

# Primary: *What is RE?*

## Suggestions for using the film



## Audience

Primary school headteachers, staff, governors, parents, SACRE members, diocesan education staff, local authority staff, school inspectors (Ofsted & diocesan)

## Activity suggestions for...

- RE subject leaders
- headteachers, including suggestions for use with parents and governors
- SACRE (Standing Advisory Council on Religious Education)
- community groups

## This film can be used alone or in conjunction with

- *RE in the curriculum*

## Additional materials for download

- |   |  |
|---|--|
| • Discussion Activities for use with these films            | <a href="http://www.natre.org.uk">www.natre.org.uk</a>   |
| • <i>Non-Statutory National Framework for RE</i> (QCA 2004) | <a href="http://www.qca.org.uk/qca_7886.aspx">www.qca.org.uk/qca_7886.aspx</a>                 |
| • RE leaflet from the Religious Education Council (REC)     | <a href="http://www.religiouseducationcouncil.org.uk">www.religiouseducationcouncil.org.uk</a> |
| • Resource information from RE Today/NATRE                  | <a href="http://www.retoday.org.uk">www.retoday.org.uk</a>                                     |

## RE subject leader

### You might be: reviewing and developing RE in your school curriculum

**You could:** ask for and record children's responses to the question: What was your favourite RE lesson and why?

**Talking points:** What do children enjoy in RE in our school? What does their RE learning help them to do? Is it making a difference?

**You could:** focus on the skills children use and develop in RE.

- Children in the film talk about enjoying *learning about religions, asking and exploring deep questions, interviewing people from faith communities, expressing their RE learning and responses creatively*. Use 'What RE skills are pupils developing?' (see 'Skilful Primary RE' Discussion Activity download) to audit the skills children use and develop in RE in your school. Identify what needs to be done next.

### You might be: leading a staff meeting/RE training session

**You could be:** raising awareness of the contribution of RE within the broader curriculum.

**Talking points:**

- What surprised you?
- What do you remember most?
- What question do you want to ask?
- In what ways does RE as shown contribute to children's personal development?
- How is RE in our school similar and different to that shown on the film?

**You could be:** reflecting on children's experience of RE in your school.

- **Before watching the film** ask colleagues to suggest some words children might use to describe RE in your school. For really honest answers these could be written on squares of paper, folded and drawn out anonymously for discussion.
- Watch the film.
- What words would you use to describe RE in the schools on the film?
- Evaluate – What works best in RE in your school? What needs to be improved? What action needs to be taken, by whom, by when?

**You could be:** focusing on improving teaching and learning in RE.

- **Before watching the film** ask colleagues, in groups or pairs, to compile a list of teaching and learning strategies that they have found to work best to engage children.
- Ask them to highlight any on the list which are used regularly in RE in your school.
- Watch the film. What works in RE? What needs developing in your school?
- Use 'What RE skills are pupils developing?' (see 'Skilful Primary RE' Discussion Activity download) to audit teaching and learning strategies used in RE in your school.
- Explore some good RE teaching and learning activities: see curriculum booklets available from RE Today [www.retoday.org.uk](http://www.retoday.org.uk)

# Headteachers

## You might be: reviewing and developing RE in your school curriculum

**You could: show the film in a staff meeting or INSET session.**

### Before showing the film

- ask colleagues to make a list of words pupils would use to describe RE in your school.

### Show the film

- **after watching the film** ask colleagues to make a list of words to describe RE as shown on the film. (They might consider: the range and variety of learning experiences; skills used and developed; the level of planning and challenge provided by teachers; children's response to learning in RE.)

### Talking points:

- in what ways is RE in your school similar to and different from that shown in the film?
- in what ways, if any, did the film make you reflect on practice in your school?
- what steps, if any, are needed to move RE in your school forward? Who will do what, by when? What support might they need?

## You might be: talking to parents, carers or governors about RE in the school

### You could:

- show the film to develop understanding of the role and purpose of RE in the curriculum.

### Talking points:

- in what ways is RE, as shown in the film, similar to or different from your expectations?
- are there any questions about RE you wish to explore further?

### Taking it further:

- Provide copies of the REC leaflet on RE and a copy of the local Agreed Syllabus or faith community guidelines.
- Invite the RE subject leader to lead an interactive session about RE so that parents/carers and governors can experience first-hand some engaging RE learning activities.
- Show the NATRE film *RE in the curriculum* to raise awareness of the statutory requirements and the role and purpose of RE in the curriculum.

## SACRE

### You might be: encouraging schools to review and develop their RE

#### You could:

- **write to all schools in your local authority** to commend the NATRE films as effective resources to stimulate informed discussion about the contribution of RE to whole school aims and children's personal development.
- **initiate a SACRE project** to produce a short film to share good RE practice within your authority.

### You might be: launching a new Agreed Syllabus

#### You could:

- **show the film**, in conjunction with the film *RE in the curriculum* (primary focus) and the NATRE secondary film, *What do you know about Religious Education?* at the first meeting of the Agreed Syllabus Conference to stimulate discussion about the aims and purposes of RE in the curriculum.

### You might be: inducting a new member of SACRE

#### You could:

show this film in conjunction with the NATRE film *RE in the curriculum* to develop understanding of the role and purpose of RE in the curriculum.

#### Talking points:

- in what ways is RE, as shown in these films, similar to or different from your expectations?
- are there any questions about RE you wish to explore further?

#### Taking it further:

- Provide a copy of the local Agreed Syllabus and an opportunity for a briefing from the RE adviser or SACRE RE consultant.
- Provide the new member with copies of QCA *Non-Statutory National Framework for RE* (2004) and the REC leaflet on RE (see downloads).

## SACRE and community groups

### You might be: seeking to encourage wider understanding of RE in the curriculum

#### You could:

- ask SACRE members to bring the NATRE films to the attention of their various constituencies in order to generate discussion and further understanding about contemporary RE.
- bring this and the other films to the attention of members of your group or faith community to generate discussion and further understanding about the purpose and value of RE.