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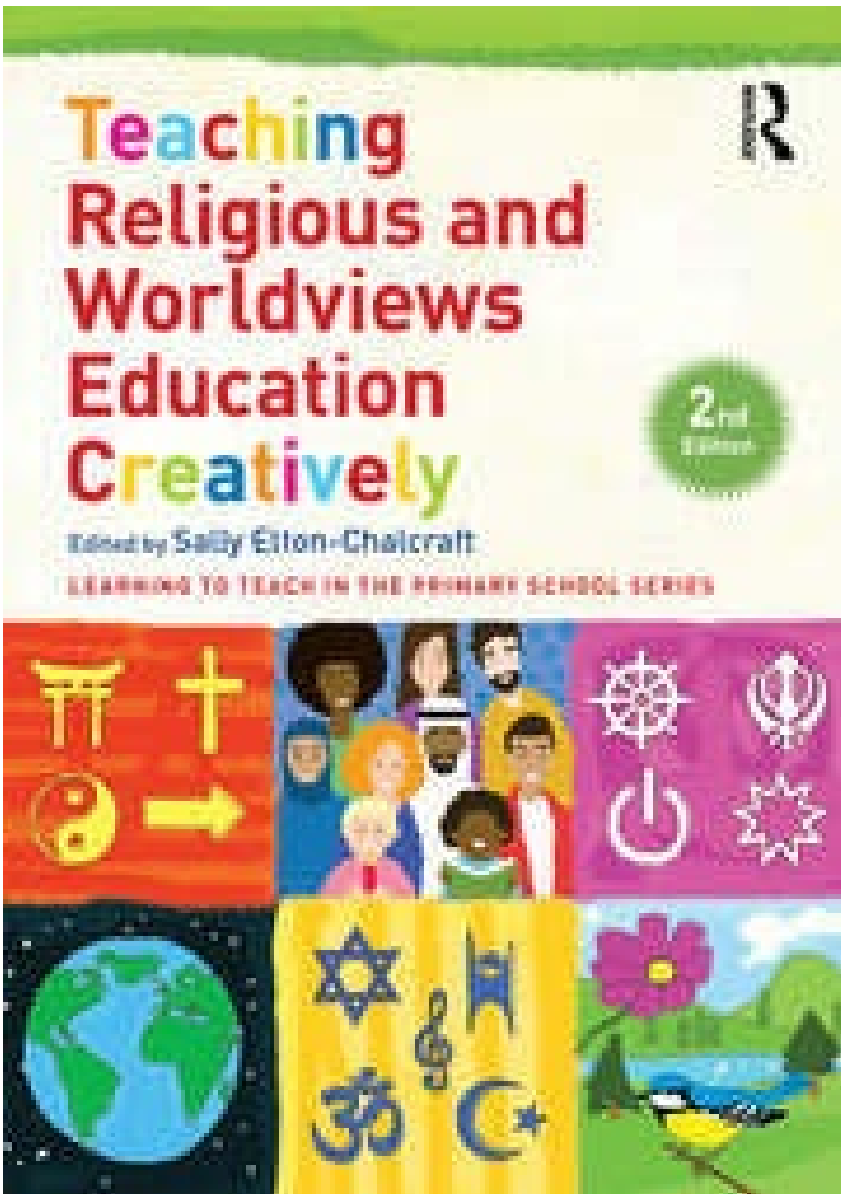
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**Teaching Religious and  
Worldviews Education  
boldly, inclusively and  
creatively.**

**Prof Sally Elton-Chalcraft et al**  
**Exeter 26<sup>th</sup> 27<sup>th</sup> July 2025**





- Professor Sally Elton-Chalcraft - University of Cumbria
- Alexandra Brown - Bristol University
- Jane Yates, University of Cumbria and RE Consultant
- Associate Professor Janet Orchard - Bristol University
- Dr Linda Whitworth - RE Consultant
- Dr Ruth Flannagan - Exeter University
- Dr Kate Christopher -Anglia Ruskin University

- Understanding creative approaches in RE - using the 'Phunometre scale'.
- Theoretical issues and lesson ideas for decolonising RE , aspiring to be a critical multiculturalist, the important work of embedding anti racism and community building.
- Underlying Principles and practical activities for using the arts in RE. Exploring music, drama, art and technology via engagement with religious and cultural art forms, artefacts, symbolism and meaning-making.
- Critical and creative approaches to understanding Islamophobia and challenging 'othering' by drawing on the poet Rumi and contemporary lived Muslim experiences. (We would like to acknowledge the contribution of the late Professor Lynn Revell who would have co presented this section)
- Dilemmas and advantages of using visits, visitors and Persona dolls to promote authentic engagement in interfaith dialogue.
- Drawing on innovative models to stimulate creative, meaningful and engaging RE, for example the TASC model, the four dimensions of spiritual development and The RE-searchers approach.



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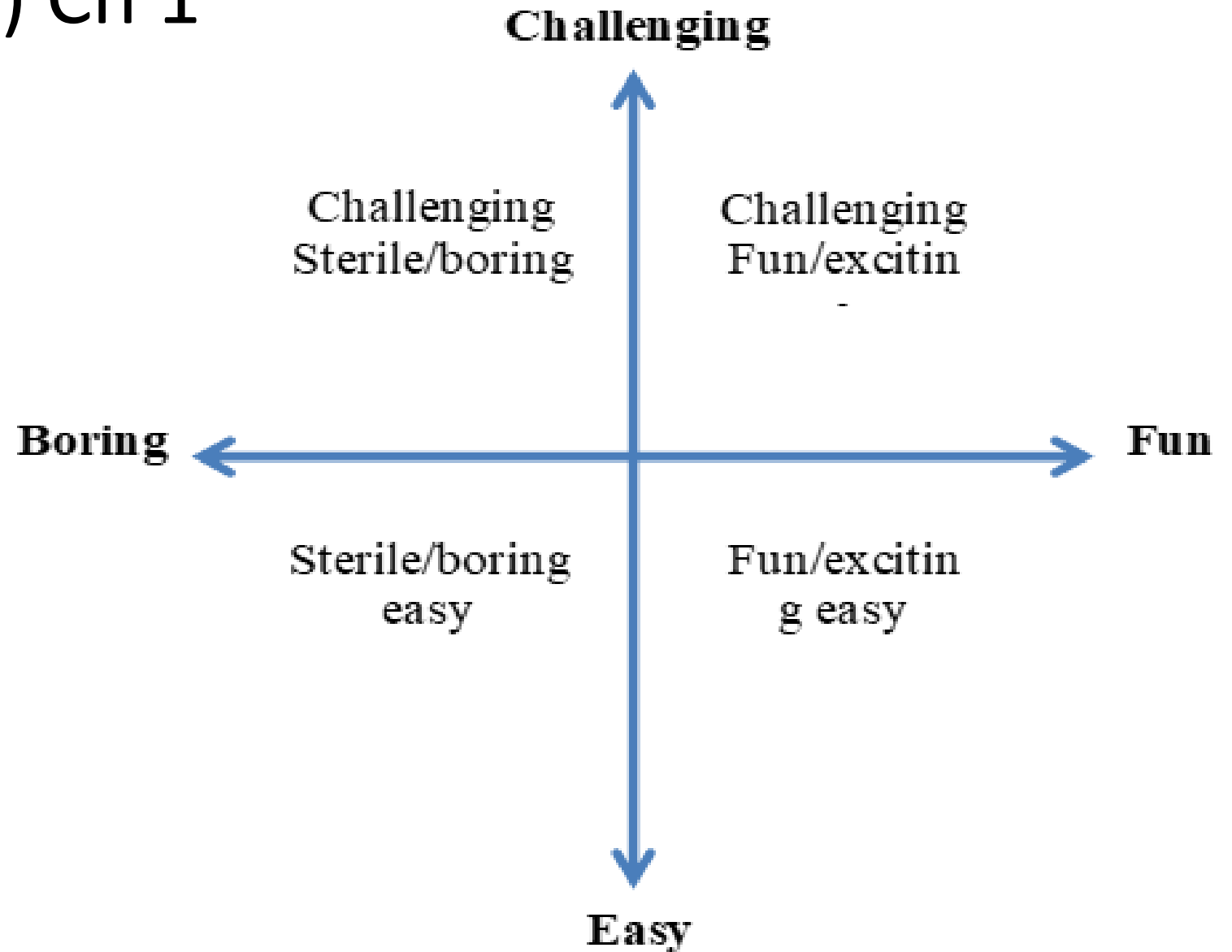


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# Creative RE – the Phunometre scale

Elton-Chalcraft (2024) Ch 1



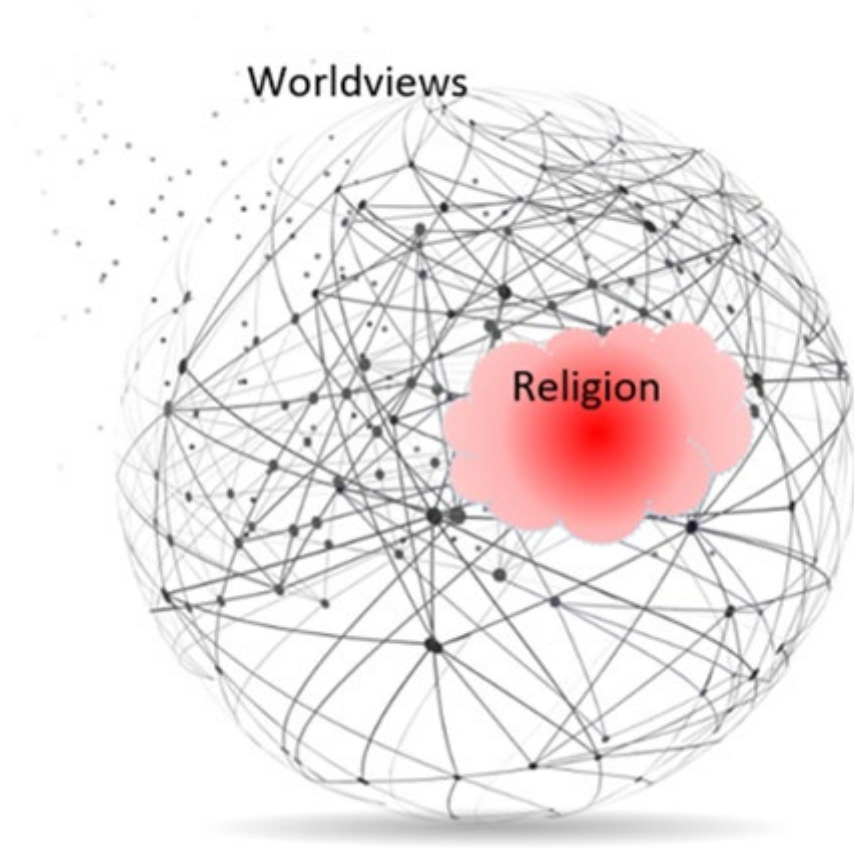
# Worldviews?



- unconscious and conscious presuppositions that individuals hold about the world (Sire, 1997, 2004),
- dynamic (Aerts et al, 2007, Mansour, 2008),
- eclectic (Van der Kooji, 2013)
- embodied (Flanagan, 2020)
- as a lived emotional and volitional (Naugle, 2002) response to life experience.



# Personal worldviews



What may be useful to assist RE teachers?  
'an individual's embodied frame of reference evolving from their life experience'

# BUT how can we dialogue without first a knowledge of self?

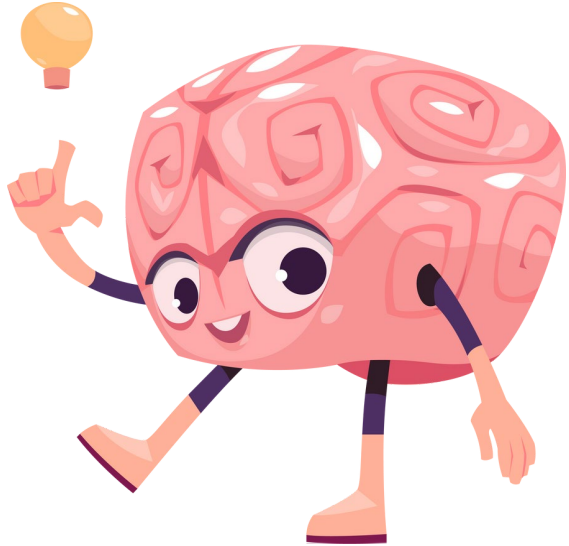
*'Knowing self cannot be accomplished without investigation of the other. Knowing self and others—in essence, understanding the human—entails engaging the larger existential or ultimate questions of life'* (Valk, 2009)

Miscommunication occurs not simply because people disagree but because their '**paradigms are incongruent**' (Vroom 2006, p. x), so rather than common understanding their different valuations of rationality and criteria are the issue.

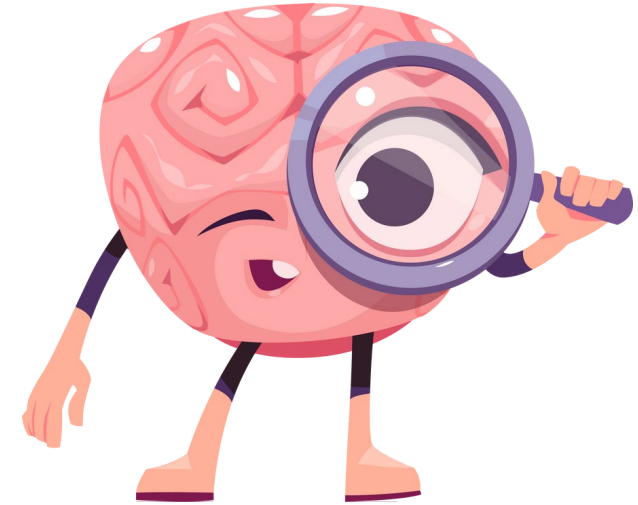
Identifying these worldviews may facilitate greater communication and understanding.



# Who are some religious leaders?



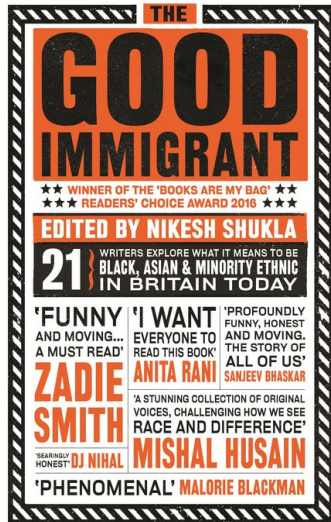
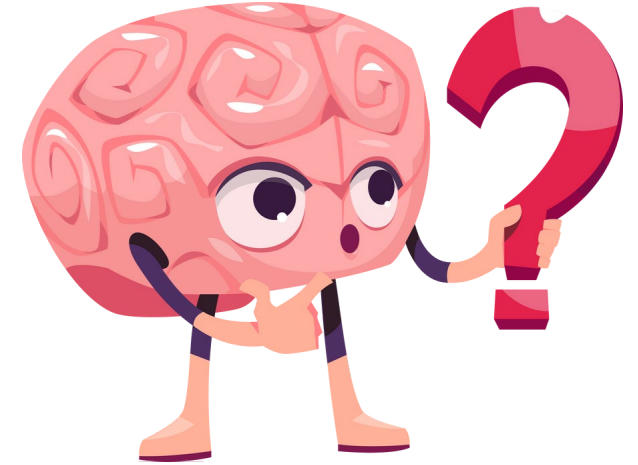
NOTICE: who did you write down first? e.g. gender, religion, skin colour, disability, sexuality, age, ancient or contemporary



**Does your list show a bias towards a certain grouping, or intersection of grouping?**



- Memory and recall
- Availability Bias: Thinking Harder
- Decolonising the Curriculum
- Critical pro-active multiculturalist



*“As a teacher you are in a position of power. It is the school system which is the starting point for how children learn to view the world and accept knowledge; and you have the power to impact change to create a more inclusive and diverse society.”*

The Anti-racist Educator, Pran Patel 2022

*“You can’t say that! Stories have to be about white people.”* Chapter by Darren Chetty in The Good Immigrant (2017)

# Title: African Folklore- Stories, Truth and Knowledge



Key Words:



## Starter:

1. List 3 sites of knowledge (places/spaces/things/folks you can learn from)
2. What is the greatest life lesson you have ever learnt? Briefly describe what happened

## EXT:

Describe in your own words, how you understand the word 'truth'

## Keywords:

**Folklore-** The traditional beliefs, practices and stories of a community, passed down the generations through story telling

**EXT:** Does your culture have any well-known folklores? If so, write the names of them and say what country/culture they are from



## Important Information!



Within many African, Caribbean and countries around the world where there is a large black population, folklore is an integral part of their culture and sense of identity.

Folklores have been effective ways to teach the younger generations important life lessons and community values.

They have also been an effective way to preserve their culture and history (this became even more important during slavery and colonialism).



## African Folklore- Arisu, the Greedy Hunter

Summarise the story of "Arisu, the greedy hunter" in your own words

a really good but greedy hunter hunts everyday until he is trapped in a other hunters trap, a rabbit saves him on the condition he hunts only once every 8 days but soon he goes back to hunting everyday, the rabbit tries to talk to him but without knowing he kills the rabbit, this causes the animals to become angry and they set a trap, the next day he gets into their trap, a pit for weeks but without realising he was gone with it and becomes blind.

Create 2 questions you would like to ask the class to generate a deeper discussion about the folk lore

- Do you think this is a good way of making people believe in not being greedy.
- What would you do if in Arisu shoes.

Do you think the animals should have helped Arisu to safety? Explain your answer

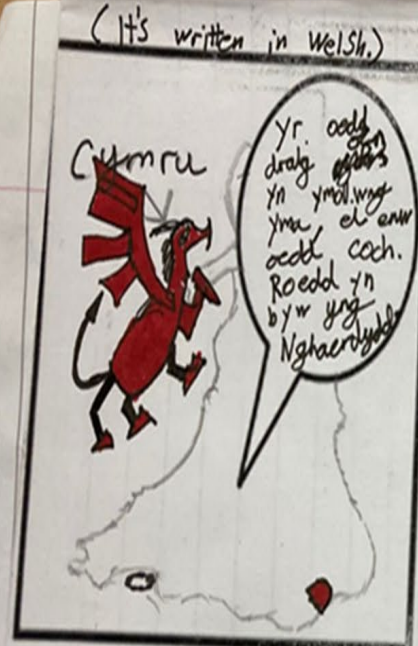
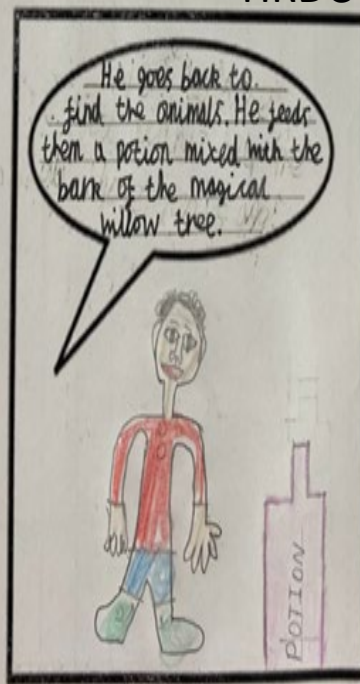
No, as Arisu realised that which he put out and was greedy. And if you are ever punished of your actions you will never stop.

Give 2 morals of this story

- do not become greedy
- Keep to your promises

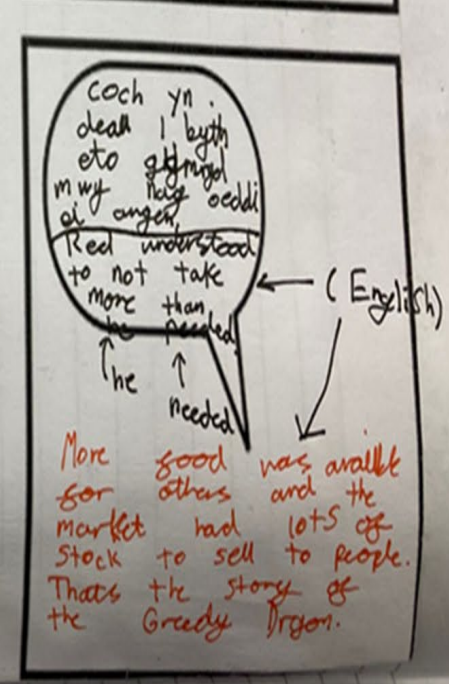


Balance between light over dark, good over evil. \*Excellent folkllore. Please see me



This is GPC Please see me

HRDC meeting Cumberland CCHRDC meeting Cumberland CC





# CHAPTER 8: Religion and Worldviews through the arts

Linda Whitworth, Saima Saleh, and Janet Orchard

**Underlying principles:** inclusive, many-faceted interpretations of creativity, exploration of symbolism and meaning -making

**Academic foundations:**

Big C - Csikszentmihalyi, 1998; Kaufmann & Beghetto, 2009 – cultural canons, seeking broader references, avoiding stereotypes, building understanding of diversity

Little c - Craft, 2001; Merriam, 2013 – everyday, imaginative thinking + emotional engagement

Mini-c – Kaufmann & Beghetto, 2009 - creativity inherent in the learning process (debate- Runco, 2014)

“Being creative ...matters to a child’s intellectual as well as personal development. It is heart-breaking to see it marginalised in formal education today.” Janet

*Little-c* creativity promotes imaginative thinking, using prior knowledge and understanding to make new connections or schemata

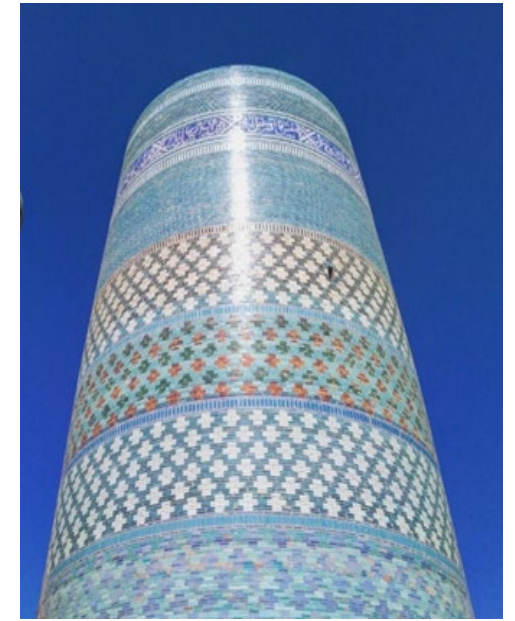
“When we learn in a fun way it goes in better. We can then think about it afterwards...about what difference what we have learnt could make to us and our lives.”  
Lucy - pupil of Saima

## Practical activities:

- Art
- Music
- Dance
- Design and Technology

Cross-curricular / interdisciplinary thinking  
(Barnes, 2018)

Teacher confidence



### Rama is Banished

Jessica Aged 9 NATRE Spirited Arts

"the most important turning point...is when Rama is banished from the kingdom, because if that hadn't happened the story wouldn't have happened at all. I have drawn the king crying because he is upset... Rama was banished. Rama is sad because he has been banished. I have drawn my picture in the Madhubani Indian style using pencil crayon.



# Freathy (2024) RE Searchers ch 10

## Suggested research/learning activities:

Understanding people's interpretations of the world through talking to them

- Interview a member of a religious/worldview community in-depth or analyse a transcript derived from one.
- Prepare questions for future interviews or surveys, by reflecting on what they know and don't know based on their prior knowledge and knowledge of Ava's values.





# Table 9.8 Advantages, limitations and points to note when using visits, visitors and persona dolls.

## Ackroyd, Elton-Chalcraft, Kotwal (2024) Ch 9



# Professional practice books



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