



## Skillful and creative approaches to RE

At St Thomas' CE Academy, teachers plan and deliver lessons based on the Wolverhampton Agreed Syllabus. Lessons are tailored to meet the needs and

expectations of individual cohorts and are designed to develop a range of skills as well as knowledge and understanding of the religions taught, which reflect our diverse community. When pupils are given opportunities to increasingly develop and use the identified skills, the standard of their RE work will be good, they will be challenged and they will make progress.

Children are taught about religion and through their studies will also learn from religion.

RE skill	Activities to develop the skill
Investigate	<ul style="list-style-type: none"> <li>• gather information from a widening range of sources to pursue answers and know what may be appropriate information</li> <li>• watch/listen and make notes from video/audio/website</li> <li>• ask relevant questions</li> <li>• prepare questions for a visitor</li> </ul>
Interpret	<ul style="list-style-type: none"> <li>• draw meaning (and then explain) from artefacts, symbols, stories, works of art and poetry</li> <li>• respond to questions such as What do you think it is? What is happening? What issues does the story raise?</li> <li>• interpret religious language</li> <li>• Use figures of speech and metaphors to speak about religious ideas</li> <li>• read prayers and explain what they show about the person's beliefs and feelings</li> </ul>
Reflect	<ul style="list-style-type: none"> <li>• provide opportunities for pupils to describe how atmosphere and actions make them feel</li> <li>• take part in stilling/drama activities</li> <li>• use music to explore thoughts/feelings</li> <li>• write a prayer a Christian/ muslim/Sikh/Hindu/Jewish child might use or a poem to express personal feelings</li> </ul>

RE skill	Activities to develop the skill
Empathise	<ul style="list-style-type: none"> <li>• consider the thoughts, feelings, experiences, beliefs and values of others (respond to a case study, role play and freeze-frame, feelings graph, write thought bubbles etc)</li> <li>• see the world through someone else's eyes (tell a story from another person's view point, hot seat)</li> <li>• develop the power of the imagination to identify feelings such as love, forgiveness, sorrow, joy</li> </ul>
Analyse	<ul style="list-style-type: none"> <li>• draw out essential ideas, distinguish between opinion, belief and fact</li> <li>• distinguish between key features of different faiths (sort out pictures of religious artefacts and symbols and match to the correct faith/festival, identify the 'odd one out', match quotations to different faiths studied)</li> <li>• recognise similarities and differences</li> </ul>
Synthesise	<ul style="list-style-type: none"> <li>• link significant features of religions</li> <li>• make links between religion and human experience</li> <li>• talk about prayers, texts, places of worship and festivals and draw conclusions about similar beliefs, values and practices</li> <li>• identify similarities and differences</li> </ul>
Express	<ul style="list-style-type: none"> <li>• explain concepts, rituals and practices</li> <li>• identify and express thoughts and concerns (drama, role-play, dance, mime, make a game, use of collage, colour, diagrams, computing, photographs)</li> <li>• respond to religious issues (oral- use of audio recording, presentation and debate. Written- poetry, diary, letter, email, narrative, newspaper report, questions for interview, visit)</li> </ul>
Apply	<ul style="list-style-type: none"> <li>• apply what has been learned from religion to a new situation. This could include writing a story showing the meaning of a faith story or religious teaching in a different context; design own symbols or respond to a case study or dilemma (what would Jesus do? What would a Muslim child say/do?)</li> </ul>

RE skill	Activities to develop the skill
Evaluate	<ul style="list-style-type: none"> <li>• draw conclusions by referencing different views and use reason to support own ideas (use sorting and ranking strategies)</li> <li>• debate issues of religious significance by contributing personal responses to statements</li> </ul>
Self-understanding	<ul style="list-style-type: none"> <li>• draw meaning from significant experiences in their own and others' lives and from religious questions and answers</li> </ul>

Source—NATRE (National Association of Teachers of Religious Education)