

# Religious Education



## Royal Manor Arts College

**RR, Deputy headteacher:** The transition project started two years ago, focused on raising literacy. We started with ICT, drama and dance. They were incredibly successful and had real impact which was measurable in the first year. We've expanded that with the new curriculum, particularly focusing now on introducing RE because within the school RE is a strength.

**CT, Deputy headteacher, Southwell Community Primary School:** The activities that the children will be working on have a strong link with reading and writing and the children expressing their views, linking to the Seal work that we do in school but also a strong link with concepts through RE and using ICT.

**AD, Subject leader:** Well for the Year 6s, we thought it would be really appropriate to use the key concept of questions of meaning, purpose and truth. Primarily because I thought it would really appeal to their creative imaginations.

**AD (in class):** Behind me there is a picture. When the photo was taken there were only two people in the house, the young girl and the mother who took the photograph, but, and if you look really closely at the picture, on the left-hand side there is an image of someone else. Thinking about what we talked about yesterday in terms of mysterious things, what could be going on here, I can see James is really keen at the back?

**Pupil:** It could be a ghost like we were talking about yesterday?

**AD (in class):** It could be, couldn't it? Let's have a quick vote. How many people in this room think that mysterious things like ghosts are real? Wow, OK.

**AD:** What we then needed to do was to make sure that we dovetailed the Year 7 scheme of work with a really kind of robust knowledge, understanding-centred attainment target, and we used the attainment target 1, key concept of practices and

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ways of life to base their learning so that, that they had some concrete kind of relevance to everyday life.

**AD** (in class): Well I'd like to hear a couple of examples of your work, what I'm really interested in is the reason why the things you're hoping for are going to make things different in your lives or different in your friends' lives, so who would like to give us an example of something ? Winter?

**Pupil:** I hope to be a legend guitarist bigger than Slash and Hendrix.

**AD:** And why?

**Pupil:** So that I can liberate people with my music.

**Teacher A** (in meeting): OK, so we've got Year 6 and your school, are the children quite familiar with using laptops?

**CT:** Not necessarily laptops but they'll be very familiar with using the computer.

**AD:** Well what we could do is we could use our mini-laptops and we could install on all of them a folder with ... still photographs from the films stimulus we use and they'd really enjoy that wouldn't they? Yes, and then they could use some ICT skills in developing a final product that would reflect some of their learning.

**AD** (in class): I want you to agree with the person next to you on an ultimate question, a really good and a really hard one to ask because, you're then going to give your ultimate question to another pair and they're going to try and answer it.

**Pupil:** I'm quite caught up with the idea that if ... God is good and if he exists then ... why is there bad?

**AD:** In a moment we are going to open our laptops and we're going to boot them up and in the laptops are, ... is a folder with 11 different pictures from the film that you saw, and what I want you to do individually is pick one of those pictures and then using Word

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Art I want to you to write the ultimate question that's in front of you and the answer that you decided would be the right answer for it, in a separate text box, and in the third text box I want you to write down, using some research, what a religious person would give as an answer to that ultimate question.

So there are three things once you have found which picture you want to use. You write your ultimate question, you write down what your answer to that ultimate question was and you write down in another text box what a religious person's answer to that ultimate question would be.

**AD** (in meeting): Then we can dovetail the Year 6 work that we've done all about ultimate questions and we can go and interview people in a community and find out how they live their lives and they put those sorts of beliefs or their, their responses to ultimate questions into practice.

**AD** (in class): I'm going to play you some film ... from the local area and we're going to listen to some local people talking about how they get hope in their lives.

**Fisherman** (on film): ...coming back, bashing about, and I said 'Please Lord can we have some lighter winds tomorrow, just do us a favour.'

**Shopkeeper** (on film): When things go really bad I start thinking of the nice things that happen, things like holidays, going on holidays with my children and my husband.

*[Music playing – shots of prison interior]*

**AD** (in class): OK, Adam, where was that film from?

**Pupil:** Was it from the prison?

**AD:** It was, yes. We saw just a moment ago two different places inside the prison which might be places where people would find it easy, or they might be able to access hope.

**Pupil:** The church and the mosque.

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**AD:** Yes, are you surprised that there are places like that in a prison? Are you?

**Pupil:** Yes.

**AD:** Why would, why would praying to God or Allah, why would that help someone be hopeful in life? Theresa?

**Pupil:** Because they could, like, think that someone, like, listening to them so they can tell them all their troubles and problems and they could, like, know that someone's, like, going to answer them.

**AD:** Once the Year 6 students have completed the transition project I would be looking for them to be able to use a much wider and richer range of vocabulary. I'd like them to be able to understand that the, what you might call the more abstract concepts and beliefs that people who have religious commitment, and those that don't, how they are embedded in everyday life and that the people in the local community, the fishermen, the florists, the people that run the garages, everyone is operating with a set of beliefs that make their life different and help them cope with the everyday things that we all have to live with.



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Working in partnership to support  
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Part of the 14–19 education and skills programme