

RE in the curriculum: Discussion Activities



Activity: What is RE for?

The following statement cards can be used in a variety of ways to stimulate discussion about the role and purpose of RE in the curriculum. Blank cards can be used to add the group's own statements.

Copy, cut up and use the following statements to stimulate discussion in one of the following ways:

- Ask groups to sort these statements, putting the ones they feel are most important at the top and those they feel are less important lower down. They should add any of their own statements on the blank cards. Compare outcomes with the aims of RE in the Agreed Syllabus or faith community guidelines. Draw up an agreed statement about the value and contribution of RE in your school.
- Ask groups to pick out 2–3 statements which members agree are the most essential elements of good RE. Identify how these are provided in your school. Identify any aspects which need to be improved.
- Pick and explain: place the cards face up, in turn each person picks one card, reads it out and suggests an example of what this might mean in practice in RE. Others add their own suggestions. Note any questions which need further explanation. Take back for whole group discussion.

Good RE...

provides pupils with a chance to think about their own experiences of life, in the light of the insights from religion and belief	is imaginative, engaging, creative, challenging, relevant and fun	develops confidence and thoughtfulness about pupils' own beliefs
makes a significant contribution to whole-school aims, and to pupils' personal, spiritual and moral development	is an essential part of the school curriculum, equivalent to national curriculum subjects, but with a syllabus that is 'agreed' locally	is not limited to exploring religious belief but includes secular philosophies such as humanism
is open and inclusive of all	provides space to explore pupils' own beliefs and values	enables pupils to spend some time building up understanding of different world religions and beliefs
encourages respect and understanding of other people	is not about teaching pupils to be religious but values the beliefs of those with a faith and those with none	