Section 2

How do we organise Teaching & Learning?

Section 2 Part A

Aspects of Study in RE:

- Engaging Encounter
- Reasoned Response

Effective Learning in RE

Skills for Effective Learning
Section 2 Part A

Aspects of Study in Religious Education

At the time of writing reference to attainment targets have recently been phased out in schools. The Religious Education Council of England and Wales (REC)’s 2013 National Curriculum Framework for RE (NCFRE) describes the previous attainment targets for RE in the same terms as for National Curriculum subjects, namely, ‘By the end of each key stage, students are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.’

(A review of RE in England 2013 REC Pg.15)

For the purposes of this syllabus there will be references to ‘Engaging Encounter and Reasoned Response’ as aspects of study. The syllabus recognises within every engaging encounter with religion there needs to be almost indistinguishable but corresponding reasoned response.

Engaging Encounter with Religion

This aspect of study requires pupils to:

- Engage in an open and sensitive exploration to religion
- Acquire knowledge of religious beliefs, practices and values in Christianity and other principal religions represented in Great Britain as other world views and religions, e.g. Baha’i and secular philosophies, e.g. Humanism.
- Develop an understanding of the influence of religious beliefs, practices and values on individuals, communities, societies and cultures.
- Use the skills of interpretation, analysis and explanation.

Within this aspect a pupil should study beliefs; teachings; practices and ways of life; expression and language. In simple terms what people believe; what they do and how they express themselves. The concepts which underpin a religion or worldview should be the basis for all encounters within religion.

Reasoned Response to Religion

This aspect of study requires pupils to:

- Develop the ability to make reasoned responses and informed judgements about religious and moral issues.
- Explore and learn to communicate their own beliefs, values and experiences in terms of the spiritual, moral, social and cultural aspects of life by:
  - developing an awareness of the fundamental questions of life raised by human experience and how religions seek to answer them;
  - responding to such questions by relating religious beliefs, practices and values to their own understanding and experience;
  - reflecting on their own beliefs, values and experiences in the light of their study.
- Develop respect for other people, their beliefs and ways of life.
- Develop the skill of evaluation.

Within this aspect, pupils should study issues of: identity, belonging and diversity; meaning purpose and truth; values and commitments. In simple terms making sense of who we are; making sense of life and making sense of right and wrong.

NB All religious education lessons must contain engaging encounters with religion and encourage reasoned responses.
Aspects of Study in Religious Education

Engaging Encounter with Religion through......

Religion may be encountered by using pupils' preferred learning styles, e.g. visual, auditory and kinaesthetic.
Engaging Encounters with Religion - Good and Bad Practice

Engaging Encounters with religion is......

- Meeting people of faith & visiting places of worship.
- Using drama & role play wherever possible as an active tool for learning.
- Ensuring every activity meets the learning objectives.
- Making pupils aware when they are enacting and taking part in a role play. A good way to do this is to ensure the time is marked by a set sound or marker during the activity.
- Taking care to be sensitive to the religious backgrounds of all the pupils in the class and avoid offence. If in doubt consult with parents about the appropriateness of an activity.
- Using stories in role play from all traditions but be aware of the sensitive areas listed below.
- Using religious artefacts and clothing wisely. (eg Dressing up in Christian ministerial robes may be considered fine by some but not others. Similarly, some Jewish groups may be offended if pupils dressed in a tallit or kippah but others wouldn’t.
- Consulting with local faith groups where possible if you are unsure about any activity.
- Involving your senior school managers in supervising activities you may be uncertain of.

Engaging Encounters with religion is not....

- Representing the Jewish concept of God, Allah, and Muhammad (pbuh) or a Sikh Guru in any human form. Hot seating would be disrespectful. Narration can be used instead.
- Using the ‘actual’ sacred texts as props in the drama/role play from any tradition, although stories found in them are generally considered by most as good source material for role play.
- Using religious artefacts in role play as objects of worship.
- Using role play or drama where the activity might be misconstrued as an ‘act of worship’. e.g. praying a set prayer from any tradition, bowing to a Hindu murti or modelling Muslim prayer positions.
Aspects of Study in Religious Education

Reasoned Response to Religion through....

- attempting to understand another point of view, raising awareness of other people's feelings, listening to other people, showing respect for beliefs, cultures and values different from your own
- making choices, e.g. what is right and wrong
- recording responses, e.g. using IT IPADS.
- Arts including photography; painting; drawing; collage; drama
- discussing religious and moral issues
- physical, e.g. eye blink, smile
- personal reflection, quiet-time, prayer, silence, meditation relaxation
- belief into action, helping peers, writing thank you letters, helping charities, working with others, being responsible, taking messages
- formulating own enquiry questions
- exploring issues of personal choice and responsibility e.g. divorce, abortion
- critically evaluating religious belief and practice accepting/ respecting other people's beliefs, practices
- creative writing
- giving opinion via letters, diaries, e-mail
- exploring different characters, sharing other people's experiences
- making musical sounds, vibrations, rhythms, rap, etc.
- posing open-ended questions, e.g. Who is God? Formal discussions/debates
Aspects of Study in Religious Education

Reasoned Response to Religion - Good and Bad Practice

Reasoned Response to religion is......

- relevant to all pupils, regardless of their religious (or non-religious) background.
- inextricably linked with Engaging Encounter with Religion
- about beliefs, practices and values in religion(s).
- concerned with the active response of pupils, to what they are encountering.
- about helping pupils to apply the meaning and significance of religious ideas to their own lives.
- about valuing pupils' own ideas and concerns.
- sometimes about challenging pupils' own ideas and putting forward alternative views for consideration.
- about developing skills, and attitudes.
- raising questions from religious teaching that speak to pupils' personal experience.
- open-ended, allowing pupils to explore ideas.
- about enabling pupils to draw their own conclusions.
- assessable.

Reasoned Response to religion is not.....

- confined to pupils from a faith background.
- free of religious content.
- simply thematic teaching.
- passive learning.
- about promoting a religious lifestyle.
- an invasion of pupils' privacy
- value-free.
- about providing pat answers
- dogmatic.
- about providing set conclusions.
- concerned only with measurable learning outcomes.
Subject Content

Foundation Stage

Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. In line with the DfE’s 2013 EYFS Profile RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide opportunities for pupils to explore through: communication and language; personal social and emotional development; understanding the world; expressive arts and design; literacy and mathematics.

Key Stage 1

At key stage 1 children learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion for believers within a local, national and global context. Children ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, reflecting on their own feelings and experiences and developing a sense of belonging. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Key Stage 2

Pupils should extend their knowledge and understanding of religions and worldviews recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. They make connections between different aspects of religion and belief and consider different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and the importance of dialogue between them.
Key Stage 3

Pupils should extend and deepen their knowledge and understanding of a range of religions and worldviews, recognising their local, national and global context. Building on their prior learning, they learn to appreciate religions and worldviews in systematic ways. They should draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religious study to describe the nature of religion. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They should be able to appraise the practices and beliefs they study. They develop their evaluative skills, showing reasoned and balanced viewpoints, when considering their own and others’ responses to religious and spiritual issues.

Religious Education 14-19
Religious education remains a statutory requirement for all pupils at this stage. Pupils have an entitlement to accredited courses. Sufficient time should be available to meet the requirements of courses provided.
Effective Learning in Religious Education

Effective learning in religious education requires clear and purposeful teaching, based on the general aims for religious education (see section 1 Pg.3) and the areas of study set out in this syllabus, and the recognition that:

- the pupil is an active learner;
- there should be a dynamic interaction between the pupil and the subject of study.

Religious education is centrally concerned with questions of fundamental importance to human beings. Pupils should be provided with a range of opportunities to:

- enquire;
- question;
- develop their own responses;
- formulate their own views to these fundamental questions as they encounter and respond to religion.

Religious education also seeks to promote the following positive attitudes and personal qualities, which are essential for effective learning:

- **enthusiasm**
  indicated by eagerness to know, commitment to learn, perseverance when faced with new challenges or difficult ideas;

- **curiosity**
  indicated by willingness to ask questions, the desire to find out more, openness to new ideas and points of view;

- **reflection**
  indicated by willingness to give serious thought to spiritual, moral and religious issues, recognition that encountering religion often poses challenges to existing views, readiness to reconsider personal beliefs and values;

- **respect**
  indicated by treating the beliefs and values of others seriously, recognising that other people's views are often held with deep commitment, recognising the right of other people to be different;

- **tolerance**
  indicated by readiness to consider the views of others, recognition of the sincerity with which other people may hold different views, conviction that people of different views may live harmoniously together.
Religious Education Skills for Effective Learning

Context
Progress in Religious Education is dependent on the application and developing use of general educational skills and processes. The following skills are central to Religious Education. Teachers should plan to enable pupils to make progress in the use and application of these specific RE skills through each key stage.

<table>
<thead>
<tr>
<th>RE Skills</th>
<th>Example of teaching and learning activities</th>
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| **Investigate** – this includes the ability to:  
  • gather information from a variety of sources  
  • ask relevant questions  
  • know what may be appropriate information |  
  • Use a widening range of sources to pursue answers  
  • Highlight important information on a handout  
  • Watch/listen and make notes from video/audio/website  
  • Clarity questions to be asked and write/email for information  
  • Prepare questions for a visitor |
| **Interpret** – this includes the ability to:  
  • draw meaning from artefacts, symbols, stories, works of art and poetry  
  • interpret religious language  
  • suggest meanings of religious texts |  
  • Explain the meaning of words/actions /artefacts /symbols  
  • Respond to questions such as: What do you think it is? What is going on (in a picture)? What issues does the story raise?  
  • Use figures of speech or metaphors to speak about religious ideas  
  • Read prayers and explain what they show about the person’s beliefs and feelings |
| **Reflect** – this includes the ability to:  
  • ponder on feelings, relationships, experience ultimate questions, beliefs and practices  
  • think and speak carefully about religious and spiritual topics |  
  • Provide opportunities for pupils to describe how atmosphere and actions make them feel  
  • Take part in stilling/guided visualisation activities  
  • Use music to explore feelings/thoughts  
  • Write a prayer a Jewish/Christian/Muslim child might use  
  • Make a ‘wall of wisdom’ to record pupils’ insights  
  • Express feelings/insights in a reflective poem (or prayer) |
| **Empathise** – this includes the ability to:  
  • consider the thoughts, feelings, experiences, beliefs and values of others  
  • see the world through someone else’s eyes  
  • develop the power of the imagination to identify feelings such as love, forgiveness, sorrow, joy |  
  • Role-play and freeze-frame, drama/mime activities  
  • Fortune line or feelings graph for one character, e.g. Peter in Holy Week  
  • Write thought bubbles or captions to pictures or slides  
  • Tell a story from another person’s point of view  
  • Hot seat i.e. answer questions in role of another person (NB Check appropriateness e.g. not a deity or Muhammad (pbuh). (See Handbook Part 1 for drama guidance)  
  • Read, hear, watch or talk about a real-life case study  
  • Take part in a guided visualisation  
  • Respond to a case study |
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<td><strong>Analyse</strong> – this includes the ability to:</td>
<td><strong>Highlight</strong> key words or beliefs on a handout&lt;br&gt;<strong>Sort out</strong> pictures of religious artefacts and symbols, matching them to the correct faith or festival&lt;br&gt;<strong>Identify</strong> the 'odd one out', e.g. a Hindu artefact within a set of Christian artefacts&lt;br&gt;<strong>Match</strong> quotations to different faiths studied&lt;br&gt;<strong>Identify</strong> differences and similarities between religious practices of different faiths studied using, for example a triad activity</td>
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<td>• <strong>draw out</strong> essential ideas, distinguish between opinion, belief and fact&lt;br&gt;• <strong>distinguish</strong> between key features of different faiths&lt;br&gt;• <strong>recognise</strong> similarities and differences</td>
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<td><strong>Synthesise</strong> – this includes the ability to:</td>
<td><strong>Talk</strong> about prayers, texts, places of worship and festivals, drawing conclusions about similar beliefs, values and practices&lt;br&gt;<strong>Identify</strong> similarities and differences within religions, e.g. between Christian denominations and different religions</td>
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<td>• <strong>link</strong> significant feature/s of religion together in a coherent pattern&lt;br&gt;• <strong>make links</strong> between religion and human experience</td>
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<td><strong>Express</strong> – this includes the ability to:</td>
<td>Creative: drama, role-play, dance, mime, add percussion or actions to religious story or song; make a game&lt;br&gt;<strong>Visual</strong>: use of collage, colour, charts, diagrams, digital video, photography, IT presentation (e.g. PowerPoint)&lt;br&gt;<strong>Oral</strong>: use of audio recording or presentation or debate&lt;br&gt;<strong>Written</strong>: poetry or reflective diary or letter or email or narrative story or newspaper report questions for interview or visit</td>
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<td>• <strong>explain</strong> concepts, rituals and practices&lt;br&gt;• <strong>identify</strong> and <strong>express</strong> matters of deep concern by a variety of means, not only through words&lt;br&gt;• <strong>respond to</strong> religious issues through a variety of media</td>
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<td><strong>Apply</strong> – this includes the ability to:</td>
<td><strong>Write</strong> a story to be acted out showing the meaning of a faith story or religious teaching in a different context&lt;br&gt;<strong>Design</strong> own symbols&lt;br&gt;<strong>Respond to</strong> a case study or dilemma, for example, think about what Jesus, Guru Nanak, Buddha might do or say; what a Muslim might do or say.</td>
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<td>• apply what has been learnt from a religion to a new situation</td>
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<td><strong>Evaluate</strong> – this includes the ability to:</td>
<td><strong>Use sorting and ranking</strong> strategies, such as diamond ranking statements according to what pupils think or what a Muslim/Christian/Jew/Buddhist/Sikh/Hindu/Humanist might think&lt;br&gt;<strong>Contribute</strong> personal responses to statements relating to topics in RE (e.g. ‘can of worms’ activity)&lt;br&gt;<strong>Respond</strong> to points of view on a scale of 1–10, followed by discussion, for example, a continuum or human bar chart activity.</td>
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<td>• <strong>draw conclusions</strong> by reference to different views and using reason to support own ideas&lt;br&gt;• <strong>debate</strong> issues of religious significance with reference to experience, evidence and argument.</td>
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