



## **Blended learning, virtual opportunities and new ways of working for 4-16s**

We are fast forwarding into a much more virtual form of education whether we love it or not. Be it full school closures, whole classes self-isolating or groups of pupils across classes working from home, the job of teaching all our pupils and ensuring they make progress has become more complicated.

The ideas in this document offer starting points and ideas offered by members of NATRE's Executive Committee. There is of course much more to be said.

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## Remote teaching and learning in RE

Even in the most favourable of circumstances, teaching has always been a challenge; it is one of the reasons it is such an interesting and inspiring job! The current conditions are obviously far from favourable, but we nonetheless face the challenge of being effective teachers. Below are some examples of how teachers on the NATRE Executive Committee are approaching the challenges of:

- teaching students who are absent from class due to having to self-isolate,
- preparing for the possibility of another lockdown which would necessitate a complete shift to remote learning.

<p><b>Voiceover PowerPoint/worksheets (Ben Wood)</b></p>	<p>I record my voice speaking over either PowerPoints or worksheets/booklets I use in class. I use my iPad to do this, importing the resource from the lesson to an app called Explain Everything. Here I can record my voice as well as make annotations. There are many other programmes and apps that can do this, and PowerPoint has a built in record function.</p> <p>I then publish my videos to YouTube on an unlisted link, and send the link to my students.</p> <p>I particularly use this for GCSE and A level lessons. I try to keep the GCSE lessons to under 10 minutes, then set tasks to follow on from this. A level videos tend to be more like 30+ minutes, and I send the booklet we would use in class to students so they can complete this at home with the video to help.</p> <p>In the medium term, we are planning on continuing this approach across the whole course so we end up with lectures on all topics, which can be used for absent students post-Covid.</p>
<p><b>Google Classroom (Saima Saleh)</b></p>	<p>Should our pupils go into lockdown again, my school will be using Google Classroom to teach pupils and provide a more solid base for their learning. I will prepare PowerPoint presentations with a 'live' recording of myself to teach the main points of my slides and then prepare quizzes and reflection questions to go alongside these, using Google classroom. I will use these activities as a form of assessment.</p>
<p><b>The Zoom seminar (Ben Wood)</b></p>	<p>If we end up back in a longer period of not being in school, I will continue something we started back in June 2020 - the Zoom seminar. Alongside the recorded lectures (above) we then bring the class together once a week for a seminar. Here we recap and discuss the recent learning, quiz students on their learning, and then have the chance to engage in the kinds of discussion we would use in the normal classroom. This also has the added benefit of helping to keep positive relationships with students when they may feel isolated from their friends, peers and teachers.</p>

<p><b>Seesaw (Naomi Anstice)</b></p>	<p>We are using Seesaw as an app for working remotely with children with a recording of ourselves to provide input which the children can access on a day they choose that week. This may include a powerpoint and a link with something to watch. We can respond to the work uploaded to the app. Written work will be easily adaptable and quite open ended. We also use Zoom in school to link classes together and Teams for meetings. We decided not to use live teaching as the Broadband is unreliable where we live (and no fibre) and we had issues with too many devices trying to connect last time. Zoom catch up with classes held in an evening but only if we are in long term lockdown.</p>
<p><b>Verso app (Ben Wood)</b></p>	<p>Verso is an app I have used briefly in the past, but I intend to explore its benefits with a class that are not together in one room. In Verso a question can be posed and students can write answers which then appear in a 'chatroom'. Students can then comment on each other's ideas and statements (the students remain anonymous to each other but their names are visible to the teacher, deterring inappropriate behaviour). In this way, all students, not just the more vocal, can engage in discussion and debate. Pupils can also rate the comments that they see, so arguments that are particularly good can be indicated, perhaps for their detail or their clarity.</p>

## Creative RE learning in school and at home during Covid 19 – and beyond (EYFS/KS1)

<b>Learning Outcomes</b>	To support teachers in their teaching of RE through creative and virtual learning To support parents delivering RE through home learning
<b>Reasoning</b>	<ol style="list-style-type: none"> <li>1. To enable teachers to use creative virtual learning with pupils at school and through home learning</li> <li>2. To enable pupils to access and develop the use of technology and virtual learning in RE</li> <li>3. To develop whole class use of Interactive White Boards, individual use of iPads and Chromebooks within the school safety measures during Covid-19</li> </ol> <p>Whilst some children are back in school, others remain at home. Being able to plan creative, meaningful and playful RE for young children is part of their whole learning. We want to continue providing a broad and balanced curriculum for all our pupils and to enable them to develop their knowledge and understanding of religion and worldviews</p>
<b>Ideas you might include</b>	<ul style="list-style-type: none"> <li>• <b>The CBeebies website</b> is full of activities linked to ‘different faith and cultural festivals’ that can be shared as a whole group around the IWB, in smaller groups on an iPad or at home on a device. There is plenty here to stimulate discussion and exploration. In school, have your RE artefacts at the ready although they will need sanitising after use. There are also festival cooking activities for home learning which can lead to great discussions. Some children still at home may well have some religious objects used by the family that they can be shown how to use or special clothes that they can wear and talk about with an adult. <a href="http://www.bbc.co.uk/cbeebies/shows/lets-celebrate">www.bbc.co.uk/cbeebies/shows/lets-celebrate</a></li> <li>• <b>Tuff Trays</b> are incredibly versatile in playful learning. If you have a Tuff Tray (or equivalent large tray) in your school or at home, use that to create a ‘festival table’ with stories, clothes, artefacts, photos. Children at home could have a photograph taken to send into school or make a short video with the child talking. Teachers in school could set up a tray and create a short video describing what’s there to send home. You could use a Tuff Tray to....             <ul style="list-style-type: none"> <li>○ Bring a faith story to life: create cut outs of the main characters, buildings, landscapes, objects in the story; gather different textures around the home that bring the scenes to life - think fabric, pasta, rice..; assign numbers to what’s on the table as cues for when the story is told; label the characters, buildings etc</li> <li>○ Have a religious artefact treasure hunt: hide the simple, durable artefacts and the appropriate laminated religious symbol in straw or saw-dust for the children to search for, name and discuss.</li> <li>○ celebrate specific festivals eg Diwali using coloured rice or homemade coloured sand to make rangoli patterns; playdough rolled out from a ball and decorated with seeds, rice, pulses</li> <li>○ explore head coverings and special clothes for festivals and worship</li> <li>○ use construct sets available for children to build places of worship/special place</li> <li>○ use outdoors with water when exploring Baptism in Christianity</li> </ul> </li> </ul>

- For NATRE members/REToday subscribers, there's a great example in the Summer 2020 edition of REToday of EYFS RE (p.40, Emma Pobjoy '[Early Years RE provocations](#)')

- **WORD WALL quizzes** for KS1 - but some of these are also suitable to EYFS – <https://wordwall.net/en-gb/community/ks1/re>

Most of these virtual quizzes can be adapted to use as a face to face game in school or at home by printing off images and laminating them for longer life. In school you could use objects from your RE artefact box instead of printed pictures, although they will need to be sanitised in between use.

There is also a more detailed resource, available later in this document about using quizzes in RE across all key stages. The NATRE website has other documents available that explore quizzing in more depth.

- **Memory Jars** – these could be made at both home and school. Choose a faith story to share with the children, discuss the story's meaning and what religious people might learn from it and want to remember for all of their lives. Create pictures, words, even little objects to place in the faith story memory jar.
- **Special People and Special Places.** These two ppts were created by Catriona Card for her pupils. They can be used in school with pupils or for home learning and carried over for a few weeks. - - <https://www.natre.org.uk/uploads/NATRE%20exec%20resources/Special%20People%20RE%20Today%20version.pdf>

<https://www.natre.org.uk/uploads/NATRE%20exec%20resources/Special%20Places%20RE%20Today%20version.pdf>

- **Puppets and Persona Dolls** – these are used widely across EYFS and often throughout KS1. With a whole class, small groups or at home, teachers can dress the doll or puppet appropriately, take a photo or video and then encourage children to ask questions to find out more about the 'person' and their faith or belief. Children in school and at home can do the same and share the photos or video clips with their peers.
- **Outdoor learning** – at a distance – can be done at school and at home. Learning about a place of worship the children could work with an adult to create a 2D place of worship using chalk or masking tape on the ground. A good activity for your pupil Bubble or Pod. [Good Learning in RE: Lie down on the playground 5-7s - YouTube](#)
- **Charlie and Blue** -a very popular True Tube series in which a young girl, Charlie, visits 7 different places of worship with her soft toy friend, Blue. **RE Key Stage 1 Films (7 Items)** [www.truetube.co.uk](http://www.truetube.co.uk) Here's one example: [www.truetube.co.uk/film/charlie-and-blue-go-gurdwara](http://www.truetube.co.uk/film/charlie-and-blue-go-gurdwara)
- **'Religions of the World'** A great favourite is the BBC films for 3-7 year olds **'Religions of the World'** is a collection of 12 animated films exploring the origins and stories of a variety of religions. These are suitable for learning in school and at home and perfect on the IWB as well as in small groups or independent. Alongside each, there is more information about the content of the film, and suggestions of how it could be used in the classroom.
- **Free resources** There are many free resources for school and home learning on the NATRE website [www.natre.org.uk](http://www.natre.org.uk) and at Books at Press: [www.booksatpress.co.uk/teachers\\_resources](http://www.booksatpress.co.uk/teachers_resources)

<b>More video clips!</b>	<ul style="list-style-type: none"> <li>Take a look at the NATRE website where you will find an amazing list of video clips, tried and tested by teachers from EYFS up to KS5! A really valuable resource <a href="http://www.natre.org.uk/news/latest-news/rechatuk-produces-huge-list-of-video-resources/">www.natre.org.uk/news/latest-news/rechatuk-produces-huge-list-of-video-resources/</a></li> </ul>
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## Creative RE learning in school and at home during Covid 19 – and beyond (KS2)

### Art

1. Pair up with a class friend, zoom friend or family member. Partner A has a religious piece of art which they are going to describe to you. Can you draw it as they tell you what to draw? When you have finished, compare your drawing the original. With your partner, discuss what you think are the most important parts of the painting? Why do you think this is seen as 'religious' art? Swap over with a new piece of art. You could tell a religious story like a parable with this strategy using illustrations.
2. Look at a piece of religious text. Split it into sections of a sentence or two per child. They then paint any imagery that comes to mind. Can also be in abstract form.
3. Create a collage on a theme e.g sharing, thankfulness, belonging, sacrifice. Rip out key words of pictures which you find in a newspaper which you can link in. Add your own word art and emotional painting.
4. Do a virtual tour of an art gallery looking for examples of religious art. The teacher could set up a treasure hunt of paintings to find which they answer questions about when they find the correct piece of art. The National Gallery currently has three virtual tours available. You could similar activities with the Jewish Museum website and Museum with No Frontiers looking at particular artefacts.
5. Storyboard or make a cartoon of a relevant religious story e.g Ganesha or draw the life journey of Moses along a winding road

### Drama and P4C

1. Record yourself in the style of a sports or news reporter passing on news of a great event which has happened that impacts people of a religious belief. Who could you interview as part of your presentation? Perhaps join up with other members of your class virtually to create a full news piece where you can interview each other. E.g a

reporter on the hillside interviewing shepherds on the hillside outside Bethlehem; a reporter interviewing followers of Guru Nanak; a reporter interviewing Angel Jibril.

2. You will need 2 devices for this, a phone and a laptop will be ideal if no printer is available. Research a place or worship or a site of religious significance. Prepare a powerpoint with 4 photographs of the location then film yourself in front of the powerpoint pretending that you are a tour guide. Remember to tell people how they can show respect whilst visiting this site and why you think it is important for a particular religion.
  
3. Hot Seat a character from a religious story. If you have some children at home and others in class then you could have those at home sending questions in as the interviewer over Zoom. E.g Parable of Pharisee and Tax Collector, Mary on Good Friday
  
4. Set up as class debate using a virtual platform or online document. Rather like a Silent Debate in class but moving it all online. You could also have a class P4C session live on Zoom or other platform.
  - a) Children to answer the question from their own point of view
  - b) They agree or disagree respectfully with someone else explaining why in more detail
  - c) They ask someone a question based on what they have written.
  
5. Look at a photo of a religious festival, E.g Holi. Imagine yourself in the photograph. What can you see around you, what can you hear / sense / taste? What might you be chatting about if the photo comes to life? Photograph yourself in three different positions as if you were in the photo and add a speech bubble about what you might be saying, include a greeting relevant for the festival. Find out the meaning of the photo and how believers would celebrate this festival.

## Quizzes: KS 1 to KS 5

Learning Outcomes – To increase memory and identify gaps in knowledge

Reasoning – 1) To keep tasks simple to reduce cognitive overload, 2) Pre-empting misconceptions, 3) Positive framing and accountability to increase online engagement and 4) Modelling.

Research from psychologists such as Robert Bjork and Daniel Willingham provides evidence that repetition in learning is essential for remembering. Quizzing is more effective in remembering than restudying and repeated frequent quizzing is even more effective. However, we acknowledge it is important to ensure RE is not reduced to rote-learning or 'pub-style' quizzes as there is so much more

A selection of ready-made RE Quizzes:

Key Stage	Link
1	<p><a href="#">Education Quizzes KS1</a> - 10 quizzes on religious objects, building, symbols with instant feedback.</p> <p><a href="#">Word Wall</a> – Has a good variety of quizzes</p>
2	<p><a href="#">Education Quiz KS2</a> - 10 quizzes which focus on some of the major world religions)</p> <p><a href="#">TES ppt KS2</a> - A free download, slow reveal pictures of famous holy books, artefacts and people.</p> <p><a href="#">BBC Bitesize</a> – Lots on here for the learn and revise sections</p> <p><a href="#">Teachers direct</a> – A selection of quizzes for KS2 to 5.</p>
3	<p><a href="#">NATRE resource</a> last page on Hindu beliefs about life after death, worksheet <a href="#">here</a>.</p> <p><a href="#">NATRE worksheet</a> on the Hindu Aum symbol and <a href="#">worksheet</a></p> <p><a href="#">NATRE resource</a> about Demographics and religion and this <a href="#">resource</a> on Muslims in Britain</p> <p><a href="#">Quizlet</a> - Revision flashcards on key Islamic words.</p> <p><a href="#">RS revision</a> – A selection of quizzes from KS 3 – KS 5.</p>
4	<p><a href="#">TES KS4 ppt</a> - Designed for Year 11, but can be used with KS3/4 free ppt.</p> <p><a href="#">BrainScape</a> – Has lots of flashcards and revision for different exam boards.</p> <p><a href="#">Tutor2U</a> – Whilst based on the older 2014 GCSE these quizzes could be used for core RE and beyond</p> <p><a href="#">Miss.Borthwick</a> – Has some great examples of quizzes GCSE through to A level</p>
5	<p><a href="#">I think therefore I teach</a> - Test your knowledge with the great site set up by Aimee Horsley.</p> <p><a href="#">Ready-made pub quizzes</a> – Some more challenging questions on world religions 3 x 10 questions.</p>

General quizzes sites, most have search facilities for RE quizzes and the function to make your own quizzes.

<a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>	<a href="https://quizizz.com/">https://quizizz.com/</a>	<a href="https://kahoot.com/schools-u/">https://kahoot.com/schools-u/</a>
<a href="https://socrative.com/">https://socrative.com/</a>	<a href="https://www.satchelone.com/">https://www.satchelone.com/</a>	<a href="https://fireflylearning.com/">https://fireflylearning.com/</a>
<a href="https://docs.google.com/forms/u/0/">https://docs.google.com/forms/u/0/</a>	<a href="https://validatedlearning.co/">https://validatedlearning.co/</a>	<a href="https://www.educationquizzes.com/">https://www.educationquizzes.com/</a>

There are many [blogs](#), [articles](#), [VLEs](#) and [publishers](#) who produce resources, some of which they charge for.

There are 10 recommended sites [here](#) if you wish to create your own quizzes.

## Using the visual arts in RE – all key stages

**Reasoning:** To engage in the use of religious art and iconography as a means of exploring the wealth of creative expression that stems from an exploration of faith and spirituality.

To see how faith has had an impact on the world of art (and vice versa)

To enrich RE lessons so they are not just “words, words, words”

To give teachers confidence to engage in the artistic process with their pupils as a way to draw out better understanding of a religious teaching or story.

To help students understand the importance of art in expressing fundamental spirituality, belief, experience and identity in religious and non-religious contexts.

**Please note, if any hyperlinks don't work, right-click on the word, go to “copy link” and paste it into the address bar.**

<b>Categories key:</b>	I INSET style videos/ resources for classroom teaching.	O Off-the-peg activities	TK For teacher knowledge and/or use in classroom for older students
CT For use in direct classroom teaching.	SR Useful as a student/ pupil resource	PI Planning inspiration	AH Art History focus

Key Stage	Religion	Resource type with link	Aimed at:	Resource category (see key)
EYFS	Christianity	<a href="#">Lesson plan</a> <b>REonline</b>	Teachers	PI O
KS1	Christianity	<a href="#">Video</a> <b>Request.org- REStart</b>	Teachers pupils	CT PI
KS1 and 2	Multifath	<a href="#">Ten top tips</a> List of ideas <b>RE Today</b>	Teachers	PI O
KS2 (but useful for all)	Christianity	<a href="#">Presentation</a> <b>RE Today</b>	Teachers	CT
UKS2	Buddhism	<a href="#">Lesson plan</a> <b>REonline</b>	Teachers	O PI

UKS2	Islam	<a href="#">Presentation</a> (Linked to RE Ideas: Expressive Arts, pp 26-31) <b>RE Today</b>	Teachers Students	O SR CT
UKS2, 3 and 4	Christianity	<a href="#">Article</a> <b>RE Today</b>	Teachers Students	TK PI SR
UKS2 KS3	Multifaith	<a href="#">Web Page</a> <b>(BBC Schools)</b>	Teachers Students	TK SR CT O
KS2, 3, 4	Islam	<a href="https://islamicworld.britishmuseum.org/">https://islamicworld.britishmuseum.org/</a> <b>British Museum</b>	Teachers Students	TK SR AH
KS2, 3	Islam	<a href="#">Video</a> <b>Youtube</b>	Teachers Students	O
KS2, 3, 4	Buddhism	Gallery tour <a href="#">online</a> <b>British Museum</b>	Teachers, students	TK SR CT AH
KS2, 3, 4	Multifaith	<a href="#">Programme</a> <b>(BBC Iplayer/ BBC4)</b>	Teachers	TK AH
KS2 KS3	Islam	<a href="#">Lesson plan</a> <b>REonline</b>	Teachers	PI O
KS2, 3, 4	Judaism	<a href="#">Website</a> <b>My Jewish Learning</b>  <a href="#">Website</a> <b>Museum of the Psalms</b>	Teachers Students	TK SR
KS3	Generic	<a href="#">Presentation</a> <b>RE Today</b>	Teachers Students	CT O SR
KS3	Buddhism and Sikhism	<a href="#">Presentation</a> <b>RE Today</b>	Teachers Students	CT PI SR
KS3/ KS4	Five major world religions	<a href="#">Web page</a> with links to videos  <b>Khan Academy</b>	Teachers Students	SR AH TK CT
KS3	Christianity	<a href="#">Video</a> of Catherine Stephenson <a href="#">Article</a> about Mary Fleeson <a href="#">Video</a> of Julia Powell <a href="#">Video</a> 3 artists talk <b>REQuest</b>	Students	CT SR O

KS3	Mainly Christianity but with reference to other faiths' beliefs about death	<a href="#">Article</a> <b>RE Today</b>	Teachers	PI TK O
All	NA	<a href="#">Programme</a> TV Programme <b>SchoolsWorld.TV</b>	Teachers	PI I
KS3/4	All	A brief history of religion: (4m 37 sec) <a href="#">Video</a> <b>Youtube Ted Talk</b>	Students	TK CT AH O

## Holding a virtual group to support RE

**Key Stage** – all

**Learning Outcomes** – To support RE teachers

**Reasoning** – 1) To share what works, 2) To share problems and issues with teaching RE and gain support from other professionals 3) To meet with like-minded RE teachers and advisers when unable to meet in person.

RE networking has proven to be a great support for RE teachers, both to enthuse and inspire as well as to provide help and guidance. Whilst being able to physically meet is more difficult at the moment, there are plenty of reasons why you should consider meeting virtually instead. RE teachers can feel isolated so meeting with others can reassure and relieve some of that pressure.

### Ideas you might include

- a. **Invite a faith speaker to join you remotely for subject knowledge or some Q and A**  
There are plenty of people willing to talk to RE teachers to ensure quality and correct teaching. Online means that you could invite people from all over the country, not just a local practitioner.
- b. **Have planned questions to ask to keep the conversation moving**  
E.g. What is working well? Which websites work well? How do you ensure non-religious views are included in your curriculum? How do you encourage SMSC through your lessons? How have you been teaching during lockdown?  
Etc.
- c. **Take a virtual tour together**  
There are many places of worship and museums where you can take a virtual tour.  
Examples: [https://www.vatican.va/various/basiliche/san\\_pietro/vr\\_tour/index-en.html](https://www.vatican.va/various/basiliche/san_pietro/vr_tour/index-en.html),  
<http://icfresno.org/islamic-culture/virtual-tours/>,  
<https://religionunplugged.com/news/2020/4/5/travel-5-religious-sites-you-can-visit-virtually-while-you-stay-home>
- d. **Consider icebreaker activities as people may not know each other**  
e.g. Rose and Thorn- Rose- things that bring joy in the job, things that make you happy.  
Thorn- what are the challenges or difficulties?
- e. **If everyone on the call is from the same area, thinking about using units from the agreed syllabus may be helpful.**  
Many struggle to resource certain topics, so a time for sharing great resources or websites might be useful.
- f. **If your platform allows it, make use of the breakout rooms for small group chat**  
Working in smaller groups can be less intimidating. Allow a small amount of time for groups to chat about a topic and then bring everyone back together.
- g. **Use the presentation aspect of the platform to share a PowerPoint or a Prezi presentation**

If you have this option, something to look at for visual learners can be helpful. Be careful with the fonts and sizing of the words as you'd want everyone to be able to read it. Questions to discuss, images for thought and videos could be shared through this method.

**h. Ask for pre-prepared topics or questions people want to discuss**

Some people in the group will have specific needs, others will have questions where the answers will benefit everyone. Being able to meet some of those needs by asking questions and sharing tips may be a great support for other teachers. The new Ofsted framework, agreed syllabus, Commission on RE, SMSC and British Values are common questions and needs of RE teachers.

**i. Teachers love a quiz**

You might want to create a quiz for pupils and students collaboratively as a group or in a smaller group. These can be shared with the teachers in your group. You might also like to consider doing a fun quiz for the teachers to do. They can write their own answers or could give immediate feedback by putting hands on head for a) or true, hands on shoulders for b) or false. You might also do an active game to keep attention like getting people to mime the answer or play RE dingbats.

**j. Have an optional time towards the end for a general chat with a coffee and cake.**

Allow time for people to be real and honest if they need a place to share. Never underestimate the time to talk, both for support and mental health.

The RE community is passionate, collaborative and supportive, and you will be making such a difference in supporting other teachers. If you need further support or want to affiliate your group for free to NATRE, do contact your Regional Ambassador <https://www.natre.org.uk/about-natre/re-in-your-region/re-ambassadors/> or email [localgroups@natre.org.uk](mailto:localgroups@natre.org.uk).

**Extra tips to consider:**

1. Use a video conferencing service such as Zoom, Ring Central, Google Meet, GoToMeeting or Skype.
2. Make sure you have your video on so people can see your facial expressions.
3. Ensure you share the link with people in advance so you can start promptly.
4. Consider the length of the meeting- make it shorter than a usual meeting as you can get 'zoom fatigue'.
5. Keep the meeting interactive so you don't lose people.