

Teaching and Learning Activities

The following offers a range of teaching and learning activities which can be used to develop effective learning in Religious Education. It is expected that a range of strategies would be used over the course of a unit of study. An opportunity for students to visit at least one place of worship and to meet members from local faith communities is highly recommended at least once every year, in each Key Stage.

Artefacts – A range of artefacts from different faith communities should be available for students to touch, explore and research. Topic boxes and artefact boxes are available from the Religious Resources Centre, <http://www.resourcescentreonline.co.uk/> or Blackburn Diocesan Board of Education Simply Resources, <http://www.bdeducation.org.uk/shop> .

ICT – A variety of ICT should be used (for instance PC's, tablets, video conferencing, the internet) to enable students to develop links with members from faith communities, to research, to explore, to recall, to present and to produce work.

Writing – Students should be required to produce different types of writing. For example, extended, creative writing, report, booklets, presentations, newspaper articles, journals. Writing frames should be provided for those students who are less confident in their writing.

Visits – At least one visit a year is recommended: this could be to a place of worship, a place of pilgrimage, sacred spaces, an art gallery or museum.

Visitors - At least one visitor per year is recommended; the visitor could be a member of a faith community being studied, or from a religious organisation that has been linked to a unit of study. It is also recommended to hold 'Living Library' events so that students can experience a range of faith responses on particular topics.

Enquiry based learning – Learning is through enquiry based questions, with students developing answers to the key questions throughout their study. Opportunity for students to develop questions, research and present findings should also be made.

P4C – Philosophy for Children is an excellent tool for developing discussion within the classroom. Using an appropriately (philosophical) stimulus students can ask questions and discuss issues relating to a particular unit of study.

Thinking skills – A range of strategies to engage students in enquiry, exploration, evaluation and reflection. Strategies may include: Living graphs, odd one out, classification, story telling and mysteries.

Current Events – To ensure that Religious Education teaching and learning remains relevant, media coverage of events could be used, showing the impact of belief on the local, national and global stage.