



Standing Advisory Council for Religious Education: 'Knowing Me Knowing You'

This report summarises the demographics and impact of the 2015 'Standing Advisory Council for Religious Education' Knowing Me Knowing You day, organised in participation with Canterbury Christ Church universities Faculty of Education, and hosted by the Outreach Team. Furthermore, it analyses data from the evaluations completed by the teachers and children that attended the sessions, and it will offer suggestions for future improvement.

The Outreach Team



Wednesday 20th May 2015

The Standing Advisory Council for Religious Education (SACRE) held a 'Knowing Me Knowing You' event, which took place at Canterbury Christ Church University's Canterbury Campus, on the 20th May 2015. The event was organised by SACRE in participation with The Faculty of Education, and was complimented by the university Outreach Team. The data was collected via post-event evaluations that represent the views of 104 9-10 year old pupils (year 5, key stage 2) that attended the day, alongside 30 teacher evaluations that were also collected.

Student Teachers led the sessions, with 'Faith Representatives' leading the 'Knowing You' sessions, and workshop leaders overseeing the 'Knowing Me' sessions. Student Ambassadors that are employed by The Outreach Team also worked with the students all day, guiding them around the campus to their sessions, and facilitating the student teacher led discussions wherever possible.

This report will analyse the data collected from the post-event evaluations, determining the success of the event, and offering suggestions for future improvement.

The Demographics of the attendees for the 'Knowing Me Knowing You' event

The schools that attended the SACRE day were from the Kent and Medway area, and consisted of a majority of Christian based schools, such as The Church of England, Methodist, and several Catholic primary schools. The range of schools also included some Primary Academy's.

Below is a comprehensive list of the schools that were present at the 'Knowing Me, Knowing You' event.

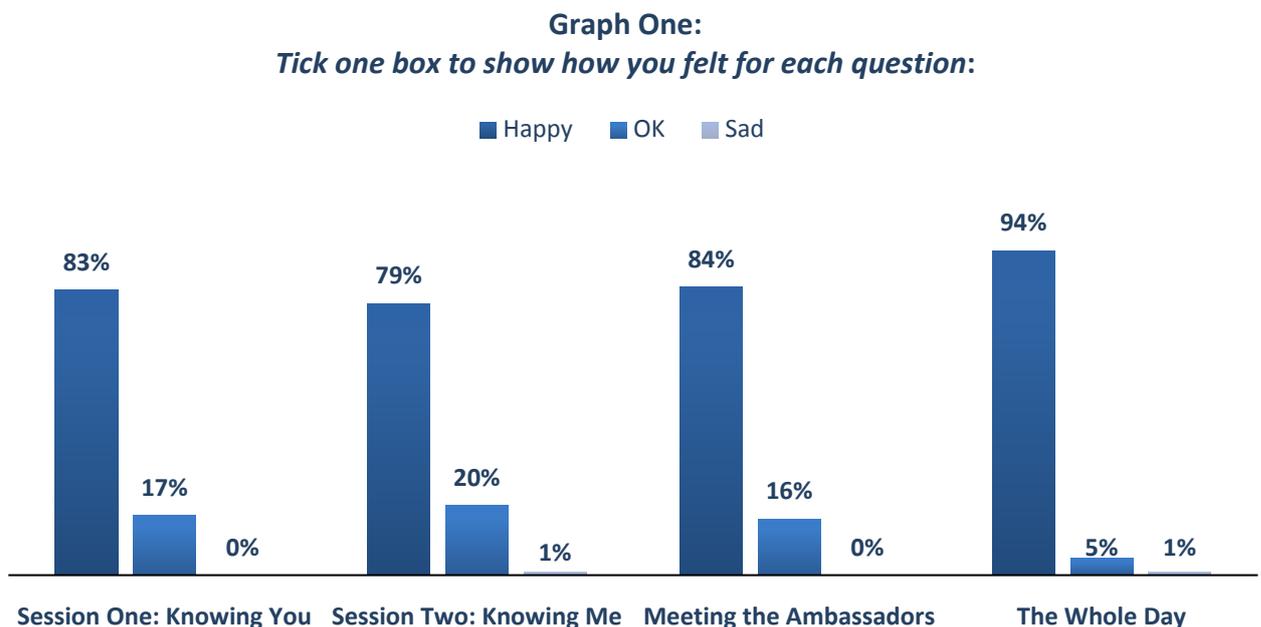
- Bapchild and Tonge C of E Primary School,
- Bridge and Patricxbourne C of E Primary School,
- Burham C of E Primary School,
- Cliftonville Primary School,
- Deal Parochial C of E Primary School,
- East Peckham Primary School,
- Fawkham C of E Primary School,
- Furley Park Primary Academy,
- Guston C of E Primary School,
- Holy Trinity Gravesend C of E Primary School,
- Kingsdown and Ringwould C of E Primary School,
- Kingsnorth C of E Primary School,
- Lady Boswell's C of E Primary School,
- Lyminge Primary School,
- Newington Primary School,
- Otford primary School,
- Our Lady of Hartley Catholic Primary School,
- Ramsgate Holy Trinity C of E Primary School,
- Sandwich Juniors Primary School,,
- St Ethelbert's Catholic Primary school,
- St Laurence's Primary School,
- St Mary's Catholic Primary School (Deal),
- St Mary's Primary School (Dover),
- St Michael's Primary school,

- St Peter's C of E Primary School (Canterbury),
- Sturry C of E Primary School,
- Sundridge & Brasted C of E Primary School.
- Swalecliffe Community Primary School,
- West Minster Primary School,
- Whitstable and Seasalter C of E Primary School,
- Wingham Primary School,

How effective was The Standing Advisory Council for Religious Education's 'Knowing Me, Knowing You' Day?

As aforementioned, the impact of the 'Knowing me knowing you' day was measured by the comparison of the post-event evaluations that were completed on-campus on the day of the event. The questions asked on the feedback forms sought to determine: whether the students enjoyed the activities, how they felt after completing the activities, and how they felt about the university as a whole after their visit to the campus.

Graph one shows through the use of percentages, the overall response from the pupil evaluation sheet after compiling all of the data. It analyses the feelings about the actual sessions, the student ambassadors and the day as a whole.



From the above chart, it is clear to see that an overall majority agreed that the Knowing Me Knowing You sessions were fun and made the pupils happy- although the second session was marginally more enjoyable, with a difference of 4%. The student ambassadors were another popular element of the day, with a majority of 84% of the pupils selecting 'happy'. Perhaps most importantly, it is imperative to note that the day as a whole was popular, with a majority of 94% of the respondents indicating their enjoyment by ticking 'happy.' This indicates that the event was very successful in terms of both its content, and its implementation. Subsequently to

this, the students were asked how they felt the day could be improved. Below is a selection of some of the more commonly echoed comments:

Is there any way you think we could have made the visit better?

- I would have liked more workshops
- The sessions would have been better if they were longer
- I wouldn't change it, because everyone supported me and I learned lots of new things
- I think it would have been funner if we could have played games to learn
- I would have liked a wide-spread of religions, with the opportunity to see the aspects of religions

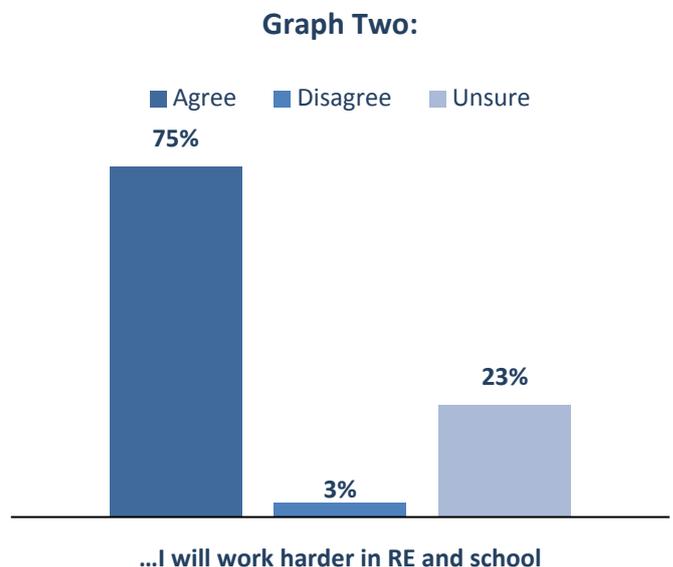
To conclude this section, it is clear that whilst the day as a whole was successful, it may have been improved through the implementation of longer sessions, a range of more interactive lessons, and a representation of a wider range of religions. Despite this, the evaluations undoubtedly reflected a common theme of pupil enjoyment and engagement, and of a prevalent impact on the pupils understanding of a variety of religions, which were two important targets for the day.

How the 'Knowing Me, Knowing You' Day influenced the pupils that attended

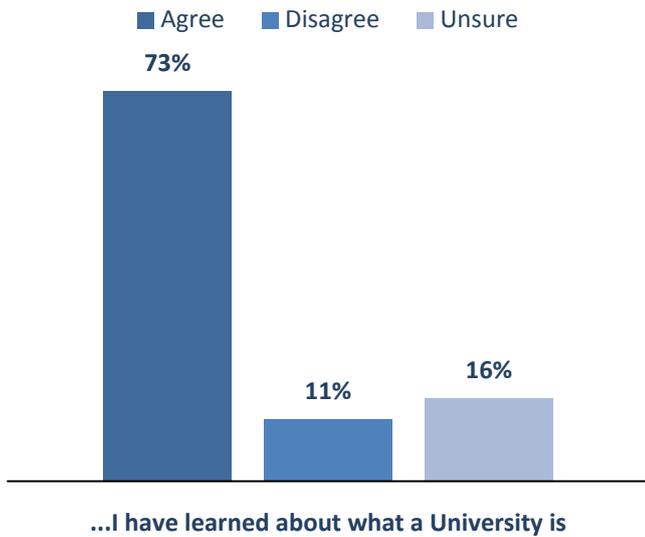
After determining the pupil's enjoyment of the event, the evaluation form sought to assess the long term impact that the 'Knowing Me Knowing You' Day may have had on the children's future.

Firstly, the pupils were asked if after completing the two activities, they would seek to work harder in RE and consequentially, in school as a result of attending the SACRE event.

As graph two shows, a majority of 74% of respondents agreed that the event had helped them resolve to work harder in both RE, and within school as a whole. Only 3% of respondents disagreed with the statement, and 23% were unsure of the impact the sessions had on their future learning.



Graph Three:



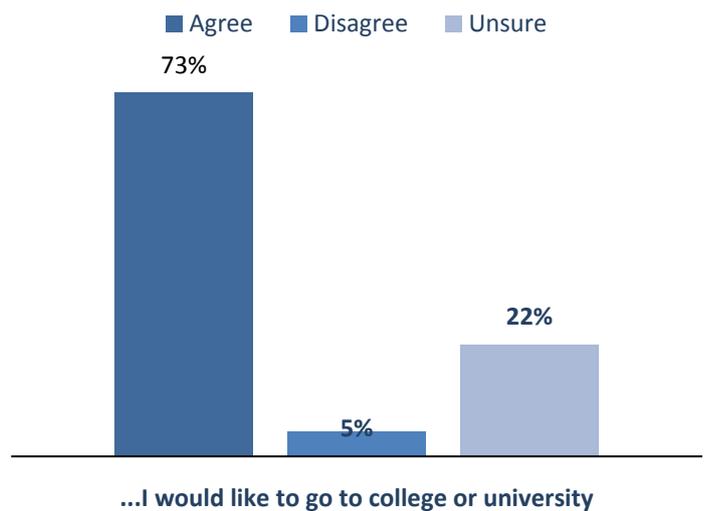
Graph three shows the proportion of students that throughout their day on Canterbury Christ Church University's campus, learned about what a university is.

With 73% of respondents agreeing that they did learn about university, it is important to note that this was successful, and met several Outreach targets, surrounding informing pupils about Higher Education.

However, 11% of students disagreed with the statement, which could be down to the nature of the event looking at religious education as its primary purpose.

As Graph four shows, when asked if, as a result of this day, pupils would like to go on to study in college or university, 73% of respondents agreed that this was the case. Only 5% of the evaluations disagreed, and 22% were unsure, which is understandable when taking into consideration the age of the pupils (9-10).

Graph Four:



Overall, upon reflection, this section of the evaluation concludes an overall success for the targets set by both The Outreach Team, and for SACRE. Pupils obviously felt more informed about university and higher education, alongside feeling that their education attainment has been raised.

...I would like to go to college or university

How the pupils individually responded to the day

Alongside asking the pupils for their opinion on how they could improve the day (as previously noted), the evaluations asked pupils to reflect upon how they feel about university and the student ambassadors after the event. It also asked the respondents to comment about what they feel that they have learned, alongside asking if they would attend a day like the 'Knowing Me Knowing You' event again.

Below is a small selection of the comments made by the pupils.

Do you think the visit has changed how you feel about university- and why?

- I didn't know university was as big as this, and the staff aren't as strict as I thought, they are lovely, I hope they are here when I come.
- I used to think that university was really serious and complicated but now I know it's just some friendly students learning in class.
- No, because I have always wanted to go to university
- I thought that all universities were boring but now I have come here, I have changed my mind.

What did you learn today?

- That values are a very important thing, plus I learned about a new religion (Sikhism)
- That every person is different
- That God has us questioning
- Normally RE is boring, but now I think it's fun
- That hard work pays off!
- I learned that you should always respect what other people say, and other religions.
- I learned that different religions have similarities

Would you like more RE days- and why?

- It was enjoyable so I would tell other people about this event
- Yes because it's good to learn in a fun way
- Yes because it was very exciting and I learned lots
- Yes and I like RE now more than I ever have

Overall, the previously analysed statistics and the range of positive comments made by the pupils indicate a genuine enthusiasm about the day. Upon reflection, from the pupils' point of view, it is clear to see a positive correlation between the educational value of the day, and the enjoyment experienced by a vast majority of the students.

How the accompanying Teachers and Teaching Assistants responded to the day

Alongside the pupil evaluations, the accompanying adults also took part in a post-event evaluation. Overall, 30 responses were returned from a variety of attendees, comprising of head teachers, teaching assistants, parents and teachers. Below is a selection of comments reflecting upon what the attendants may have considered to be the useful aspects of the event, alongside asking for comments about any improvements.

What was the most useful thing about this activity/event?

- Meeting a local practising Sikh who was a skilled communicator, alongside handling personal artefacts- which was very powerful for the children (Oxford Primary School, Head teacher)
- Talking openly and freely with others about 'faith' (Sittingbourne Primary School, Teacher)
- Sharing knowledge and ideas with students and enthusiastic facilitators encouraged children to participate in discussions. (Anonymous)
- Meeting people from different faiths and going to a university (St. Mary's, Deal, Teacher)
- It gave the students a clearer understanding of Sikhism which prepared the children for year 6. (Bapchild and Tonge School, Teacher)



How could we improve this event?

- By creating an ice breaker/ method to encourage interaction between different schools. (East Peckham Primary School, Teacher)
- More consideration of different learning styles (St Laurence in Thanet Junior Academy, Higher Level Teaching Assistant)
- Include other religions that aren't studied in the National Curriculum. (Sandwich Junior School, Teacher)

Any further comments?

- Congratulations to the students- you made everybody feel involved and valued. (Sittingbourne Primary School, Teacher)
- I was extremely impressed with the contributions made by the children; I heard some very balanced and thoughtful views. It looks as if RE is alive and well in other schools in Kent. (Fawkham C of E School, Teacher)
- This was a wonderful experience for the pupils and a great opportunity to meet faith members, thank you! (St Peters Methodist Primary School, Head of RE)

Collectively, the feedback was very positive, with the student teachers and ambassadors being a notably prevalent addition to the day. It is clear to see that both parties, the pupils and the teachers, thoroughly enjoyed the day, and believed that it complimented their current and future studies.

Summary of findings

To conclude, the data suggests that the 'Knowing Me Knowing You' event held by SACRE in participation with Canterbury Christ Church Universities Faculty of Education, and Outreach Team was very successful and beneficial for the participants.

There were very few negative comments made about the event, but constructive criticism from the pupils and accompanying teachers should be taken into account for future events similar to this. For example, a recurring comment made by both groups was around introducing more religions to the day, and making it easier for the schools to interact.



With this in mind, it is also important to note the certain success of the event, with the enjoyment of the day being reflected statistically by the pupils, but also through their positive comments. Alongside this, both the accompanying adults, and the pupils seemed to gain genuine educational value from the day, something that all parties involved should be commended for.

Bethany-Rose Moore, The Outreach Team