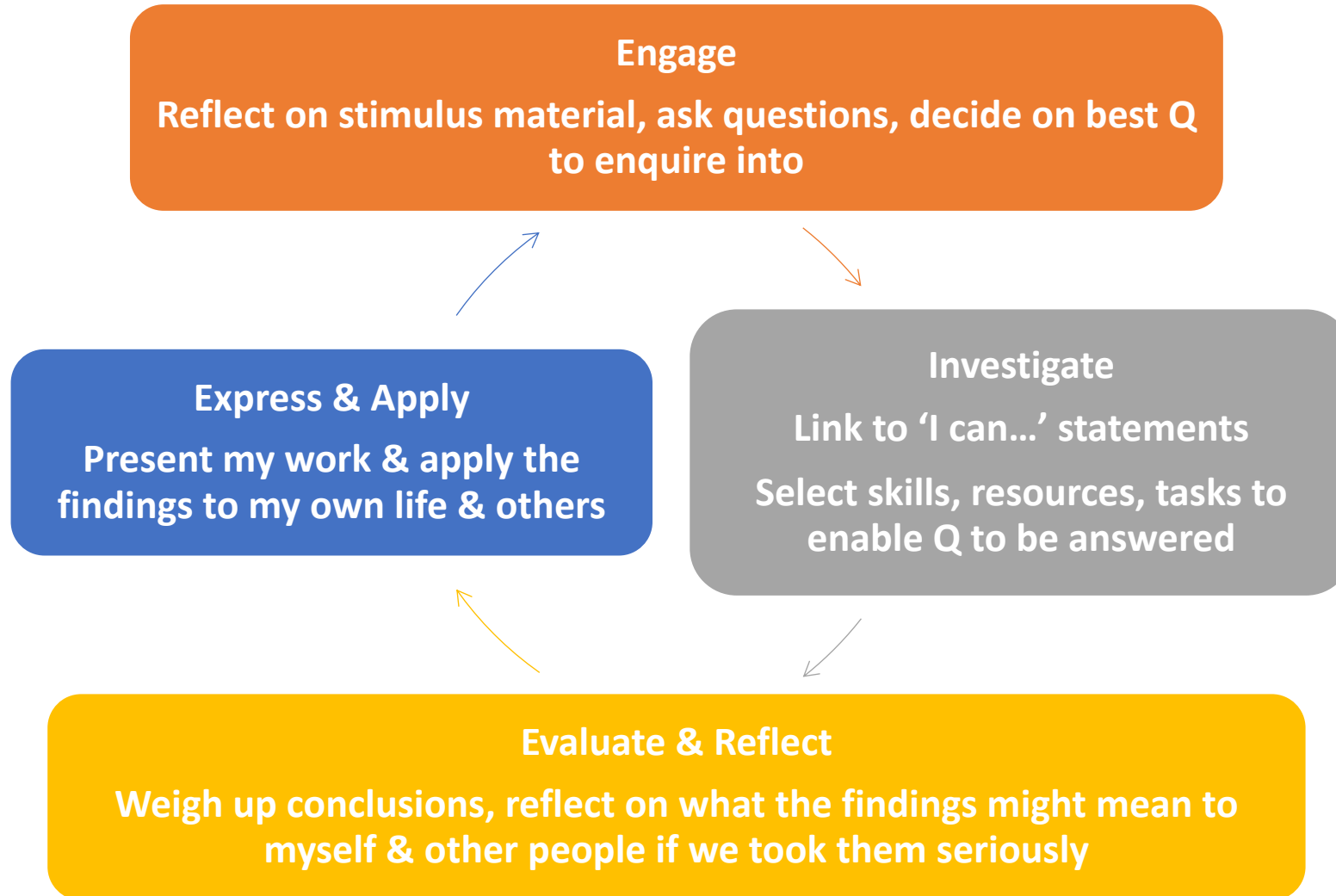


Enquiry based learning in Primary RE.

An enquiry model for structuring RE lessons



This is the structure for a whole unit – not just 1 lesson

What does this model look like in the classroom?

1. Plan/write the enquiry question...

The enquiry question is the **key** to successful planning.

Check:

- is the question focused on a concept/big idea?
- is the question phrased at an appropriate level?

E.g.

What can Christians learn about God through Old Testament stories?

What is new about The Jewish New Year?

Why do people pray?



2. Engage - Children to suggest questions to investigate.

To enable the children to generate questions **give them a stimulus** that relates to the key enquiry question- this might be a story, picture, short text, film...

Allow children time to develop questions. This can take time and clear modelling.

- Make sure you have an assessment criteria in mind and tasks planned for the express stage.



3. Explore

The children then explore the questions they have come up with, to help them answer the overall key enquiry question. This may include:

- independent research
- teacher led activities that unpack one or more the questions
- active learning

The primary focus here is on learning about religion and belief.
ALWAYS refer back to the big idea/concept...



4. Evaluate

What questions could you can ask the children to ensure they have understood the big idea/ concept?

The questions you ask here and the activities the children do should enable them to be able to give reasons, analyse and evaluate the religion and belief.



5. Express

This is where the children get a chance to show their understanding of the big idea/concept.

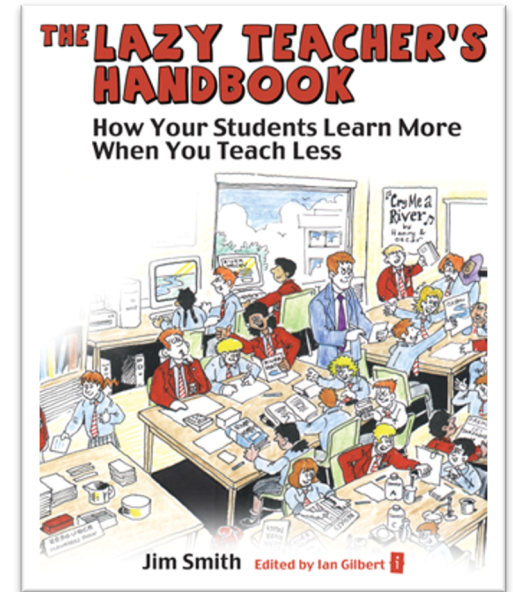
Most likely this will be their answer to the key enquiry question shown through writing, drama, art, music, dance, discussion, presentation and so on...



How does it all work?

1. What do I want the children to know by the end of the unit?
What are the key principles/beliefs?
2. Create an enquiry question to answer by the end of the unit.
3. Pose the question.
4. Share a stimulus to get the children engaged.
5. Children to create questions.
6. Group the questions into relevant areas/lessons.
7. Discuss how we could find out the answers – visit, speaker, research etc.
8. Each lesson could begin with its own enquiry question to be investigated.
9. Create tasks/ activities to enable the children to answer the enquiry questions.

The activities and work produced still need to be age related, challenging and ensuring the RE skills are the priority.



<http://www.stir-up.org.uk/ChristianitySDUs.html>

<http://www.reonline.org.uk/site-search/?search-site=banquet>

www.reonline.org.uk/religious-education-in-the-curriculum -
for more information and enquiry question stems.