

Resourcing RE in your school

2.3

Activity to support schools in addressing the question, 'Are we making the best use of resources in both lessons and CPD?'

Stage 1 Thinking of a recent RE lesson, list the different resources that were used.

Stage 2 Look at the resources used in either the Year 2 or Year 10 lessons cited in the Warwick Report as examples of how teachers use resources in lessons.

- What do you like about the teachers' choice of resources?
- What would you have done differently?

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).

Stage 3 Go back to your own lesson identified at Stage 1:

- Which resources worked best? Why this judgement?
- Which resources worked least? Why this judgement?
- In an ideal world, what other resources might you have used in order to meet the learning objectives?
- Does this have implications for resourcing in your school? If so, what?