

Religious Education



Cross-curricular learning

Video 9: Citizenship/history/RE

Kingsmead School

AD, Assistant Headteacher: I think the benefits of cross-curricular work are enormous, the real world isn't thankfully compartmentalised and therefore the skills and aptitudes that the students learn in cross-curricular working tend to be more applicable to the real world.

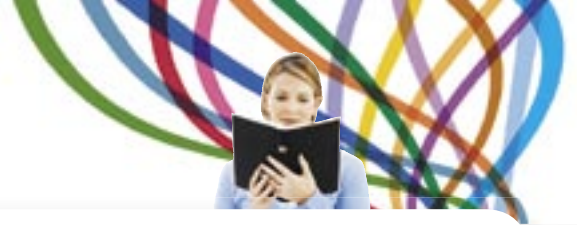
BE, Head of RE and PSHE: You know I've been looking at the RE locally agreed syllabus and there's one key area within that ... called Identity and Belonging which I'd like to develop a little bit further and I think history could certainly help with that (yeah very much so) and you know, we've got, already doing some ICT work in school maybe you can help with some ideas as to how we could deliver it.

The whole concept of looking at Identity and Belonging in RE lends itself very well to other, other curriculum disciplines, so with history in particular, I think they've got a new strand in their history curriculum.

SD: What does being British mean to you? (OK) I think it's essential we come up with a good question, if the question's not very good the enquiry won't be very good. (OK) And history...

BE: This project is looking at what it means to be from a particular religious community in Britain today. So the broad project of course is looking at what it means to live in Britain today and an aspect of that are the different religious communities that are in Britain.

BE (in class): So what question would you like to ask people coming to this country about religion and tolerance, what do you think is really important? Yes?



Pupil A: What are their beliefs and how do they affect day-to-day activities?

BE: OK, well done.

BE: An important part of RE obviously is to show empathy with people from different faiths so if they can try and think about both what they would ask that person if they were in the class but also what their responses might be, that's what it's trying to do, and that's what I'd like to develop further with the project.

BE (in class): So the four areas are migration to Britain and the history of migration to Britain, what do we mean by migration?

BE: This project enhances their understanding of different religious viewpoints because they've got the historical background as well which is often what's lacking in RE.

SD: History and RE are very similar in terms of their skills and the special contribution that citizenship has to make ... is through the action students have to take and that's the hardest thing to evolve ... in the curriculum. This project's an ideal way to achieve that.

SD (in class): You've got a minute or so to try and get yourself in a group to do with your belief.

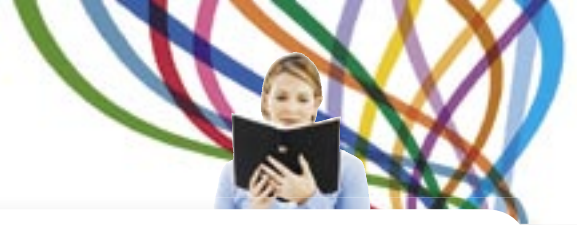
Christian, you don't go to church, OK, well OK, great most people...
Could you stop there please? What category have you put your group in?

Pupil A: We don't believe in, in anything.

Pupil B: We're Christian but we don't go to church.

Pupil C: We don't believe in anything and we weren't baptised.

Pupil D: You can sort of learn about things that in an individual subject you couldn't learn about 'cos like, identity you can't really learn it in one lesson you need to have the joined lessons to learn about it in a special project.



BE: What sort of finished product could we use if, could we come up with if we're going to do this project?

Teacher A: I like the idea of perhaps producing some sort of DVD project, the students have got some experience already of authoring DVDs.

AD: As a leadership team we felt it's important to enhance the use of ICT so that some of the end products that we're able to see coming through very fruitfully from the humanities team are shared on a much wider ... basis.

BE: Spence mentioned about ... interviewing people from different ethnic backgrounds maybe we could use some more links there, what do you think?

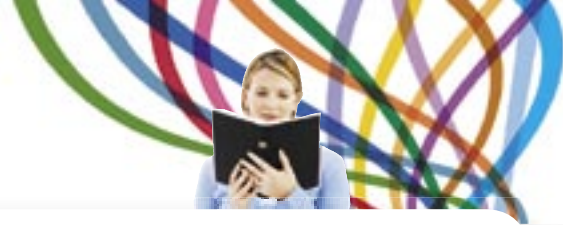
Teacher A: We can build upon the existing experience that students have already had of DV editing etc across Key Stage 3 we've got an established link with ... Shireland School in Smethwick we could use the video-conferencing suite there.

SD: One of the key things I think we've struggled to do is, is make links with the local community ... one of the things we could do if there's a film premiere is ask local business leaders (oh, that'd be great) local community down here, not just mums and dads, but they'll be welcome as well, grandparents, see what they think of the film.

BE: It's quite important for the other departments to understand where RE is coming from, it's fairly unique – there's no other area which allows for the ... expressing of own opinions that there is in RE and the actual assessment of the expressing of those opinions so that's what I really want to get across in subsequent meetings that we're going to have about the project.

Pupil C: If you could tell someone else the, basically the whole project that you've been doing, if you can tell them and they understand what you're trying to say, then it kind of shows that you've actually learnt about the project that you're doing.

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SD: This is an ideal opportunity to re-plan aspects of the curriculum for example diversity ...er... in the UK is something that comes up on the history and on the RE and citizenship syllabuses so that's an opportunity to work together, it seems to be a natural progression.

BL, Deputy Headteacher: The previous curriculum pushed us towards a compartmentalised approach to education and I think with this new curriculum, with the emphasis on skills that we can have a far more holistic approach and of course there's demands then on time and teacher training. The timetable has to be adapted to suit the needs of teaching the children, however long it takes, however much organisation you have to put in, you have to make that timetable work for teaching and learning, not the other way round.

GT: We're still working through the potential of, of the new curriculum, it has its problems of course, about planning and all those things but if the staff are passionate about it then it can happen, and I do honestly believe that we need to be able to work even at a more deep level than we are at the moment so that ... that has an impact and not something they've done and moved on from, that will impact on them for well hopefully all their lives.

Pupil D: By making links and, between subjects in school, it's going to help you make links out of school and that's important because most of the out, life outside school isn't just set into subjects like that, it's all merged together.

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National
Curriculum

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