



# **New 2024-2029 Coventry and Warwickshire Agreed Syllabus for Clergy**

**Wednesday 16<sup>th</sup> October 2024**

**Jen Jenkins  
RE, SIAMS & Spirituality Officer**

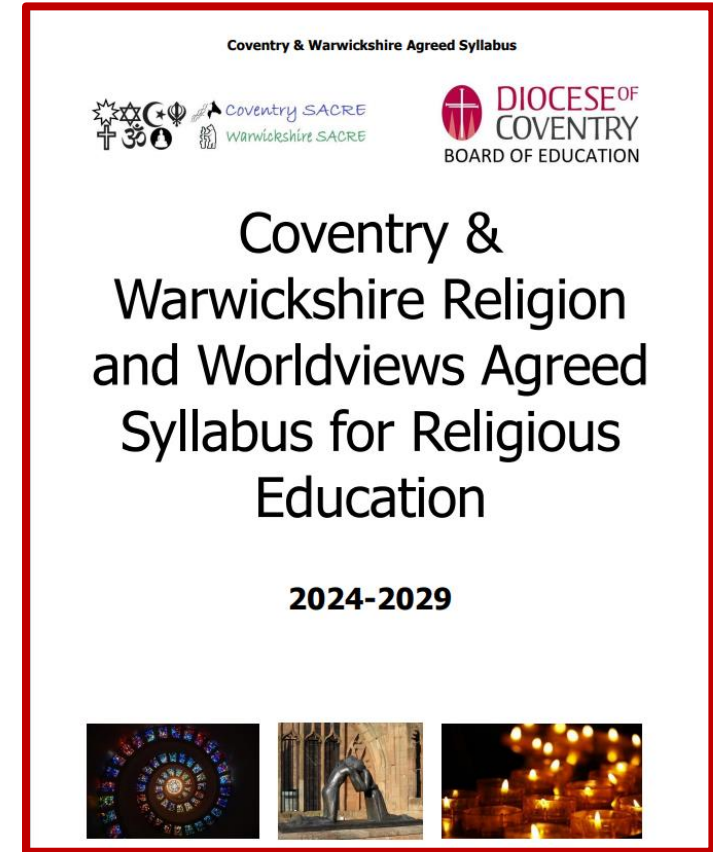


## Agenda

- **Part 1: The New RE Syllabus**
- **Part 2: Global Christianity in the new RE Syllabus**
- **Part 3: How you can support schools**
- **Questions**

# Part 1: The New RE Syllabus

- Written with primary and secondary teachers from CE and community schools across Coventry and Warwickshire.
- Supported by sociologists of religion from Aston and Nottingham Universities
- Jen Jenkins- Syllabus Project Lead



This is for CE schools and community schools at primary and secondary level in Coventry and Warwickshire

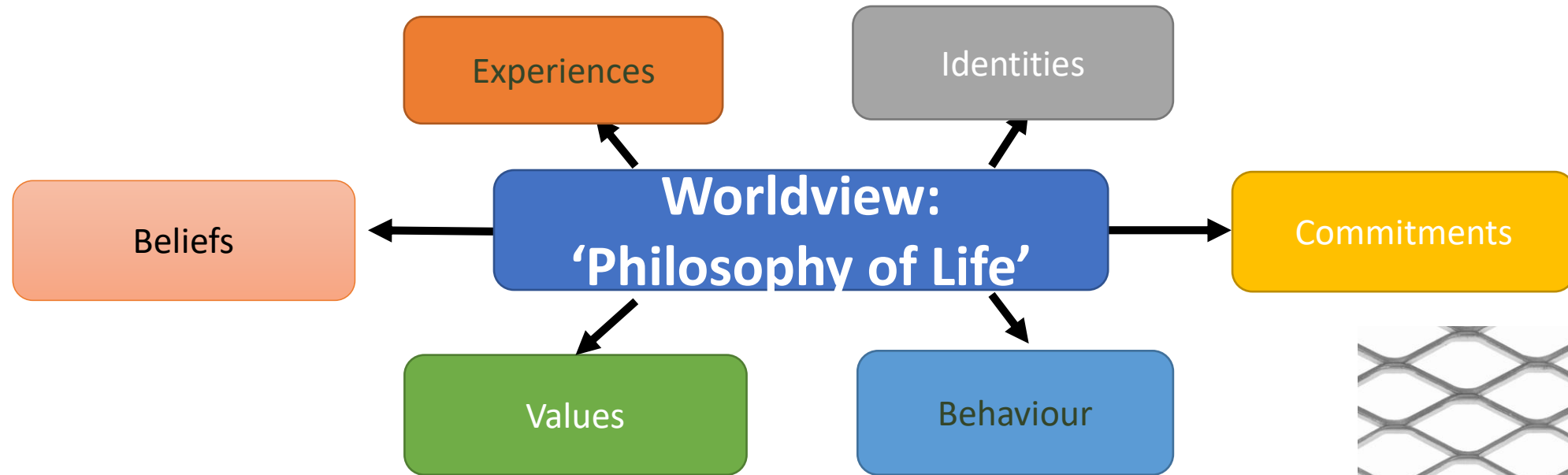
***"This is a masterpiece exemplifying what can be achieved through an R&W approach. There is no doubt this is an academically rigorous syllabus that makes high demands on pupils - and some will be critical for that reason. But I think its something to be proud of and celebrate."***

Trevor Cooling, ex-Chair of the Religious education Council & Emeritus Professor at Canterbury Christchurch University

This syllabus already meets the criteria set out in the National Content Standard for RE, putting Coventry and Warwickshire schools ahead of the curve for RE nationally:

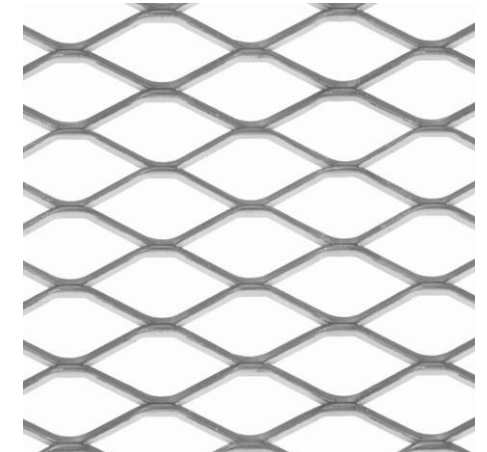
<https://religiouseducationcouncil.org.uk/resource/national-content-standard-1st-edition-2023/>

‘Worldview’ describes the way in which a person encounters, interprets, understands and engages with the world.



‘embodied’  
not just in  
your mind

**Inhabited:** you live, think & operate within it and through it



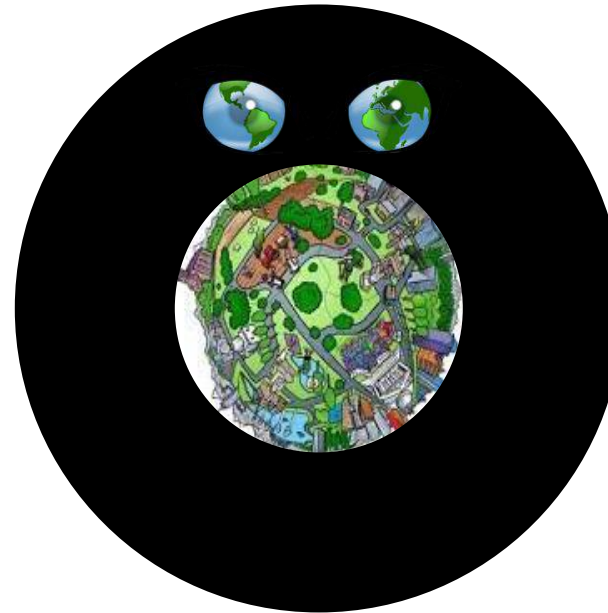
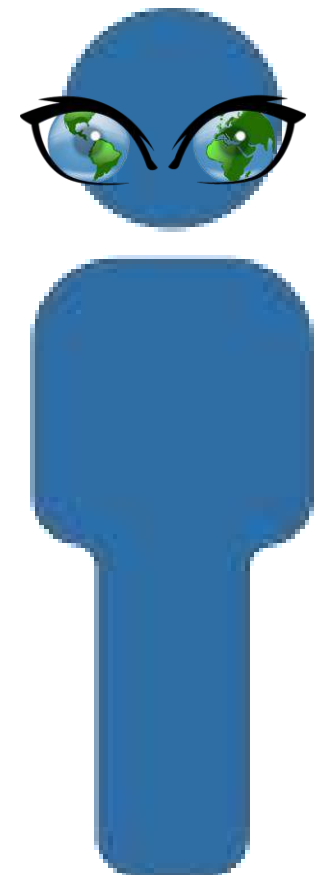
# A Worldviews Approach:

- It starts with **the particular** (e.g. individual & communal worldviews) and moves towards the general (e.g. knowledge of recognisable familial traits from organised worldviews)
- It makes use of the **immediate context** and available resources
- It has a large focus on **the ways in which people live**, the diversity of embodied religion and the hermeneutical nature of beliefs as interpreted and lived

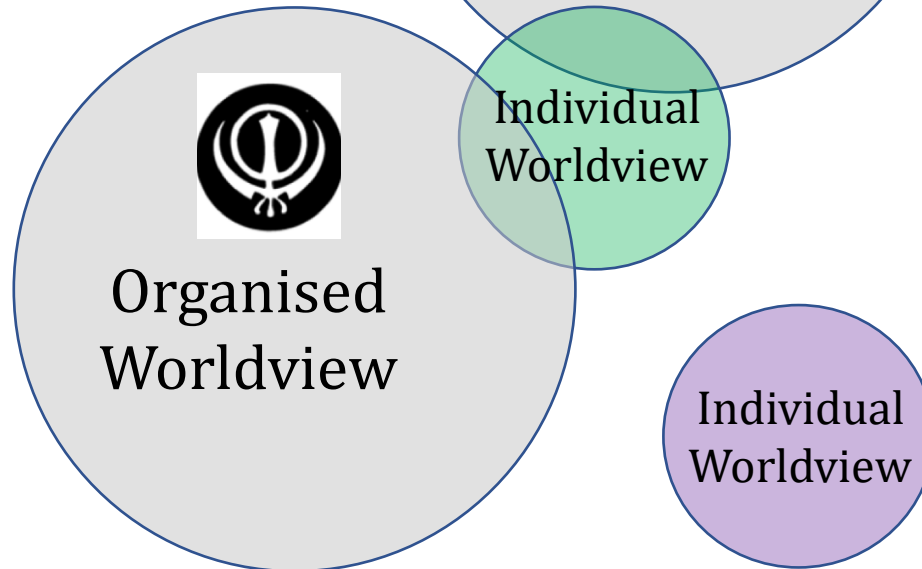
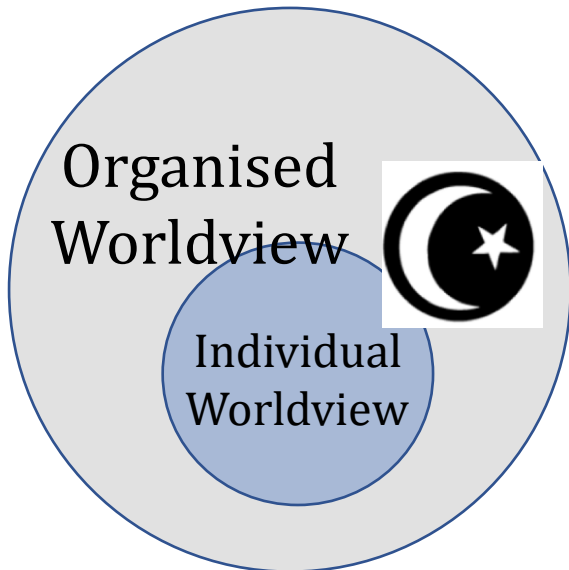
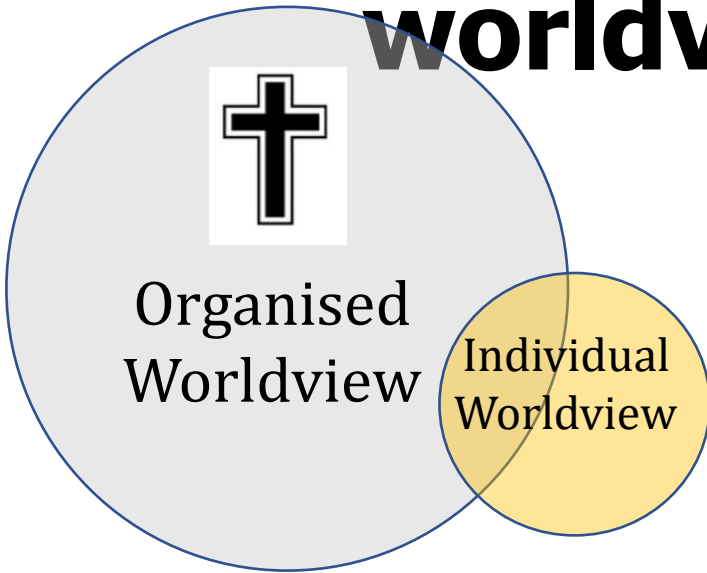


# 3 Types of Worldviews to Be Studied in RE

- Organised/Institutional
- Communal
- Individual/personal



# Ways in which individual and organised worldviews might align/overlap



- Many...
- Most...
- Some...
- Often...

Try to avoid 'never' and 'all' when talking about worldviews

# Humans as Interpretive Beings



# Explore



## **What You See on Your Journey**

Content in terms of case studies from religion and worldviews you are exploring and the different sub-questions.

**This is flexible and based on school decisions, context and needs**

# Route

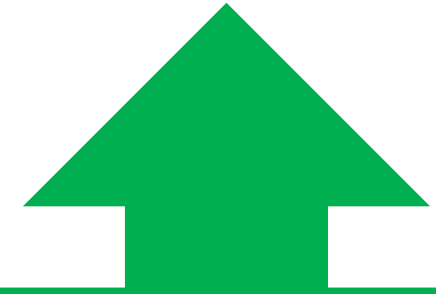


## **The Route You Take to Explore**

Disciplinary knowledge and skills used to explore the main enquiry question: theology, philosophy, human & social sciences (& history)

**This is more fixed and forms the basis of the assessment system.**

# Perspective



## **The Way You See It**

Disciplinary knowledge and skills used to explore the main enquiry question.

**This is fluid and changing. This is supported by the 'Worldview Checkpoints' and the Pupil Worldviews Passport**





John Paul Lederach lays out three 'reconciliation' actions:

- **Wander**- a road without exact destination we take together
- **Wonder**- eyes, ears and minds open to seek a better understanding
- **Wait**- for the benefits of the journey, good ideas to come and a better understanding to occur.



*Thank you for this kind note and so appreciative of all you do and the powerful symbols of Coventry! **John Paul Lederach***

Most...Many...Often...Usually...Can...  
Might...Typically...

How is this interpreted by different  
people?

How might this lead to diverse lived  
expressions?

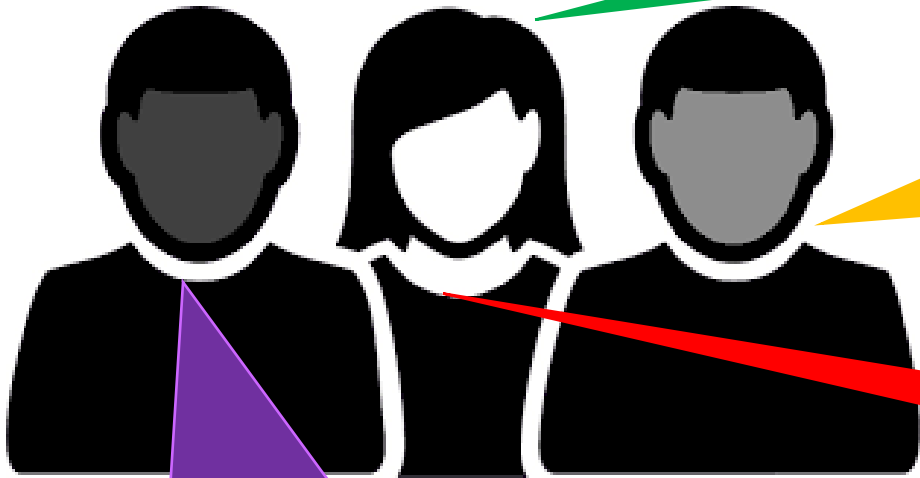
Does everyone see this as  
authoritative and important?

How and why have these things  
changed?



Most...Many...Often...Usually...Can...  
Might...Typically...

Why do people interpret this differently? What do  
*I* think it means? Why do I think that?



It is interesting seeing how this person lives and  
what they believe. It is so different to last week  
even though they are from the same worldview.

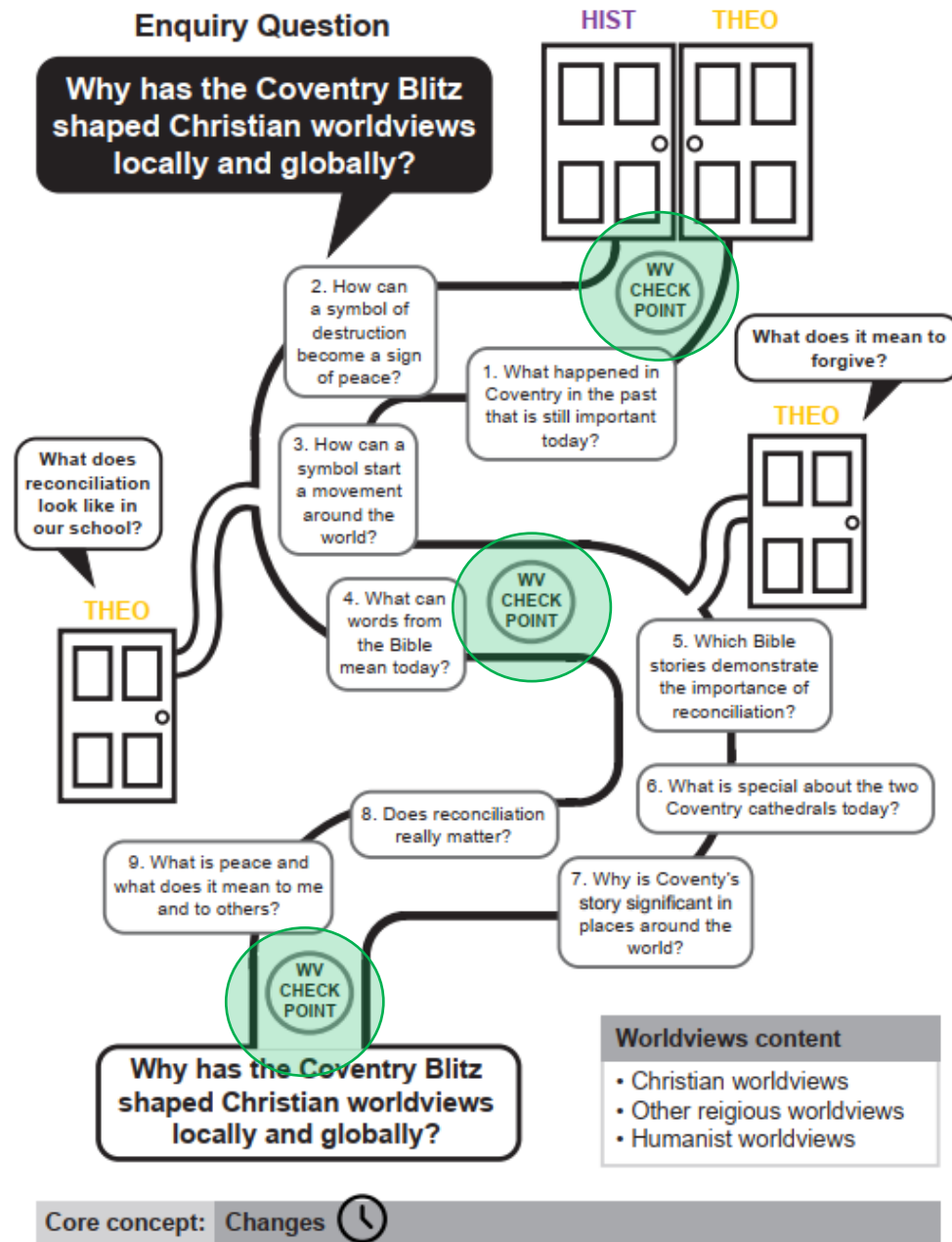
This has really challenged my thinking. I  
thought everyone believed/thought/lived the  
same...

I can see how things have  
changed over time. I wonder  
what will happen in the future  
with religion and worldviews.

| Phase of Education                                                                                                                                                                                                                                                                                                                       |                                                                                            |                                                                                                                            |                                                                                         |                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| EYFS                                                                                                                                                                                                                                                                                                                                     | KS1                                                                                        | Lower KS2                                                                                                                  | Upper KS2                                                                               | KS3                                                                                                |
| F1 How can people show they belong together?                                                                                                                                                                                                                                                                                             | K1.1 How might your religion or worldview be seen in the choices you make?                 | L2.1 Why are nature and the seasons significant for religion and worldviews?                                               | U2.1 Who is Jesus? (2)                                                                  | K3.1 What is <u>religion</u> and can we define it?                                                 |
| F2 Who are the people in sacred (special) stories and why might they still be important today?                                                                                                                                                                                                                                           | K1.2 Where do people turn for guidance in life?                                            | L2.2 How are religion and worldviews shaped and expressed through art and architecture?                                    | U2.2 Why might ancient stories still be so important for religion and worldviews today? | K3.2 How might your worldview give you a sense of right and wrong and where might that come from?  |
| F3 How do people know how to treat each other?                                                                                                                                                                                                                                                                                           | K1.3 How do people with similar religion and worldviews share and celebrate their beliefs? | L2.3 What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important? | U2.3 Do religions change or do they stay the same?                                      | K3.3 If it is the same worldview why does it look so different?                                    |
| <ul style="list-style-type: none"> <li>• Arranged in the order we suggest you do them in</li> <li>• Showing a balance of disciplines:               <ul style="list-style-type: none"> <li>• <b>Theology</b></li> <li>• <b>Philosophy</b></li> <li>• <b>Human &amp; Social sciences</b></li> <li>• <b>History</b></li> </ul> </li> </ul> | K1.4 Who is Jesus? (1)                                                                     | L2.4 How might your worldview lead you to do hard things for good reasons?                                                 | U2.4 What might it mean to 'live well'?                                                 | K3.4 Are peace and reconciliation essential for living well both locally and globally?             |
|                                                                                                                                                                                                                                                                                                                                          | K1.5 What is most important for different people?                                          | L2.5 What or who is 'God' and how is the divine understood in theistic worldviews?                                         | U2.5 How do beliefs and ideas about land shape the way human beings live?               | K3.5 How might philosophies drawn from sacred texts impact on the way people choose to live today? |
|                                                                                                                                                                                                                                                                                                                                          | K1.6 Why has the Coventry Blitz shaped Christian worldviews locally and globally?          | L2.6 Do you have to be part of a faith community to express an organised worldview?                                        | U2.6 How might your worldview impact on the way you understand death and beyond?        | K3.6 Is religion always a force for good?                                                          |
|                                                                                                                                                                                                                                                                                                                                          |                                                                                            | L2.7 How have religion and history entwined in this area?                                                                  | U2.7 What is truth and where might it be found?                                         | K3.7 Why do some people inhabit a theistic worldview whilst others reject it?                      |
|                                                                                                                                                                                                                                                                                                                                          |                                                                                            |                                                                                                                            |                                                                                         | K3.8 How does diversity impact upon how religion and worldviews are expressed?                     |
| 3 (over 1 year)                                                                                                                                                                                                                                                                                                                          | 6 (over 2 years)                                                                           | 7 (over 2 years)                                                                                                           | 7 (over 2 years)                                                                        | 8 (over 3 years)                                                                                   |

# Unit maps plot your journey through the syllabus

Unit Map K1.6 Key stage 1

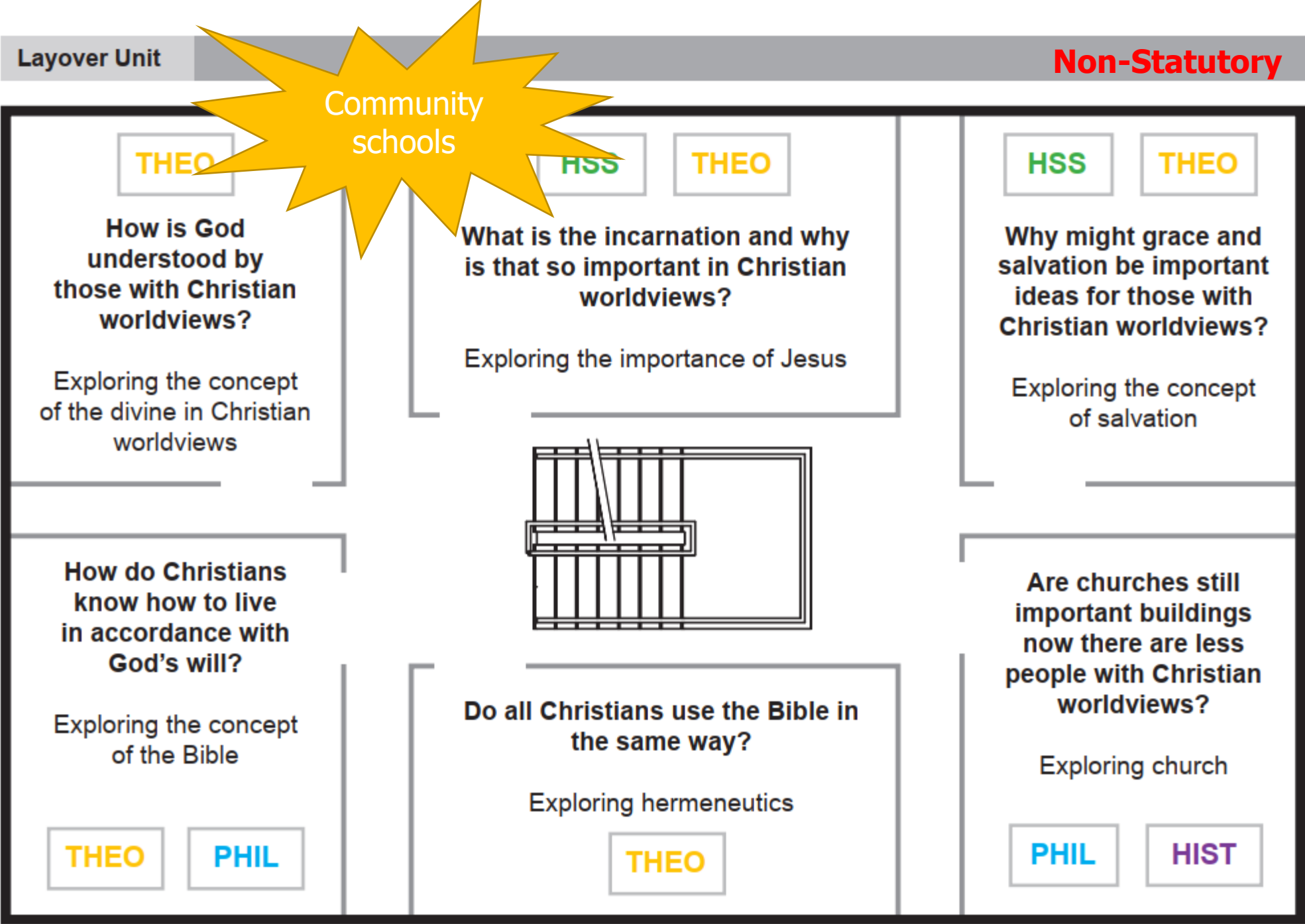


Schools also have more traditional and detailed units of work they can use

# Christian Worldviews Layover Unit



For looking in depth at Christian worldviews. Community schools will likely be using this.



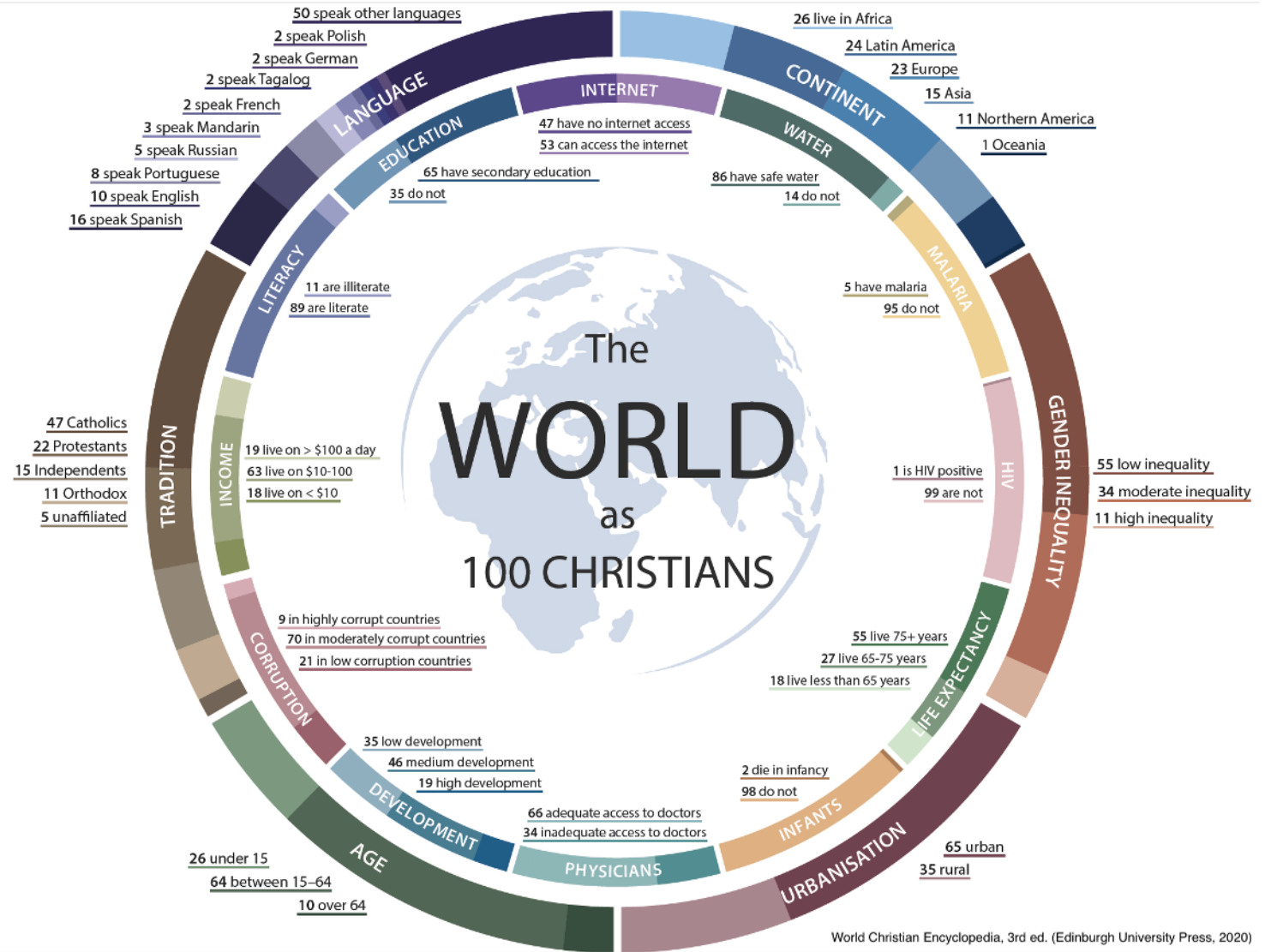
# Understanding Christianity

N.B. Because they are using UC, CE schools may not be using the Christian Layover Unit as well



- Most CE schools are still doing Understanding Christianity as well.
- Many have moved to 'blocking' their Understanding Christianity so units root into the key festivals of Christmas and Easter.
- They have been given guidance on how to integrate the new syllabus with UC.

# Part 2: Global Christianity in the Syllabus



### Distribution of Christian Population by Region

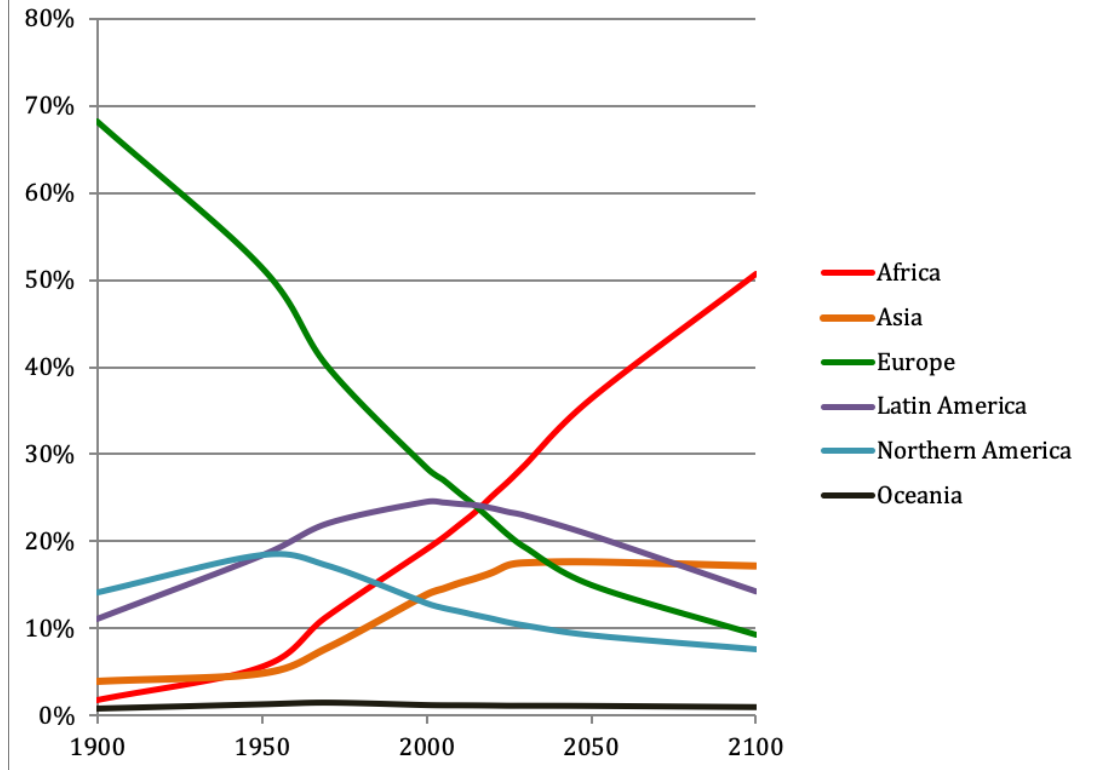


Pew Research Center's Forum on Religion & Public Life • *Global Christianity*, December 2011

- Pupils will know from the Census 2021 data that Christianity appears to be declining in the UK and Europe.
- They will explore the cultural and moral significance for many who may not claim a 'Christian' identity or may mean something different to us when they call themselves 'Christian'

- Pupils are exploring the worldviews in their locality, particularly Christian.
- They are also exploring Christianity as a global faith.

### Percent of the world's Christians in each continent



- Pupils will know that Christianity is on the rise in Africa and South America. The 'average' Christian on the planet is now a Nigerian woman in her 30s.

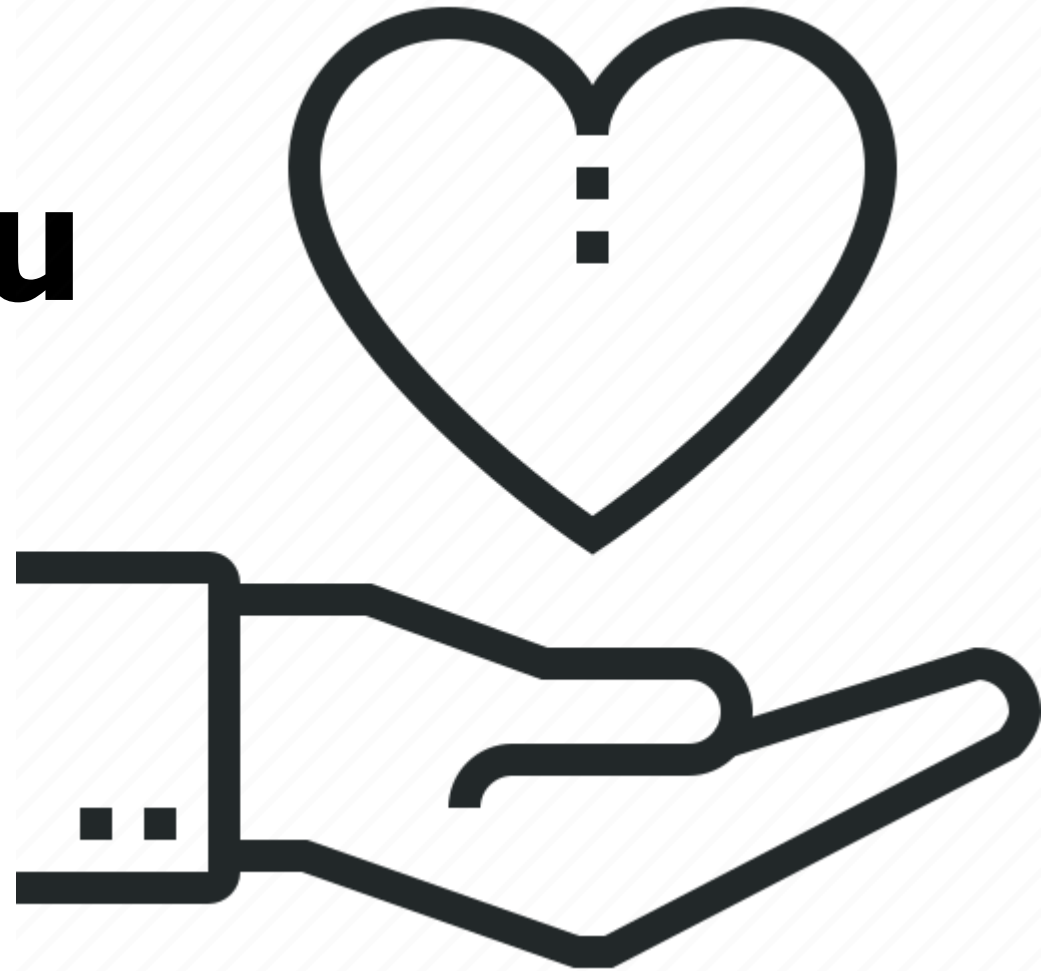
# Examples of Global Christianity Content

## KS1

- Local expressions of global Christianity e.g. Local Indian church & Black church expressions of worship (see Westhill-sponsored Images That Speak digital photo pack of communal worldviews)
- Global images of Jesus
- Black interpretations of Jesus
- Black celebrations of Nativity and Easter
- Reading the Lord's Prayer as a reflection of what was happening in 1<sup>st</sup> century Judea at the time and considering its relevance today

**N.B. Pupils may not be able to access everything in the syllabus during the early years of implementation when 'prior knowledge' is not yet embedded**

# **Part 3: How You Can Support Schools**



# Christian Worldviews Content



## Coventry & Warwickshire Agreed Syllabus Worldview Overview: Christian Worldviews

| Seven Core Concepts                               | EYFS                                                                                                                                                                                                                                                                                                                                                            | KS1                                                                                                                                                                                                                                                                                                                                                                                                                                    | Lower KS2                                                                                                                                                                                                                                                                                                                                                                                                | Upper KS2                                                                                                                                                                                                                                                                                                                                                                       | KS3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Belonging &amp; Believing</b><br><b>Th HSS</b> | <b>F1 How can people show they belong together?</b> <ul style="list-style-type: none"> <li>Christmas</li> <li>Easter</li> <li>Church</li> <li>Crosses</li> </ul>                                                                                                                                                                                                | <b>K1.3 How do people with similar worldviews share and celebrate their beliefs?</b> <ul style="list-style-type: none"> <li>Baptism</li> <li>Weddings</li> <li>Eucharist</li> <li>Crosses from different cultures</li> <li>Worship (global Christianity)</li> <li>Candles and Jesus as the Light of the World</li> </ul>                                                                                                               | <b>L2.6 Do you have to be part of a faith community to hold an organised worldview?</b> <ul style="list-style-type: none"> <li>Church attendance and Christianity outside of church</li> <li>Cultural Christianity</li> <li>Digital forms of Christianity</li> </ul>                                                                                                                                     | <b>U2.1 Who is Jesus? (2)</b> <ul style="list-style-type: none"> <li>Jesus and the Trinity</li> <li>Jesus as 'messiah'</li> <li>Jesus for Christians</li> <li>Importance of resurrection</li> <li>Global Christianity and the problem of 'White European Jesus'</li> <li>Jesus as Ancestor in African theology</li> <li>Jesus for those with different worldviews</li> </ul>    | <b>K3.3 If it is the same worldview why does it look so different?</b> <ul style="list-style-type: none"> <li>Christian denominations and variations of the Eucharist</li> <li>Christian denominations and variations in Christian worship (variations of the worship in Black churches and other non-white expressions in local and global context)</li> <li>Christian advocacy</li> <li>Digital Christianity (work of Tim Hutchings)</li> </ul>                                                                         |
| <b>Wisdom and Guidance</b><br><b>Th HSS Ph</b>    | <b>F2 Who are the people in sacred (special) stories and why might they still be important today?</b> <ul style="list-style-type: none"> <li>Stories of Jesus</li> <li>The Nativity and celebration of Christmas</li> </ul>                                                                                                                                     | <b>K1.2 Where do people turn for guidance in life?</b> <ul style="list-style-type: none"> <li>Bible stories from the OT e.g. Abraham &amp; Isaac (for comparison with Ibrahim &amp; Ishmael), Moses (Musa), Joseph (Yusuf) and their significance for those with Abrahamic worldviews</li> <li>Bible stories from the NT e.g. parables of Jesus</li> <li>The Golden Rule</li> <li>Angels (including Roman Catholic beliefs)</li> </ul> | <b>L2.2 How are worldviews shaped and expressed through art and architecture?</b> <ul style="list-style-type: none"> <li>Orthodox icons/Christian art</li> <li>Orthodox church and iconostasis</li> <li>The theological significance of the art and architecture of Coventry Cathedral (incarnation, salvation &amp; reconciliation)</li> <li>Body positions for Christian worship and prayer</li> </ul> | <b>U2.2 Why might ancient stories still be so important for some worldviews today?</b> <ul style="list-style-type: none"> <li>St Augustine's revelation</li> <li>Creation story &amp; interpretation</li> <li>Noah and the Flood Story and interpretation (links with Epic of Gilgamesh) Abraham narratives and importance for Christians</li> <li>Biblical art work</li> </ul> | <b>K3.5 How might philosophies drawn from sacred texts impact on the way people choose to live today?</b> <ul style="list-style-type: none"> <li>Interpretations of Creation story and Noah and Flood story</li> <li>Gregory Palamas- divine essence and divine energies</li> <li>Christian ideas about climate change</li> <li>Aquinas and Natural Law</li> <li>Black Natural Law</li> <li>Zera Yacob's 16<sup>th</sup> Century Ethiopian philosophy (The Hatata) &amp; ideas that pre-date The Enlightenment</li> </ul> |
| <b>Personal Responsibility</b><br><b>Ph HSS</b>   | <b>F3 How do people know how to treat each other?</b> <ul style="list-style-type: none"> <li>Parables of Jesus - The Good Samaritan, The Healing of the Paralytic, The Feeding of the Five Thousand</li> <li>The Creation Story in Abrahamic traditions (Old Testament/Qur'an/Torah) &amp; ideas about caring for the earth</li> <li>The Golden Rule</li> </ul> | <b>K1.1 How might your worldview be seen in the choices you make?</b> <ul style="list-style-type: none"> <li>Prayer</li> <li>Christian charity work</li> </ul>                                                                                                                                                                                                                                                                         | <b>L2.4 How might your worldview lead you to do hard things for good reasons?</b> <ul style="list-style-type: none"> <li>Lent and fasting</li> <li>The temptation of Christ</li> <li>Parables of Jesus</li> <li>Christian charities (global and local)</li> <li>Pilgrimage to Canterbury</li> <li>Quaker worldviews &amp; non-violence</li> </ul>                                                        | <b>U2.6 How might your worldview impact on the way you understand death and beyond?</b> <ul style="list-style-type: none"> <li>The soul</li> <li>Resurrection and life after death</li> <li>Love</li> <li>Justice</li> <li>Christian funerals</li> <li>Heaven and purgatory</li> </ul>                                                                                          | <b>K3.2 How might your worldview give you a sense of right and wrong and where might that come from?</b> <ul style="list-style-type: none"> <li>Parable of the Sheep &amp; the Goats</li> <li>Dietrich Bonhoeffer's teachings &amp; the 'Confessing Church'</li> <li>Racial justice, Windrush &amp; incarnation</li> <li>Joseph Fletcher's 'Situation Ethics'</li> <li>Christian charities</li> </ul>                                                                                                                     |

The overview document shows you everything that is covered at each phase of education across the seven core concepts.

You may be called upon to support schools with any of the themes/topics on the overview document.

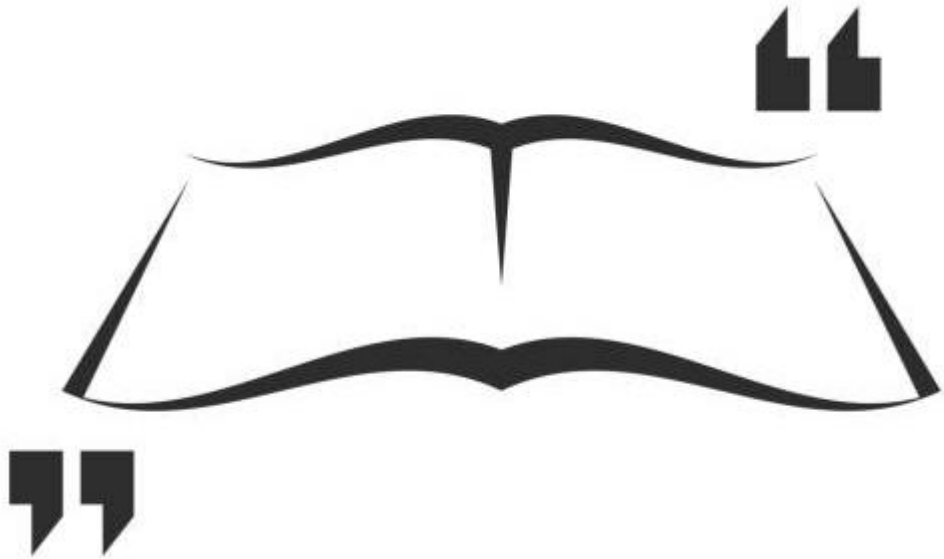
# Sharing Your Christian Worldview



- Share your own **personal worldview** with pupils.
- Explain and express the elements of your worldview that are **distinctly Christian**.
- Unpack your beliefs with pupils and link them back to the Bible and how you **interpret** what it means.
- Share the '**embodied**' nature of your worldview and how it impacts upon how you live, your actions and behaviour.
- Consider your own **positionality**- how where and when you live shapes your worldview and how being born into your family has shaped what you belief and value.



# Supporting Interpretation of Scripture

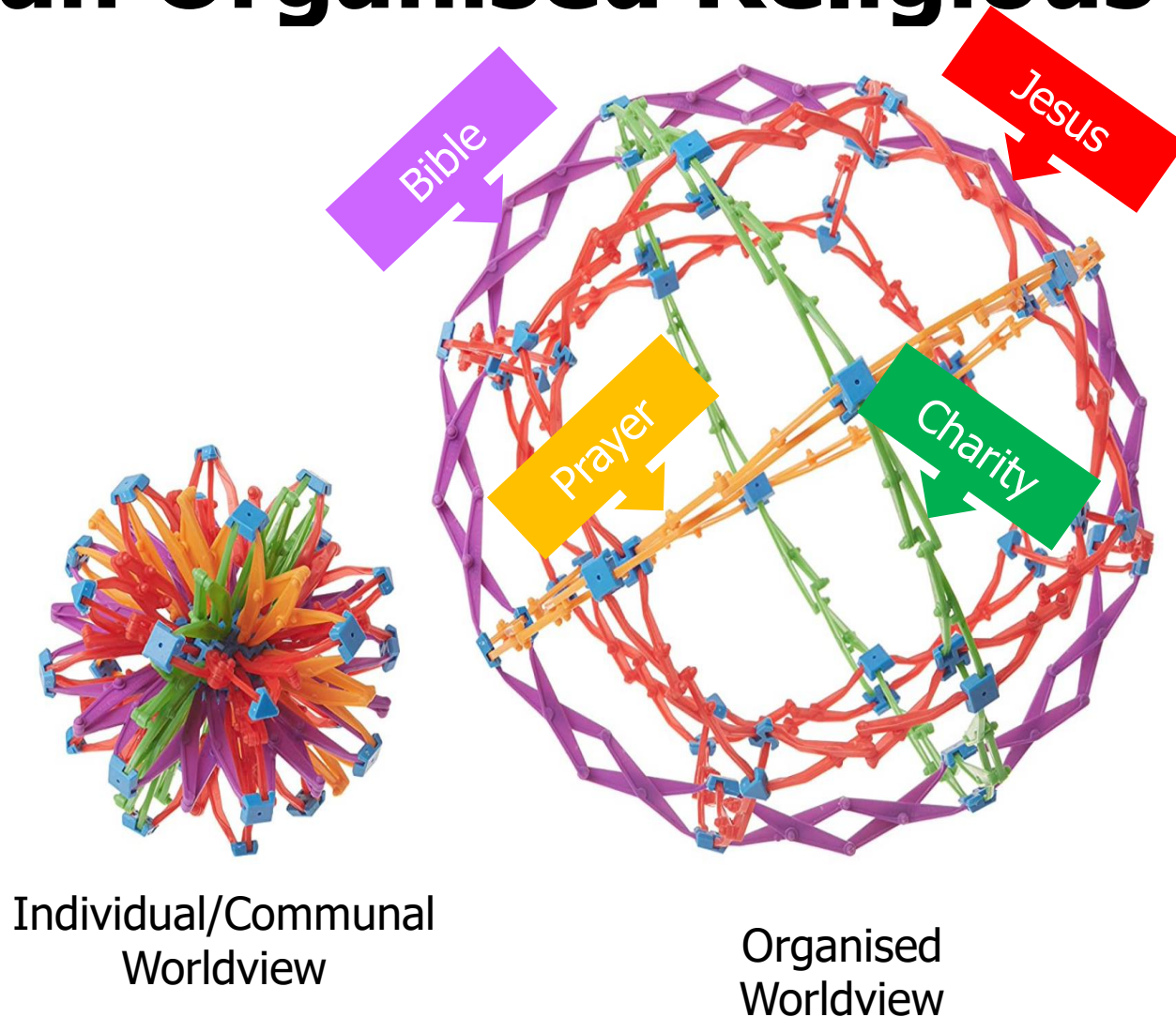


Some key learning within the syllabus is for pupils to understand that sacred texts are interpreted and that what is contained within them is lived out in diverse ways.

They are introduced to the concept of 'hermeneutics' in Key stage Two.

- Providing background information to teachers in terms of **historical-geographical-social context** of Bible texts.
- Sharing Bible texts and stories with pupils
- Supporting **simple exegesis** in terms of what certain words mean in Biblical languages or making links with other Bible texts/stories.
- Sharing your **own interpretation** (**literal, symbolic, metaphorical** etc) and the interpretations others might make.
- Introducing pupils to the **application of lenses** for reading e.g. **feminist or Black liberation** interpretations of Bible texts (older pupils).

# Making Connections with Christianity as an Organised Religious Worldview



- Pupils encounter **individual and communal worldviews**.
- As they encounter individual worldviews they also encounter the **traits of organised worldviews** (e.g. Christianity)
- Over time, they build up a picture of the **familial traits of Christian worldviews** and understand what **Christianity** is about.

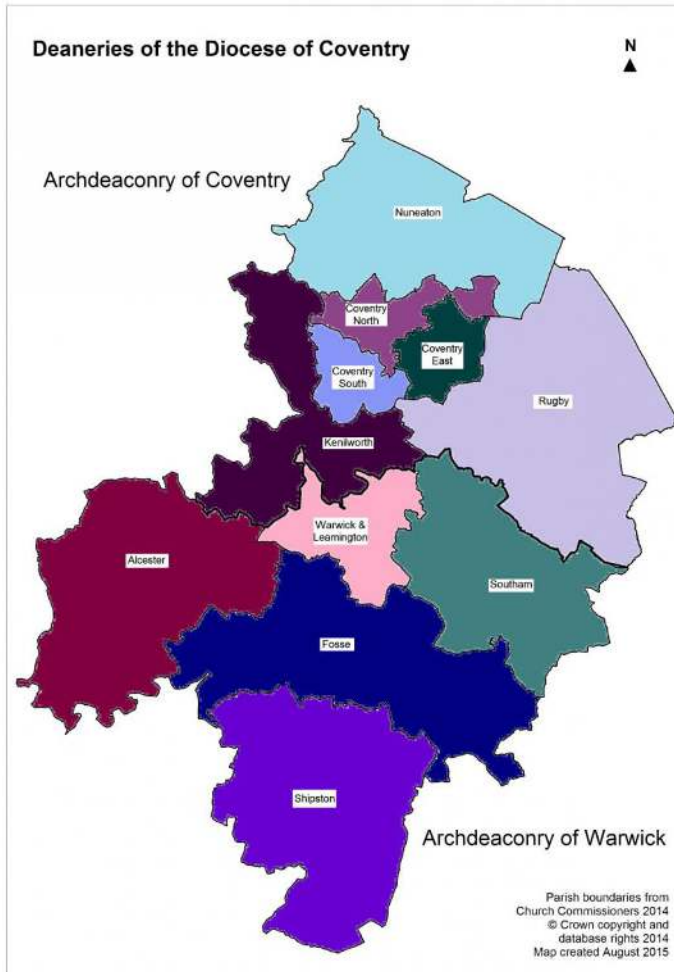
# Getting Other Church Members Involved



- The new syllabus is about pupils **deliberately encountering diversity** within worldviews.
- Other members of your church may be ideal to share their **own personal worldview** with pupils and how this aligns with Christianity.
- They do not need to feel the pressure of 'representing' the whole of Christianity- just share their own worldview.

Who in your church community could share their personal worldview with pupils?

# Sharing the Communal Worldview of Your Local Faith Community

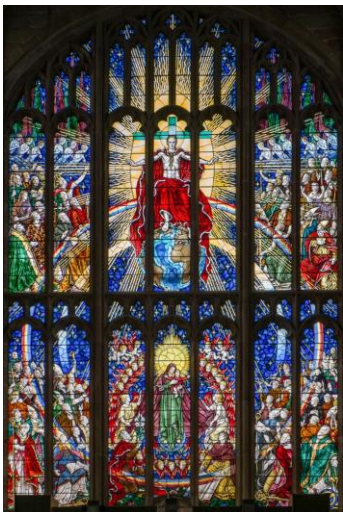


- Sharing what is **unique** about the **expression of Christianity** in your own faith community (your 'case study' of a **Christian communal worldview**)
- Making links with '**embodied**' **worldviews** and how beliefs impact on **action**
- How your church **serves the local community** in specific ways
- **Online and in-person** ways of being part of the community

# Exploring Your Church as a Place of Worship



- Sharing the **art and architecture** of your church building and its **theological significance**.
- Linking the **shape and layout** of the building and its features to what happens inside.
- Exploring **symbols** that link to Christianity.
- Sharing **artefacts and objects** with ritual purposes.
- Sharing the use of the **physical spaces** for different activities.



Who in your church community could share this with pupils? Church wardens?

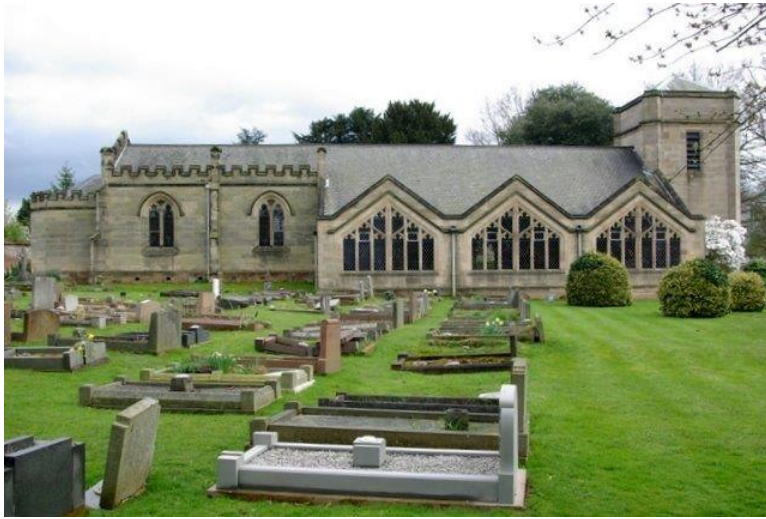
# Unpicking the Entwining of History and Religion in Your Locality



- Exploring and **sharing the story** of why your church is here!
- Making links with the **history of the community**.
- Connecting with **key figures from history** such as William Shakespeare and George Eliot.
- Sharing **key events of the past** linked to your church.
- Investigating the **churchyard**

Who are the history experts in your church community?

# Eco Churches

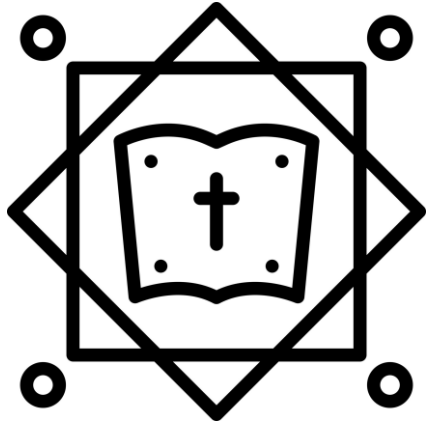


- **Climate change** is featured several times in the new syllabus and **Christian responses to Creation** and protecting and nurturing the Earth.
- Schools will be interested in local Eco Churches as **case studies of Christian worldviews in the 21<sup>st</sup> century**.
- Be prepared- if you aren't an Eco Church pupils will likely be interested in why not...



Who are the people in your church community who can best share this with pupils?

# Supporting Development of Disciplinary Skills



## Theology

- Helping pupils (and teachers!) with exegesis and interpretation of the Bible
- Explaining Biblical art and architecture



## Philosophy

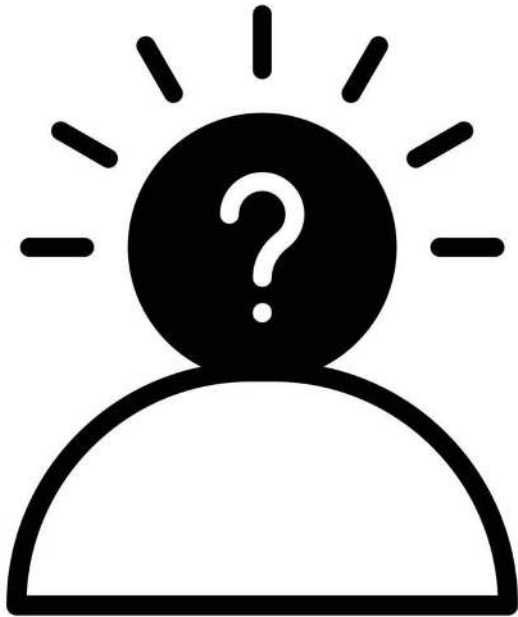
- Posing 'Big'/'Ultimate' questions for pondering
- Making space for doubt and questioning
- Exploring both reason and faith with pupils concerning Christianity



## Human & Social Sciences

- Be prepared to be interviewed
- Support schools trying to do surveys of local Christians (e.g. distribution amongst church community)
- Facilitating ethnographic study (church visits)

# Foundation Governors



- If that all sounds fascinating and you would like to be more involved, please do make sure you are on the **governing body** for your local schools.
- This may have sparked thoughts about other people in your parish who could get involved with supporting RE in your local schools. Perhaps they would make good **foundation governors** and could link with the RE subject leader to help implement the new syllabus?

Contact Helen Gibson about getting involved with school governing bodies:  
[helen.gibson@coventrydbe.org](mailto:helen.gibson@coventrydbe.org)

ANY  
Questions?