

Worldviews and the Pan Berkshire Syllabus Saga

(visual aids only. For full lecture notes, go to [JCoB.org/RE](https://www.jcob.org/RE))

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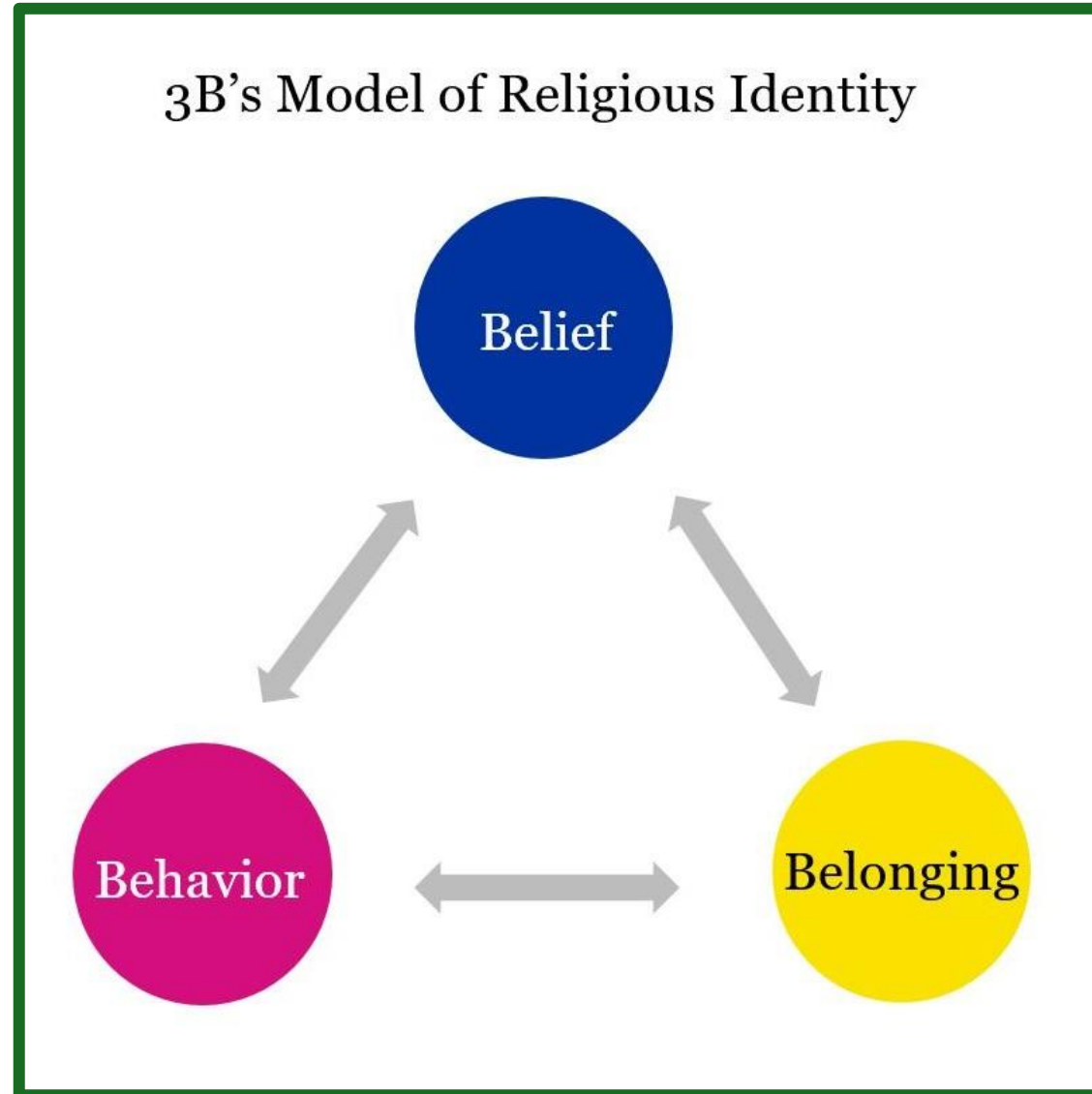
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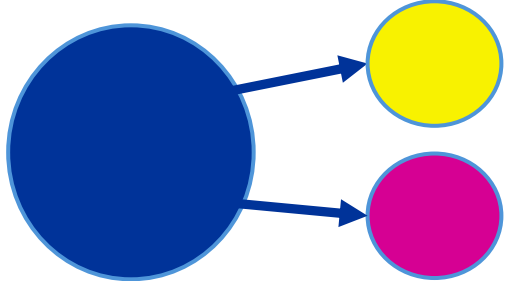
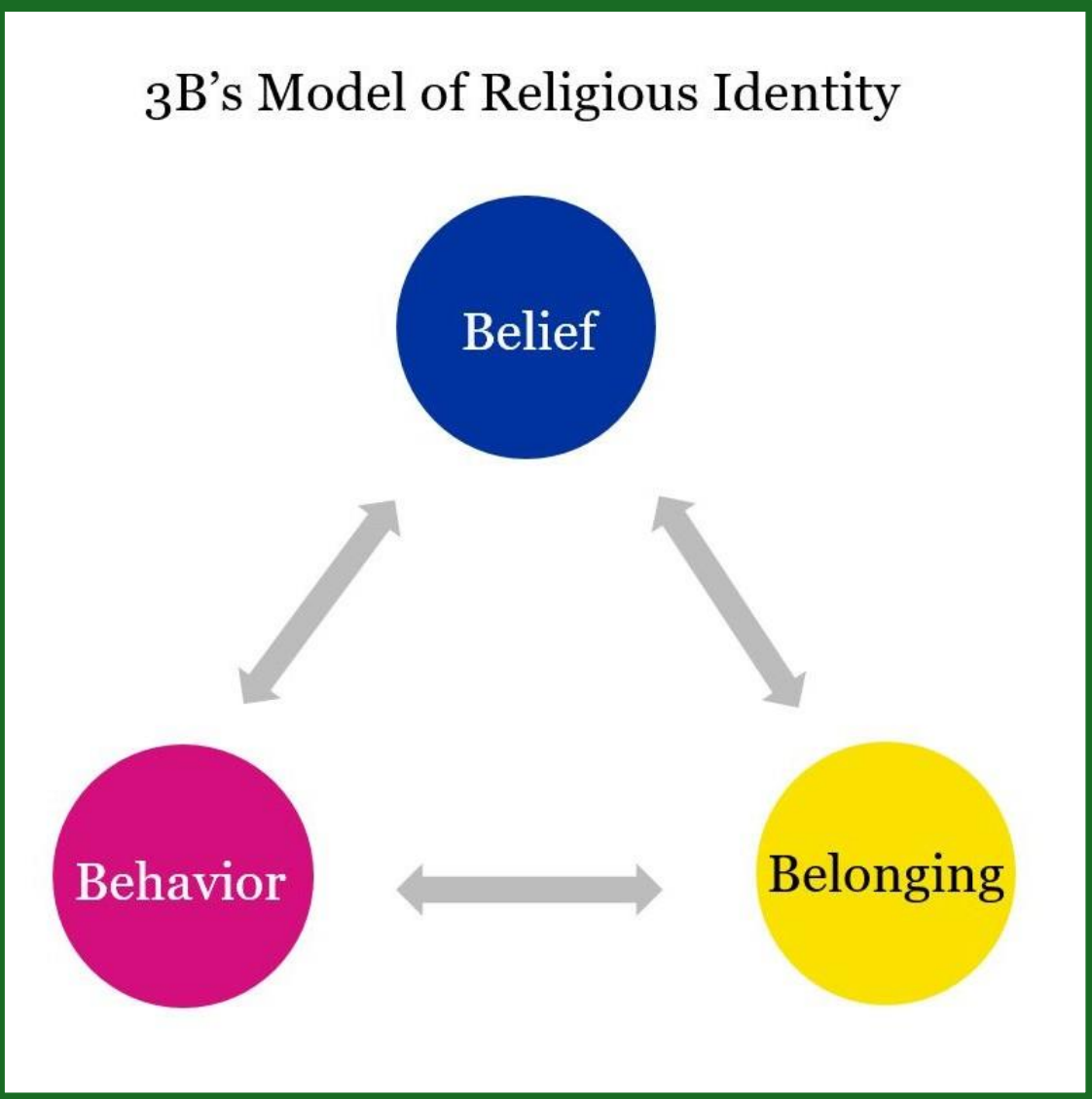
Believing / Behaving / Belonging

(2018-2023 Berkshire Syllabus)

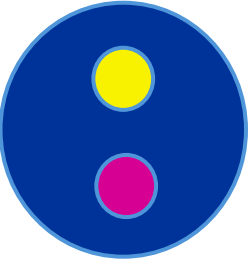


Believing / Behaving / Belonging

(2018-2023 Berkshire Syllabus)

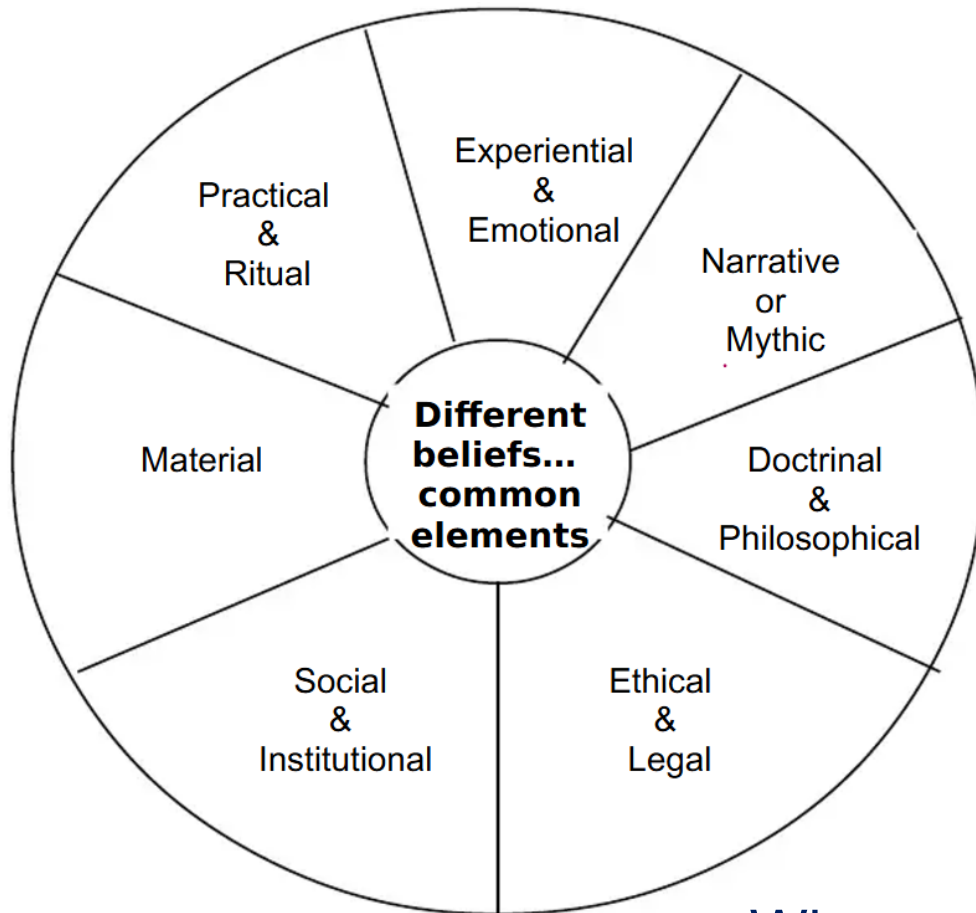


OR



“The modern study of religion is about the last of these motives: **the systems of belief** which, through symbols and actions, mobilize the feelings and wills of human beings.”

-- Ninian Smart



Ninian Smart

“The study of religions and secular worldviews – what I have termed “worldview analysis” – tries to depict the history and **nature of the beliefs and symbols** which form a deep part of the structure of human consciousness and society.” -- Ninian Smart

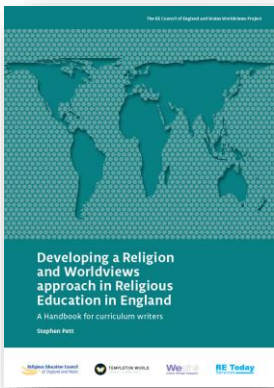
On scholars within religions: “**They are themselves part of the data.** Thus, though the **Pope** is the authority for Catholics, others may know more about religions, including Christianity, than he does. For example, **it is my job, as a religious scholar, to understand religion; it is his, as a religious leader, to be religion.**” (p. 4)

Who are the authorities now?

The scholars who study religion dispassionately!

Note some key features of 'world religions' questions:

- the focus tends to be on the communication of information, transmitting a form of settled knowledge ('textbook' information)
- they tend to be abstract and context-free, as if there are answers that might apply universally
- the answers may contain diversity, but the implication is that there is a form of correct answer.



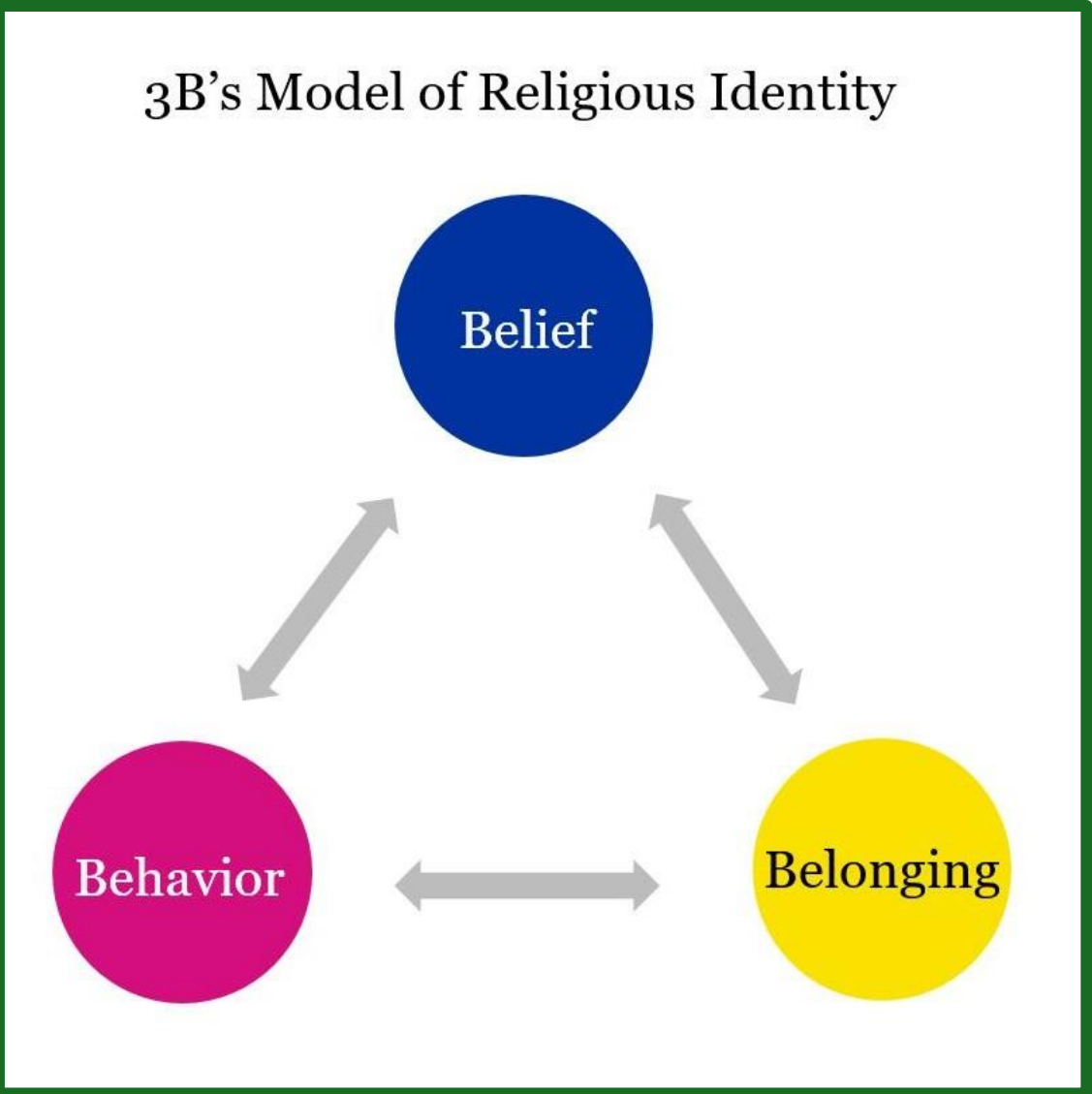
Handbook p.63 © REC

A religion and worldviews approach is looking more for questions that:

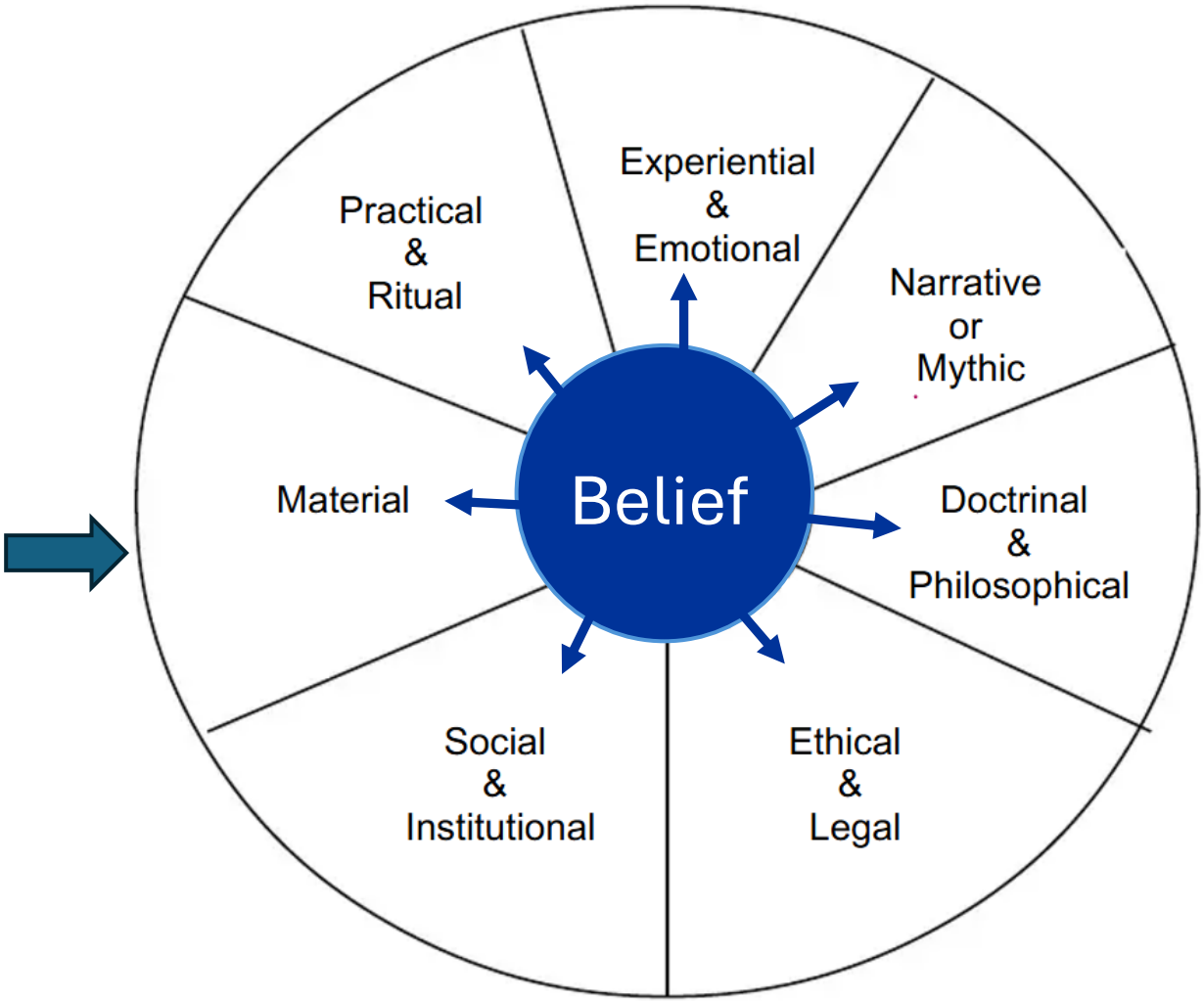
- include an **interpretive element** (e.g. how do *these people* understand and apply *this*?)
- offer a **clear context** (e.g. how do *these two people/groups* respond at *an identified time and place*, and why?)
- recognise that there are **different answers that are valid** (e.g. different individuals, groups, or traditions may have different responses, and these may change across time and place)
- include an **evaluative element**, recognising that different answers may be acceptable in different contexts.

Believing / Behaving / Belonging

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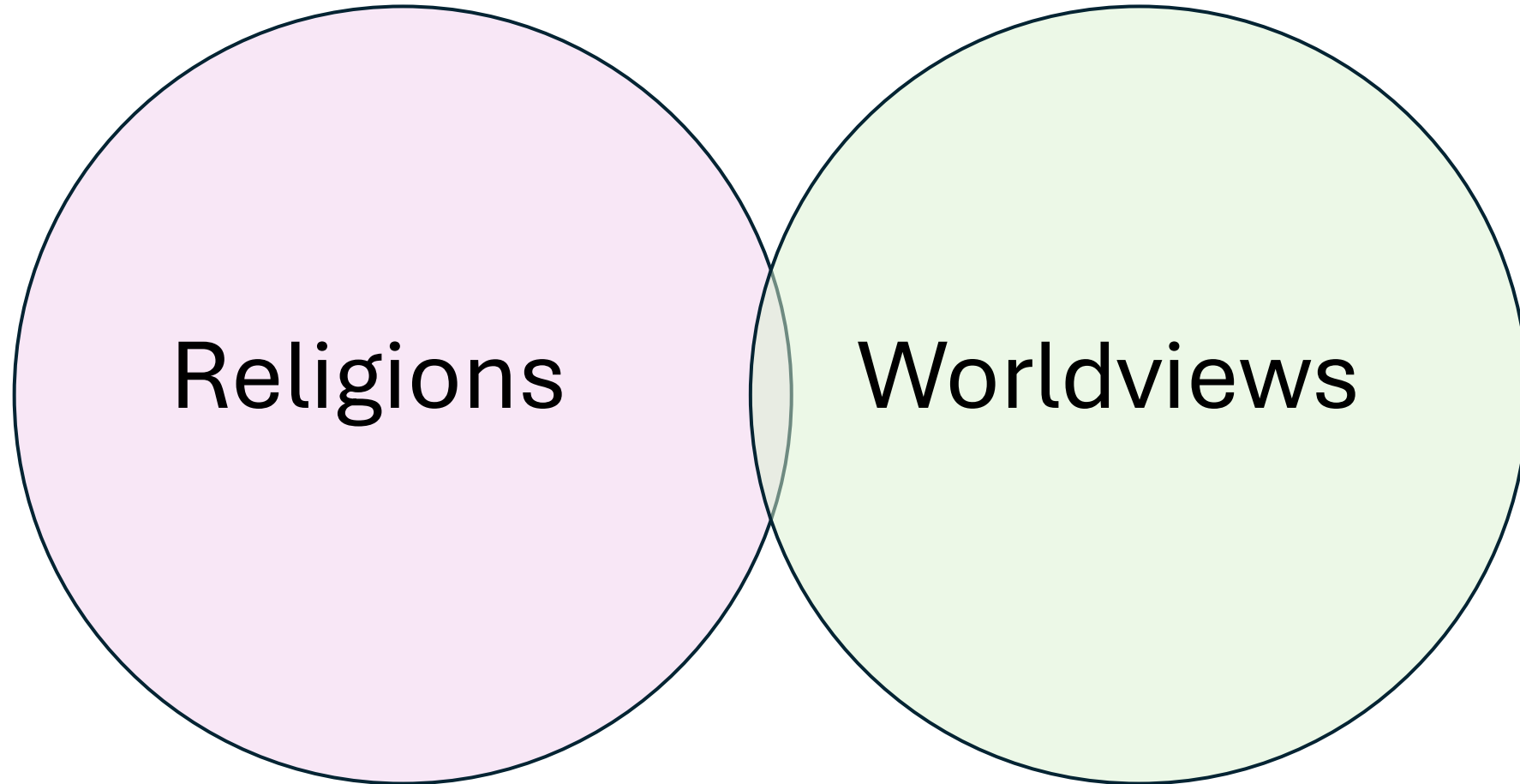


Worldviews



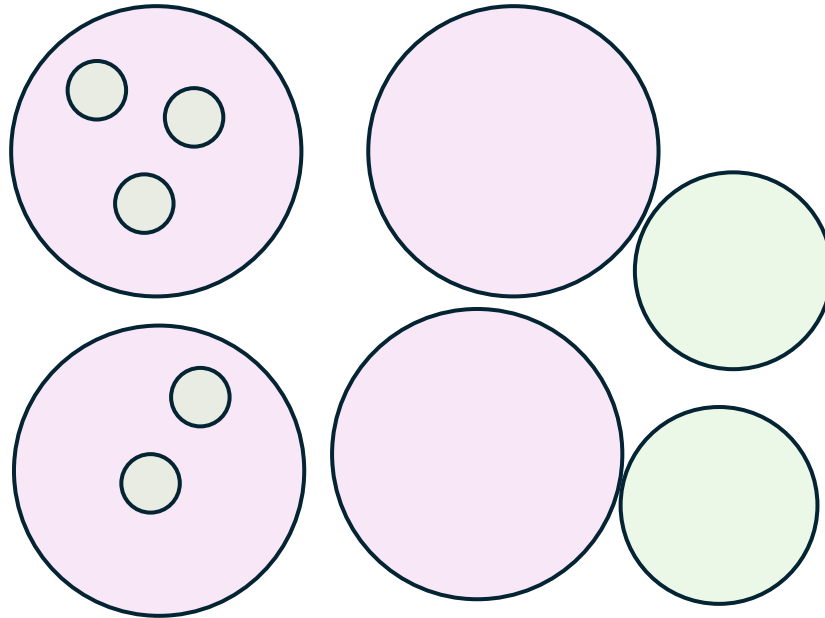
“Religious and other worldviews.... Because they are **views about the world** and about the whole of life...”
-- Ninian Smart

Religions AND Worldviews

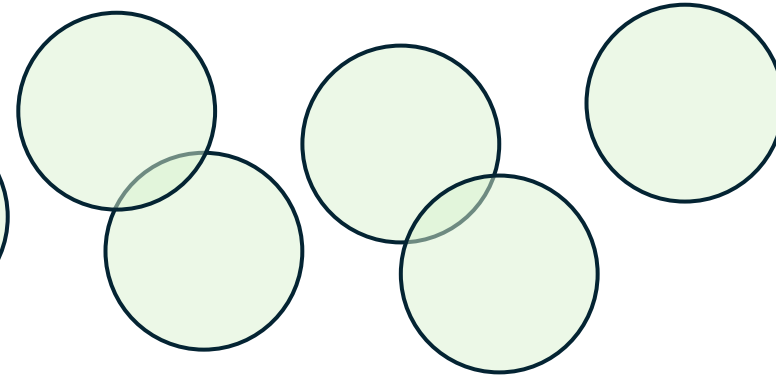


Religions contain Worldviews

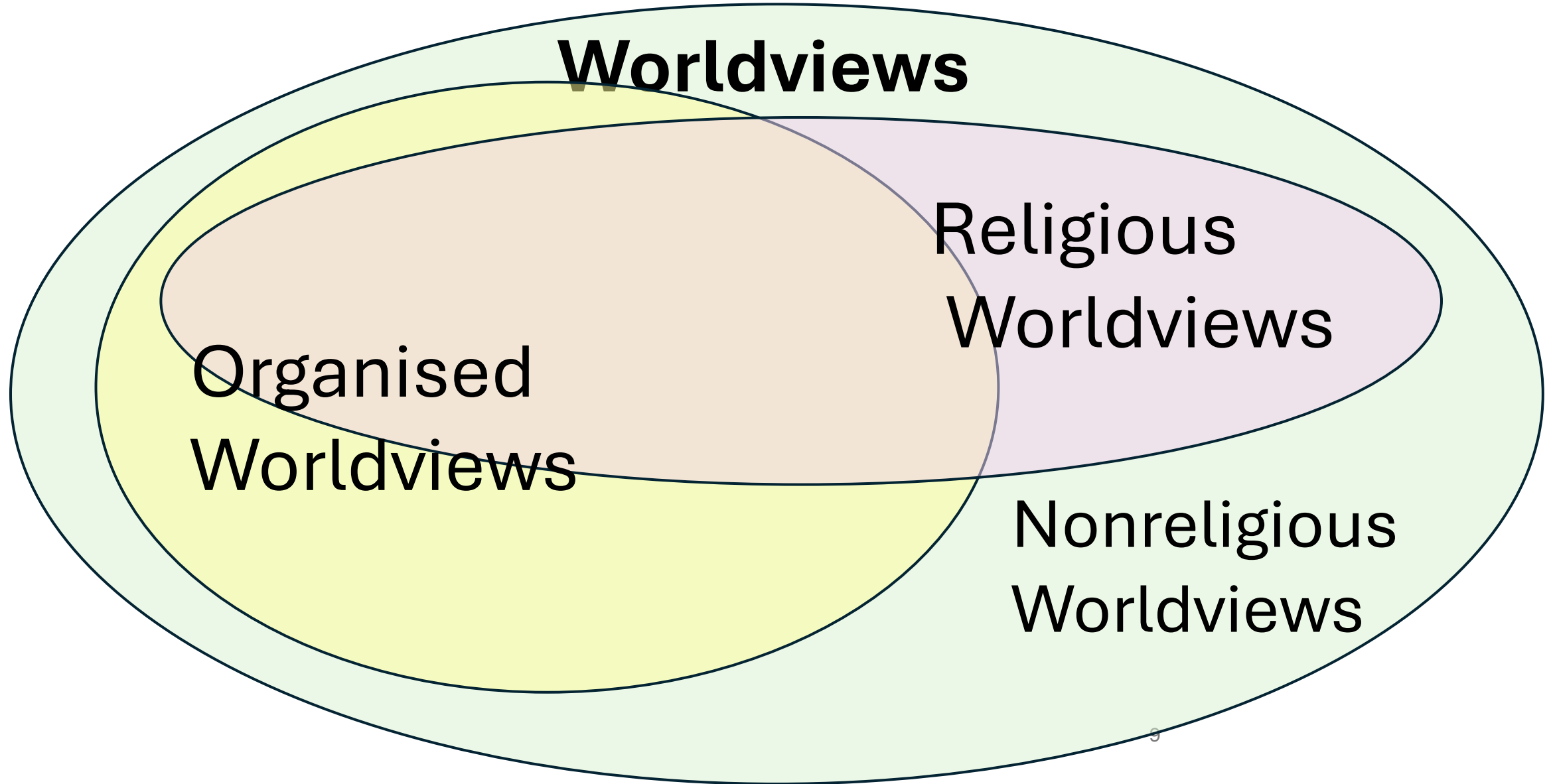
Religions



Worldviews



Religions are Worldviews



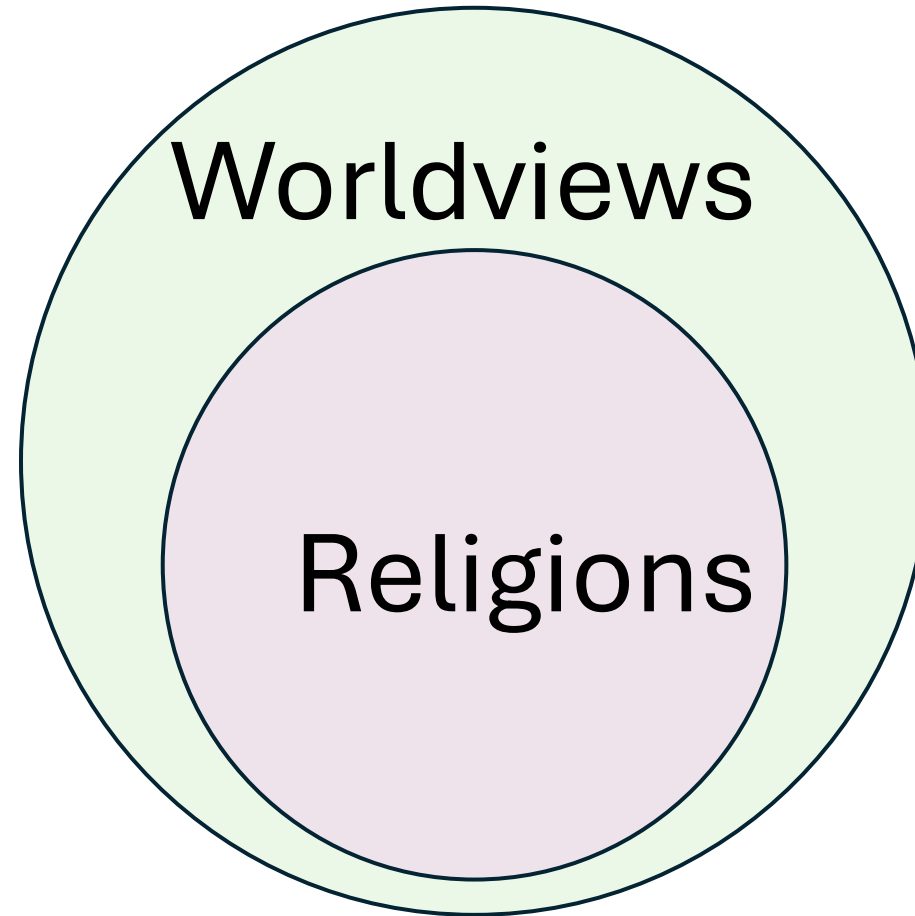
Worldviews

**Religious
Worldviews**

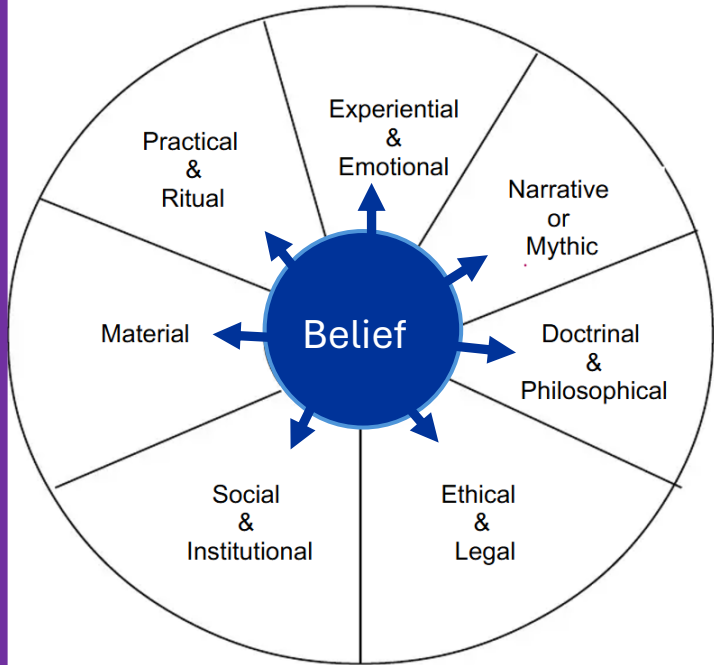
**Organised
Worldviews**

**Nonreligious
Worldviews**

Religions AS Worldviews

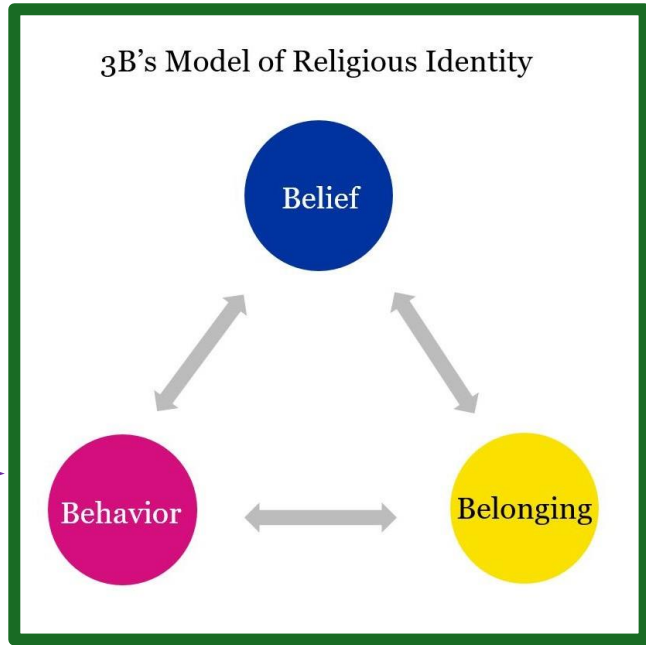


World Religions



- Christianity
 - Hinduism
 - Judaism
 - Sikhism
 - Islam
 - Buddhism
- Theology**
- Critical RE?**

Believing / Behaving / Belonging



- Christianity
- Hinduism
- Islam
- Humanism?
- Sikhism
- Judaism
- Buddhism

Multiculturalism / Pluralism

Worldviews

Personal worldview

Critical RE

“Decolonise RE”

How Worldviews Work

/ Sociology

Philosophy and Theology



“Everyone has a worldview.”

“Lived experience” of the individual

Debate / Politicised **Narratives**

Authorities on Religion and Worldviews

Christian Worldviews Christianity?

Nonreligious Worldviews Humanism

Muslim Worldviews Islam?

Hindu Worldviews / Dharma

Jewish worldviews / Judaisms

Sikhi Worldviews / Dharma Buddhist Worldviews

An RW approach will:

Introduce pupils to the rich diversity of religion and non-religion, locally and globally, as a key part of understanding the world, what it means to be human, and how they might respond

Stimulate pupils' curiosity about, and interest in, this diversity of worldviews, both religious and non-religious

Expand upon how worldviews work, and how different worldviews, religious and non-religious, influence individuals, communities and society

Develop pupils' awareness that learning about worldviews involves interpreting the significance and meaning of information they study

Develop pupils' appreciation of the complexity of worldviews, and pupils' sensitivity to the nature of religious language and experience

Induct pupils into the academic processes and methods by which we can study religion and religious and non-religious worldviews

Enable pupils, by the end of their studies, to identify positions and presuppositions of different academic disciplines and their implications for understanding

Presentation by Angela Hill,
Wokingham SACRE, June 2024

Give pupils opportunities to explore the relationship between religious and non-religious worldviews and literature, culture and the arts

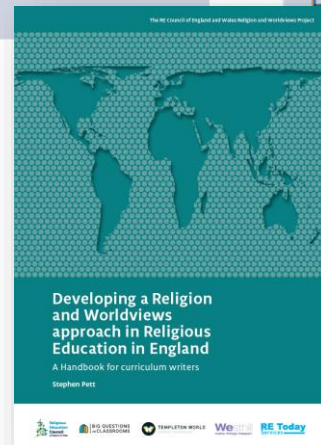
Include pupils in the enterprise of interrogating the sources of their own developing worldviews and how they may benefit from exploring the profound and complex religious and non-religious heritage of humanity

Give opportunities for pupils to consider how they might respond to the way the world is, and play a part in how they might want the world to be in the future

Provide opportunities for pupils to reflect on the relationship between their personal worldviews and the content studied, equipping them to develop their own informed responses in the light of their learning

Equip pupils with the knowledge, understanding and attributes to make scholarly and reflexive judgements about religion and worldviews

Prepare pupils for active citizenship as adults in a world where diversity of views on religion and worldviews is increasing.



Handbook p.27 © REC

Using NSE to develop questions and construct units of work

Here are some examples of common questions explored in RE, in world religions paradigm mode

EYFS

- What happens at a wedding or when a baby is born?
- What happens at a festival?
- What can we learn from stories from different religions?

Presentation by Ed Pawson to
Jewish SACRE reps, May 2024

KS1

- Why are some stories/places sacred?
- What festivals are important in Judaism and Islam?

LKS2

- What do different religions teach about God?
- What is the sacred text in Islam and how is it used?
- What do religious codes say about right and wrong?

UKS2

- What do Christians believe about Jesus?
- Why do people go on pilgrimage and what impact does it have?
- What are the key beliefs and values of Sikhism and how are these expressed in the Gurdwara?

KS3

- What does Islam/Hinduism teach about life after death?
- Is there a God? What and why do people believe?
- Are religions sources of peace or causes of conflict?

A worldviews approach to questioning

Presentation by Ed Pawson to
Jewish SACRE reps, May 2024

- EYFS
 - How do different people welcome a new baby into the world?
 - How do different people celebrate Christmas/Easter in our community? Around the world?
 - What stories are important in our school community?
- KS1
 - Why is the story of Rama and Sita special or sacred to Hindus in Britain and India, and what do they learn from it?
 - How do Jews/ Muslims in our area celebrate Hanukkah/Eid and why are they special times?
- LKS2
 - Where do Muslims/Christians find out about God, and do they all agree what God is like?
 - What role does the Torah play in the lives of at least three Jewish people, and why?
 - What is the 'golden rule', where is it from, and how is it put into practice by people from different religious and non-religious worldviews?
- UKS2
 - How and why does the life and teaching of Jesus influence the lives of Christians and their communities in different ways today?
 - What is the role and impact of the Gurdwara on the lives of Sikhs and on local communities in our area/Britain?
 - How far does Humanism function as an organised non-religious worldview?
- KS3
 - Who believes in life after death, who doesn't, and what difference does it make to how they live?
 - How have different Christians understood the idea of Jesus as God? How is Jesus viewed in other worldviews?
 - How and why have Christians, Muslims and/or Buddhists played a role in conflict and peace in the 21st Century?