

Implementation

National Statement of Entitlement (NSE)

The syllabus for Religious Education is determined locally by SACREs (Standing Advisory Council for Religious Education). Saint John's follows the Local Agreed syllabus. The teaching and learning approach is based on the religion and worldviews approach set out in the Handbook for Curriculum Writers 2024.⁶ At the heart of this is the National Statement of Entitlement (NSE). This sets out an approach for selecting and exploring content in the classroom, around three broad elements. These elements of **content**, **engagement and position**, form the basis for the Gloucestershire syllabus 2025.

Content

Core features of worldviews that pupils need to know

- a. Nature/formation/expression
- b. Organised/individual
- c. Contexts
- d. Meaning and purpose
- e. Values, commitments and morality
- f. Influence and power

Engagement

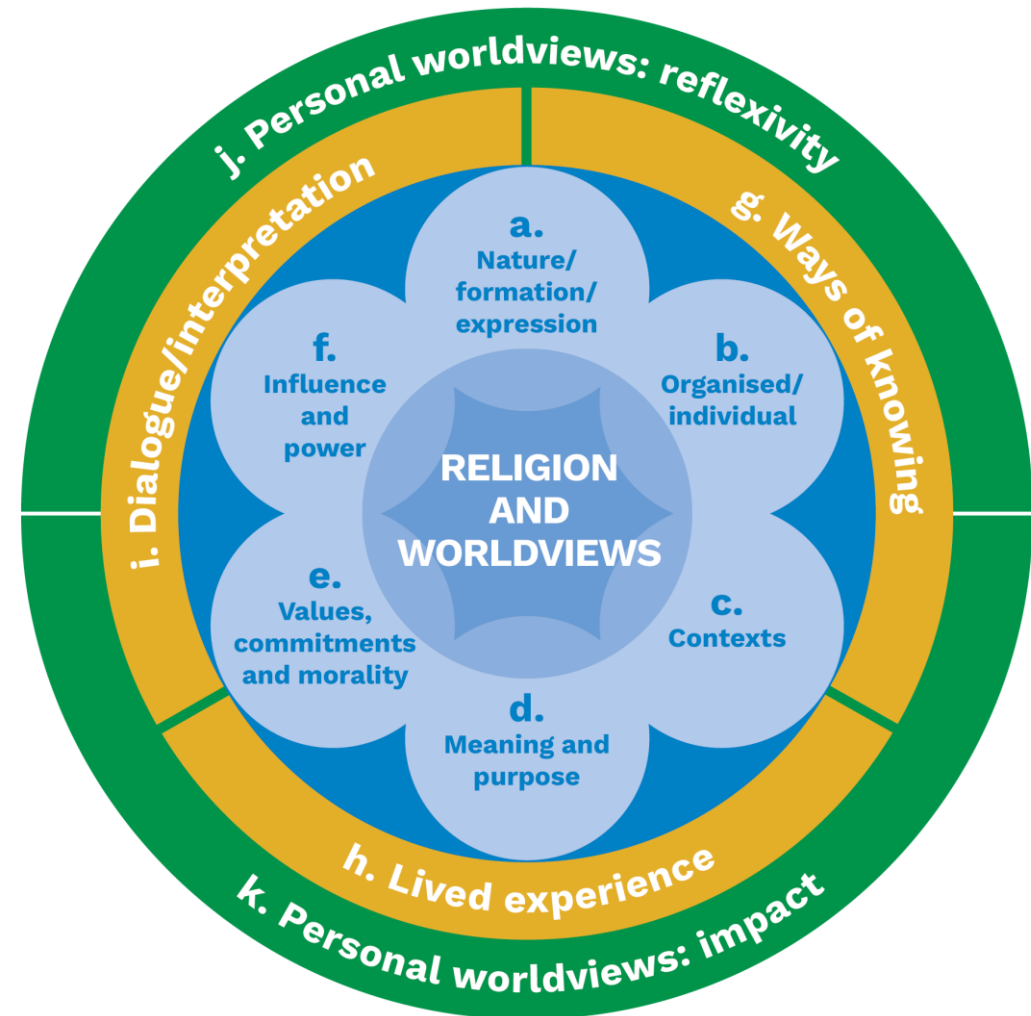
How the pupils will encounter the worldviews studied

- g. Ways of knowing
- h. Lived experience
- i. Dialogue/interpretation

Position

Becoming aware that their own personal worldview influences in learning/living

- j. Personal worldviews: reflexivity
- k. Personal worldviews: impact



Expanded Statements for National Statement of Entitlement

Content	
Core Statements	Expanded statements
<p>a. Nature/formation/ expression What is meant by worldview and how people's worldviews are formed and expressed through a complex mix of influences and experiences.</p>	The nature and variety of worldviews, and ways in which people's worldviews are formed through a complex mix of influences and experiences, including (for example) rituals, practices, texts, teachings, stories, inspiring individuals, the creative arts, family, tradition, culture, everyday experiences and actions, and interactions with others and in society. How these may also act as ways of expressing and communicating worldviews.
<p>b. Organised/individual How people's individual worldviews relate to wider, organised or institutional worldviews.</p>	Ways in which people's individual worldviews relate to wider, organised or (sometimes) institutional worldviews. For example, how individual worldviews may be consciously held or tacit; how they develop in relation to wider communities; how individual and organised worldviews are dynamic; the degree to which individual worldviews may be influenced and shaped by organised worldviews.
<p>c. Contexts How worldviews have contexts, reflecting time and place, are highly diverse, and feature continuity and change.</p>	The fact that worldviews have contexts, reflecting their time and place, shaping and being shaped by these, maintaining continuity and also changing; ways in which they are highly diverse and often develop in interaction with each other. (This applies to organised worldviews as well as to individual worldviews.)
<p>d. Meaning and purpose How worldviews may offer responses to fundamental questions raised by human experience.</p>	Ways in which worldviews may offer responses to fundamental questions raised by human experience, such as questions of ultimate reality, existence, meaning, purpose, knowledge, truth, creativity, identity and diversity. Ways in which worldviews may play different roles in providing people with ways of making sense of existence and/ or their lives, including space for mystery, ambiguity and paradox.
<p>e. Values, commitments & morality How worldviews may provide guidance on how to live a good life.</p>	Ways in which worldviews may provide a vision of, and guidance on, how to be a good person and live a good life, and may offer ideas of justice, right and wrong, value, beauty, truth and goodness. Ways in which individuals and communities may express their values through their commitments.
<p>f. Influence and power How worldviews influence, and are influenced by, people and societies</p>	Ways in which worldviews influence people (e.g. providing a 'grand narrative' or story for understanding the world) and influence the exercise of power in societies (e.g. on social norms for communities, or in relation to conflict or peace-making). How society and people can also influence and shape worldviews.

Engagement	
Core Statements	Expanded statements
<p>g. Ways of knowing The field of study of worldviews is to be explored using diverse ways of knowing.</p>	The field of study of worldviews is to be explored using diverse ways of knowing. Questions and methods should be carefully chosen, recognising that there are different understandings of what knowledge is deemed reliable, valid, credible, truthful etc.
<p>h. Lived experience The field of study of worldviews is to include a focus on the lived experience of people.</p>	The field of study of worldviews is to include a focus on the lived experience of people (e.g. religious, non-religious, embodied, diverse, fluid, material, experiential) in relation to local and global contexts, recognising the complex reality of worldviews as they are held, shared and expressed by people in real life.
<p>i. Dialogue/interpretation The field of study of worldviews is to be shown as a dynamic area of debate.</p>	The field of study of worldviews is to be encountered as a dynamic area of dialogue and debate, and one which engages pupils with practices of interpretation and critical judgement.
Position	
Core Statements	Expanded statements
<p>j. Personal worldviews: reflexivity Pupils will reflect on and potentially develop their personal worldviews in the light of their study.</p>	Pupils will come to understand their own worldview in greater depth, and how it relates to the worldviews of others, becoming more reflective and reflexive. As they develop this awareness of their positionality in relation to that of others, they will be equipped to make informed, justifiable judgements on how (far) this understanding prepares them for life in a diverse world.
<p>k. Personal worldviews: impact Pupils will reflect on how their worldviews affect their learning.</p>	Pupils will develop their understanding of how their encounters with the subject content of RE are affected and shaped by their worldviews, whether conscious or not, and that this is also true for everyone else. They will reflect on how (far) their learning may have an impact on their worldview.

In May 2021, OFSTED published its Research Review. One of its most significant contributions is around the language of knowledge. It describes three kinds of knowledge:

Substantive knowledge:

This is the **subject content** being studied, in terms of the core concepts, truth claims, teachings and practices of traditions (mainly religious, but it applies to non-religious worldviews too), and the behaviour and responses of people within traditions.

Ways of knowing:

This includes the **methods used** to establish the substantive knowledge. 'Ways of knowing' also includes being explicit about the implications of using different ways to explore knowledge. Each way of knowing offers different kinds of knowledge and leads to different ways of evaluating the knowledge gained.

Personal knowledge:

This includes **the personal perspective or worldview of the pupil**. It enables pupils to better understand and examine their own position, assumptions and values. It involves recognising that all of us see the world from our own position, and building up opportunities for pupils to become more self-aware about their own assumptions.

Ways of Knowing

The new syllabus outlines the following 16 ways of knowing. This inducts pupils into thinking about the tools and methods they can use to find out information and create knowledge. Drawing attention to ways of knowing helps pupils to develop the skills to be able to research for themselves, and to be able to evaluate the truth, validity, reliability or credibility of the knowledge they have gained.



At Saint John's, we have focused on six of these so that we ensure continuity and progression, whilst also referencing others when this is useful for the children's learning. The six that we have chosen at Saint John's are:



Diocese of Gloucester New Agreed Syllabus at Saint John's

Saint John's Religious Education curriculum overview, using the new Gloucestershire Agreed Syllabus

We have taken on board the suggested syllabus, as set out for Gloucestershire. As we have considered the needs of our own school, Saint John's, we have produced various documents for our teaching of Religious Education, as outlined below. If there are any questions regarding the teaching and learning of RE at Saint John's, please do contact the office to arrange a meeting with the Head Teacher.

In order to help our children understand the different concepts and religions, we have used symbols to support their learning. See below:



JUDAISM



ISLAM



HINDUISM



CHRISTIANITY

God



CHRISTIANITY

Creation



CHRISTIANITY

The Fall



CHRISTIANITY

People of God



CHRISTIANITY

Incarnation



CHRISTIANITY

Gospel



CHRISTIANITY

Salvation



CHRISTIANITY

Kingdom of God

Saint John's Religious Education curriculum overview, using the new Gloucestershire Agreed Syllabus

See below for the outline of our curriculum for RE. We have chosen to arrange our learning so that year groups are studying similar religions at the same time. This helps with sharing ideas and for children joining together in their learning, with visits and visitors. As a Church of England school, we begin the year with Christianity and then focus again on Christianity during the term leading up to Easter. In Term 3, Years 1-6 will study Islam and Judaism and Hinduism are taught in alternate year groups in Terms 2 and 5. In Term 6, there is a particular focus on Spiritual, Moral, Social and Cultural Development, as well as making overt and direct connections to the Christian values and our school aims covered during the year. Below you will see the different areas of learning with colours indicating the focus of religion or worldview:

Yellow – Christianity; Green – Islam; Blue – Judaism; Orange – Hinduism; Grey - non-faith/wider world views and SMSC (Social, Moral, Spiritual, Cultural learning).

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1 Harvest	CHRISTIANITY F1. Why is God so important to Christians?	GOD 1.1 What do Christians believe God is like?	PEOPLE OF GOD 1.4 What is it like to be brought up in a Christian home/ community in the UK?	CREATION L2.1 What do Christians learn from the Creation narrative?	CREATION/FALL L2.2 What might Christians learn from the Old Testament about how to live?	GOD/INCARNATION U2.1 What influence does belief in the Trinity have on Christian world views?	GOD U2.2 Creation and Science: conflicting or complementary? (The Big Story)
Term 2 Christmas	INCARNATION F2. Why is Christmas special to Christians?	INCARNATION 1.2 Why does Christmas matter to Christians and how do people celebrate it?	JUDAISM 1.6 What is it like to be brought up in a Jewish home in the UK today? Focus on Chanukah	PEOPLE OF GOD L2.10A How and why do Christians use ceremonies to show their commitment?	JUDAISM L2.6 How do Jews in England celebrate Rosh Hashanah and how does this matter?	PEOPLE OF GOD L2.4 What do Christians believe and how do they behave?	JUDAISM U2.6 What does it mean to live as a Jew, with the influence of the Torah ?
Term 3	F3 How might people in Gloucestershire show they belong together?	ISLAM 1.7 What is it like to be brought up in a Muslim home in the UK today?	ISLAM 1.8 What is it like to be part of the Muslim community in the UK and beyond?	ISLAM L2.7 Why is Muhammad important to Muslims today?	ISLAM L2.8 What do Muslims believe about God and the Qur'an and how do they respond?	ISLAM U2.7 How does Hajj how what matters to Muslims in the UK?	ISLAM U2.8 How do Muslims decide what is right and wrong?
Term 4 Easter	CHRISTIANITY - SALVATION F4 What special times do people celebrate and why might these times be very important? Focus on Easter.	GOSPEL <i>What does it mean to belong to a faith community?</i>	SALVATION 1.3 Why does Easter matter to Christians and how do people celebrate it?	GOSPEL <i>What kind of world did Jesus want?</i>	SALVATION <i>Why do Christians call the day Jesus died 'Good Friday'?</i>	SALVATION U2.4 Why might the belief that Jesus "saved" people be so important for many Christians?	GOSPEL U2.3 How and why do Christians follow the example of Jesus?
Term 5	F5 Which places are special for people living in Gloucestershire and why?	HINDUISM 1.5 What is it like to be brought up in a Hindu home in the UK today?	GOSPEL <i>What is the 'good news' Christians believe Jesus brings?</i>	HINDUISM L2.5 What do Hindus hold about the Supreme Being?	KINGDOM OF GOD L2.3 For Christians, why kind of world did Jesus want?	HINDUISM U2.5 Why might Hindus want to be good – samsara.	KINGDOM OF GOD U2.6 For Christians, what kind of king is Jesus?
Term 6	SMSC F6 What stories are important in our school and community and why?	SMSC 1.9 How does art express worldviews?	SMSC 1.10 How can someone's worldview be seen in the choices they make?	SMSC L2.11 What is a "golden rule" and how might it be put into practice by people with different worldviews?	SMSC L2.12 What brings people meaning and purpose in life? Consider different worldviews.	SMSC U2.10 How do organised and individual worldviews help people when times get hard?	SMSC U2.11 How does a worldview affect attitude and actions towards the natural world?

Diocese of Gloucester Curriculum Overview information

R/NR worldview	FS	KS1	LKS2	UKS2
Christian God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God	F1. Why is God so important to Christians? UC a d F2. Why is Christmas special to Christians? UC a e f	1.1 What do Christians believe God is like? UC b d f g i 1.2 Why does Christmas matter to Christians and how do people celebrate it? UC a b h i 1.3 Why does Easter matter to Christians, and how do people celebrate it? UC a b i 1.4 What is it like to be brought up in a Christian home in the UK today? a c e h	L2.1 What do Christians learn from the Creation narrative? UC d a e j i L2.2 What might Christians learn from the Old Testament about how to live? UC e f i L2.3 For Christians, what kind of world did Jesus want? UC e f b i L2.4 Do all Christians believe and behave in the same way? Exploring diversity. a b c	U2.1 What influence does believing in the Trinity have on Christian worldviews? UC d b f i U2.2 Creation and Science: conflicting or complementary? UC d a b i U2.3 How and why do Christians follow the example of Jesus? UC e a b g h U2.4 Why might the belief that Jesus 'saved' people be so important for many Christians? UC d e f i
Hindu Samsara/Moksha Brahman/atman Karma/Dharma		1.5 What is it like to be brought up in a Hindu home in the UK today? a c e h	L2.5 What beliefs do Hindus hold about the Supreme Being? d a h i	U2.5 Why might Hindus want to be good? a d e f
Jewish God Torah The People and the Land		1.6 What is it like to be brought up in a Jewish home in the UK today? a c e h	L2.6 How do Jews in England celebrate festivals, and how does that show what matters to them? a d e h	U2.6 How does the Torah influence Jewish people today? a b e h
Muslim God/Tawhid Revelation Iman (faith) Ibadah (worship) Akhlāq (virtue, morality)		1.7 What is it like to be brought up in a Muslim home in the UK today? a c e g h 1.8 What is it like to be part of the Muslim community in the UK (and beyond)? a c e g h	L2.7 Why is Muhammad important to Muslims today? c d e f g h L2.8 What do Muslims believe about God and how do they respond? a c d i	U2.7 How does Hajj show what matters to Muslims in Britain? a c e g h U2.8 How do Muslims decide what is right and wrong? b c e f i
THEMATIC	F3. How might people in Gloucestershire show they belong together? a e h	1.9 How do stories and art express worldviews? d e a i	L2.10 How and why do people (in three traditions) use ceremonies to show commitments? a b d e	U2.10 How do organised and individual worldviews help people when times get hard? b c d f h
	F4. What special times do people celebrate and why might these times be very important? a b c	1.10 How can someone's worldview be seen in the choices they make? d e a f h	L2.11 What is the 'golden rule', and how might it be put into practice by people from different religious and non-religious worldviews? e c b	U2.11 How might someone's worldview affect how they view and treat the natural world? a d e f i
	F5. Which places are special for people living in Gloucestershire and why? a c d		L2.12 What brings people meaning and purpose in life? Case studies from three worldviews (plus pupils' own) d a f h j	End of U6 open question Pupils choose their own question, way of knowing.
	F6. What stories are important in our school community/ local area and why? a d e			

Resources that we use at Saint John's

- Personal experiences of children and adults in our community
- Visits and visitors
- NATRE: www.natre.org.uk/about-natre/projects/real-people-real-faith
- Understanding Christianity and Understanding Islam
- RE HUBS - www.re-hubs.uk
- www.truetube.co.uk/
- <https://request.org.uk/>
- My life, my religion: www.bbc.co.uk/programmes/b05pc1c9
- www.bbc.co.uk/teach/topics/cmmp3ye818mt
- Picture News: <https://picture-news.co.uk/>
- Padlet of information provided by the Diocese

Books such as:

- www.booksatpress.co.uk/belongingandbelieving.html
- The-Sammy-Spider-Series

Additional resources from RE Today:

- [Understanding Muslims Understanding Islam, resource information](#)

Additional support from SACRE

- [My Jewish Home for SACRE 2025](#)
- [Growing up in a Jewish home Glos SACRE 2025a](#)
- [Gloucestershire Visits and Visitors Guide for RE 2025 Final for SACRE conference 2025](#)