimming pool etc...). They could then place the picture they draw of their family in lesson 1 and add them to the roadmap to show that they also belong there (Alternatively, photos of local buildings and landmarks could be cut up as jigsaws and pupils could put together the puzzle pieces). Pupils could then discuss what the different pictures are of, and what makes the area special to belong in.

1. Provide pupils with a list of statements (e.g. 1. We all have them. 2. They are what we think is true or right. 3. We can't prove them. 4. They influence the way we think and act. 5. They have the power to motivate us to do good and bad. 6. They have the power to divide or unite society) and ask pupils what they think all these statements are (beliefs). Explain to pupils that everyone has beliefs that are about a particular topic. However, if you take a step back from individual beliefs, they are influenced by someone's 'worldview.' Provide a definition of the term worldview e.g. a worldview (which can be religious or non-religious) is a group of related beliefs that addresses the 'big' questions in life - the origins of the universe and us, how we should live our lives and the nature of reality (for example, Christianity is a religious worldview, whereas Humanism is a non-religious worldview, something like vegetarianism is not a worldview because it is only about one particular topic). Ask pupils to complete an activity such as [2 2 Worldview questions, ways to get you thinking CKRE2.pdf](#) (Studying Worldviews, ed. Stephen Pett, RE Today 2021: RE have a range of free as well as paid resources on this topic) to get pupils thinking and reflecting on their own worldview. Pupils can discuss their answers with others and consider why they may be similar/different to one another.

Ways to use this to celebrate worldviews:

- Encourages the celebration of both similarities and differences
- Begins the process of considering the personal component.
- Age appropriate

Potential pitfalls:

- Prioritising differences over similarities.
- Ignoring how this contributes towards building their personal worldview
- Failing to address a lack of inclusivity.

Example from own practice.

Human experience

- Humans access the world differently.
- As mentioned, some philosophers have tried to make sense of this and explain this in different ways.
- Coming up are some ways in which you may experience the world.
- Task: Which do you most associate with and why?



The Questionnaire

Lets consider where your personal philosophy currently stands?

1: The Rational Agnostic

Says 'I don't know' but lives as if there is no God & uses reason

2: The Nihilist

Believes in nothing and sees no purpose to life.

3: The Theist

Sees God as the source of our lives and the way to make sense of life

4: The Humanist

Takes life as it comes and rejects the idea of God. Hopes that science will help human happiness

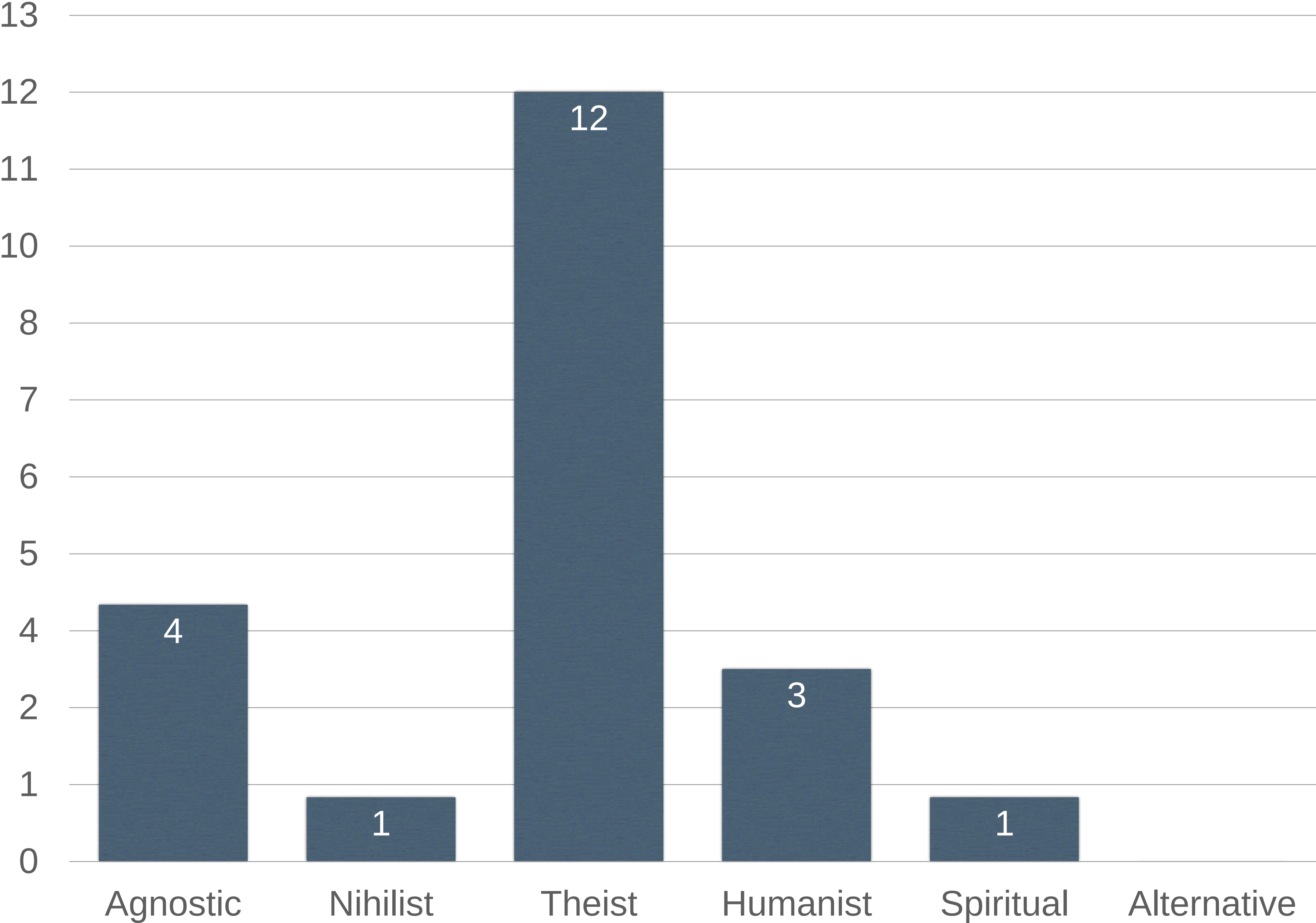
5: The Spiritual Person

Doesn't look for big answers to life's questions, but relies on personal experience

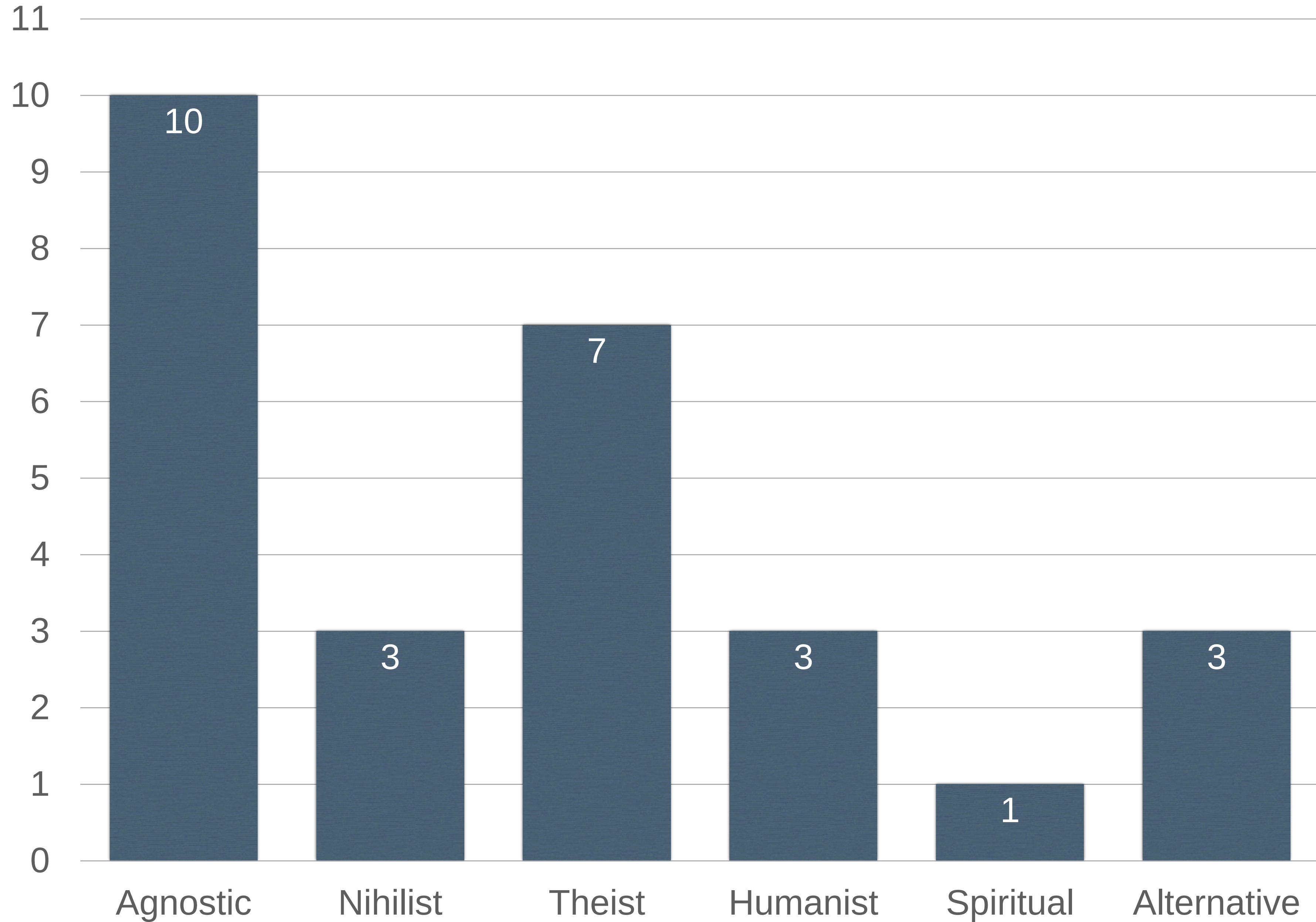
6: The Alternative Thinker

Influenced by Eastern religious ideas of karma and rebirth

Class one



Class two



Task

1. Are you surprised by the results of the poll? Give reasons for your answer.
2. What factors might have made the answers different? (Think about the make-up of this group.)

Takeaways

- Language
- Inclusivity
- Already embedded throughout the agreed syllabus.
- Supporting British values.