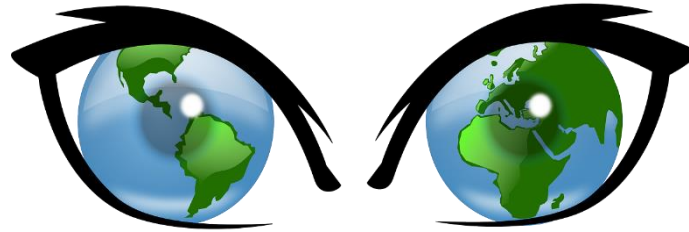




Signposting Towards Wordviews Resources



The arrival of the Religious Education Council (REC) CoRE Report in 2018 issued in an ongoing shift in the way in which RE could be taught moving forwards. It is a shift from the 'World Religions Paradigm' which presented religions as sets of facts, almost like box sets, towards an approach which explores personal worldviews, some of which are aligned to organised or institutional worldviews like religious traditions or non-religious worldviews such as Humanism.

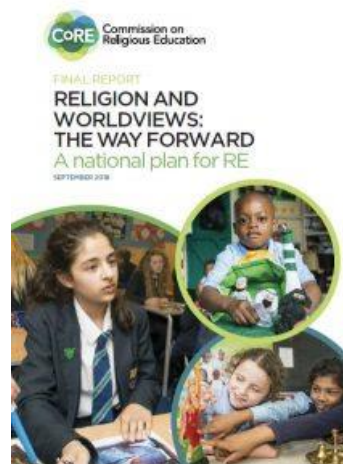


World Religions Paradigm



Religion & Worldviews Approach

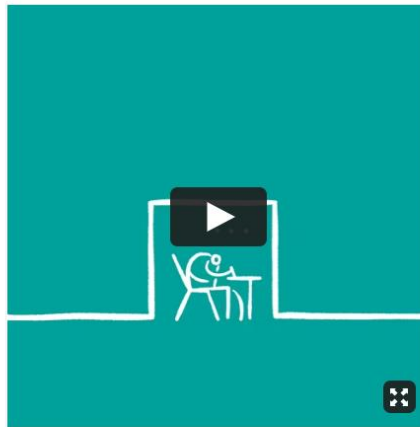
You can read the CoRE Report using the link below and it is a good starting point if the worldviews approach is entirely new to you.



<https://www.commissiononre.org.uk/wp-content/uploads/2018/09/Final-Report-of-the-Commission-on-RE.pdf>

Theory on the Worldviews Approach for RE Teachers & Leaders

There are plenty of articles and blog posts about the worldviews approach and The REC have also produced a handy little video making it clearer for teachers:

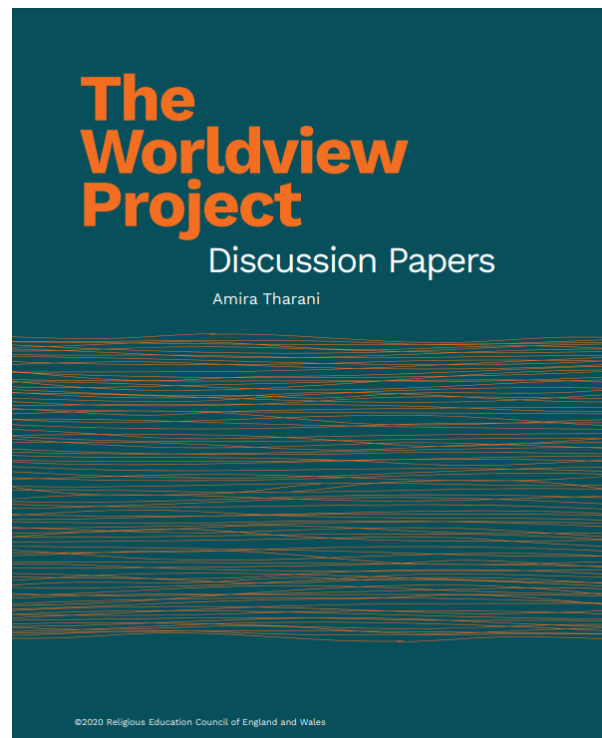
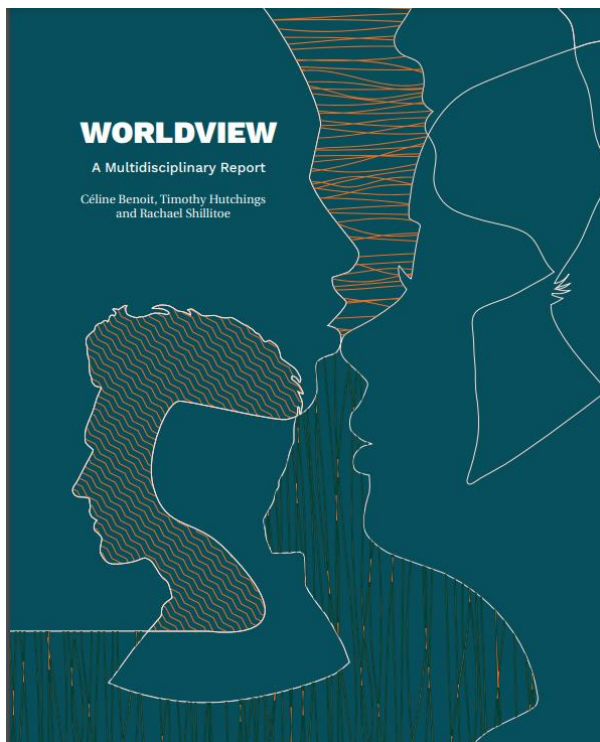


Welcome to a Religion and Worldviews Approach

Produced for the RE Council of England and Wales

<https://vimeo.com/644860244/64c04865c9>

The REC has also commissioned several research documents that make for interesting and valuable reading:



<https://www.religiouseducationcouncil.org.uk/wp-content/uploads/2017/07/5-REC-Worldview-Report.pdf>

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

Likewise, the Theos Think Tank have useful reports and video resources on the worldviews approach, presented by Professor Trevor Cooling:

'THEOS

Report

Worldviews in Religious Education
Trevor Cooling, with Bob Bowie and Farid Panjwani




Canterbury Christ Church University

<https://www.theosthinktank.co.uk/cmsfiles/Worldview-in-Religious-Education---FINAL-PDF-merged.pdf> See the launch of this report here: https://www.youtube.com/watch?v=hAK1ICS2_y0
<https://www.reonline.org.uk/research/research-of-the-month/what-does-the-shift-to-worldview-mean-for-teachers/>
<https://www.religiouseducationcouncil.org.uk/?news=religion-and-worldviews-a-conversation>

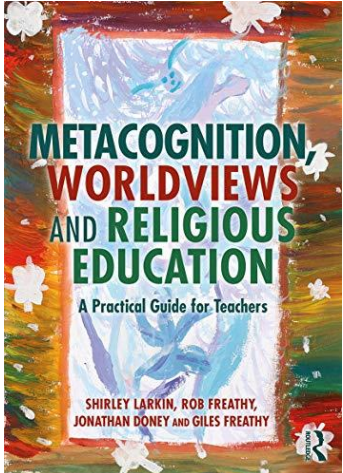
Other key thinkers, such as Freathy et al, have produced some interesting and helpful articles and books:

Worldviews and Big Ideas: A Way Forward for Religious Education? Rob Freathy & Helen C. John
<http://kau.diva-portal.org/smash/get/diva2:1386095/FULLTEXT01.pdf>

**WORKING WITH 'BIG IDEAS ABOUT'
THE STUDY OF RELIGION(S) AND
WORLDVIEW(S)**

MULTI-DISCIPLINARY AND MULTI-METHODOLOGICAL RE: A HANDBOOK
FOR TEACHER EDUCATORS, TEACHERS AND TEACHER TRAINEES

BY ROB FREATHY, ANNEKE SCHMIDT AND HELEN C. JOHN
UNIVERSITY OF EXETER



[https://www.teachre.co.uk/wp-content/uploads/2020/04/BIA-Handbook April-2020.pdf](https://www.teachre.co.uk/wp-content/uploads/2020/04/BIA-Handbook%20April-2020.pdf)

Well-known secondary RE teacher and co-author of *Making Every RE Lesson Count*, Dawn Cox, has put together a useful list of blogs, articles and research focused on the Worldviews Approach to Teaching RE. You can access the list here:
https://docs.google.com/spreadsheets/d/1pCe_gP2CQ6SjOy3ifcUXIV2JWMWP6jvaCOWDQAU2_1E/edit#gid=0

Research and analysis

Research review series: religious education

Published 12 May 2021



The Ofsted RE Research Report (May 2021) written by HMI for RE, Dr Richard Kueh, also references the shift towards a worldviews approach to the teaching of RE:

<https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>

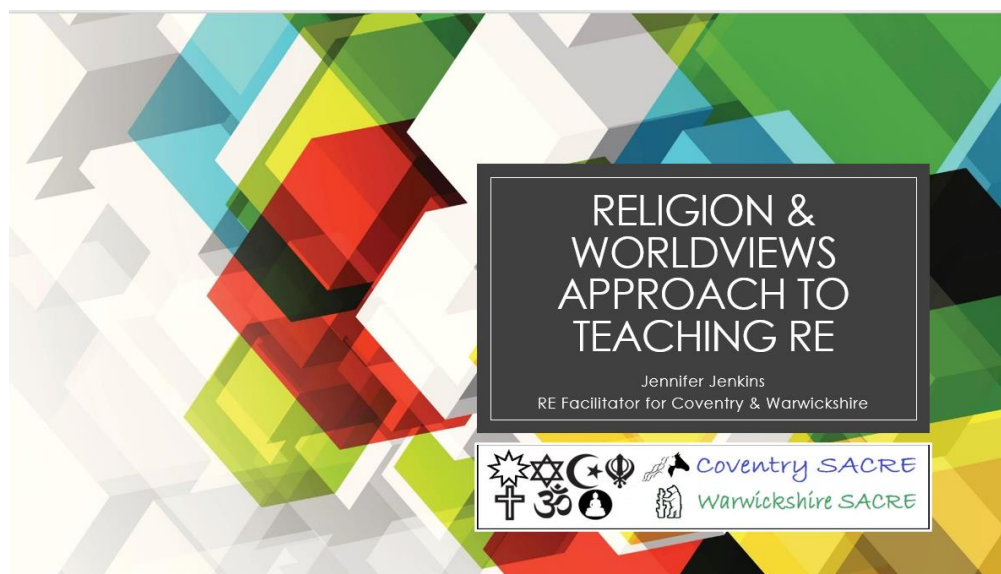
RE Online offers a series of blogs exploring the worldviews approach:

<https://www.reonline.org.uk/2020/07/17/what-are-worldviews-how-should-i-teach-about-them-how-is-re-changing/>

<https://www.reonline.org.uk/research/research-of-the-month/islam-as-a-worldview/>

<https://www.reonline.org.uk/research/worldviews-and-big-ideas-a-way-forward-for-religious-education/>

CPD for Teachers on the Worldviews Approach to RE



SACRE ran free CPD on the Worldviews Approach to Teaching RE in Autumn 2021 and you can access the slides and resources here: <https://schools.warwickshire.gov.uk/education-resources/standing-advisory-council-religious-education-sacre/5> Password: WCRESyllabus2017

A recording of the session is available here: [Worldviews approach to teaching RE](#)

RE Online have produced new self-study courses suitable for teachers, subject leaders and governors:

Introduction to Religion and Worldviews



What is a Religion and Worldviews approach? Maybe you have heard the phrase and are unsure what it means. Perhaps you have not heard the phrase at all. This course provides an introduction to what is happening in Religious Education right now, covering the most recent report into the subject and the thinking behind a new approach to teaching and learning in the subject.

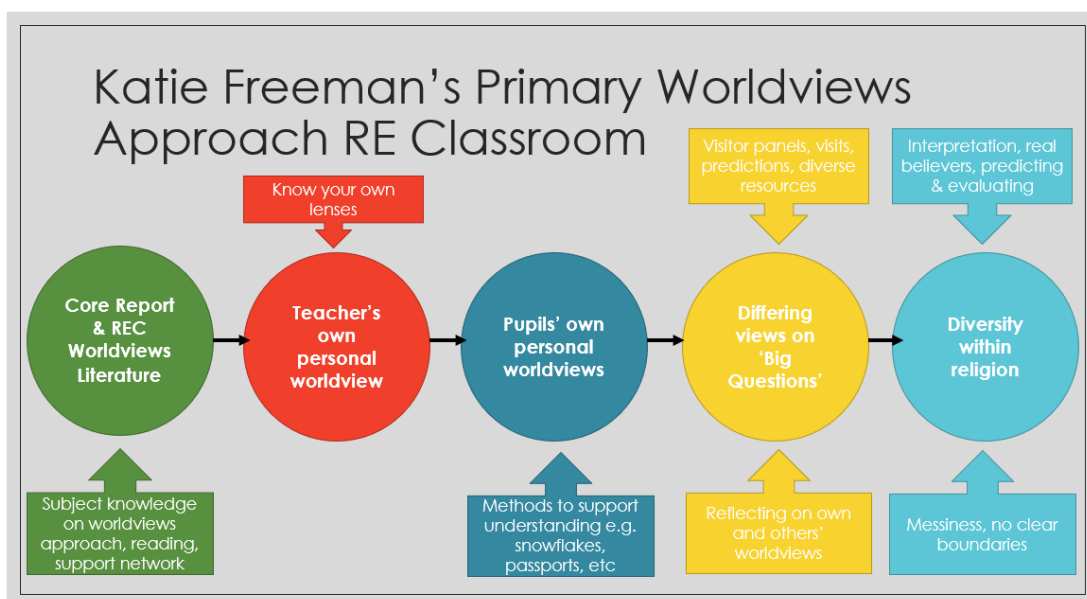
You will consider some background information about the subject to enable you to make sense of the paradigm shift towards a Religion and Worldviews approach. This approach asks us to think differently about knowledge: to look at it from a variety of angles, or through various lenses, so that we can investigate information at greater depth and consider different interpretations and ways of seeing.

This course is for anyone with an interest in the subject; teachers and non-teachers, parents, SACRE members, school leaders, governors... all welcome!

The course takes between approximately one hour and 90 minutes in total. You can pause and return to your work at any time.

You can enrol here: <https://courses.cstg.org.uk/enrol/index.php?id=6>

Exploring Your Own Worldview as a Teacher

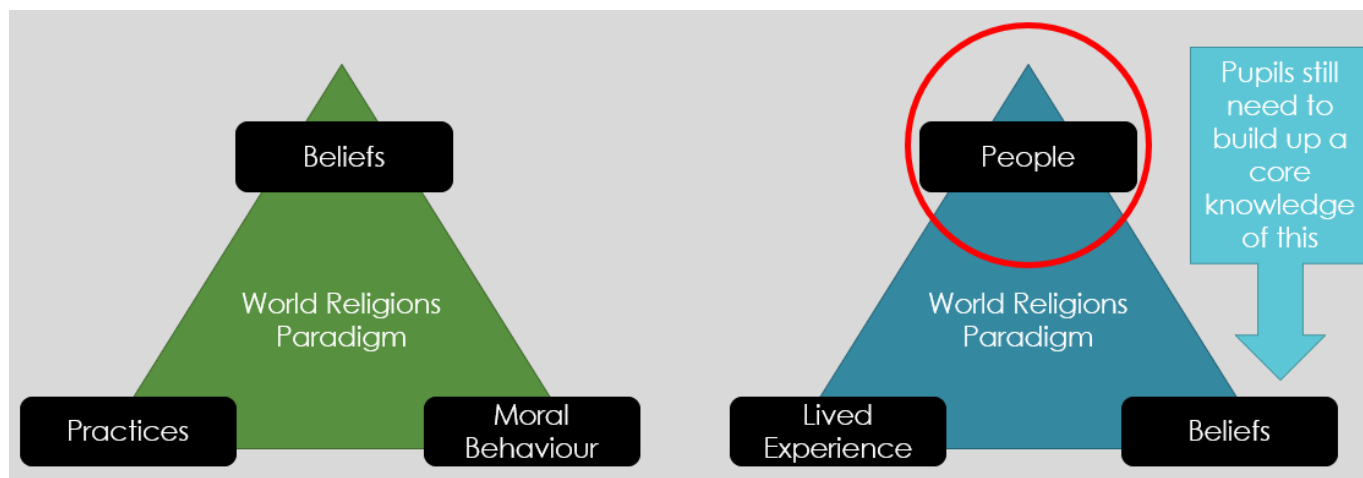


Katie Freeman, Chair of NATRE, identifies teachers improving their subject knowledge about the worldviews approach, as well as becoming more conscious of their own worldview, as an essential step in bringing a worldviews approach into the classroom. There is also a useful blog post by Ruth Flanigan (Exeter University) here:

<https://www.reonline.org.uk/research/teachers-need-to-become-conscious-of-their-own-worldviews/>

Worldviews Resources for Curriculum Development

Introducing a worldviews approach to teaching RE will obviously lead to some curriculum changes. The substantive content (the facts and information) of what you teach may stay the same, change very little or have new content added/substituted, but the big change is the framing through which it is approached, essentially making a shift from focusing on 'beliefs' to focusing on 'people' and the diversity of lived experience:

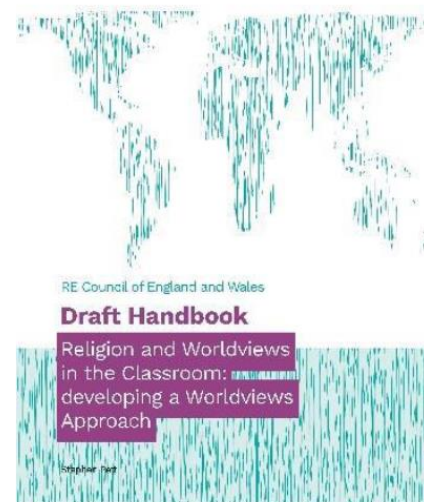


A brand-new document from the REC explores aligning RE syllabus/curriculum to a draft national statement of entitlement (SOE). This is a very interesting and informative read and may well herald the next stage in the move towards a worldviews approach to teaching RE:

Draft Handbook on Religion and Worldviews in the Classroom: Developing a Worldviews Approach

Published May 2022

Produced for syllabus writers and curriculum developers to support them on translating the REC's vision of an excellent education for all in **Religion and Worldviews** into practical resources for teachers



<https://www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/>

Download the draft handbook containing the national SOE here:

<https://www.religiouseducationcouncil.org.uk/projects/draft-handbook-and-nse/>

Reforming RE and RE:Online have several blog posts from teachers that are useful when thinking about how this approach impacts upon curriculum:

Useful blogs from Reforming RE: <https://reformingre.wordpress.com/category/religions-worldviews/>

<https://www.reonline.org.uk/2021/11/30/introducing-worldviews-as-part-of-studying-religion-and-belief/>

<https://www.reonline.org.uk/2020/07/21/what-has-the-idea-of-worldview-contributed-to-my-curriculum-thinking/>

<https://www.reonline.org.uk/2020/07/28/our-journey-to-understanding-worldviews-in-school/>

<https://www.reonline.org.uk/2020/07/31/a-worldviews-approach-doesnt-dilute-re-it-gives-the-subject-context-and-relevance/>

<https://www.reonline.org.uk/2020/08/07/worldview-education-hermeneutics-and-teaching-pupils-how-to-know-not-just-what-to-know/>

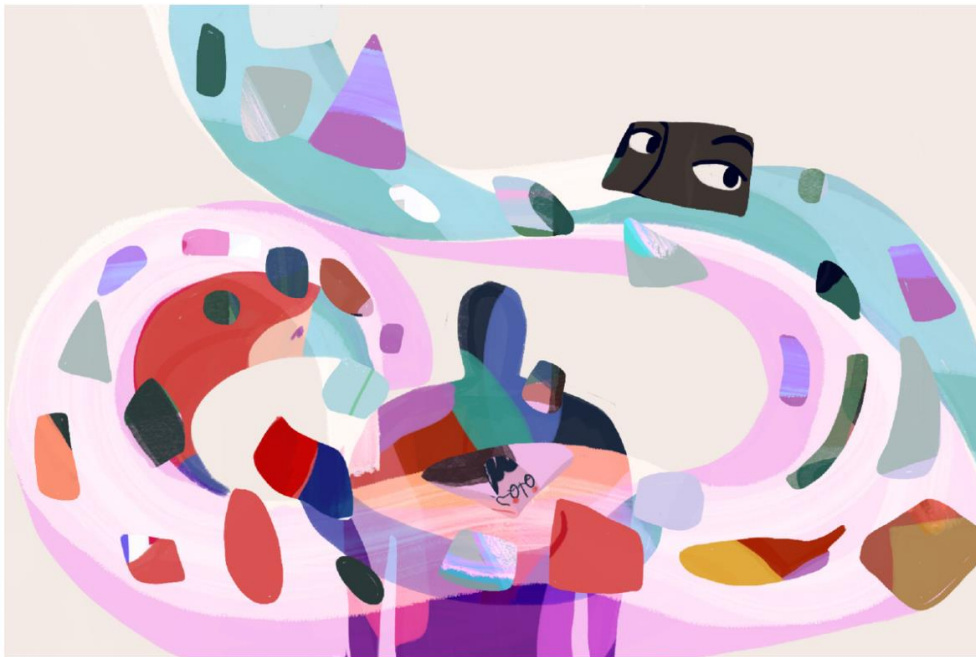
<https://www.reonline.org.uk/2020/08/11/an-interesting-view-of-worldviews/>

<https://www.reonline.org.uk/2020/08/14/lesser-asked-questions-for-religion-and-worldviews-and-their-relationship-with-curriculum/>

<https://www.reonline.org.uk/2020/07/24/worldviews-from-a-primary-perspective-self-detectives/>

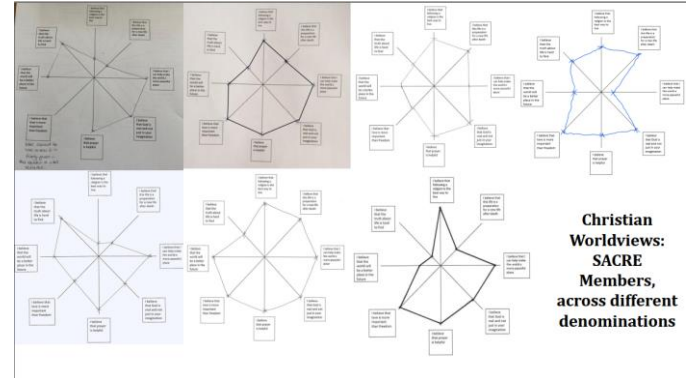
Worldviews Resources for Teaching RE

A great resource when you first start moving towards a worldviews approach for teaching RE is the short but excellent Nobody Stands Nowhere animated film from Theos:



<https://www.theosthinktank.co.uk/comment/2021/05/12/worldviews-film>

Coventry & Warwickshire SACREs are developing resources to support a worldviews approach:



Christian Worldviews video: <https://www.youtube.com/watch?v=A-6-B1g-Cmg&t=235s>

SACRE Worldviews Snowflakes Comparative Study:
<https://schools.warwickshire.gov.uk/education-resources/standing-advisory-council-religious-education-sacre/4>



RE Online have a growing collection of resources offering worldviews perspectives for use in the RE classroom:

RESOURCES

Telling My Worldview Story

Telling My Story Jackie	.PDF	145.8 KB	Download resource
Telling my story Shammi	.PDF	108.9 KB	Download resource
Telling my story Esther	.PDF	164.1 KB	Download resource
Telling my story Debbie	.PDF	155.7 KB	Download resource
Telling my story Zameer	.PDF	89.0 KB	Download resource
Telling my story Bob	.PDF	62.0 KB	Download resource

<https://www.reonline.org.uk/resources/telling-my-worldview-story/>

Places of worship - Voices from Religion and Worldviews

Baha'i	>	Jewish	>
Buddhist	>	Muslim	>
Christian	>	Sikhi	>
Hindu	>		

<https://www.reonline.org.uk/teaching-resources/places-of-worship-voices-from-religion-and-worldviews/>

- [Bahá'í](#)
- [Buddhist](#)
- [Christian](#)
- [Hindu](#)
- [Humanist](#)
- [Muslim](#)
- [Jewish](#)
- [Pagan](#)
- [Sikhi](#)
- [The Church of Jesus Christ of Latter-day Saints](#)

Voices from Religion and Worldviews

<https://www.reonline.org.uk/resources/voices-from-religion-and-worldviews/>



SEARCH BY...

Keywords

Search for

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GENERIC FILTERS ▾

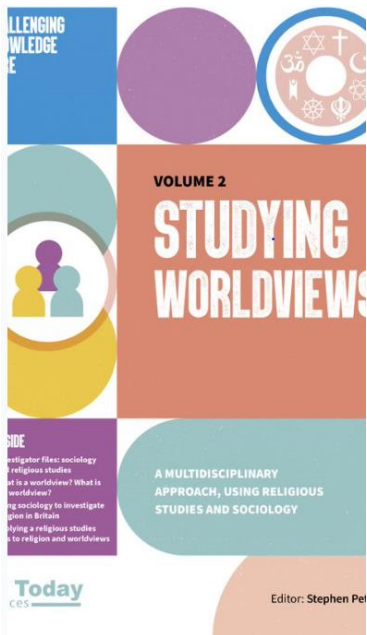
PUBLICATION TYPE ▾

X CLEAR ALL

NATRE also have a great many worldviews resources (some of which are free and shared below) which you can access by typing 'worldviews' into the search box here: <https://www.natre.org.uk/resources/?page=4&Search=worldviews&SearchType=and&NoDefaultFilter=> However, you will get even greater access to resources with a NATRE membership

Some of NATRE's free worldviews resources:

RE Today's Studying Worldviews series:



1 DIVING IN: STUDYING WORLDVIEWS

2 EXPLORING WORLDVIEWS. WHAT IS A WORLDVIEW? WHAT IS MY WORLDVIEW?

3 WHAT DOES THE WORLD LOOK LIKE TO A...? PERSONAL WORLDVIEWS

4 HOW DOES ACTIVISM REVEAL WORLDVIEWS?

5 INVESTIGATOR FILES: SOCIOLOGY

6 USING SOCIOLOGY TO STUDY RELIGION IN BRITAIN

7 IDENTIFYING DIFFERENT CHRISTIAN WORLDVIEWS

8 INVESTIGATOR FILES: RELIGIOUS STUDIES

9 APPLYING A RELIGIOUS STUDIES LENS TO RELIGION AND WORLDVIEWS

Editor: Stephen Pe...

<https://www.natre.org.uk/resources/termly-mailing/bqic-secondary-challenging-knowledge-in-re/studying-worldviews/>



Investigating Worldviews Pupil Booklet 1: How do people celebrate Christmas?

Big Questions Big Answers vol 2: Investigating Worldviews - Pupil booklet 1 'How do people celebrate Christmas?'



Investigating Worldviews Pupil Booklet 2: What influences dress?

Big Questions Big Answers vol 2: Investigating Worldviews - Pupil booklet 2 'What influences how religious and non-religious people choose to dress?'

Available in NATRE's RE Today Shop: <https://shop.natre.org.uk/200357>

Some of the free resources:

Resource 4B

Features of religion: personal perspectives (1)

The following pages provide data on how important the different features of religion are in the lives of a range of people. The colour coding roughly matches the 'dimensions' of religion from Ninian Smart.

Jenny - Orthodox Jew

Yes, I do have a religion, as inherited. Its role is a background framework to my life as it has been there all my life. My views, though, are influenced from outside Judaism. It's both so simple and so complex in Judaism, which can be considered partly as a way of life and expressed in everyday actions. To distinguish between views influenced by my religion or by other influences could not be revealed by the questions. I suspect this would be true for others. Some may not be aware of the difference.

Dimensions

- Doctrinal
- Ritual
- Experiential
- Identificative
- Intellectual
- Material

Tony - Buddhist

I am Buddhist and see it as a philosophy rather than a religion. It is a guide to how the universe is and why what I do matters.

RE Today

Resource 21

Categorising Christians

Here are nine Christian voices. Read them and decide which category of Christian they represent, from the different types described by Professor Woodhead or Professors Voas and Day on pages 28-29.

<p>Dom</p> <p>I like celebrating Christmas. I love the atmosphere of the carol service at our local church. It connects me to history and tradition. The church is an important part of the community, although I don't have much to do with it the rest of the year.</p>	<p>Roy</p> <p>I love music and sing in our local church choir. It's enjoyable and we go to the pub after rehearsals. To be honest, I started coming to church because I wanted my children to go to the local Church primary school, but I stayed for the music and the friendship. I suppose I do pray when I'm really stuck or if someone I know is ill. I don't give God much thought the rest of the time.</p>	<p>Rachael</p> <p>Going to church is a regular part of my life, although not every week. I have good friends there and my partner and I join them to volunteer at the foodbank the church runs. I do pray regularly and sometimes read my bible. It helps me to think about how to live, although I trust my own reason to work things through for myself.</p>
<p>Tabi</p> <p>I write that my religion is 'Christian' on surveys and official forms. It seems the right thing to do, as we live in a Christian country. But that's the limit of my involvement! Church is irrelevant in my life. God is too, if there is a God.</p>	<p>Steph</p> <p>My local church is very active in the community, supporting the homeless, running toddler groups and debt counselling sessions, bringing people together. Making the world a better, fairer place is so important. I try to do my bit, and so do end up going to church sometimes. I am not a believer in God, but I am a believer in justice.</p>	<p>Dan</p> <p>The world is a living being and we are just guests. We need to care for the planet, or it will get rid of us! I live in harmony with the earth. I am a Christian from a Christian family, but I don't like the structure of churches - they are all about power and rules. I can learn for myself from Jesus, art, music, yoga and meditation. I seek spiritual truth. It's there for anyone. We all find our own paths.</p>
<p>Liv</p>	<p>Kirsty</p>	<p>Willow</p>

RE Today

Features of Religion Resource:

https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/secondary%20publications/Challenging%20Knowledge%20in%20RE/4%20Religion/4_6%20Features_personal%20perspectives%20CKRE4%20S.pdf

Categorising Christians resource:

https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/secondary%20publications/Challenging%20Knowledge%20in%20RE/2%20Worldviews/7_1%20Categorising%20Christians.pdf

Our Worldviews resource:

https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/Primary%20curriculum%20Publications/Inspiring%20RE/Big%20Questions/Our%20worldviews_Activity%206.pdf

Our worldviews

6 resources

Hi, My name is Jay. I work for an environmental charity. I decided to work for it because I saw an advert showing how humans are destroying the environment. It made me think that the world is the most precious thing we have. If we don't have the world, we will have nothing at all. So I decided to get a job that would help me to look after the environment.

When I was growing up, my parents always used to tell me to be kind and treat others with respect. I think they were right, so I always look after other people as much as I can.

I didn't have a religion when I was growing up, and I still don't. I don't know if God exists. I have talked to my parents and my friends about this and while some of them believe in God, others don't. My friend Claire is a Humanist. She says this is because she doesn't believe in God but tries to live a good, happy life and spends lots of time thinking about the best way to live. She told me lots about Humanism and I agree with Humanist ideas, so now I know that I am a Humanist too. Take care, Jay

Hello,

I am Ella. When I was growing up, I spent a lot of time with my family. Sometimes we fought and argued because all families do that, but underneath it all we always cared so much for each other and made sure that everyone was looked after. Even now that I'm older, I still love spending time with my family and we all look out for each other.

As I am Jewish, I used to celebrate lots of Jewish festivals and learn about Judaism with my friends and family. I still enjoy doing this. When I was very little, my dad taught me that Jewish people believe there is one God, and I have always believed in God since then. I like to study more about God with other Jewish people in my community, including my rabbi. We can find out lots about God from the Torah, our holy book.

The older I get, the more important *tikkun olam* becomes to me. *Tikkun olam* is a Jewish idea. It means building a fair society through repairing the world... and everywhere I look in our world things need repairing! I try to give money to charity and do acts of kindness so that the world can become a fair and happy place for everyone.

Bye for now, Ella

Parts of a religion

3 4 resources

- 1. Doing**
People carry out certain actions. For example, some people ring a bell during worship (Hinduism), some have a Seder meal at Pesach (Judaism) and some take part in a baptism ceremony (Christianity).
- 2. Stories**
These stories often explain things. For example, the story of the first revelation of the Qur'an explains how the Qur'an came to be (Islam), and parables of Jesus explain many religious teachings (Christianity).
- 3. Guidance**
Teachings and rules about behaviour and the right way to live. For example, teaching about *sewa* (Sikhism), the Ten Commandments (Judaism) or the Beatitudes (Christianity).
- 4. Big thinking**
Ideas about the big questions of life such as God and what happens after you die. For example, heaven (Christianity), the oneness of God (Islam) and the cycle of birth and rebirth (Hinduism).
- 5. Experiencing**
A person's inner feelings that are powerful. For example, love and awe felt towards God, a strong bond felt towards your religious community, and emotions felt when listening to religious music.
- 6. Organisation**
Arrangements within the community, such as who belongs to it and who the leaders are. For example, the Pope (the leader of Catholic Christianity), an imam (Islam) or the sangha (Buddhism).
- 7. Material**
Actual items such as holy places and artefacts. For example, places of worship such as a gurdwara (Sikhism), or prayer beads (many religions) or Torah scrolls (Judaism).

https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/Primary%20curriculum%20Publications/Inspiring%20RE/Big%20Questions/Parts%20of%20a%20religion_Activities3_4.pdf

Resource 8.1

What does the world look like to a member of the Sikh tradition brought up in Birmingham? Sukhmani

I am Sukhmani, I'm 18 years old and I live in Birmingham. I really enjoy spending time with my family and friends as well as listening to a variety of music. I am aiming to become a solicitor or barrister when I am older. I am very in touch with my religion and appreciate what it brings into my life.

How do you decide how to act?

I'd like to think that I have morals which give me a guide on how to act. These morals include things such as: respect, kindness, humility, equality, telling the truth, having an open mind, supporting others when they need help etc. These are basic qualities which allow me to act in a way that would be acceptable in any environment and with any person. These are also things I like to receive from those around me. Morals such as humility, equality and helping others have largely been shown to me through my Sikh faith, where things like selfless service with Langar (our communal free kitchen) is encouraged. The Sikh faith has also taught me that everyone is equal, therefore we should always remain humble as we should never view ourselves as above another.

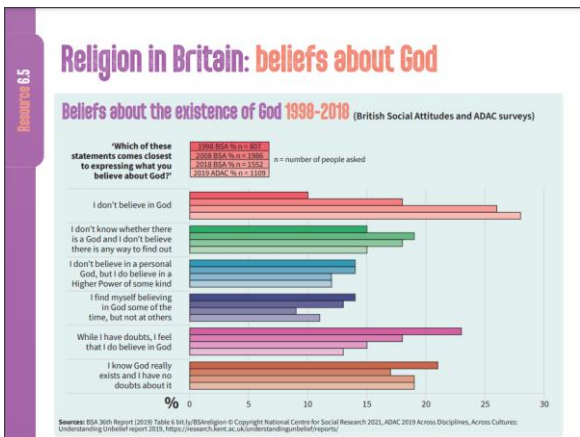
What matters to you on a day-to-day basis?

Day to day, I care about people showing respect and kindness to others. Along with this I appreciate honesty and consistency. This is mostly shown in friendships; however, it can also be seen when communicating with people that I am less familiar with.

How do you decide what is true and important?

By prioritising certain things I am able to know what is important to me. I can know how to prioritise through knowing what is more beneficial or important to me, especially on a moral or personal level.

https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/secondary%20publications/Challenging%20Knowledge%20in%20RE/2%20Worldviews/Full%20format%203_1%20Ext%20personal%20worldviews%20CKRE2.pdf



Resource 6.4 Religion in Britain: practice

Attendance at religious services 1998-2010 (British Social Attitudes Survey)

'Apart from such special occasions as weddings, funerals and baptisms, how often nowadays do you attend services or meetings connected with your religion?'

	1998 %	2008 %	2010 %
Once a week or more	12	10	11
Less often but at least once in two weeks	2	2	2
Less often but at least once a month	5	6	5
Less often than once a month	19	19	13
Never or practically never	48	50	43
No religion and not brought up in a religion	11	12	23
Number of people asked:	3146	4486	3879

Resource 6.6C Religion in Britain: supernatural and spiritual beliefs

Theos is a think tank that looks at the place of religion in society. In 2013 it published a research project called *The Spirit of Things Unseen: belief in post-religious Britain*. Even though religion is declining, this project shows that spiritual beliefs are not disappearing. Here are some of the findings.

Which, if any, of the following do you believe in?

	% All surveyed (n = 2308)	% Ages 18-24 (n = 242)	% None (n = 721)
The soul	39	27	23
Life after death	32	27	16
Heaven	25	22	5
Reincarnation	16	10	12
Hell	13	11	3
The power of deceased ancestors	13	11	8
That humans are no different from any other animal	25	18	37
That humans are purely material beings with no spiritual element	19	8	25
None of the above	19	28	19
Don't know	12	13	79

n = number of people asked

https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/secondary%20publications/Challenging%20Knowledge%20in%20RE/2%20Worldviews/6_5%20Religion%20in%20Britain%20beliefs%20about%20God%20CKRE2.pdf

https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/secondary%20publications/Challenging%20Knowledge%20in%20RE/2%20Worldviews/6_4%20Religion%20in%20Britain%20practice%20CKRE2.pdf

https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/secondary%20publications/Challenging%20Knowledge%20in%20RE/2%20Worldviews/6_6C%20Religion%20in%20Britain%20supernatural%20and%20spiritual%20CKRE2.pdf

Focus 4.1 How does activism reveal a worldview?

Activity 1: Individual reflection on what matters

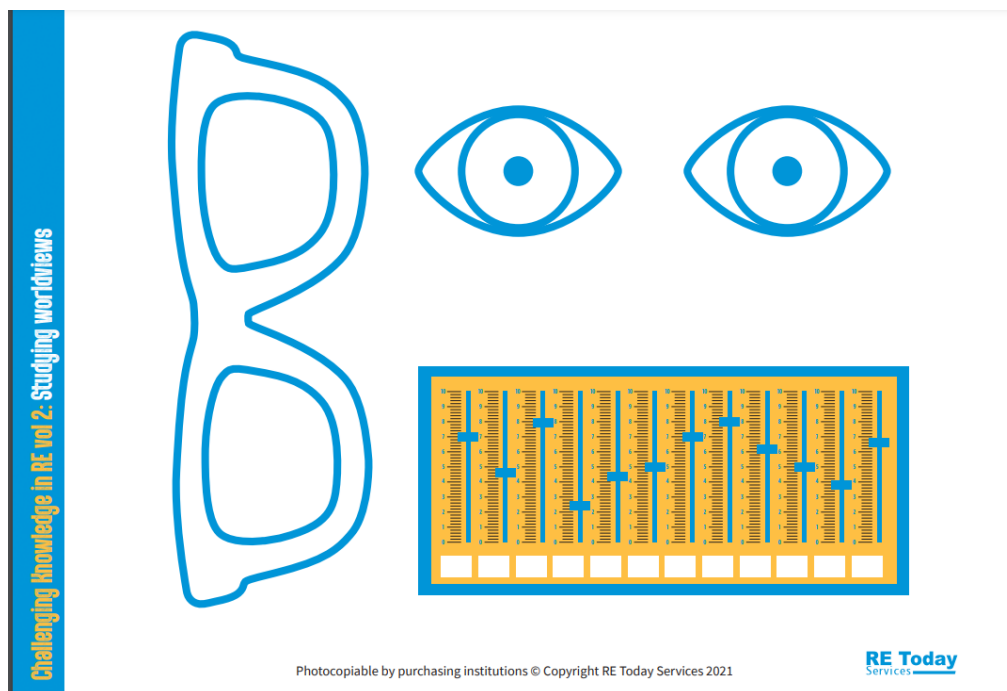
- Before looking at the three case studies, reflect on the values and priorities that are part of your own worldview. Copy the diagram (right) and write out the cards from the grid around the diagram. Where would you place each idea? You may put a maximum of two cards inside the heart - and can you narrow this down to just one?
- Write a short paragraph about your core values/beliefs, at the heart of your worldview.
- List examples of the things you do to demonstrate your values and beliefs to

https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/secondary%20publications/Challenging%20Knowledge%20in%20RE/2%20Worldviews/4_1%20How%20does%20activism%20reveal%20a%20worldview_Activities%201%20and%202%20CKRE2.pdf

Introducing Worldviews to Pupils

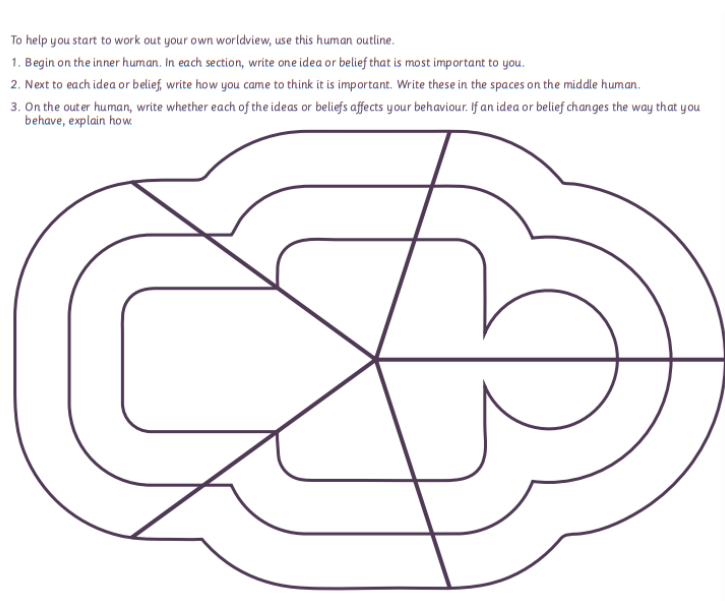
You can find some ideas for introducing worldviews to pupils in the CPD mentioned above available on the Warwickshire SACRE website.

NATRE also have some free resources, such as this one with the glasses and mixing desk metaphors:



https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/secondary%20publications/Challenging%20Knowledge%20in%20RE/2%20Worldviews/1_2A%20Worldview%20metaphors_classroom%20ideas%20CKRE2.pdf

Another free NATRE resource for using with pupils:



https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/Primary%20curriculum%20Publications/Inspiring%20RE/Big%20Questions/My%20worldview_Activity%201.pdf

NATRE also have some free pupil questionnaires (with more available for members):

Resource 2.7

Questionnaire 3: Being human - what is our place in the world?

This questionnaire will help you to get clear your own ideas about what it means to be human, how we decide what is good or evil and what we think about the meanings and purposes of human history and our lives. It is a simple way of opening your mind to some philosophical questions. Complete it alone, then discuss the answers with a partner, then in a group of four and then a larger group. Write two paragraphs:

1. What is your own view of big questions about being human and how to live?
2. What other views did you notice in your class discussions?

Being Human	Agree strongly - A	Uncertain, unsure - C	Disagree totally - E		
1. Human beings are an evolutionary accident.	A	B	C	D	E
2. Tigers and dolphins are just as valuable as humans.	A	B	C	D	E
3. 'Life... is a tale told by an idiot, full of sound and fury, signifying nothing.' (Shakespeare's <i>Macbeth</i>)	A	B	C	D	E
4. Humans create the beauty and meaning of their own lives by how much and how well they learn to love.	A	B	C	D	E
5. Why do what we do? Only instinct guides us really. We are animals, no more.	A	B	C	D	E
6. Anyone who tells you to follow their rules or 'the truth' is probably out to con you.	A	B	C	D	E

STEP 4

What influences my choice of clothing? A survey

Name: _____ Age: (optional) _____ Worldview: _____

- What do you think about when you choose an outfit to wear?
- Look at the following factors, and decide how much they influence you.
- Add one or two more factors that influence your choices.

Factors that influence me	Not at all important	Not very important	Only a bit important	Quite important	Really important
1. The cost - I like to wear expensive things.					
2. The cost - I don't want it to cost too much.					
3. Caring choices - is my outfit eco-friendly? Where the people who made it paid fairly?					
4. Fitting in with what my friends might wear.					
5. Having my own style.					
6. Showing others something I believe in (e.g. my religion).					
7. Showing others something I really like (e.g. a team, a band, a TV show).					
8. Showing others that I am part of a team, group or community (e.g. school, a club).					
9. What I would be allowed to wear by my parents.					
10. What I would be allowed to wear in the place I am going to.					
11. What I see people wear on TV or on social media.					
12.					

https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/secondary%20publications/Challenging%20Knowledge%20in%20RE/2%20Worldviews/2_8%20Home%20learning_Worldviews%20questionnaire%20CKRE2.pdf

[https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/Primary%20curriculum%20Publications/Big%20Questions%20Big%20Answers%20\(BQIC%20Primary\)/2%20Investigating%20Worldviews/BQBA2%206_4%20Clothing%20influences%20Survey.pdf](https://www.natre.org.uk/uploads/Member%20Resources/RE%20Today%20Resources/Primary%20curriculum%20Publications/Big%20Questions%20Big%20Answers%20(BQIC%20Primary)/2%20Investigating%20Worldviews/BQBA2%206_4%20Clothing%20influences%20Survey.pdf)

Culham St Gabriel's recent pupil blog competition, on the subject of why an education in religion and worldviews is important, has produced some great pupil perspectives on the subject you can share and unpick with your own pupils, perhaps leading to them writing their own.

A selection of the pupil blogs on Religion & Worldviews:

<https://www.reonline.org.uk/2021/05/12/why-does-an-education-in-rw-matter-ashton-ks5/>

<https://www.reonline.org.uk/2021/05/06/why-does-an-education-in-rw-matter-maxwell-ks3/>

<https://www.reonline.org.uk/2021/05/12/why-does-an-education-in-rw-matter-ella-ks5/>

<https://www.reonline.org.uk/2021/05/04/why-does-an-education-in-rw-matter-abhijot/>

<https://www.reonline.org.uk/2021/05/06/why-does-an-education-in-rw-matter-arwen-ks3/>

<https://www.reonline.org.uk/2021/05/05/why-does-an-education-in-religion-and-worldviews-rw-matter-catherine-ks2/>

<https://www.reonline.org.uk/2021/05/05/why-does-an-education-in-rw-matter-soha-ks2/>

<https://www.reonline.org.uk/2021/05/06/why-does-an-education-in-rw-matter-abby-ks3/>

<https://www.reonline.org.uk/2021/05/05/why-does-an-education-in-rw-matter-nancy-ks2/>

<https://www.reonline.org.uk/2021/05/04/why-does-an-education-in-rw-matter-areilla/>

Worldviews for Parents

As with any curriculum shift, it is useful to keep parents informed. This article on the School Run website by NATRE's Deborah Weston OBE offers a good starting point:

What is Religion and Worldviews?

Some schools choose to teach religious education with a worldview approach, but what is this and how is it different? We asked Deborah Weston OBE, former Director of Spiritual, Moral and Social and Cultural Development at Mulberry School For girls and current chair of the RE Policy Unit for NATRE, the REC and RE Today, to explain what parents need to know.



<https://www.theschoolrun.com/what-religion-and-worldviews>

Worldviews and the New Coventry & Warwickshire Agreed Syllabus (due 2024)

Our net