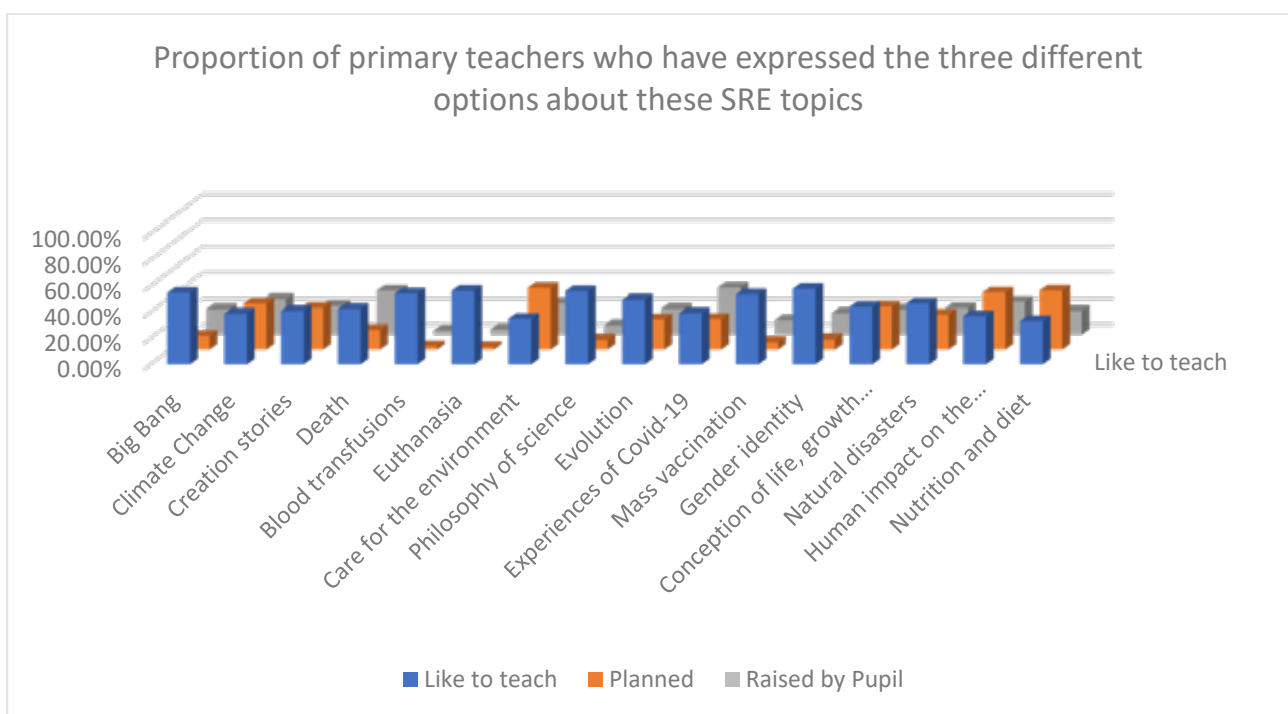


RESEARCH SUMMARY

ASPIRATIONS

Compared to secondary RE and secondary science early career teachers, primary teachers consistently showed the lowest engagement with the planning of Science Religion Encounters (SRE) topics. It seems as though primary teachers have the highest aspirations, but the lowest realisation in engagement with SRE. Clearly something very interesting was going on here; primary teachers would really like to engage with SRE, but something was preventing them getting to the point of planning and delivering lessons including SRE. Primary teachers are shown in blue in the graph below.

Figure 1: Percentage of the three types of teacher who expressed a wish to teach various topics.



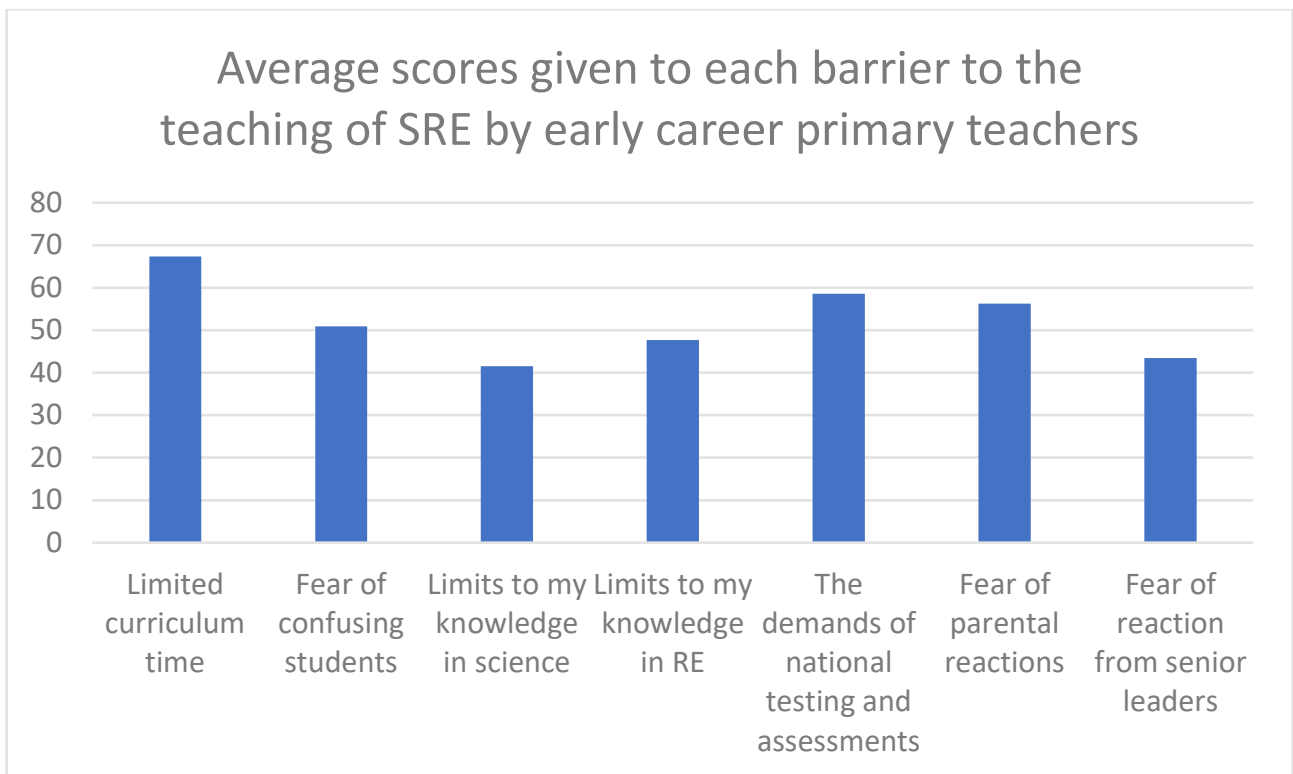
BARRIERS

In our online survey, accessed by xxx primary teachers, we asked about various barriers that prevented the planning or teaching of science/religion encounters. Results are shown in Table 1 below. 56%, or over half, of early career primary teachers responding to the survey suggested that 'fear of parental reactions' acted as a barrier to the teaching of science/religion encounters. 43%, or two in five, early career primary teachers suggested that 'fear of reaction from senior leaders' acted as a barrier to the teaching of science/religion encounters.

Table 1: Average scores given to each barrier to the teaching of SRE by different kinds of teacher

	PRIMARY	
	Mean	s.d.
Limited curriculum time	67.30	21.38
Fear of confusing students	50.91	25.74
Limits to my knowledge in science	41.56	23.85
Limits to my knowledge in RE	47.64	26.23
The demands of national testing and assessments	58.54	23.39
Fear of parental reactions	56.23	27.10
Fear of reaction from senior leaders	43.48	26.36

Figure 2: Average scores given to each barrier to the teaching of SRE by early career primary teachers



MODULE OUTLINE FROM CHICHESTER

Module code	PTGC5
Title	Global Citizenship
Programme	BA (Hons) Primary Teaching
Level	Five
Credits	15
ECTS*	7.5
Contact time	30 hours
Acceptable for	All routes as a core module
Excluded combinations	All students at L5 take this module
Mandatory / Optional	Mandatory
Module Co-ordinator	Mary Young

Description

This module is about raising current global issues and finding out how these can be addressed, age appropriately in the primary classroom. We draw specifically on the curriculum areas of Citizenship, PSHE and geography, and introduce the students to international agreements such as the United Nations' SDGs, and the Convention on the Rights of the Child. We also continue discussions from earlier modules in the areas of justice and injustice, equality and diversity. The module aims to enable student teachers to critically engage with some of the key global issues our times and prepare them to think beyond their immediate locality to appreciate how they are connected with, and have an impact on, people and environments across the world. It seeks to examine the ways in which whole school ethos can be underpinned by skills, values and knowledge of rights, fairness, empathy and intercultural understanding – traits highly sought after by employers around the globe because of their usefulness in building co-operation, communication and compassion in our diverse and interconnected world. This module resonates with the aspiration in our vision statement that our student teachers should become Global Citizens.

Outline Syllabus & Teaching & Learning Methods

The module will look at aspects of five areas of Global Citizenship: social justice and equity, diversity and identity, globalisation and interdependence, environmental sustainability and peace and conflict.

The teaching and learning methods will be based on active participation and discussion in response to a range of interesting and contemporary stimuli with a global dimension. There will be a mixture of whole cohort and smaller group sessions.

The content of this module may differ from above in order to reflect government policy or national priorities.

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