

DESIRABLE:
Spiritual, moral, social and cultural development through RE (SMSC)
Visits and visitors
RE and Inclusive Practices
Safe spaces and controversial issues
Cross Curricular approaches
RE and the Local Context

A selection of these aspects of RE may be covered. An ITT provider may decide to focus for 2 hours on one of these or include a number of them over the course of 2 hours.

Focus	Outline of content	Suggested activities	Suggested resources and reading
Spiritual, moral, social and cultural development through RE	SMSC Development Every school must show how well they are promoting SMSC development. RE, as one school subject, should contribute to SMSC development alongside other subjects. Some argue that RE has a unique place in promoting SMSC development, although others dispute this.	It is important to set this within a whole school context to ensure that SMSC development is not just seen as something promoted through RE, but through all curriculum subjects. A general introduction to SMSC can be found here: http://www.doingsmsc.org.uk/ Beginner teachers should review individual school policy and practices for SMSC when in different school placements. They might reflect on an RE lesson they have seen or taught and in what ways it promotes SMSC development, and/or they might plan a lesson paying particular attention to one aspect of SMSC development and reflect on its contribution to the school's policy.	<u>Reading:</u> Pett, S. (2015) <i>Religious Education: the Teacher's Guide</i> , Birmingham: RE Today Services. pp. 48-51 Elton-Chalcraft, S., Hollander, P. and Prescott, G. 'Spiritual development through Creative RE', in Elton-Chalcraft (ed.)(2015) <i>Teaching Religious Education Creatively</i> , Abingdon: Routledge pp. 78-90

		<p>The new Ofsted Inspection Framework (2019) should be considered when preparing beginner teachers for SMSC: https://www.gov.uk/government/publications/school-inspection-handbook-eif in particular paragraph 166 and paragraphs 215 to 219</p> <p>This is a link to a NATRE article: <i>Some reflections on the implications of the new Ofsted Framework and Handbook for inspection on Religious Education</i> which includes comments on the provision of Spiritual and Cultural development for pupils in the new Framework (p.3) https://www.natre.org.uk/uploads/Additional%20Documents/Ofsted%20Framework%202019%20article%20final.pdf</p> <p>Resource: DSMSC <i>Nepalese Prayer Flags</i> is an example of an activity which can engage beginner teachers in using RE to also consider spirituality.</p> <p>Beginner teachers can find examples of primary pupils' work inspiring when considering spirituality in schools. Examples can be found on-line on the 'Spirited Arts' website where NATRE runs a competition each year. https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2019/</p>	<p>Blaylock, L. 2008. <i>Spiritual RE</i> Birmingham: RE Today Services</p> <p>Hay, D., and Nye, R. 2006. <i>The Spirit of the Child</i>. Kingsley</p> <p>Hammond, J. 'Developing Experiential RE Creatively' in Elton-Chalcraft, S. (ed.)(2015) <i>Teaching Religious Education Creatively</i>, Abingdon: Routledge. pp113-122</p> <p><u>Resource:</u> DSMSC: <i>Nepalese Prayer Flags</i></p> <p>This resource considers the whole curriculum from a Christian (Church of England school) perspective in relation to SMSC. https://www.dioceseofnorwich.org/schools/advice/smsc-development</p> <p><u>Reading:</u> Here is an example of how a school has mapped SMSC through RE:</p>
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			http://williamreynoldsprimary.org/wp-content/uploads/2015/12/SMSC-Religious-Education.pdf
Visits and Visitors	<p>Fieldwork Visiting a place of worship in the local area can be of huge benefit to beginner teachers. It can enhance their subject knowledge as well as give them opportunities to interact with members of different religions and worldviews. Where visits are not practicable beginner teachers benefit from meeting members of different religions and worldview associations to hear their views and ask questions. Local SACREs often have a list of places of</p>	<p>Visits are usually made to places of worship which are relatively close by. Choosing any place of worship to visit should include engaging with the diversity of practice within different religions through different groups and practices. It is valuable to visit a range of different religious places from different religious traditions, but this is not always possible. Diversity can also be considered by looking at a range of different groups or denominations within a religion, e.g. a range of different Christian churches, chapels and meeting places, so that stereotypes are avoided.</p> <p>If beginner teachers are visiting a place of worship it is important that they engage with the process of organising a visit, as well as the interactions on the day. It helpful for them to have time to consider how they would use the place of worship with a particular class and/or with a particular religious concept in mind. Ensuring there is time for beginner teachers to ask questions of the host should be factored in to any visit.</p> <p>Beginner teachers need to consider imaginative ways of engaging children during visits. DVV: <i>Visiting a Place of Worship</i> is a resource which could encourage beginner teachers in thinking of different ways to engage pupils.</p>	<p><u>Reading:</u></p> <p>If fieldwork is not possible then beginner teachers could be encouraged to listen to podcasts or watch online films such as ones found on the Theos site:</p> <p>https://www.theosthinktank.co.uk/comment/podcasts-recordings</p> <p>General advice is given in Pett, S. (2015) <i>Religious Education: the Teacher's Guide</i>, Birmingham: RE Today Services pp54-55</p> <p><u>Resource:</u></p> <p>DVV: Visiting a Place of Worship</p> <p><u>Reading:</u></p>

	<p>worship and members who will visit.</p>	<p>There are two very useful sections on the RE Council website, listed here as an activity and a reading: https://www.religiouseducationcouncil.org.uk/resources/sacred-spaces/ This is a series of case studies and films showing how visiting places of worship can be of benefit to pupils. Students could be asked to evaluate one or more of them and consider planning their own visit/visitor experience.</p> <p>A series of videos for KS1 called 'Charlie and Blue' are available from True Tube. They include resources, notes and lesson plans. In them Charlie and her puppet friend Blue meet people from different faiths and ask questions. Beginner teachers may find watching some of these and critiquing the materials could help them with their planning:</p> <p>Buddhist https://www.truetube.co.uk/film/charlie-and-blue-learn-about-enlightenment</p> <p>Muslim https://www.truetube.co.uk/film/charlie-and-blue-ask-about-allah-and-creation</p> <p>Hindu https://www.truetube.co.uk/film/charlie-and-blue-hear-all-about-hindu-worship</p> <p>Christian https://www.truetube.co.uk/film/charlie-and-blue-find-out-about-jesus</p> <p>Sikh</p>	<p>REC, <i>Investigating a local area...</i> This resource provides a tool to help teachers plan a local experience to investigate religion and religious life in their own context/local area. There are some examples on the right hand tabs. https://www.religiouseducationcouncil.org.uk/resources/re-trails/</p> <p><u>Reading:</u> Videos of visits to places of worship can be found in the TrueTube series 'Holy Cribs'. These contain information from a member of the religion who speaks about their particular practices and beliefs. Lesson plans are available with each video. Care should be taken not to make assumptions about all followers of a faith from one video. https://www.google.com/search?client=firefox-b-d&channel=trow&q=true+tube+holy+cribs</p> <p>A think piece about engagement with worldview communities and ethnographic study:</p>
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<p>RE and Inclusive Practices Religions, Worldviews and their place in Inclusive Education</p>	<p>Religions and Worldviews Why are these important to inclusive education? Recognising the place of the teacher when thinking about inclusion. How religion, worldviews and cultures influence inclusive practices. What is a culturally responsive teacher?</p>	<p>Teaching Standards for QTS (DfE,2012) focus on the importance of promoting inclusive practices in the classroom, especially TS1, TS2, TS4 and TS5 and Part 2</p> <p>Adopting an approach to RE which recognises and values plurality and encourages contributions from all by creating safe classrooms and environments contributes to beginner teachers’ understanding of inclusive practices.</p> <p>A key aspect is that of helping all pupils to feel respected and included within a class. Teachers should be aware of the backgrounds of their pupils, including their interests beyond the classroom. Teaching about religions and worldviews encourages pupils to be interested in others and develop empathetic understanding by reflection on their own ideas and experiences and those of others. In <i>Intercultural Education</i>, Eleanor Nesbitt explores different approaches to Birthdays. Beginner teachers can use this as a stimulus to explore their own attitudes to celebrations, learn about and recognise both diversity and commonality among themselves and their pupils.</p> <p>Resource: DIP <i>Developing Culturally Responsive Teachers</i> explores the idea of developing beginner teachers as culturally responsive teachers who are alert to issues of inclusion in their classrooms and active in assisting pupils through promoting self-esteem and agency.</p>	<p><u>Reading:</u> Pett, S. (2015) <i>Religious Education: the Teacher’s Guide</i>. Birmingham: REToday pp. 20-23 and40-41</p> <p><u>General reading on inclusive practices:</u> Knowles, G. ‘Diversity, Equality and Education Achievement’ in Knowles, G. and Lander, V.(2011) <i>Diversity, Equality and Achievement in Education</i>, London: Sage pp1-16</p> <p>Knowles, G. ‘Identity’ in Knowles, G. and Lander, V.(2011) <i>Diversity, Equality and Achievement in Education</i>, London: Sage pp17-30</p> <p>Nesbitt, E. (2004), <i>Intercultural Education</i>, Brighton: Sussex Academic Press ch.2 pp.13-20</p> <p><u>Resource:</u> DIP <i>Developing Culturally Responsive Teachers</i></p>
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<p>Cross curricular learning</p>	<p>What is cross-curricular learning? How can RE contribute to pupils' understanding about their place in the world?</p>	<p>Many primary schools use a topic approach to deliver some parts of the primary curriculum. RE can make a valuable contribution to pupils' cross-curricular understanding when it is included in such an approach, as long as the integrity of the RE learning is recognised and meaningful links are made. RE can be seen as part of humanities (Geography, History, RE and Citizenship) learning in foundation subjects by focusing on what it is to be human and how humans can relate to the world. Concepts such as identity and belonging cross across these subjects and RE could be represented by considering the role of religion and worldviews in individual and group identities.</p> <p>This website shows a project which promotes humanities learning in the primary curriculum. http://www.humanities2020.org.uk/</p> <p>RE also has strong connections with the arts and literature through expressions of belief and understanding. Examples can be found in the listed chapters in Webster (2010) and Elton-Chalcraft(2015). Beginner teachers could be encouraged to see meaningful links through topics such as Pattern and Perfection and Who am I?</p> <p>Connections can also be made through the Spirited Arts project run annually by NATRE. Beginner teachers could be made aware of this site to engage with a range of pupils' work over years of submissions.</p>	<p><u>General texts on cross-curricular learning</u> Barnes, J. (2015) <i>Cross-Curricular Learning 3-14</i> (3rd ed.) London: Sage</p> <p>Kerry, T. (2015) <i>Cross-curricular Teaching in the Primary School</i> (2nd ed.) Abingdon: Routledge</p> <p><u>Specific RE texts:</u></p> <p>Webster, M. (2010) <i>Creative Approaches to Teaching Primary RE</i>, Harlow: Pearson. chapters 4-8</p> <p>Mercier, C. and Dowling Long, S. 'Enriching RE through music and art' in Elton-Chalcraft, S. (ed.)(2015) <i>Teaching Religious Education Creatively</i>, Abingdon: Routledge.</p> <p>Elton-Chalcraft, S. (ed.)(2015) <i>Teaching Religious Education Creatively</i>, Abingdon: Routledge. pp11-14</p>
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RE and the Local Context	This element allows for ITT providers to explore issues within their local context e.g. a school or MAT curriculum, a particular pedagogical approach, schools with a religious character	<p>We have not provided any resources in this section as it will depend on the ITT provider focus however, some general suggestions might be:</p> <ul style="list-style-type: none"> - The local agreed syllabus - A school’s RE policy and curriculum - The MAT RE policy and curriculum - A particular resource that is used in local schools - A local resource centre e.g. inter-faith centre, museum, British Library 	<p><u>Reading:</u></p> <p>Pett, S. (2015) <i>Religious Education: the Teacher’s Guide</i>. Birmingham: REToday pp.13-16</p>
<p>ITT providers may wish to use the course or activities from the Teach: RE Primary - An Introduction course, available online at https://www.teachre.co.uk/teach-re-course/teachre-primary/ as a supplement to their teaching on Primary RE. Activity Three: ‘How do I develop my subject knowledge?’ focuses on subject knowledge. Task C involves ‘Email a believer’.</p>			

Toolkit contents:

Section	Resources listed in the Toolkit available at https://www.teachre.co.uk/itt-providers/primary-itt-tutor-resources/
Introduction	
Essential	E: Diamond 9 activity E: Mission Impossible 2 E: Worldview and RE ppt
Important- Pedagogy and Practice	IPP: Enquiry Learning ppt IPP: Dialogue among Beginner Teachers ppt IPP: Facilitator’s Guide to Philosophy for Children IPP: P4C1 ppt IPP: P4C2 ppt
Important- Subject Knowledge	ISK: ISK Championing the Underdog ISK: Narrative ppt ISK: Key Principles ISK: Audit for Disciplines

RE and SMSC	DSMSC: Nepalese Buddhist Prayer Flags
RE Visits and Visitors	DVV: Visiting a place of worship
RE and Inclusive Practices	DIP: Developing Culturally Responsive Teachers
RE Safe Spaces and Controversial Issues	DSSCI:
Cross-Curricular RE	DCC:
RE and the Local Context	