



CULHAM ST GABRIEL'S

WORKING WITH ACADEMIC RESEARCHERS & TEACHERS ON RELIGION & WORLDVIEWS PROJECTS

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RE & SPIRITUALITY OFFICER, COVENTRY DBE



DIOCESE^{OF}
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BOARD OF EDUCATION



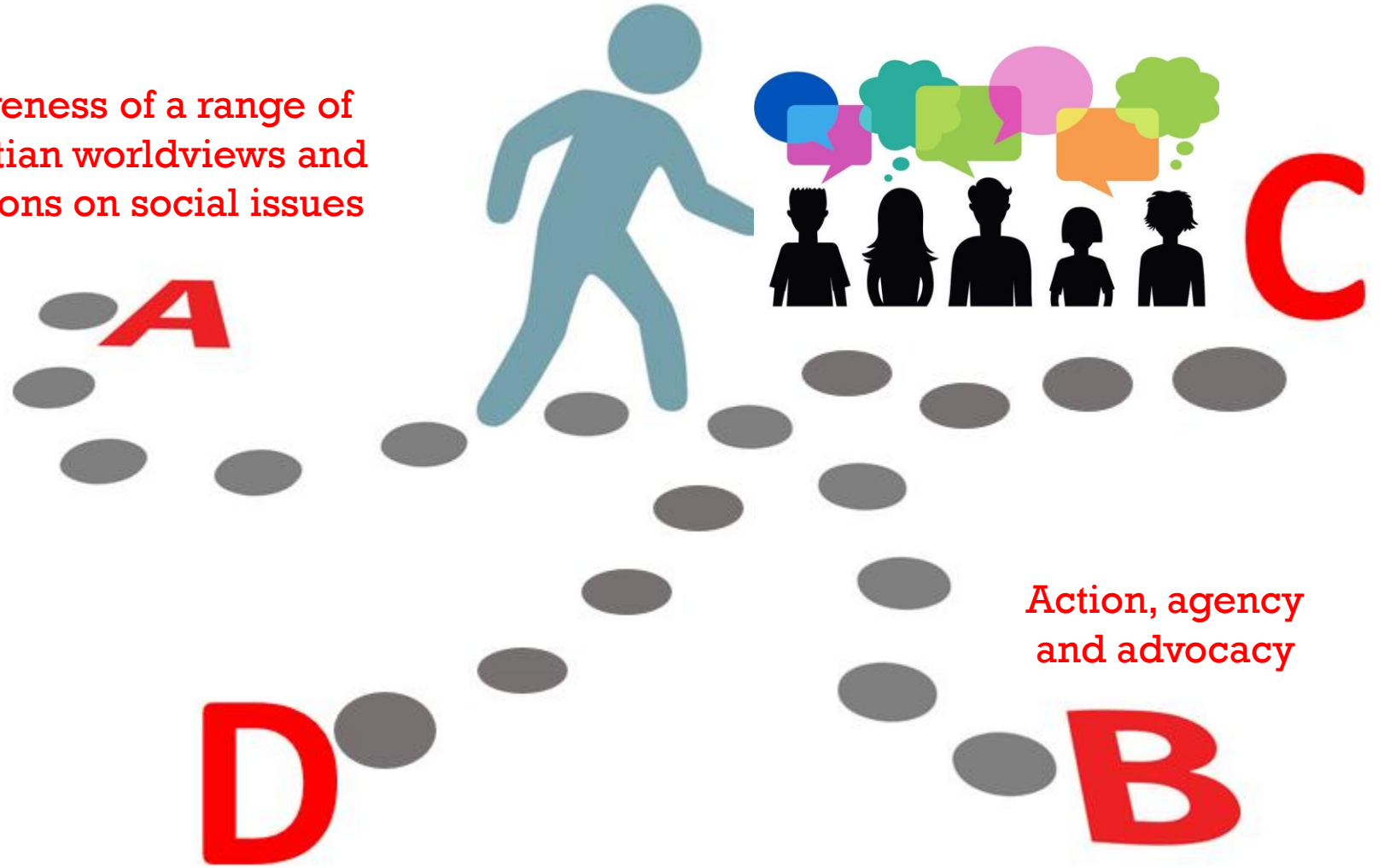
DIOCESE OF COVENTRY BOARD OF EDUCATION
**CHRISTIAN WORLDVIEWS
& ADVOCACY PROJECT**

OUR PROJECT: CHRISTIAN WORLDVIEWS AND ADVOCACY

- Three reasons for creating this project
 - 1) **Christian worldviews** not as well explored and often presented as monolithic, homogenous and static
 - 2) '**Courageous Advocacy**' in CE schools required as part of CE SIAMS inspection but not always well understood
 - 3) **Human and social sciences** as a disciplinary focus



Awareness of a range of
Christian worldviews and
positions on social issues



Action, agency
and advocacy



OUR PROJECT: CHRISTIAN WORLDVIEWS AND ADVOCACY

- Key Project Personnel

Project
Manager:



Jen Jenkins

Project
Advisors:



Céline Benoit



Tim Hutchings

THE TEACHER GROUP

<u>School name</u>	<u>Type of school</u>	<u>Total number of pupils on roll (all ages)</u>
Secondary School 1 (urban)- VĀ	Academy	1670
Secondary School 2 (urban)- VĀ	Academy	797
Primary 1 (semi-rural)- VC	Maintained school	298
Primary 2 (urban) -VC	Academy	190
Primary 3 (semi-rural)- VĀ	Maintained school	188
Primary 4 (rural) - VC	Maintained school	115



KS

2

KS

3

ACADEMIC RESEARCHERS AS KEY CONTRIBUTORS TO OUR PROJECT


Topics	Contributor
Introduction to Sociology	Céline Benoit
Climate Change	Dr Maria Nita (UK) Dr. Cybelle Shattuck (USA)
Race	Anthony Reddie
Politics	Robert Beckford
Golden Rule Christians	Abby Day
The Body: Abortion	Sarah-Jane Page
The Body: LGBTQ+	Sarah-Jane Page
Motherhood and Family	Dawn Llewelyn
Human Rights & Sexuality	Adriaan van Klinken
Digital Religion	Tim Hutchings
Methodology for Sociology in the Classroom	Céline Benoit, Tim Hutchings & Katie Freeman



KEY CONTRIBUTORS

The recordings of these sessions, plus presentation slides, will be made available as part of dissemination of the project

MOTHERHOOD AND THE FAMILY IN CHRISTIANITY



The Holy Family Bartolomé Estéban Murillo (1670-1973) Wikimedia Commons

0:08 / 11 @DownLlewellyn @TRSChester d.llewellyn@chester.ac.uk

Christianity, Human Rights and LGBT Communities: perspectives from East Africa

Prof. Adriaan van Klinken
University of Leeds
A.vanklinken@leeds.ac.uk

0:00 / 40:39

Christians and Politics

1:03 / 40:35

Christian Worldviews and the Body: Queer Sexuality and Abortion

DR SARAH-JANE PAGE
SENIOR LECTURER IN SOCIOLOGY, ASTON UNIVERSITY

0:25 / 39:08

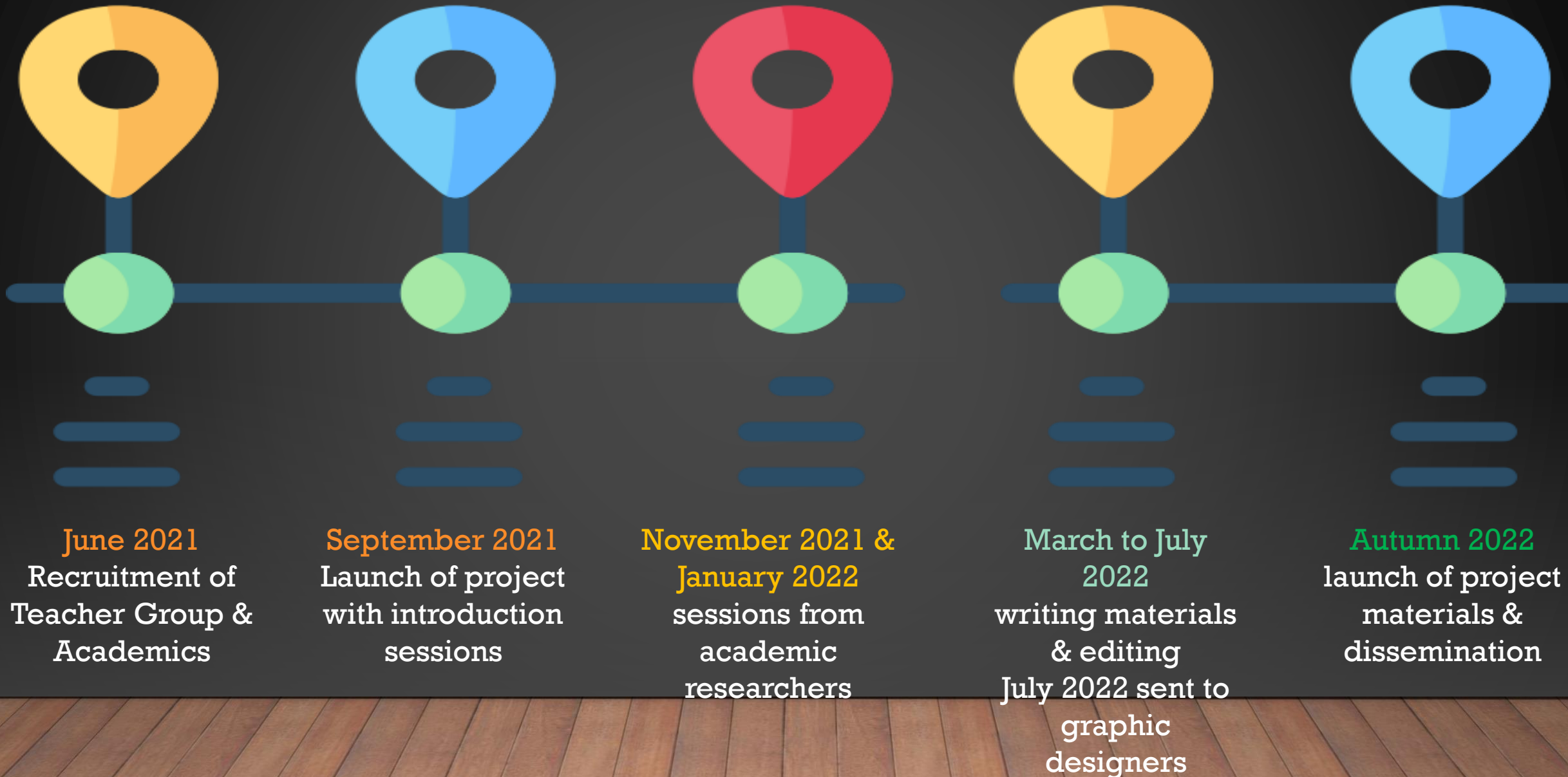
Christian Worldviews: Green Christianity as a political and cultural spectrum

1. Situate the development of Green Christian theology and Green Christian movements within the wider eco-critical tradition that began in the 1960s
2. Discuss examples Green Christian beliefs, values and practices in the United Kingdom: New rituals and prayers

0:46 / 30:10

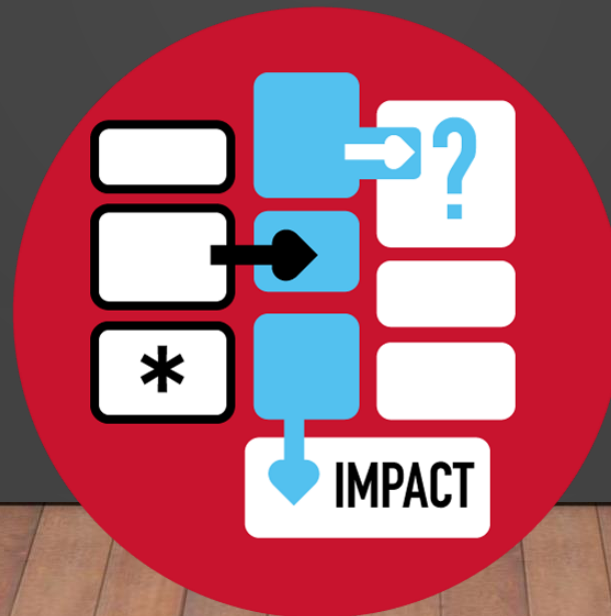
- Two (very) old visions of a technological worldview
 - Is there a digital worldview?
- If so, what does that mean for Christianity?

Project Timeline



Theory of Change

What is the problem you are trying to solve?	Who is your key audience?	What is your entry point for reaching your key audience?	What steps are needed to bring about change?	What are the desired outputs from your work?	What are the wider benefits of your work?	What is the long-term change you see as your goal? (outcomes)
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KEY OUTCOMES

For teachers in the teacher Group	For all teachers using this resource	For academic researchers
<ul style="list-style-type: none">• Access to academics in higher education to develop subject knowledge• Better understanding of the plurality of Christian worldviews and spectrum of belief and opinion regarding social justice issues• Helping pupils to better understand Christian worldviews and what they might learn from studying them• How to support pupils with skills of positionality, reflexivity and reflectivity to understand their own worldview and pull towards advocacy	<ul style="list-style-type: none">• Improved subject knowledge regarding the plurality of Christian worldviews and advocacy for social justice issues• Connecting with the work of higher education academics through videos and presentations• Access to resources regarding Christian worldviews and advocacy in one place, without the need for own in-depth research and searching for resources• Scope to expand current RE schemes of work/curriculums or write new ones	<ul style="list-style-type: none">• Opportunity to share academic research with teachers• Opportunity to interact with and connect with teachers• Recognising the possibilities of their research being used in primary and secondary educational contexts• Developing an understanding of how best to support teachers at primary and secondary level with subject knowledge and disciplinary working

KEY OUTPUTS

Project Resources	Resource Creators
Recordings of contributor sessions by leading academics	Range of academics from higher education (sociologists of religion and theologians)
Presentations from contributor sessions by leading academics	Range of academics from higher education (sociologists of religion and theologians)
Project introduction and overview documents to support curriculum planning	Jen Jenkins (Project Manager)
Teaching and learning resources for each topic, including resource sheets and 'Mood Boards'	Teacher Group (KS2 & KS3 teachers)
Supplementary resources to develop pupils' personal worldviews and reflect on opinions and beliefs regarding social justice advocacy	Jen Jenkins (Project Manager)

AN EXAMPLE: CLIMATE CHANGE



Christianity and
Climate Change in
USA

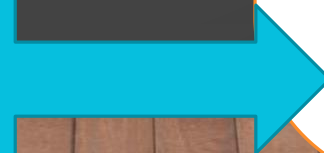


Christianity and
Climate Change in
UK



Methodology of Sociology
of Religion:

- Ethnographic studies
- Surveys
- Interviews
- Analysing data



KS2 Learning:

- Genesis narratives & concepts of stewardship, responsibility etc and impact on action- Christians as responsible to respond or as the cause of climate change
- Green movements in Christianity
- Christian Green charities and alternative expressions e.g. Eco Church
- Climate justice and the role of Christian leaders in responding to climate change

KS3 Learning:

- Ethnographic studies of Christian responses to climate change (UK and US)
- Lynn White and anthropogenic interpretations of Christian responsibility
- Green justice ministries
- Intersectionality e.g. climate change and the Global South (politics, race etc)
- Christian charities working for ecological justice



SAMPLE

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TEACHING AND LEARNING RESOURCES

Suggested Teaching & Learning Activities:

CLIMATE CHANGE (KS2)



Suggested Teaching & Learning Activities for Climate Change (KS2)

Disciplinary Methodology for this Topic	Sociology of Religion	Theology	Philosophy
	Ethnographical study (observation / participation)	Textual analysis ✓	Debate ✓
	Survey / Questionnaire ✓	Hermeneutics ✓	Thought experiment
	Interview ✓	Art criticism	Philosophical arguments
	Data ✓		



Core Learning : Climate Change (KS2)

Key Enquiry Question

How can we find out about Christian and non-Christian/religious views about climate change?

Suggested Learning Activities

Introduce pupils to sociology of religion methodologies such as interviews and questionnaires. Ask pupils to plan how they could conduct some research into Christian, and non-Christian/other worldviews, concerning climate change? Support pupils to plan questions for interviews or questionnaires. Decide how pupils will complete these; they could use paper questionnaires or electronic surveys such as Microsoft Forms/Google Forms. When introducing students to the use of survey and interview data it is important to also talk about the limitations and potential misuse of survey data so that they are aware that critical thinking and analysis are skills they will need to develop alongside skills in managing statistics.

To support pupils in creating their research, key questions could be discussed and shared as a class. For example, 'On a scale of 1-10, how concerned are you about climate change?', 'Do you or your family donate to any environmental charities?', 'What motivates you to be more environmentally friendly?', 'Are you involved in any environmental projects?'

Pupils could survey their friends and family, pupils at school, and teachers. You could also invite in some Christians for the pupils to pose questions to. Pupils could create a simple survey for the local church. Contact with your local SACRE would be useful to gather non-Christian and non-religious views as a comparison.

In terms of survey reliability, ask pupils to consider and discuss the following:

- *If you tell people that you are studying climate change, do you think they will change their answers?*
- *Could you ask the question in a way that changes the answer people give you?*
- *How many people would you have to ask in order to understand what all Christians think about this topic?*

This approach helps students to think critically about survey data, and perhaps to spot when surveys are being used (for example, in the media) to manipulate them.

Assessment of Knowledge & Skills

Pupils can use the methodology of sociology of religion. They are able to make predictions about what their methods will reveal and can analyse and evaluate the results of their interview/survey.

Pupils show an awareness of diversity within Christian worldviews on issues related to climate change.

Pupils can make comparisons with Christian worldviews to non-Christian/religious worldviews through the analysis of their results.



Core Learning : Climate Change (KS2)

Key Enquiry Question

How are Christian charities and churches engaging with ecological issues and climate change?

Suggested Learning Activities

There are examples of Forest Churches around the UK that pupils could research. If you have one near you, you might arrange a visit for someone to come to school. Questions for pupils to consider: 'Forest Churches are inspired by older traditions when sacred places were outdoors, why do you think Forest Churches have grown in popularity more recently?', 'What do you think some Christians find inspiring about gathering for worship outside?'

Examples of Forest Churches:

- <https://www.youtube.com/watch?v=-twiMjUGt1s>
- <https://www.youtube.com/watch?v=xn9WI9oKsRE>
- <https://www.youtube.com/watch?v=y8bMlqUA208>

Green Christian: <https://greenchristian.org.uk/>

After watching these and engaging further with websites, questions for pupils to consider might include: 'What is the history of the Green Christian movement?', 'How do they inspire Christians to consider climate change?', 'Part of the Green Christian vision is to 'share green insights with Christians and Christian insights with the green movement; how do you understand these to be linked?', 'What is the importance of this link?'

Assessment of Knowledge & Skills

Pupils are able to explain what is meant by climate change and greening. They are able to give examples of how this is carried out by Christian charities and Churches.

Pupils are able to evaluate the effectiveness of greening on reducing climate change.

Pupils may begin to develop an understanding of eco justice as working toward ecological sustainability and protection of the environment alongside social and economic issues.

POSITIVES AND CHALLENGES

Cross key stage working

Working with academics

Support & wisdom of Céline & Tim as project advisers

Teacher commitment & passion

Resourcing teachers



Pandemic interruptions

Teacher availability

Universally accessible/useable formats

Editing!!

Accessing ideas and research from higher education

PROJECT MANAGER: BRIDGING THE GAP





ACCESSING PROJECT RESOURCES

- We plan to make the resources available to all teachers on the Coventry DBE website: <https://coventrydbe.org/resources/>
This will include the Introduction for Teachers, Learning & Teaching Booklets for each topic for KS2 and KS3, a Resource Book, the Mood Boards reference in the materials and additional documents such as Pupil Worldview Journal, Disciplinary Checklist and Pupil Voice activity.
- Contact Jen Jenkins for more details on this project: jennifer.jenkins@coventrydbe.org



EVALUATING IMPACT



To share your use of these resources and
their impact on pupils:

jennifer.jenkins@coventrydbe.org

RESEARCH REFLECTION QUESTIONS



- *How might you use these materials in your own setting as part of your existing RE Curriculum or when planning for a new one?*
- *Which other social justice topics could be explored using this framework?*
- *Are there other topics that would benefit from cross-phase working with academics and researchers from higher education?*
- *How can we best distil the knowledge, ideas and expertise of academics and researchers in ways that RE teachers, subject leaders and non-specialists can easily digest and utilise for learning in the classroom?*