



Religious Education

Compelling learning

Video 1: RE

Brampton Manor School

Teacher A: The majority of the religions are represented within the local community and represented within any classroom that you'd find within Brampton Manor.

GKS, Advanced Skills Teacher (in class): And I want you to be thinking about this key question for the whole of the lesson: Does forgiveness benefit the forgiven or the forgiver?

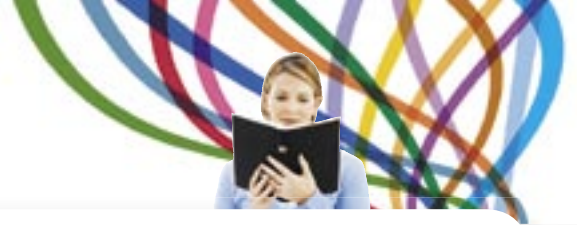
GKS: For me, what makes an outstanding RE lesson is a lesson that is well differentiated so you've got some visual activities going on or some visual resources that you're using, something kinaesthetic for them to do, you know using music is essential as well for me because it brings out that sense of calmness into the classroom.

GKS (in class): If someone you know has less money than you, stole something from you, Alfie...

Pupil A: I think it would depend who they are, who they were, because if they're a complete stranger coming into the house I maybe could forgive them because I don't know them and they probably don't know me.

GKS: You've obviously got to have the relationship built up with the students so that do they do feel that they are in a safe environment, that they can communicate with you, and I think what I've instilled in these kids and the kind of attitude they now have, is that what they talk about in here, is gonna stay in here, it's our little community time almost.

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GKS (in class): Coz you don't have to be religious to be able to forgive. Can you sum that one up, what that one means? So there's something that you can't necessarily see here isn't there, Baker?

Pupil B: Something that's not physical, you don't see it, you can't touch it but then again it's like, you feel it.

GKS: What we've had over the recent years here at Brampton is a real push on the students being more independent and actually asking challenging questions and then seeking the answers themselves, so what we've done is, if they come back to us and say, 'Miss, I really like this, I wanna learn a bit more about this' then we try to bring that in and that's where the students have a bit of input on what is actually being delivered in those lessons.

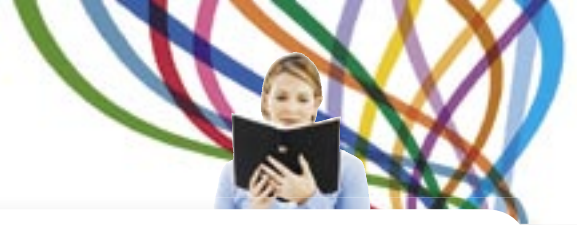
Pupil C: I think we need to find out about loads of different perspectives on it 'coz all the religions are gonna have different views, aren't they?

Pupil D: We could invite people in, religious people into the school, like from the gurdwara in Ilford.

Pupil E: What about questionnaires?

Pupil D: You go round to the religious places like you've got gurdwaras and mosques and temples and stuff.

GKS: Taking the students out on a visit to a local place of worship can really be the icing on the cake, because you can have a compelling lesson, a classroom experience, you could have a guest speaker coming in, but it's still limited in the sense that you can remember an amazing lesson but to be somewhere and feel something and be part of something, and when you hear the kids talking and feedbacking and saying things like, 'I feel safe here' and these might be students who have never thought of God or believed that God could be real, and then suddenly they're talking about feeling safe in a place which is completely alien to them, for some of them. That's where it really takes the learning I think to another level.



Pupil E: It's different from how a mosque would be 'coz I'm a Muslim, but in a way it's similar because a mosque is also quiet and calm.

Pupil D: We sat down and it felt like we were all equal in some way.

GKS: The focus I was really looking for was to get the balance right, getting them to learn about a religious belief and some religious values but then also to be able to apply it to their own lives.

Pupil D: How does it influence your views on forgiveness?

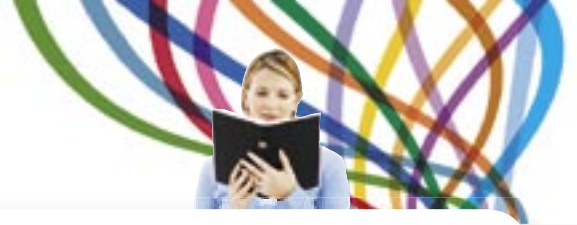
Pupil F: It's a very major aspect of being a Muslim because as a Muslim, if we wanna be forgiven by God we should forgive others as well.

GKS: The way that we really do it and the way that we push it in RE at Brampton here is we always ask them to think about, 'Well, what do you want to achieve, what do you want to get out of that?' and then that just helps them focus on how they're gonna get there. When it comes to evaluating how well they've done, I think there's two things that we're really looking for: the first one is the physical, in the sense of, you know, the written piece of work. The other way that we assess is a more difficult way to assess them and it is really through watching their behaviour and seeing how they do interact with each other and how they socialise and how they integrate.

GKS (in meeting): OK, so we've planned a few lessons on love and forgiveness, what we really need to get them thinking about now is, I don't know, we need something to really keep them engaged and focused.

Teacher B: And we need to bring in some case studies as well so in sociology we've used anti... so that would be a good example so the kids could actually relate to it 'coz they've studied it before.

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GKS: When I started planning I really wanted to focus and I thought about what attainment targets I wanted to look at and what levels and I really focused in on level 6 out of the attainment targets and thinking about the learning about religion and then learning from. I think the attainment targets just really home you in on exactly what you want to achieve.

Pupil E: Everything about us relates to RE, like our religion, how we look like, our race, how we are. RE to me is like, it's not like maths and science, there's not just one right answer, you can have your opinion on so many things.

END



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National
Curriculum

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