

## Teaching and Learning Activities

The following offers a range of activities which can be used to develop good learning in RE. It is recommended that pupils are given the opportunity to visit at least one place of worship in every key stage and meet faith members through visits to school or use of technology (e.g. Skype, e-mail).

### Artefacts from Faith Communities:

Pupils touch, explore, research artefacts linked to particular religions e.g. how objects are used in Christian worship and how they express beliefs, symbolism in Hindu murtis, significance of Seder plate for Jews.

### Interfaith Conference:

Inviting members from faith communities to talk to pupils on a particular question e.g. life after death, what it means to belong. Invite members to take part in 'question time' panel. Can include representatives from secular traditions.

### Visitors:

Members of faith communities to talk about their faith, answer questions. Could be linked to a particular unit e.g. celebrating Diwali, importance of 5 pillars, attitudes to environment, life after death. Faith members can be invited to school or could talk to pupils through Skype.

### Enquiry Based Learning:

Pupils are given opportunities to develop questions, undertake research, present and evaluate findings. Please see pages 14-17 for further guidance.

### Community of Enquiry:

Using an appropriate stimulus e.g., picture, story, film, quotation, to enable pupils to ask questions and discuss issues related to the particular unit of work e.g. life after death, moral dilemmas.

### ICT:

Using a variety of ICT to: communicate with members of faith communities, explore places of worship, explore photographs and other visual images, recall, annotate, produce graphics, present work.

### Visits:

Places of worship  
Places of religious interest (e.g. Bede's World)  
Art galleries and museums

### Auditory:

Listening to religious music e.g. Shabbat songs, Jewish cantor music, hymns, Gregorian chants; listening to religious sounds e.g. puja ceremony, Muslim call to prayer; exploring evocative and thought provoking music.

### Intrapersonal:

Periods of stillness and reflection; thinking about their own experiences and feelings; responding to music, pictures, experiences, artefacts, nature and the environment; developing own ideas and beliefs about a range of issues; asking questions.

### Events:

Media coverage of religious events showing local, national, global impact of religion, charitable organisations, national days with links to RE e.g. Remembrance Day, Holocaust Memorial Day, events in schools which link to RE e.g. India Week.

### Kinaesthetic:

Touching, exploring, sorting artefacts and pictures; making artefacts, foods, cards, models, displays; exhibitions, producing symbols, badges.

### Interpersonal:

Working in groups e.g. to produce work, make presentations, categorise information, ask questions, respond to stories. Taking part in discussion and debates by talking about questions of meaning.

### Drama, Role Play, Dance:

Using imagination to respond to stories and beliefs e.g. hot seating, group and class plays, symbolising ideas, beliefs and feelings of significant religious events and stories through movement, exploring symbolic gestures in ritual and worship.

### Writing:

Extended and creative writing including poetry, reports, information booklets, ICT presentations, posters, instructions, journals, newspaper articles, diary extracts, instructions.

### Visual:

Exploring beliefs, ideas, feelings and emotions in posters, photographs, religious art, colours, DVD extracts, artefacts e.g. church interior, forms of worship, symbolism in paintings.

### Literature:

Exploring language, meaning symbolism and power of variety of religious and non-religious literature for individuals and faith communities; story (religious and non-religious) parables, myths, novels, legends, sagas, psalms, prayers, hymns, proverbs and sayings, liturgy, creeds, vows, technical terms and religious vocabulary.

### Thinking Skills:

Using a variety of strategies to engage in exploration and reflection e.g. odd one out (through pictures, music, artefacts), map from memory.

### Using the Senses:

Visual  
Auditory  
Smell – e.g. incense, candles, Shabbat spice box  
Touch – artefacts  
Taste – food with religious significance e.g. kara prashad, charoset, festival foods.  
Using senses in visiting a place of worship.