

Exploring Interpretability

This is written assuming students have already taken part in the *Understanding the Interplay (UI) workshop: Identity and Belonging* earlier in the year and that this work has been referred to during teaching. Consult “UI Pedagogical Framework” for more information on this approach.

Whilst looking at different religious and non-religious worldviews students can explore different elements of faith and/or citizenship concepts through use of the UI approach.

In relation to RE, good practice would be to consider or hear from more than one lived individual worldview within each religious or non-religious worldview studied.

It is important to note that this should not be students’ first interaction with a worldview – a basic understanding around diversity of belief is required for students to access this.

The key elements of exploring interpretability are:

- Consider own pre-conceived perceptions
- Encounter different perspectives from one worldview
- Compare the diversity within these perspectives
- Consider how a worldview changes over time
- Consider how the same organised worldview can be represented in different ways and why that might be.
- Reflect on how own worldview shapes how you engage with other perspectives considered



Lesson Structure:

1. Present the **key theme** (e.g. *an organised worldview*)
2. Consult students' perceptions of the **key theme**; allowing them to identify what they think an individual related to this may be like and how they might express their identity
3. Divide students into two groups
4. Allow for each group to engage with the **key theme** of the lesson with each considering a different perspective. This could be through video call, in person visit, written statement or film. This should include what is important to them, what their values are, how they practice (or don't) their worldview, how this does or does not affect their behaviour and decision making. (For resources on this see: <https://www.reonline.org.uk/teaching-resources/>). This could go beyond religious or non-religious worldviews but include other aspects of their identity.
5. Allow students to express their understanding through UI lego (or alternative medium) framework.
6. Pair up students from differing groups
7. Allow pairs to share their perspectives on the **key theme** to one another
8. Allow pairs to identify connections between their models
9. Allow pairs to reflect on original perceptions (2) in relation to their new understanding (8)
10. Allow individual students to reflect on own understanding of identity and how this may connect with today's **key theme**

Reflexivity:

Reflexivity is integral to this process, and it is recommended that you follow guidance from the UI resource, "Structuring Reflexivity".

Specific reflexive talking points for using UI in this context could include:

- What did they predict at the beginning of the lesson?
- What did they find out in their group session?
- What did they find out from their partner about the other person's individual worldview?
- What differences did they note between the two individual worldviews, and what similarities?
- What similarities and differences do they notice from other organised or individual worldviews they have studied?

A further reflexive approach would be to return to other sessions completed using the UI framework on identity to then compare their own identities with those of the people being studied.



RE/RME Example:

Students are starting a unit on Islam. Students could consider Islamic perspectives from more than one branch of Islam, from more than one place and from differing genders. Part of hearing from these individual worldviews is to show the diverse nature of each worldview.

Within the lesson students will be introduced to at least two people from within Islam, for example a Shia and Sunni Muslim. They should hear from them about what makes up their worldview.

Application in other curriculum areas

The following table suggests a range of areas (not exhaustive) in which this approach would fit into the citizenship curriculum. The focus of this approach is centralised around the individual; individuals who perform roles or follow set ideologies.

Citizenship Themes/Concepts	Application
Political Parties	Approaches within political parties e.g. labour/conservative/liberal democrats
Political Participation	The role of an MP
Community	Different roles in community e.g. civil servants, volunteers
Justice System	Different roles in the justice system e.g. judges, police
Group Identity	Regional, national and global identities

Citizenship Example:

If studying Justice students could consider perspectives from more than one Judge, people from more than one place and from differing genders. Part of hearing from these individuals is to show how justice can be interpreted in different ways.

Within the lesson students will be introduced to at least two people who are judges, for example a magistrate and crown court Judge. They should hear from them about what impacts their decision making.



