

Secondary: *What do you know about Religious Education?*

Suggestions for using the film



Audience

Secondary school headteachers, RE subject leaders, staff, governors, parents, SACRE members, diocesan education staff, local authority staff, school inspectors (Ofsted & diocesan)

Activity suggestions for...

- RE subject leaders
- secondary curriculum managers/head of faculty, including suggestions for use with parents and governors
- SACRE (Standing Advisory Council on Religious Education)
- community groups

This film can be used alone or in conjunction with

- *RE in the curriculum*

Additional materials for download

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| • Discussion Activities for use with these films | www.natre.org.uk |
| • <i>Non-Statutory National Framework for RE</i> (QCA 2004) | www.qca.org.uk/qca_7886.aspx |
| • RE leaflet from the Religious Education Council (REC) | www.religiouseducationcouncil.org.uk |
| • Resource information from RE Today/NATRE | www.retoday.org.uk |

RE subject leader

You might be: reviewing and developing RE in your school, as part of your Self-Evaluation Form

You could: ask for and record students' responses to the question: What was your favourite RE lesson and why? Use this to prepare for your SEF.

Talking points:

In your department or faculty meeting, think about the following questions:

- What do students enjoy in RE in our school? What does their RE learning help them to do?
- Is it making a difference?
- How do we know?

You could: focus on the skills students use and develop in RE

- Students in the film talk about enjoying *learning about religions, asking and exploring deep questions, considering issues of truth and belief, expressing and justifying their views*. Use the 'Skills audit' (see 'Skilful Secondary RE' Discussion Activity download) to check the skills students use and develop in RE in your school. In your department, identify whether the tasks you are giving them mean that they are working at a level suitable to their age group and ability, and decide what needs to be done next.

You might be: leading some department or faculty INSET

You could be: thinking about how RE is perceived and valued in your school and things to do to improve that perception.

- **Before watching the film**, list five misconceptions that you find people have about RE.
- Evaluate these views and think of reasons why students, parents or staff may hold them. What have you done in your school to overcome these views? To what extent do your students agree with these misconceptions? Would you be able to find students to demonstrate that they are false?
- Watch the film.
- Comment on how effectively these misconceptions are dealt with. Could you see your students making these remarks?
- Talk about how you might use this film to improve the perception of RE in your school (see ideas below).

Talking points:

- What surprised you?
- What do you remember most?
- What question do you want to ask?
- In what ways does the RE described contribute to students' personal development?
- How is RE in your school similar and different to that described in the film?

You could be: reflecting on students' experience of RE in your school

- **Before watching** the film, ask colleagues to suggest some words students might use to describe RE in your school. You could do that within the department or include some teaching assistants and others for a more comprehensive view. Combine this with a student questionnaire to get their views.
- Watch the film.
- What words would you use to describe RE as explained by the students in the film?
- To what extent do the findings you gathered match the description of RE in the film? If there are significant differences, what are they? What are your areas of strength and the opportunities for improvement? Be specific about these and think about ways to address them.
- Evaluate – What works best in RE in your school? What needs to be improved? What action needs to be taken, by whom, by when?

You could be: focusing on improving teaching and learning in RE

- **Before watching** the film ask colleagues to compile a list of teaching and learning strategies that they have found work best to engage students.
- Ask them to highlight any on the list which are used regularly in RE in your department.
- Watch the film. What strategies are mentioned or implied? What needs developing in your school?
- Use the 'Skills audit' (see 'Skilful Secondary RE' Discussion Activity download) to note the range of teaching and learning strategies used in RE in your department. Would your students recognise your conclusions? Plan some specific opportunities to introduce at least three more active learning strategies in your lessons over the next few weeks.
- Explore some good RE teaching and learning activities : see secondary curriculum booklets ('Developing Secondary RE' series; 'Engaging with Secondary RE' series; 'Questions in RE' series (from 2009)) available from RE Today. www.retoday.org.uk.

Secondary curriculum managers/Faculty leaders

You might be: reviewing and developing RE in your school curriculum

- In a department or faculty meeting, review the statutory requirements for RE as set out in your local Agreed Syllabus or faith community guidelines (in aided schools, foundation schools or academies with a religious foundation). Talk about: to what extent is RE in your school meeting these requirements? Develop an action plan.
- Show the film. **After watching** the film ask colleagues to make a list of words to describe RE as revealed in the film.
- From this it might be appropriate to ask:
 - In what ways is RE in your school similar to and different from that described in the film?
 - In what ways, if any, did the film make you reflect on practice in your school?
 - What steps, if any, are needed to move RE in your school forward? Who will do what, by when? What support might they need?

When planning for cross-curriculum links:

- Gather together the departments who are making links with RE. Use the film to identify what matters most in RE. Compare this with the importance statement in the new secondary curriculum (<http://curriculum.qca.org.uk/>), looking at the key processes and key concepts. What steps do you need to take to ensure that RE maintains its rigour in cross-curriculum units?
- If you are using a skills curriculum, can you still identify the explicit RE which is contributing to the skills described in the film?

You might be: talking to parents, carers or governors about RE in the school

You could join with the RE subject leader and . . .

- show the film to develop understanding of the role and purpose of RE in the curriculum.

Talking points:

- in what ways is RE, as shown in the film, similar to or different from your expectations?
- are there any questions about RE you wish to explore further?

Taking it further:

- Provide copies of the REC leaflet on RE (see Additional materials for download) and a copy of the local Agreed Syllabus or faith community guidelines.
- Invite the RE subject leader to lead an interactive session about RE so that parents/carers and governors can experience first-hand some engaging RE learning activities.
- Show the NATRE film *RE in the curriculum* to raise awareness of the statutory requirements and the role and purpose of RE in the curriculum.

SACRE

You might be: encouraging schools to review and develop their RE

You could:

- **write to all schools in your local authority** to commend the NATRE films as effective resources to stimulate informed discussion about the contribution of RE to whole school aims and children's personal development.
- **initiate a SACRE project** to produce a short film to share good RE practice within your authority.

You might be: launching a new Agreed Syllabus

You could:

- **show the film**, in conjunction with the film *RE in the curriculum* and the NATRE primary film, *What is RE?* at the first meeting of the Agreed Syllabus Conference to stimulate discussion about the aims and purposes of RE in the curriculum.

You might be: inducting a new member of SACRE

You could:

show this film in conjunction with the NATRE film *RE in the curriculum* to develop understanding of the role and purpose of RE in the curriculum.

Talking points:

- in what ways is RE, as shown in these films, similar to or different from your expectations?
- are there any questions about RE you wish to explore further?

Taking it further:

- Provide a copy of the local Agreed Syllabus and an opportunity for a briefing from the RE adviser or SACRE RE consultant.
- Provide the new member with copies of QCA *Non-Statutory National Framework for RE* (2004) and the REC leaflet on RE (see downloads).

SACRE and community groups

You might be: seeking to encourage wider understanding of RE in the curriculum

You could:

- ask SACRE members to bring the NATRE films to the attention of their various constituencies in order to generate discussion and further understanding about contemporary RE.
- bring this and the other films to the attention of members of your group or faith community to generate discussion and further understanding about the purpose and value of RE.