

Virtual Voices in Religious Education



By Jane Yates – Chair of Cumbria SACRE

Census 2021 data for Cumbria

Local Authority District	No religion	Christian	Not answered
Carlisle	39.1%	53.3%	5.6%
Allerdale	33.3%	59.8%	5.9%
Copeland	28.6%	65.1%	5.2%
Eden	34.4%	58.4%	6.0%
South Lakeland	37.4%	54.9%	6.3%
Barrow	39.7%	53.1%	5.8%

Less than 0.5% for all other religions except Muslim in Carlisle (0.8%) and Barrow (0.5%)

0% Sikh in all LA districts

0% Jewish in all LA districts except in Eden (0.1%) and South Lakeland (0.1%)

The third most common religion people identify themselves as in Cumbria is Hindu.



Not all SACREs are the SAME

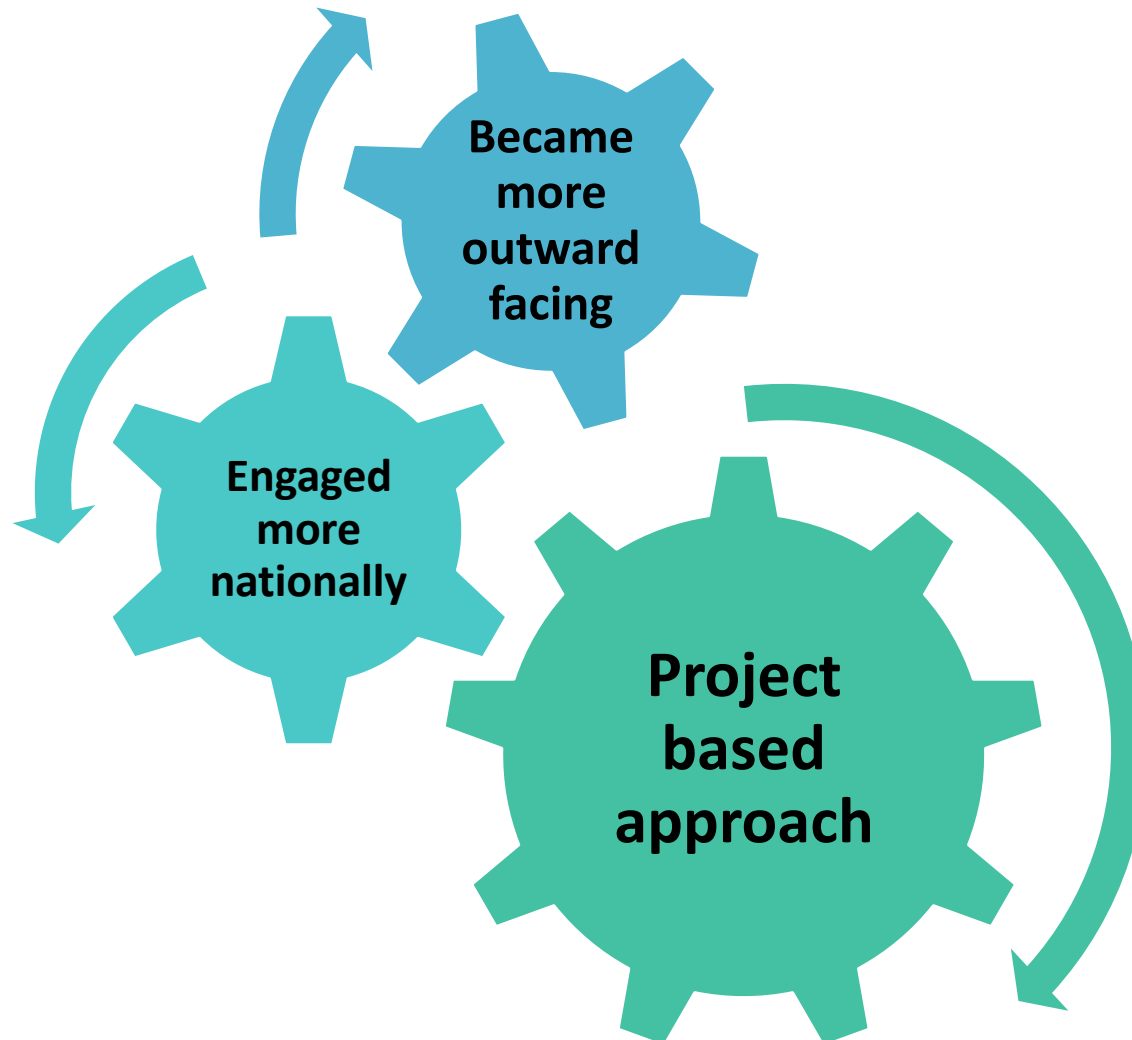
Not all SACREs are EQUAL

Lack

Enough

Plenty

Turning point... the lack became a catalyst for change



Two Projects



NASACRE Westhill Award (£4,000) 2018-2019

Buried Treasure Project

Westhill
make things happen

nasacre 
National Association of
Standing Advisory Councils
on Religious Education

Cumbria Standing Advisory Council
on Religious Education (SACRE)
**Visits and Visitors for
Religious Education**



Culham St Gabriel's (£10,000) 2020-2022

Virtual Voices in Religious Education (VVRE)



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The VVRE project helps young people in schools across Cumbria to virtually meet different 'voices' who are connected to Cumbria and have something to say about their personal and shared worldview.

"One of the things that has come out for education in general as an opportunity - the virtual world."

"Has made me realise we can do more virtually than before by finding new ways to do things with technology that we wouldn't have used before."

Cumbria teacher responses – from Global Learning during the Covid-19 pandemic Research Project UCL IOE Yates, J. 2022



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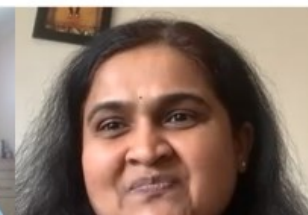
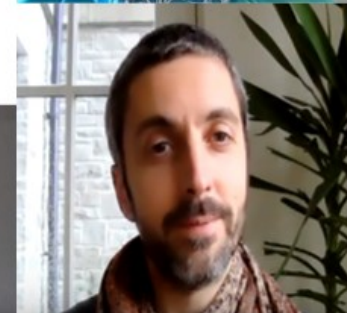
1. To improve the provision of 'visitors' for religion and worldviews in Cumbria

2. To improve the quality (*and ambition*) of Religious Education in Cumbria

3. To strengthen the relationship between Cumbria SACRE and Cumbria Development Education Centre (CDEC)

Cumbria Standing Advisory Council
on Religious Education (SACRE)
**Visits and Visitors for
Religious Education**







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**Visits and Visitors for
Religious Education**



Introducing religion and worldviews to teachers

padlet

https://padlet.com/office744/REandWorldviews

Cumbria Development Education Centre • 2mo

Religion and Worldviews

EYFS to KS5

Project information

+ Add comment

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cdec.org.uk
Cumbria Virtual Voices in Religious Education
Add comment

Using the Padlet

We strongly suggest that you spend some time introducing the 'idea' of worldviews to your class as part of this project. You can scroll across and scroll down to find lots of resources to do this. To the far right (scroll the bar at the bottom of the page) there are some lesson plans from schools involved in the project.

+ Add comment

Teacher background information on a religion and worldviews approach

+ Add comment

Religion and Worldviews (animation from CORE report).

YouTube
Religion and Worldviews: the way forward. A national plan for RE
Add comment

Welcome to a Religion and Worldviews Approach

+ Add comment

Images to introduce the idea of worldviews

+ Add comment

A good image to help explain worldviews

shutterstock.com • 3028713234

We might introduce this image to help explain how we can sometimes be looking at the same thing and see things differently.

+ Add comment

A good image prompt for enquiry and conversation.

+ Add comment

Stories & poems for introducing the idea of worldviews

+ Add comment

I see, I see by Robert Henderson

heathbooks.co.uk
I See, I See.
Add comment

From Parliament Hill poem

+ Add comment

Resources for introducing personal Worldviews (scroll down)

+ Add comment

What are Religion and Worldviews? For 9-11 year olds.

Apr 5-11
What are religions and worldviews?
Background knowledge for the teacher
Assessment for 9-11s
Comparing
Exploring
Explaining
Evaluating
Unit 6: Religions and worldviews
A Unit of work for introducing religion and worldviews.
Add comment

Big questions, big answers - Introducing Worldviews (primary)

+ Add comment

Introducing shared worldviews (institutional or organisational)

+ Add comment

Introducing religion and worldviews through stories

ROSE CASTLE FOUNDATION
storytent.concordant.online
Story Tent Online
Add comment

How using lens supports count misconception

+ Add comment

missdcoblog.wordpress.com
Add comment

Our worldviews

PDF
Our worldviews_Activity 6
Add comment

Worldview metaphors: classroom ideas

+ Add comment

Challenging worldview in

+ Add comment

MY WORLD VIEW

Hi my name is Adi and my world view is...

My world view when I am older is to become an actor or horse rider. When I finish school I am going to go to a drama school.



My world view is a lot about my religion. I am a muslim and my god is Allah. I look up to him because he loves me and he helps me. The way I respect him is by following the rules that all muslims do.



These glasses depict how we all have a different pair of a view on the world and how your religion or where you were brought up can change the lens on your glasses.



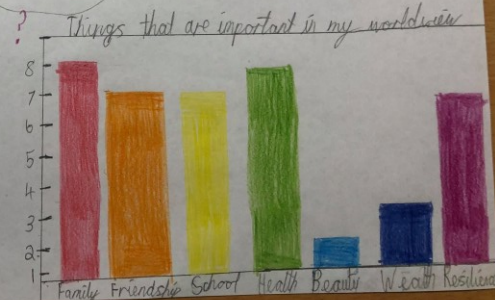
A worldview can be thought of as a pair of glasses or lenses. This therefore shows that everyone has a different worldview.



A worldview can influence your choices because if you are part of a religion there might be rules you follow or a god you pray too and obey.

What is a worldview?

The metaphor of glasses or lenses is good because it's trying to say everyone has a different pair of glasses or different worldviews. The weakness of this metaphor is you might want to have a different pair of glasses or see someone else's worldview.





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Research phase

DISCOVERING
MUSLIMS IN BRITAIN

Maryam

Samina

Sariya

Azim

Tanvier

Hamza

Laiqah & Seherish

Faraz

Sami

Hanan

Aisha

Abdullah

What does Islam mean to you?

CARDIFF UNIVERSITY
PRIFYSGOL CYRDYD

Centre for the Study of Islam in the UK
Canolfan ar gyfer Astudio Islam yn y DG

ISLAM UK CENTRE
CANOLFAN ISLAM DG

CARDIFF
UNIVERSITY
PRIFYSGOL
CAERDYD

DISCOVERING
MUSLIMS IN BRITAIN

ISLAM UK CENTRE
CANOLFAN ISLAM DG



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Digital technology – Padlet

padlet


https://padlet.com/office744/siosj0yi4665jzqg

Cumbria Development Education Centre - 36m

My Worldview Stories

VVRE Project

Introducing Zainab - my personal worldview story




antiracistcumbria.org

Observing Ramadan in Cumbria : Anti Racist Cumbria

Zainab's shared worldview is Muslim.

Key words: worldview, religion, Muslim, Islam, Sunni

Morgan - my personal worldview story




loom

24 May, 2022 - Morgan-SACRE

Morgan's shared worldview is Christianity.

Key words: worldview, religion, religious, Christian, Christianity, Methodist

Philip - my personal worldview story




loom

Philip - my personal worldview story

Philip's shared worldview is Christianity.

Key words: worldview, religion, religious, Christian, Orthodox, liturgy, icon, incense, grace


Mina - my personal worldview story



loom

Mina's shared worldview is influenced by her upbringing in Iran - which is a Muslim state. Mina does not consider

Introducing Wendy - my personal worldview story



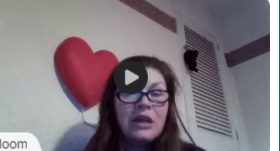
loom

Wendy

Wendy's shared worldview is Buddhism

Key words: worldview, religion, Buddhist, Buddhism

Susan - my personal worldview story



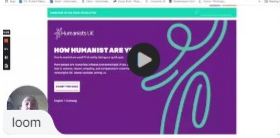
loom

Susan

Susan's shared worldview has links with the Church of Scotland and Paganism.

Keywords: worldview, religion, Pagan, Paganism, Church of Scotland

Introduction to Richard. Watch this first and do the 'How Humanist are you?' Quiz




loom

Richard

Richard's shared worldview is Humanism

Key words: worldview, Humanist, Humanism

Introducing Rashmi - My personal worldview story



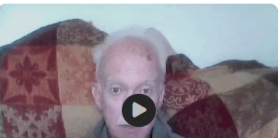
loom

Rashmi

Rashmi's worldview is Hindu dharma.

Key words: worldview, religion, Hindu, Hindu Dharma

Howard - my personal worldview story




loom

26 May, 2022 - Howard---Quaker-Voice

Howard's shared worldview is Quaker

Shelia - My personal worldview story




loom

Shelia

Shelia's shared worldview is Judaism

Keywords: worldview, religion, Jewish, Judaism

Karen - my personal worldview story



loom

Karen


Karen's shared worldview is Bahá'í

Key words: worldview, religion, Baha'i faith

Daniel - my personal

Worldview story films

Introducing Wendy - my personal worldview story




loom

Wendy

Buddhism

Key words: worldview, religion, Buddhist, Buddhism

Shelia - My personal worldview story



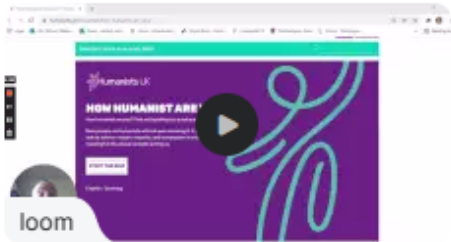
loom

Shelia

Shelia's shared worldview is Judaism

Keywords: worldview, religion, Jewish, Judaism

Introduction to Richard. Watch this first and do the 'How Humanist are you/' Quiz



loom

Richard

Richard's shared worldview is Humanism

Key words: worldview, Humanist, Humanism

Facilitated events



Spring term – VVRE facilitated live events for schools

Humanist event – Y8

Abrahamic event – Very small schools

Dharmic event – Very small schools

CPD with Y1 & Y2 students from Uni of Cumbria

Summer term – VVRE live events for schools

Diversity in Islam – William Howard School

Diversity in Christianity – William Howard School

Autumn term – VVRE live events for schools

Science and Religion – Y12 West Lakes Academy

Controversial questions – Y11/12/13 William Howard School

And of course many schools are using the digital resources



Digital resources

padlet

https://padlet.com/office744/n54y3ra4n37t0uam

Cumbria Development Education Centre · 2mo


Pilot resource - Virtual Voices films - Humanism

ADD SECTION

Introduction

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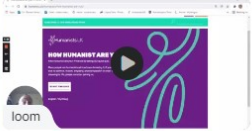
Introduction to the VVRE Project



loom [come to Cumbria students!](#)

Introduction to VVRE Project - Humanism

Introduction to Richard. Watch this first and do the 'How Humanist are you!' Quiz



loom

Richard


Richard's shared worldview is Humanism

Key words: worldview, Humanist, Humanism

you-questions about being a Humanist

+


What did you get on the quiz?



loom

What did you get on the quiz?

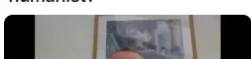
How did you find out about being a Humanist?



loom

How did you find out about being a Humanist?

What made you a humanist?




loom

you-questions about religion

+


Why do you not believe in God?



loom

Why do you not believe in God?

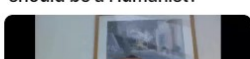
How do you feel about other religions and beliefs?



loom

How do you feel about other religions and beliefs?

Do you think everyone should be a Humanist?




loom

you-questions about being a Humanist celebrant and death

+

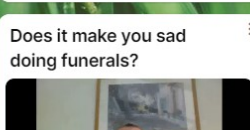
Why did you become a Humanist Funeral Celebrant?



loom

Why did you become a Humanist Funeral Celebrant?

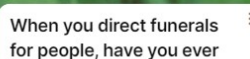
Does it make you sad doing funerals?



loom

Does it make you sad doing funerals?

When you direct funerals for people, have you ever




loom

you-questions about behaviour

+


Does Humanism ever affect your behaviour and decision making?



loom

Does Humanism ever affect your behaviour and decision making?

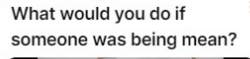
What does it mean to be good, for a Humanist?



loom

What does it mean to be good, for a Humanist?

What would you do if someone was being mean?



loom

14°C Cloudy

ENG 00:35 22/06/2022

Professional Engagement - Dr Joyce Miller – one of the commissioners for the CORE report

There are three things I particularly like:

1) the 'you-questions' which avoid the pitfall that a representative of a worldview can speak on its behalf as a whole;

2) the clarity of the layout of the materials you're presenting. This makes them accessible for everyone.

3) the presentation of a range of views that help pupils understand the importance of nuance, the existence of different interpretations, and that complexity and ambiguity are not unusual but part of being human and trying to make sense of the world.



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Kathryn Wright – CEO Culham St Gabriel's Trust

*“Culham St Gabriel's was thrilled to support this project because it not only aimed to further public understanding of religion and worldviews, in particular the **diversity of personal worldviews**, but also **brought together** teachers and other educators with community leaders and members of different worldview traditions. This innovative collaboration has brought **mutual understanding** and enabled everyone involved to become **more well-informed** not only about different worldview traditions, but also about the importance of the **subject in schools**. Congratulations to the whole team!!!”*



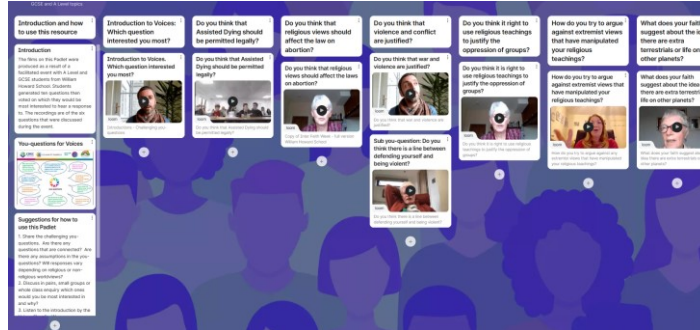
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“Thank you for sending through the link to the 6th form resources on Padlet. You are correct, it can be difficult finding time for RE across the whole of sixth form, so I will be able to use some of these resources during Year 12 and 13 tutorial sessions. Please continue to forward any resources like this in the future, as they are most useful.” Head of RE



“I am wanting to improve RE provision at sixth form level at A Level. We are currently working towards having a lesson every two weeks from September. However, I am wanting to do more in our tutor time for the rest of this year.

This isn't something I am an expert in so any help or guidance on what would be good to cover or if you know any speakers who would do talks in school or have resources that could be shared, it would be much appreciated.” Head of 6th form.



Class teacher: “After watching the video, the class were then in a better position to be able to think of questions they’d liked to ask Wendy about her faith and values. Knowing they were going to be speaking to a practising Buddhist, really helped the children reflect back on their prior learning, as well as enabling them to ask questions that were of personal interest to them.”



Buddhist member of Cumbria SACRE, said: “It was a joy to engage with the pupils during this Virtual Visit. I appreciated their high-quality 'you' questions which are rarely answered in books. For instance - Are you a vegetarian? Do you still crave stuff? Do you meditate at particular times? What do you do for fun?”

