

## Item 4:

# Slough Primary CPD: 'Planning from the Agreed Syllabus'

Chalvey Community Centre

**9.30-12.30 20<sup>th</sup> November**

This is an opportunity for Primary RE Leads to update on the new 2026-31 syllabus and how to plan effectively and creatively from it.

- We will explain the continuity with and developments from the previous syllabus and how this can support planning.
- We will then hear from a local primary school how they have planned a curriculum appropriate to their pupils and context
- and finally explore what a 'worldviews approach' might look like in your curriculum.

There will be opportunities for questions and discussion throughout and the opportunity to suggest future developments for RE in Slough.

RE is an increasingly important yet challenging subject. Slough has so much to offer pupils of all ages.

9.00	Arrival and refreshments	
9.30	Introduction: continuity and change	BM
10.00	Group activity: Explosive questions	All
10.40	How a primary school has approached planning: Penn Wood School	Arandeep Gandu
11.00	Break	
11.15	Questions and group discussions what have you learnt from Penn Wood?	All
11.30	What might a worldviews approach look like?	BM
12.00	Questions and group discussions reflecting on how you plan to move forward	All
12.20	Reflections and the way ahead in Slough	All
12.30	Depart	

## Slough Primary CPD: Planning from the Agreed Syllabus 20/11/25

School Name	Name	Signature
Castleview Primary School	Kadija Boubker	
Cippenham School	Elisha Ratra.	
Claycots Primary School	Iqra Mahmood	
Claycots Primary School	Iqra Mahmood?	
Foxborough Primary School	Christina Muller	
Godolphin Junior Academy	Madiha Malik	
Grove Academy	Natasha Moor	
Grove Academy	Mehreen Ahmed	
Iqra Primary School	Munsoor Malik	
Langley Hall Primary Academy	Stella Kalamaj	
Marish Academy Trust	Kulminder Banga	
Marish Primary School	Falak Rehman	
Penn Wood School	Madiyah Ajmal	
Penn Wood School	Arandeep Gandu	
Pennwood Primary School	Arandeep Gandu?	
Priory School	Mohini Lodhia	
The Langley Academy Primary	Kat Przybylo	
Western House Academy	Aisha Anwar	
Wexham Court Primary School	Jeetpal Kang	
Willow Primary School	Sophiya Madushan	

# Worldviews – a brief and limited overview!

- A worldview is a person's way of **understanding, experiencing and responding** to the world.
- how a person understands the nature of reality and **their own place in the world**.
- likely to influence and be influenced by their beliefs, values, behaviours, **experiences, identities and commitments**. P 4
- Worldviews should not be understood merely as sets of propositional beliefs. **They also have emotional, affiliative (belonging) and behavioural dimensions.** p72

# Building bridges between the pupils' worldviews and that being explored

← **Key concepts and questions** →

## Pupil's own worldview

- Experience
- Beliefs
- Values
- Feelings
- Way of life
- Affiliations
- Commitments
- Practices



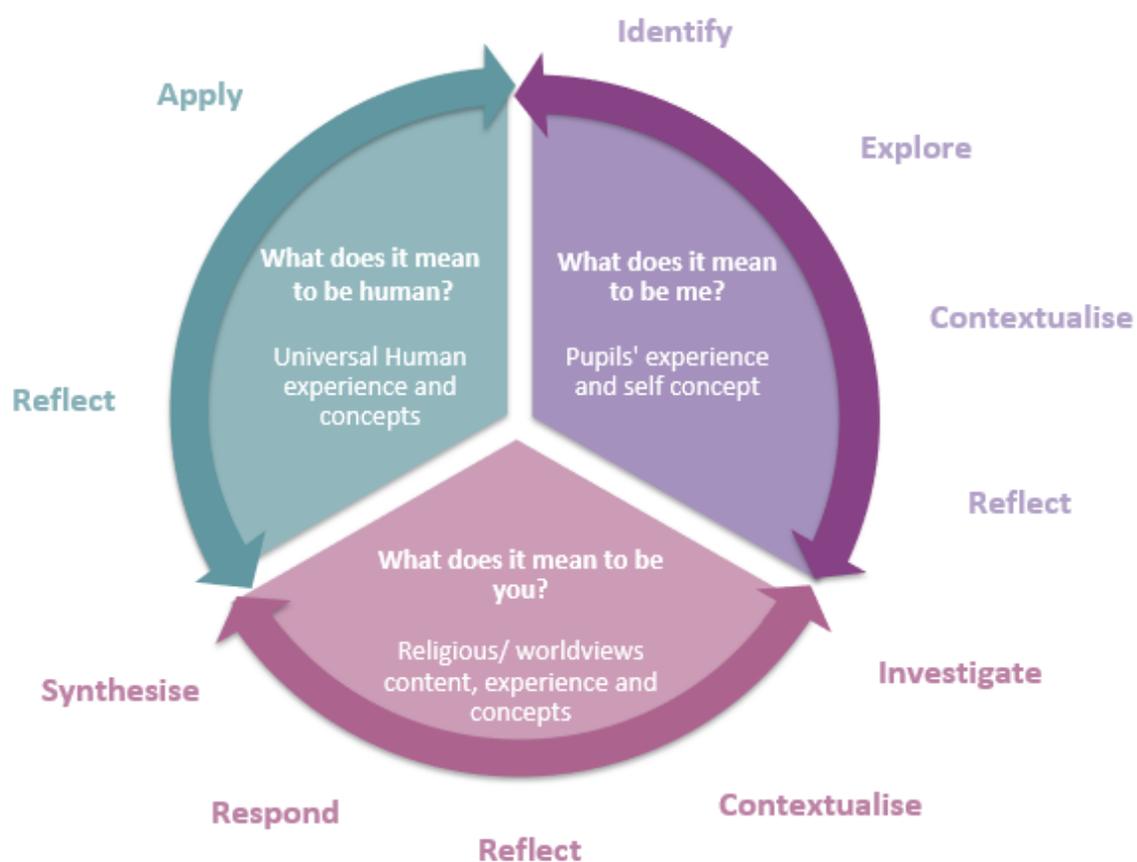
## Other worldview

- Experience
- Beliefs
- Values
- Feelings
- Way of life
- Affiliations
- Commitments
- Practices

# 1. How to use the Enquiry Model

Enquiry model:

A worldviews approach



The centrality of 'experience' and how it informs or gives rise to our worldviews.

This enquiry model is designed to promote a form of the 'worldviews approach' to RE, based on the three foundation questions:

- What does it mean to be me? (contextualised self-reflection)
- What does it mean to be you? (open and nuanced exploration of religious/non-religious content, concepts and experience from institutional and individual religion/worldview)
- What does it mean to be human? (universal application of concepts to pupils' sense of their place in the world)

## How to design an enquiry based on this model

### A. *Agree a big enquiry question.*

This can be based on a unit or enquiry that you currently teach, or you can use/adapt an enquiry question from the new support materials suggested later in this document. Remember that you are planning a curriculum for **your** school and pupils.

Make sure that you are clear about which religions/worldviews you have opted for at each Key Stage, following the requirements of the Agreed Syllabus.

Enquiries can be *systematic* (based on one religion/worldview) or *thematic* (a concept explored across two or three religions/worldviews). You can use a combination of the two in which you introduce religious or non-religious worldviews in a systematic way and then explore themes and concepts across different worldviews.

It is important to be explicit about which of the **8 Key Areas of Learning** is the main emphasis of the enquiry, to ensure that you are meeting the statutory requirement of the Agreed Syllabus to cover all eight over each Key Stage. There will be some enquiries which cover more than one Key Area of Learning, but it is important to identify which one you will be focusing on.

### B. *Develop the three-part structure to the enquiry.*

The enquiry model diagram shows a three-stage enquiry for exploring the content, with a learning process around the edge linking all three. Remember, the three questions do not have to be used in any particular order. They form a structural approach to help explore the big enquiry question. You can start at any of the three 'corner stones' and move in any direction. This will depend on certain factors such as the age of the pupils, the content/theme/concept that you are exploring, or the purpose of the enquiry.

(See the table on the next page which explains each stage in the process.)

### C. *Select the information you want the pupils to engage with and learn.*

Be selective here and remember that there is a limit to how much you will be able to cover in the time available. It is important to go for depth of understanding over covering a load of facts. This is why concepts are so important – they help to gather information together in a coherent way and allow for cross-referencing and revisiting in different years or key stages.

How the learning process moves the learning forward:

Learning process	Enquiry:
<p><b>What does it mean to be me?</b> Pupils' own experience and self-concept (1 lesson)</p>	<p><b>Identify</b> What is the pupil's own view, opinion, experience, interpretation of or response to the content/concepts of the enquiry? You might provide a stimulus such as an image or text to which a pupil responds. This is initially a quiet moment for the pupil to think or write their response</p> <p><b>Explore</b> Allow for opportunities for pupils to listen to each other's experience, interpretation or response so that they can see how they are similar to and different from everyone else's</p> <p><b>Contextualise</b> How are the class responses similar and different? Why is this? Is there any one right answer? Might any responses be wrong?</p> <p><b>Reflect</b> What can pupils learn from these similarities and differences; what questions or ideas do they raise? What might these be like in religious and non-religious worldviews?</p>
<p><b>What does it mean to be you?</b> Religious/worldview experience, concepts and content (main substantive and disciplinary knowledge developed) (3 or 4 lessons)</p>	<p><b>Investigate</b> find out about the concept/content in the religions/worldviews being explored (Christianity and the others that you have opted for within the Key Stage). This forms the bulk of the learning and relates to the 'substantive knowledge' in RE. The approach you take is up to you, depending on what you want the pupils to get from the exploration. The link <a href="#">here</a> takes you to the NATRE explanation of eight approaches to learning in RE. There is also '<a href="#">Disciplinary RE</a>', which is a way of adopting three 'lenses' to investigate the substantive content of RE – Theological, Philosophical, Social Sciences – and for which recent resources for classrooms from REToday ((Big Questions Big Answers series) have been developed. This relates to 'ways of knowing' in RE. Note that all these approaches are not mutually exclusive; they work together to provide a range of ways of enriching pupils' experience and understanding of RE.</p> <p><b>Contextualise</b> raising awareness of internal diversity within a tradition/worldview and/or similarities and differences across different traditions/worldview.</p> <p><b>Reflect</b> Consider what are the meaning and significance of these concepts, experiences and ways of living for those who adhere to them.</p> <p><b>Respond</b> What, if anything, do the pupils themselves think about what they have found out? How, if at all, does it relate to their own understanding of the world?</p> <p><b>Synthesise</b> Are there any common themes, concepts, experiences that can be drawn from what they have learnt?</p>
<p><b>What does it mean to be human?</b> Universal human experience and concepts (1 or 2 lessons)</p>	<p><b>Reflect</b> Is there anything here that is held in common for our understanding of what it means to be human? What shared values, experience, concepts might there be in shaping our understanding of self and others?</p> <p><b>Apply</b> Is there anything in this enquiry that pupils can apply to their own understanding and/or way of living? Has it changed or affected their way of seeing or being in the world?</p>

Note that this is a process over a number of lessons, not within one lesson.