

What RE asks of us

ClearVision presentation
Birmingham Buddhist Centre
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Working with young people

- They're full of questions
- They may be cynical
- They're full of surprises



Learning about and from Buddhism

- Learning about religions and beliefs
- Learning from religions and beliefs



SMSC

- Promoting children and young people's spiritual, moral, social and cultural development
- Helping them be more human



LOtC: Learning outside the classroom

- Preparation
- The visit
- Follow-up
- All to be negotiated with the teacher

www.refuel.org.uk/sacred-space/



The interpretive approach

- Representation
- Interpretation
- Reflexivity - edification



Representation

- No one person can represent Buddhism
- Religions are complex, internally diverse, organic and fuzzy edged
- Ethnographic methods:
 - Participant observation
 - Interview
 - Research



Interpretation

- Helping pupils' conceptual understanding
- Comparisons with their own knowledge and experience
- Language and the 'grammar' of Buddhism:
 - 'sitting'
 - 'dana'



Reflexivity

- Time and space for reflection
- Time and space for dialogue
- Opportunities for creativity –e.g. poetry, photography, art
- Invite written reflections afterwards



What RE shouldn't ask of you

- To be the first source of factual information
 - Responsibility for learning
 - Any critical comparison with other religions or groups within Buddhism
 - Persuasion
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- Q: Is meditation an appropriate activity?

