



ISSUES OF RESPECT

BACKGROUND



The Queen Katherine School is an 11-18 comprehensive school in Kendal and covers a large rural area. The school has 1420 on roll. The students are predominantly white and are predominantly religious. There is a small group of self-identified Christian students and one or two students of other faiths.

ANECDOTAL BACKGROUND

- General attitude of 'them' and 'us'
- "If they want to wear the veil why don't they just go back to their country?" Lewis
- "I'm not racist but..."
- "There is no Racist Incidents reported in the school." Assistant Head
- Poorly articulated views on difference.
- "There's no one like that around here.."
- No non-white teachers

AIM

- **“To research into whether the introduction of faith visitors impacts on students attitudes to respect and tolerance.”**

METHODOLOGY

- A quantitative study. Checked by Head of Sociology
- Six year 8 groups completed a questionnaire that included 10 statements using the 9 steps to respect scale. (144 students)
- A 6 point scale ranging from strongly agree to strongly disagree
- Two controlled groups were exposed to 2 faith visitors
- Results from both sets of studies were totalled and analysed using a mean average.
- Average score for each group then compared over time.
- Significant differences highlighted for 'evidence' of a shift in views.

THE QUESTIONNAIRE

I am willing to put up with people from different races.

It would make it a lot easier if everyone was the same race and religion.

It is important to be respectful of people of different faiths.

We should tolerate different religious beliefs. We don't have to respect them just don't hurt them.

We should celebrate the rich diversity of people with different religious beliefs and cultural backgrounds.

6. I dislike people who have a different religion.

7. I don't think Muslims be allowed to wear their veils in our country.

8. I'm scared that there will be a terrorist attack in the UK because there are so many Muslims here.

9. Our country is overcrowded we should stop people coming in from other countries and taking our jobs.

10. I like finding out about other people's religions. I think it will help me understand people better.

'TRICKY QUESTIONS'

- 2 questions on the questionnaire proved to be unreliable.
- **“We should tolerate different religious beliefs. We don't have to respect them just don't hurt them.”** It appeared to be the case that many students had not read the question fully and had perhaps agreed reading the question as ‘we should tolerate different religious beliefs.’ As a good thing not fully realising that respect is more than tolerance. We decided to discount this question.
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- **“I am willing to put up with people from different faiths.”** This also proved an unreliable question as it was difficult to measure levels of respect. If they agreed fully it could still mean that they were respectful of other faiths. The subtlety of the question was too advanced for year 8 and without the opportunity to explain their answer we decided to discount the scores of this question.

REVISED QUESTIONNAIRE

It would make it a lot easier if everyone was the same race and religion.

It is important to be respectful of people of different faiths.

We should celebrate the rich diversity of people with different religious beliefs and cultural backgrounds.

I dislike people who have a different religion.

5. I don't think Muslims be allowed to wear the veils in our country.

6. I'm scared that there will be a terrorist attack in the UK because there are so many Muslims here.

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RESOURCES

- All year 8 were to study the SOW about ‘what is commitment?’
- This involved looking at what commitment means to me? What does commitment look like in Islam? What does commitment look like in Sikhism?
- 8MDU and 8EPE were the focused groups. They had a female visitor from the Bahai faith and a female Jewish visitor who spoke about what commitment meant to them. The brief involved them explaining what commitment meant to them.
- Close attention was given to these groups to challenge stereotypes . By not using stereotypical examples to match religious groups
- Particular resources included
- “My life, my religion Islam”
- Buzzfeed presents ‘I’m Muslim but I’m not...’

RESOUR



Andrea Aldridge Jewish
faith representative
Karen O'Donoghue Bahai
faith representative
Kash Singh Sikh
representative (paid visitor)



DEVELOPMENTS WITHIN THE STUDY

Inviting faith representatives to come to Kendal!!!

Response from 3FF “We are not currently offering Encountering Faiths and Beliefs outside of London and Birmingham where our volunteers are all based. However, we can offer [Art of Empathy](#) and [Art of Asking](#) delivered by one facilitator.

Cost:

Delivery costs (£300 for three to six workshops, and £475 for six to nine)

+ Travel costs for one team member from and to London (train booked in advance)

+ Value priced hotel accommodation (e.g. Premier Inn) for one team member for one night”

Two known schools in Preston were asked to collaborate but no confirmed support was given.

Awaiting a Muslim visitor

All women visitors! No students or men to help challenge stereotypes!

RESOURCES LEARNING ABOUT AND FROM OTHER RELIGIONS

BBC2 My life, my religion
Islam

BBC2 My life, my religion
Sikhism

Buzzfeed presents 'I'm
Muslim but I'm not...'

Muslim practice: the Five Pillars (AT1)	My own intentions and plans for my life (AT2)
Every moment, Muslims believe . . .	Every moment, I believe . . .
Five times a day, Muslims try to . . .	Each day, I want to try . . .
When their money comes in, Muslims like to . . .	If I chose to be generous, I would . . .
For one month in the year, Muslims . . .	In the next year, I intend to . . .
Once in a lifetime, Muslims hope to go . . .	One big hope for my lifetime is . . .
<p>Similarities and differences between my intentions and Muslim intentions</p>	

LEARNING ABOUT AND FROM ISLAM – STUDENT FEEDBACK

Every moment Muslims believe that allah is god and mohammad his messenger. I think this is special because **in our religion** we think god is god and jesus his messenger.” **Jessika year 8**

Every moment I believe that everyone should be treated the same no matter what skin color they may have or what country you are from you should all be treated the same. They are no different to anyone else just a bit different but everyone is different. **Jake**

Every moment I believe that everyone should be treated the same no matter what the colour of your skin or if they are a man or woman.” **Isaac**

SCORES

BASED ON MEAN AVERAGE OF GROUP

Before

- IBA/8Q2 20.72
- 8CPR/8Q1 21.52 (25)
- **8EPE/8Q4 RS 19.95 (focus group)**
- 8JLI/8Q5 19.95 (19)
- 8DRA/ 8K2 18.79 (24)
- **MDU/8K3 18.4 (focus group)**

After

- 17.6
- 18.3
- **23.2**
- 20.5
- 19.1
- **20.4**

VARIABLE FACTORS WITHIN THE STUDY

- Time of day of the survey
- Personalities of speakers
- Clarity of instructions
- Questionnaire construction (were the questions clear? Did they understand them?)
- Media exposure
- Cross curricular link with Citizenship British Values
- Mood of students
- Absence
- Amount of preparation and access of religious context from the faiths.
- Teacher's projection
- Time for preparation

'FINDINGS'

- Naturally, owing to the small scale, tentative nature of a first study conclusions cannot be conclusively drawn. Some anecdotal and early indications possible.
- No obvious correlation between faith visitors and impact on students scores.
- How difficult it is to get visitors to Cumbria – Challenge of accessing educators in faith, rather than non-specialists visitors.

AREAS OF FUTURE CONSIDERATION

- Link with a multi faith school
- Repeat the experiment with revised planning
- Fixed sample size to avoid issues with absence
- Consider how to prepare students and visitors better for the faith visit.
- Wider range of visitors