



Diversity in RE and world views in the EYFS and Primary classroom



What is diversity of RE in the EYFS and Primary classroom?

- ▶ Giving children an understanding that there isn't just one view of a faith/ religion.
- ▶ Giving the children the chance to see/ experience different traditions in faiths and religions.

It is easy to over simplify information about different faiths and traditions when teaching so we can easily categorise and make learning simple for children.

ie :

All Christians baptise babies

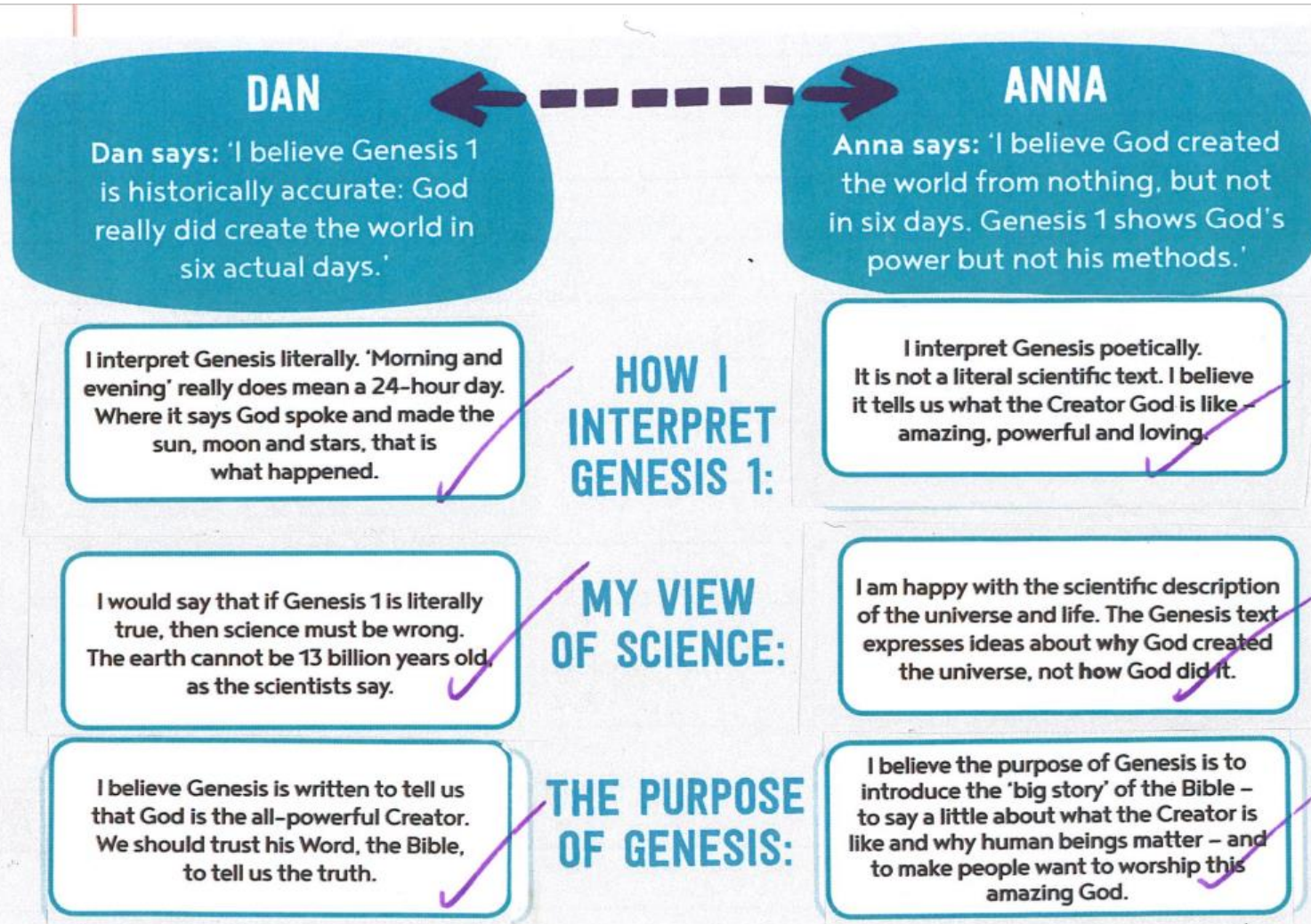
All Jewish people keep Kosher

The lived experience of many people is much more varied and complex
Differences in some faith traditions include for example.

| Christianity | Hinduism | Islam | Judaism |
|--|--------------------------|----------------|---------------------|
| Orthodox, Roman Catholic, Protestant | Vaishnavism, Shaivism | Sunni, Shi'ite | Orthodox, Reform |

The aim for my part of this session is to explore ways in which teachers can explore different traditions and make RE more diverse in primary and EYFS learning.

Showing diversity through use of resources which allow the children to explore different points of view.



Using Understanding Christianity's Year 6 unit on Creation and using their resources and lesson plans.

Introducing different views.

Dan and Anna - whose views are slightly similar - both believe that God created the world. However, Dan believes literally, and Anna believes metaphorically.

Dr Wiseman (who is a Christian) believes that God created the Big Bang. She thinks that "The God I continue to believe in has been working for an awfully long time sculpting the universe through the magnificent laws and dynamics of nature." She believes in Genesis as a metaphor.

Pope Francis, a Catholic, believes in evolution. He also believes metaphorically. He quotes, "He created beings and left them to develop according to the internal laws that he gave each one." The Pope believes that God was the cause of the Big Bang.

Pope Francis:

Pope Francis - the first pope to come from South America - believes in evolution. "He created beings and left them to develop according to the internal laws that He gave each one." He also believes that the creation story and the big bang don't contradict.

Using Understanding Christianity's Year 6 unit on Creation and using their resources and lesson plans.

Introducing different views.

Dan and Anna both believe that God created the world. Dan, who believes God created the world in 7 twenty four hour days, thinks that of the creation literally rather than metaphorically. Anna believes the creation of the world as a metaphor; she thinks that it was created over billions of years rather than 7 days. She believes

Superb.

Dr Wiseman:

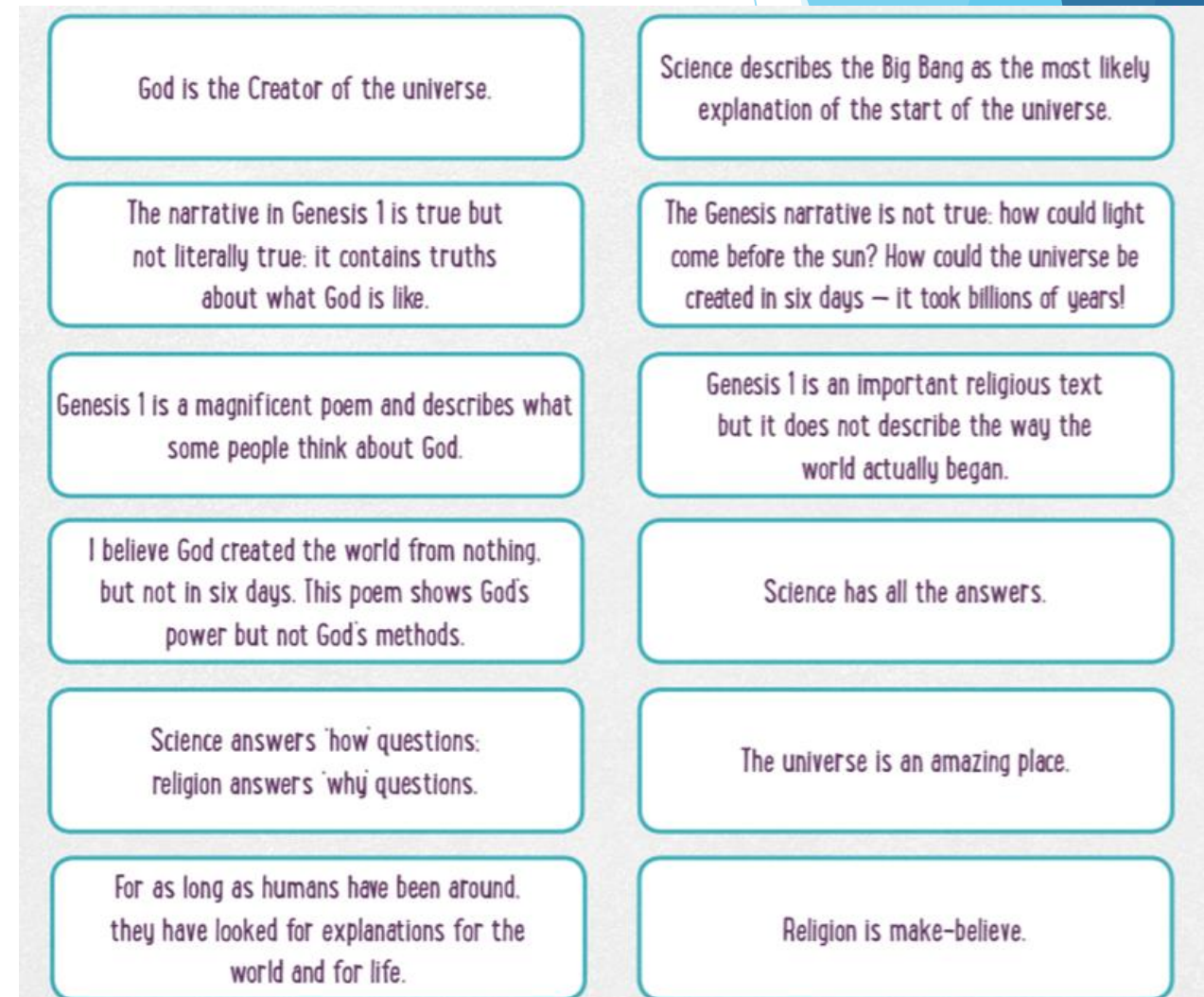
Dr Wiseman's views on the creation are that she believes in the big bang but thinks God is behind it. Jenner (part of NASA) thinks that studying space won't prove that God is real. She also believes that the earth was created over billions of years and also believes in evolution.

Showing diversity through use of resources which allow the children to explore different points of view.

An example is using placing statements linked to beliefs on a continuum.
Understanding Christianity has an activity which explores this in the Year 6 Unit of work on Creation.

When teaching this activity, I have found it helpful to let the children place their ideas down initially and then to start to talk to them about the positioning and why they have positioned it there before adding in extra points that might change the statements placing.

We then discuss as a whole class why people have place things in certain positions and what led them to that.



God is the Creator of the universe.

For as long as humans have been around,
they have looked for explanations for the
world and for life.

The universe is an amazing place.

Science describes the Big Bang as the most likely
explanation of the start of the universe.

I believe God created the world from nothing,
but not in six days. This poem shows God's
power but not God's methods.

Science answers 'how' questions;
religion answers 'why' questions.

The Genesis narrative is not true; how could light
come before the sun? How could the universe be
created in six days — it took billions of years!

Science has all the answers.

Religion is make-believe. ✓

Showing diversity through use of resources which allow the children to explore different points of view.

Three different ways of using the Torah — Orthodox, Reform and secular Jewish ideas

Different groups of Jewish people see the Torah differently and use it in different ways. But there are some similarities too. Choose three keywords each to describe Benjamin, Sarah and Miri's ideas about the Torah. Next, choose three words that describe all three of them. Here is a word list (with more words in it than you need).

secular Jewish modern traditional unquestioning thoughtful
anti-sexist agnostic Orthodox Reform respectful certain
committed literal open-minded non-religious confident

Exposing children to different view points and exploring how this changes traditions.

"I'm Sarah, and I'm a Reform Jewish person. I take the Torah very seriously, and I've been learning to read from it for my Bat Mitzvah ceremony. At our synagogue, we use modern ideas to make sense of our Jewish life; so, for example, we try to be non-sexist, and that can make a difference to how we read ancient texts. Our way of being Jewish is about thinking for ourselves and following the Torah in a modern way."

"I'm Benjamin, and I'm an Orthodox Jew. My view is that the Torah was given to our people by the Almighty and every single word matters. At our synagogue we want to follow the whole Torah and every mitzvah in it, being faithful and true to what the Eternal asks from us. We don't doubt or change the Torah – we follow it! We love and obey the Torah!"



"I'm Miri. My family is Jewish, but we are not really very religious at all. I sometimes think I'm not sure I believe in God. My way of life is pretty similar to most young people in Britain, but I do celebrate some of the Jewish festivals with my family. I know about the Torah, but for me it is more like a very important history or literature or poetry book rather than a sacred text that tells me what I must do with my life. I'm a secular Jew."



Resource from Inspiring RE Jewish People.

Showing diversity through use of resources which allow the children to explore different points of view and promote discussion.

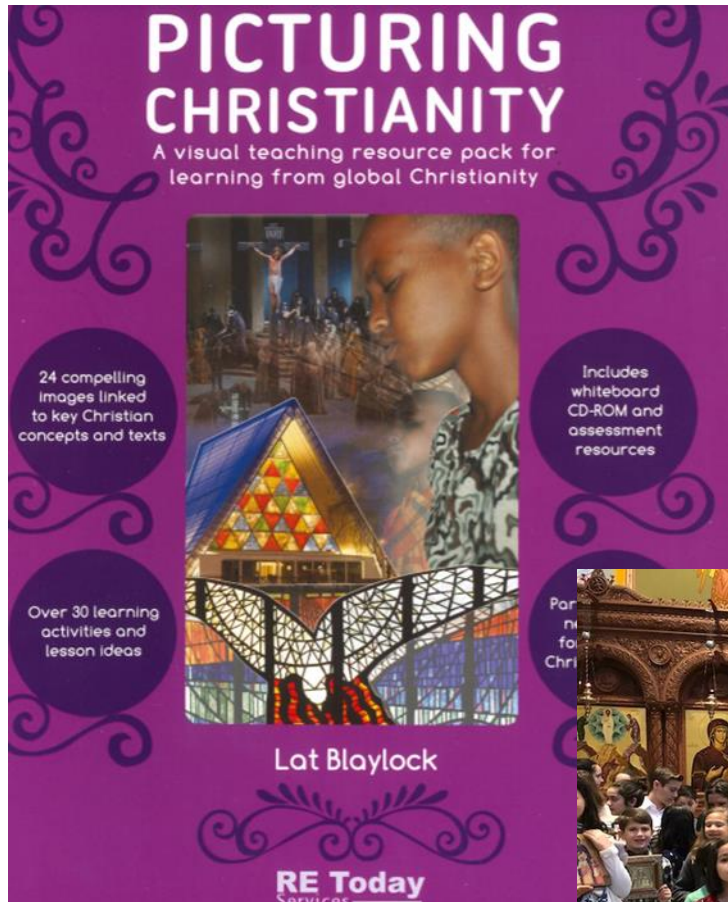
Year 2 unit of work- How important is it for Jewish people to do what God asks them to do?



Understanding Christianity - Salvation unit.
Once children have ordered the Easter story, we have a discussion of what might be the key moments in the story for Christians. This is a chance to discuss how different Christians might feel about certain points in the story highlighting differences of opinions.

Discussions in ordering of which of these most important to Jewish people in order to show God they are doing as He asks.

Showing diversity of ideas, beliefs and ways of worship through pictures.



10 Easter prayers, New Delhi

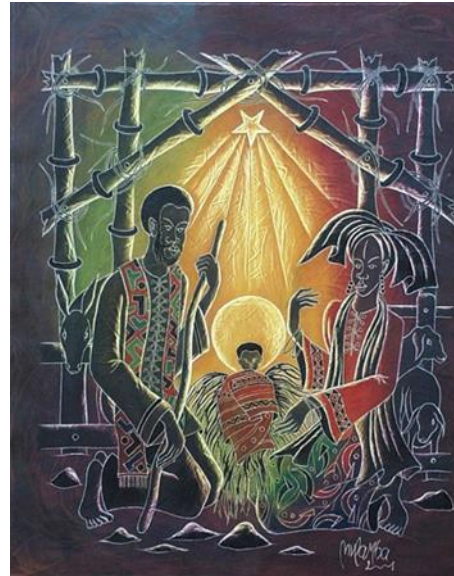


9 Believers' baptism in the River Jordan

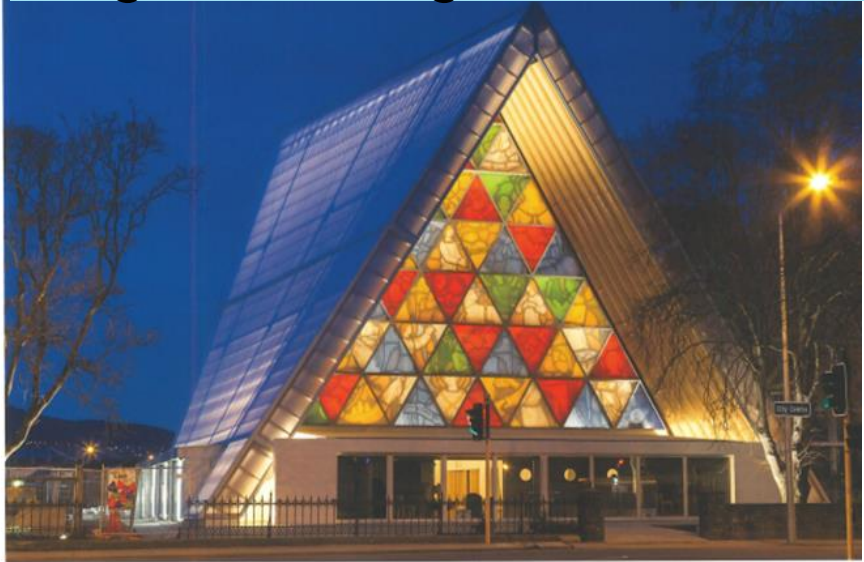


Using films showing different types of religious services for example an Russian Orthodox church service in comparison to a church service the children may have experienced as being part of a church school.

Showing diversity of ideas, beliefs and ways of worship through pictures.



Showing diversity of ideas, beliefs and ways of worship through images of different types of religious buildings.



The Church of Hallgrímur (Reykjavík, Iceland)



The Byzantine Catholic Eparchy of Parma Ohio



Church of Saint George -Ethiopia

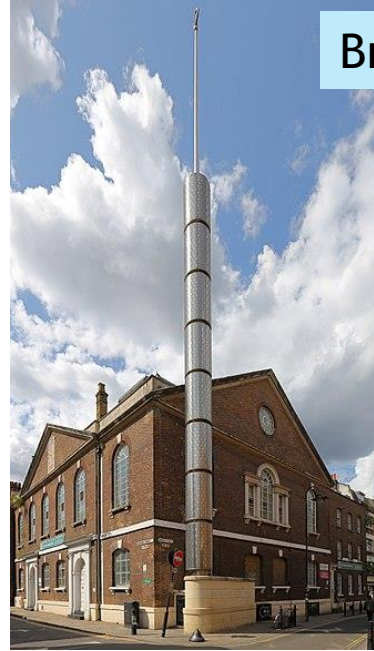
York Minster



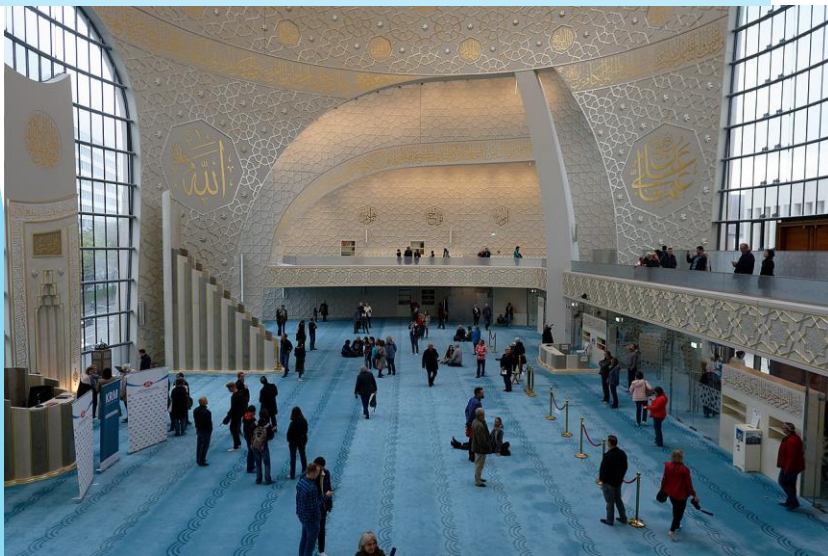
Showing diversity of ideas, beliefs and ways of worship through images of different types of religious buildings.



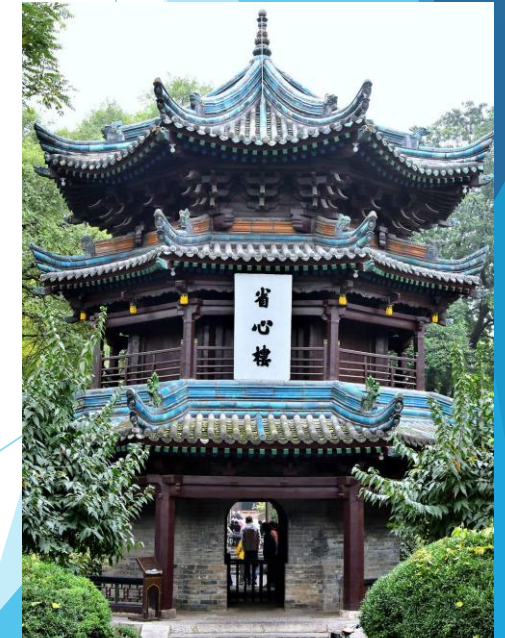
Cologne Central Mosque, Germany



Brick Lane Mosque and minaret



Bait Ur Rouf Mosque, Bangladesh



Minaret at Xi'an Great Mosque



What are these?

Discussion of what mosques might look like using different images of mosques. Y2.

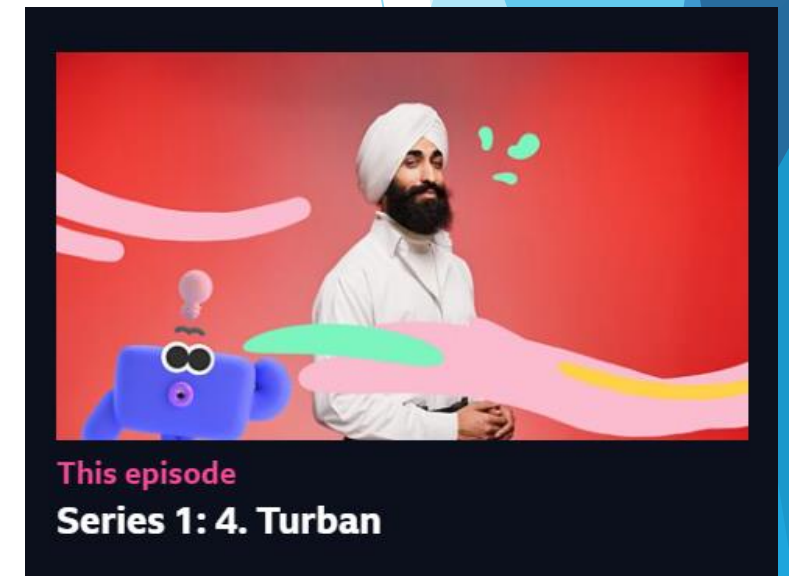


Discussion of what mosques might look like using different images of mosques. Y2.

Showing diversity of ideas, beliefs through use of film.



Cbeebies- What's on your head?



Showing diversity through use of language and discussion.

Resource by Katy Staples

- ▶ Teachers using language that shows diversity of views so avoiding statements like all or every.
- ▶ Teachers modelling and encouraging children to use different quantifier statements which allow for diversity of views.
- ▶ This resource (from Katy Staples) is a word mat which can be used and adapted to create statements which show a range of views within the classroom.

Religion and Worldviews Sentence Building Blocks

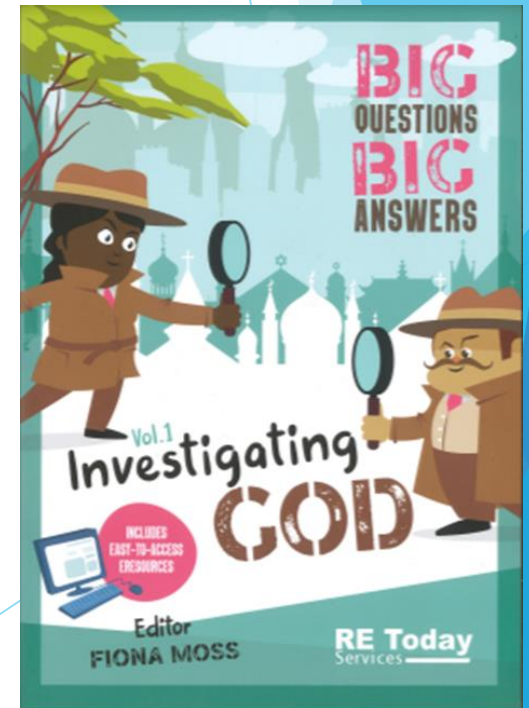
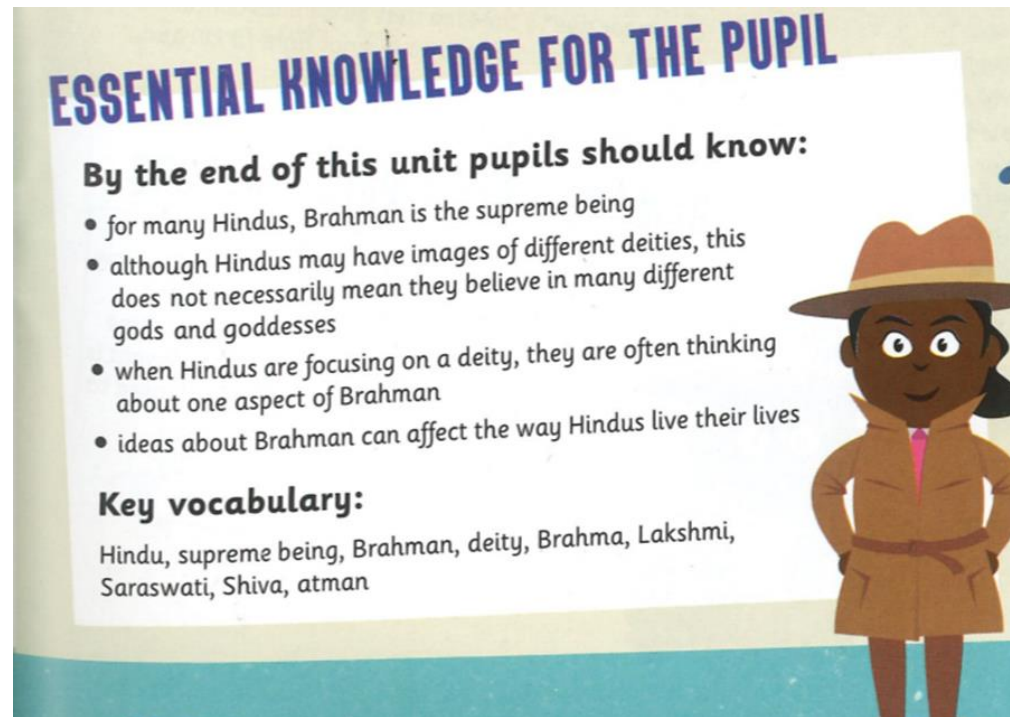
| Quantifier | Group of People Religion or Worldview | Belief, Practice or action | Comparative Conjunction |
|-----------------|--|---------------------------------|----------------------------|
| Some | Buddhists | Celebrate | whereas, however |
| Most | Christians | Mark an occasion | while, on the other hand |
| Many | Hindus | Worship (in a special place) | in contrast to |
| A few | Humanists (Atheists Agnostics) | Believe in | like / unlike |
| the majority of | Jews | Tell a story / Read a holy Book | in common with, similarly |
| a minority of | Muslims | Hold Values | as opposed to |
| Lots of | Sikhs | Help others / the natural world | in contrast to |

Avoid: ALL or EVERY quantifier, TRY NOT TO GENERALISE - this can cause offence and be seen as STEREOTYPING

Showing diversity through use of language.

Making sure that diversity through use of language is planned in work before being taught.

Resource by RE today
Investigating God
What do Hindus believe about the idea of a supreme being by Julia Diamond-Conway.



Using resources to challenge expectations.



Using resources to challenge expectations.

To know what the hijab is and why some Muslim women wear a hijab. I know that some Muslim women wear hijabs and others don't. I can link this to the Hadith. I know that women in other faiths sometimes wear head coverings as well.



Hijab or not?

