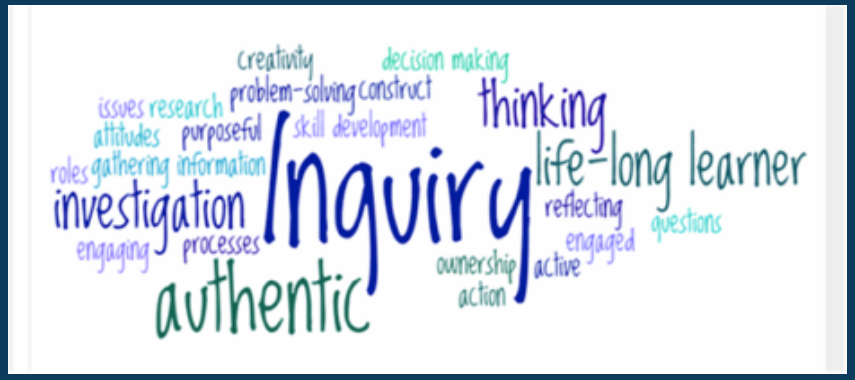


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Education and Humanities

ECAD5008 – HUMANITIES AoLE
Session 3

www.athrofa.cymru

In this session we will look at:

- Enquiry learning in Humanities (RE)
- Explore ways of planning for enquiry in RE at KS2 (knowledge, skills, etc.)
- Consider how AfL strategies can ensure learners' progress within Humanities (KS2)

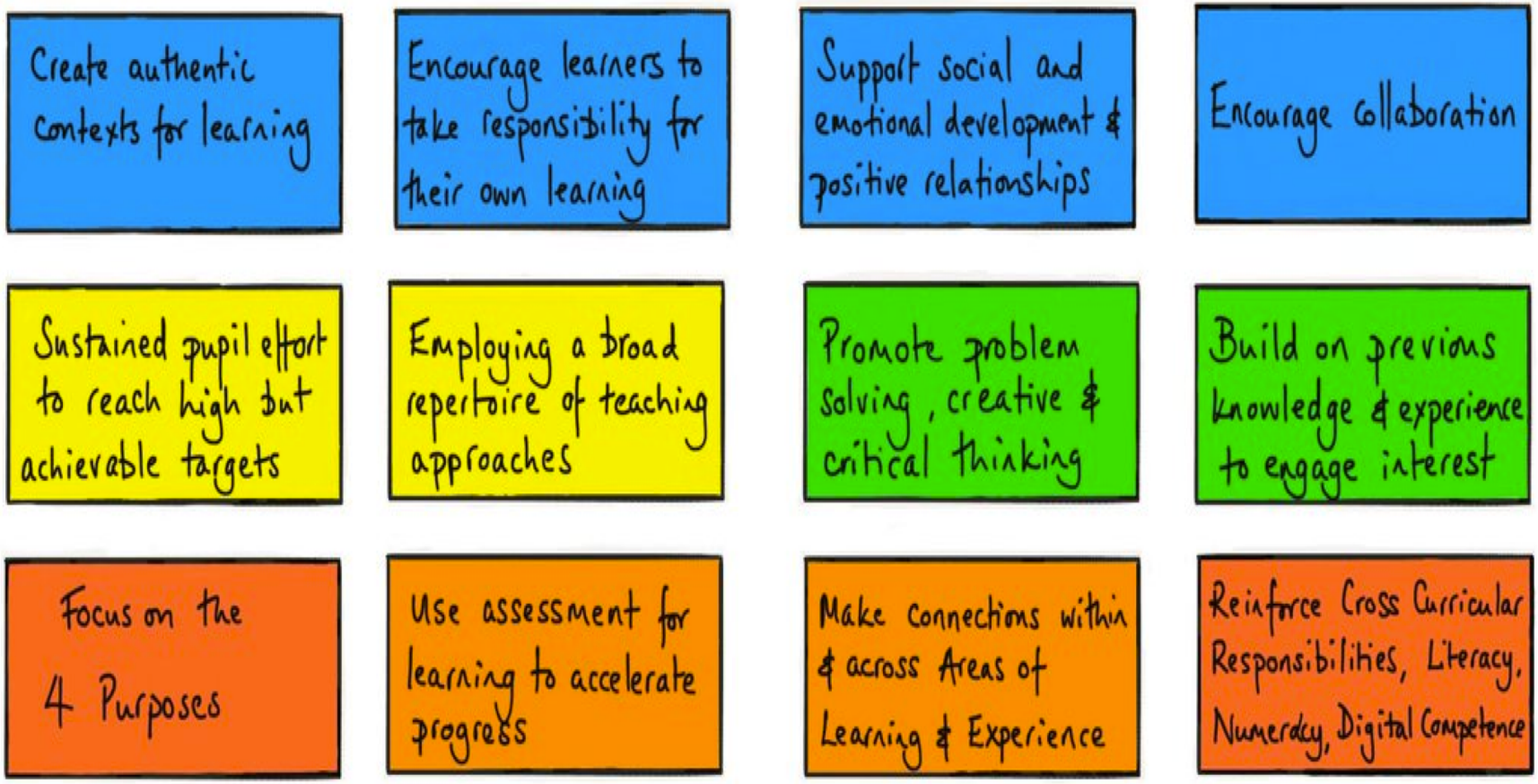
What Matters in Humanities

These what matters statements are linked and are not intended to be taken in isolation.

- Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves.
- Events and human experiences are complex and perceived, interpreted and represented in different ways.
- Our natural world is diverse and dynamic, influenced by physical processes and human actions.
- Human societies are complex and diverse, and are shaped by human actions and beliefs.
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered, ethical and sustainable action.

12 principles of pedagogy

(Donaldson, 2015, p.64-70)



Enquiry-based learning in RE

- ESTYN 2018**
- Learning processes and Pedagogies in Religious Education



‘What is RE?’

- Watch the video ‘What is RE?’ and note the examples of possible enquiries.
- https://www.youtube.com/watch?v=PUBE2MAMABU

Examples of possible enquiries in RE

- What does it mean to belong in Christianity?
- Celebrations: why do Christians give gifts at Christmas?
- What can we learn from visiting a church?
- What is the Torah and why is it important to Jewish people?
- What do signs and symbols mean in religion?
- What is the Bible and why is it important for Christians?
- How and why do Hindus worship at home and in the Mandir?
- Why is Easter important for Christians?
- What religions are represented in our neighbourhood?
- What can we learn from Christian religious buildings?
- (See:http://webarchive.nationalarchives.gov.uk/20090608182316/http://standards.dfes.gov.uk/schemes2/religion/?view=get)

Task – Visiting places of worship

- **Think about possible lines of enquiry about places of worship in your locality.**





How might you plan for this?

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APLP PDPA

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher		Class:	
AoLE or Subject	Religious Education (Humanities)	Date:	24/10/19
Lesson Focus:	Places of worship in our local community		
Meaningful links to Curriculum	**Skills:** Engaging with fundamental questions Exploring religious beliefs, teachings and practices Expressing a personal repsonse **Range:** Human experience: Belonging Search for meaning: knowledge and experience regarding the non-material/spiritual (Taken from the National Exemplar Framework for RE: https://s3-eu-west-1.amazonaws.com/hwb-live-storage/99/d2/f0/d2/2e964a5ca650473e7e01f4a2/national-exemplar-framework-for-religious-education-for-3-to-19-year-olds.pdf)		

What about Learning Objectives and Success Criteria?

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: 1. Use a range of sources to learn why places of worship are important 2. Understand how places of worship are used in the local community 3. Use a range of religious vocabulary correctly

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
I can / By the end of the lesson I will be able to... 1. Use books, leaflets and websites given to me by my teacher to explain why places of worship are important. 2. Describe how places of worship are used in my local community. 3. Use religious words when I'm talking or writing about places of worship.	

https://www.natre.org.uk/primary/good-learning-in-re-films/

This 'reflection alley' activity uses a strategy from literacy. What would you have done if you were the soldier ordered to crucify Jesus? This core RE content goes beyond storytelling and gives pupils the opportunity to become dramatic interpreters and ethical learners.

https://youtu.be/t5dIBTz-gao

Key References

- Estyn (2018) *Religious Education in KS2 & 3*. Cardiff: Estyn. (copy available on moodle)
- https://hwb.gov.wales/curriculum-for-wales-2008/key-stages-2-to-4/national-exemplar-framework-for-religious-education-for-3-to-19-year-olds (copy available on moodle)
- https://www.natre.org.uk/
- https://www.reonline.org.uk/