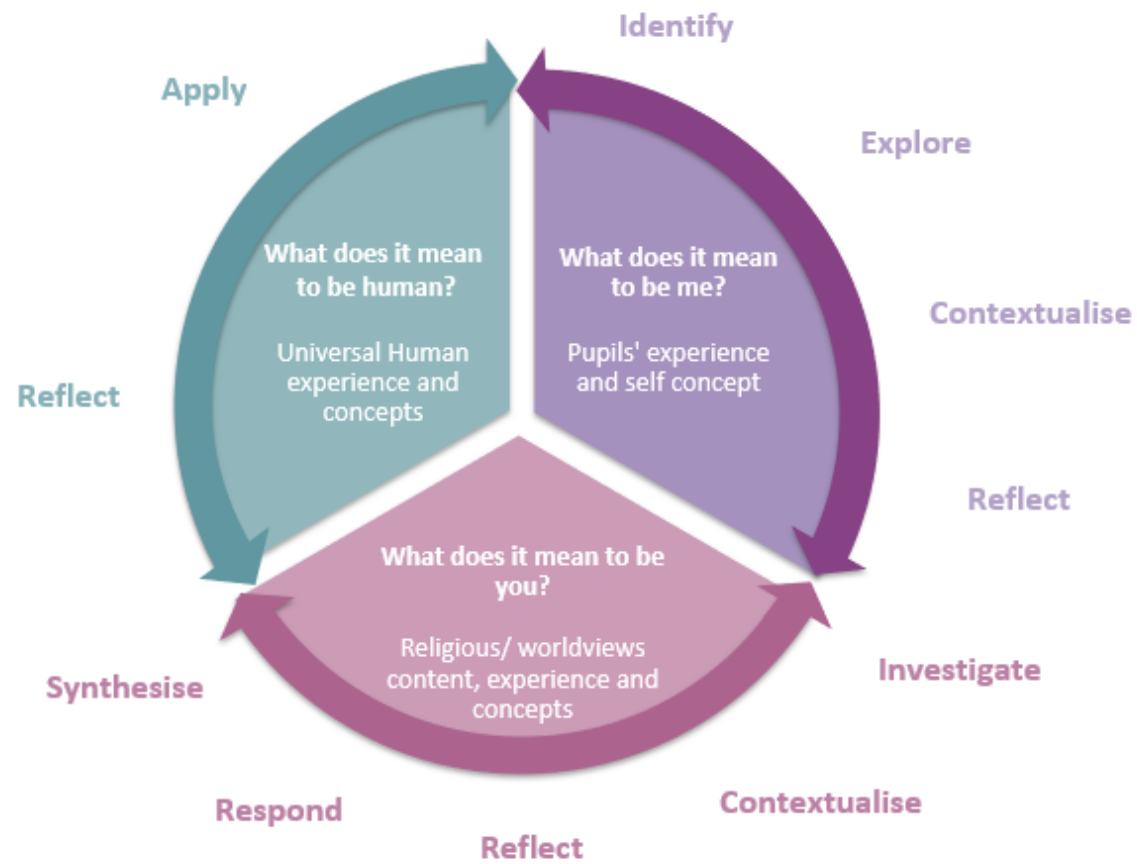


1. How to use the Enquiry Model

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)

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

Information about different worldviews can be found on [REOnline](#)

How the learning process moves the learning forward:

Learning process	Enquiry:
<p>What does it mean to be me? Pupils' own experience and self-concept (1 lesson)</p>	<p>Identify 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>Explore 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>Contextualise How are the class responses similar and different? Why is this? Is there any one right answer? Might any responses be wrong?</p> <p>Reflect 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>What does it mean to be you? Religious/worldview experience, concepts and content (main substantive and disciplinary knowledge developed) (3 or 4 lessons)</p>	<p>Investigate 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 here takes you to the NATRE explanation of eight approaches to learning in RE. There is also 'Disciplinary RE', 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.</p> <p>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>Contextualise raising awareness of internal diversity within a tradition/worldview and/or similarities and differences across different traditions/worldview.</p> <p>Reflect Consider what are the meaning and significance of these concepts, experiences and ways of living for those who adhere to them.</p> <p>Respond 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>Synthesise Are there any common themes, concepts, experiences that can be drawn from what they have learnt?</p>
<p>What does it mean to be human? Universal human experience and concepts (1 or 2 lessons)</p>	<p>Reflect 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>Apply 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.