

Resourcing RE in your school

2.1

What did the Warwick Report say?

That the many factors that influence a school's choice of resources are:

- complicated and varied; and
- influenced greatly by new technologies, particularly the availability of material from the internet.

That the factors which affect school choice of resources include:

- the type of school (e.g. whether primary or secondary, faith or non-faith)
- teacher experience, knowledge and expertise
- the methods of learning that have been chosen
- external requirements and pressures (e.g. public examinations)
- the context of the school (including links with local community and religious groups)
- recommendations from others.

That teachers are often very eclectic in what resources they choose to use in any particular lesson. To illustrate this, the resources used in two lessons were listed (see opposite column).

A Year 2 lesson on Shabbat: *Sammy Spider's First Shabbat* (a 'big book'), Shabbat artefacts (*challah* cover, *havdalah* spice box, *havdalah* candle, *Kiddush* cup, *Shabbat* candlesticks with candles); *challah* bread; *Let's Celebrate Shabbat* (small picture book with rhyme); spices (cloves and cinnamon); playdough for making *challah* bread; candle worksheets for wax pictures; spice box worksheets to glue spices on; CD of Shabbat songs. (Warwick Report, pp.144–5).

A Year 10 lesson on the *hijab* (Muslim woman's head-covering): recording of a Muslim *nasheed* (Islamic song) playing as the students entered; worksheet containing a poem from the perspective of a woman who wears the *hijab* with three questions ('What do you think the poet is trying to say in her poem?', 'Why do you think she is trying to say this?', 'What have you learnt about her attitude to hijab?'); a PowerPoint presentation (GCSE-type question, learning objectives, pictures of women wearing hijab as well as *niqab*, and so on; Qur'anic verses, key statements (e.g. that *hijab* applies to men as well as to women); video sequence taken from the internet of a rap on *hijab*, together with a home-produced worksheet for recording notes and responses; a further PowerPoint sequence outlining Taliban gender policies and the use of the *burkha* in Afghanistan (Warwick Report, pp.145–6).