

RE MATTERS FOR EVERY CHILD

Support materials for Key Stage 3

13 LEARNING ENQUIRY EXEMPLARS

The learning enquiries are in the following order. If you click on the title in the column at left, you will be taken straight to it.

- What goes around comes around ... (Buddhism, Y7)
- True escapism? (Buddhism, Y8)
- A new start? (Christianity, Y7)
- Does prayer work? (Christianity, Y8)
- Do miracles happen? (Christianity, Y9)
- How do we pass on tradition? (Hinduism, Y7)
- Am I really free? (Islam, Y8)
- Will Rahema go on Hajj? (Islam, Y8)
- Where do people experience God? (Judaism, Y9)
- A duty to serve? (Sikhism, Y9)
- What does it mean to have faith? (Sikhism, Y9)
- If all rituals and ceremonies were banned? (Humanism, Y8)
- Great names (Humanism, Y9)



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Support materials for Key Stage 3

LEARNING ENQUIRY EXEMPLAR

‘What goes around comes around ...’



Focus on Buddhism

Suggested year group: 7

LEARNING ENQUIRY

What goes around comes around ...

Key Conceptual Areas: Expressing meaning (3) and Identity, diversity and belonging (4)

Religion: Buddhism

Cross Curricular Dimension Link (where appropriate):

Identity and Cultural Diversity
Creativity and Critical thinking

Key Personal, Learning and Thinking Skills (PLTS):

Team Workers

Suggested Year Group: 7

Suggested Time: 8 hours or 4 hours and half a day

Approach to learning: Thinking Actively in a Social Context (TASC)

Suggested learning about religion objectives	Key Enquiry Questions	Suggested Learning Outcomes
<ul style="list-style-type: none"> • To know how Buddhist beliefs about the world are expressed through the Tibetan Wheel of Life • To understand how Buddhists gain a sense of meaning and purpose through their interpretation of the Tibetan Wheel of Life 	<p>How are Buddhist beliefs expressed in the Wheel of Life? How is symbolism used to encourage Buddhists in their faith? How would you represent different aspects of life?</p>	<p>All: To be able to describe the Buddhist beliefs that underpin one aspect of the Tibetan Wheel of life; to be able to give examples of how the Wheel might help a Buddhist (L3) To be able to ask questions about the Wheel of Life (L3)</p> <p>Most: To be able to describe the Buddhist beliefs and teachings of at least one aspect of the Tibetan Wheel of Life; to be able to show how the Wheel of Life illustrates meaning and purpose in life for a Buddhist (L4) To be able to explain their own interpretation and representation of the Buddhist Wheel with reasons (L4)</p>
<p>Suggested learning from religion objectives</p> <ul style="list-style-type: none"> • To evaluate a range of artistic and symbolic expression including their own • To interpret the Tibetan Wheel of life and express their interpretation through their own forms of artistic and symbolic expression 	<p>Key Religious Concepts</p> <p style="text-align: center;">Rebirth Impermanence Suffering Bodhisattva Karma Samsara</p>	<p>Some: To be able to explain the similarities and differences between the Tibetan Wheel of Life and their own representation; to be able to why the Tibetan Wheel may be more important to some Buddhists than others (L5) To be able to explain the different ways in which symbolism is used within the Wheel; to be able to ask thoughtful questions about the value and use a Wheel of Life (L5)</p>

Suggested teaching and learning activities

This learning enquiry follows the TASC problem solving wheel (see www.tascwheel.com) :

The aim of the learning enquiry is for groups to investigate one or two aspects of the Tibetan Wheel of Life and then to present this in their own contemporary way as apart of a class 'wheel'.

For information about the Tibetan Wheel of Life see the support materials for AT 1. In addition, www.thebuddhistsociety.org/resources and www.buddha.net both have access to an interactive wheel of life.

The wheel is held up by Yama (god of death/demon) who reminds people that this is a world of change and decay.

In the centre are the cockerel, snake and pig that stand for 3 poisons that can corrupt the mind- greed, hatred and ignorance.

There are 6 realms inside the wheel showing various parts of the journey a person might make in order to become enlightened. In each there is Buddha showing that enlightenment is possible at any stage and in any place.

Around the outside are 12 interdependent causes and effects e.g. sensory experience, ignorance, karma...

Gather/Organise: What do I know about this?

- Show a large image of the wheel on an interactive whiteboard or poster.
- Students work in pairs or groups to suggest what each part might show and record this on their own blank wheel.
- Discussion as a class and teacher fill in a blank wheel on their interactive board. (save for future use with the class)
- Class divided into groups (e.g. one looking at Yama, one looking at the centre, 2 or 3 groups looking at the realms, and 3 groups looking at the causes and effects) and given one or more aspects of the wheel to research using the interactive on line wheel and/or a text book. The idea is to get a basic understanding of the wheel so they have an overview before identifying the task.
- The class may represent the Wheel together- possibly outside- with different students representing different aspects of the wheel in mime or tableau or by holding up images.

Further information, links to the Secondary Curriculum 2008 and agreed syllabus

Background

This learning enquiry is based on the TASC problem solving wheel.

The learning enquiry provides opportunities for cross curricular working with art and design. This would need to be established at the start of the learning enquiry for the outcome to be effective.

Personal, learning and thinking skills

Team Workers

- To listen to and decide with others about the best ideas to use in the task
- To listen sensitively to others' ideas and encourage people in their group to contribute
- To know what they have to do next for their group
- To identify their strengths and use their talents to help their group
- To take on different roles in their groups even if it is not their strength
- To talk to others about how they are getting on and listen to advice from other members of their group

- If you have more than one class, you could divide the wheel up between the classes so that each group only has to focus on one aspect, and a large wheel is created between classes e.g. in a school hall or in an outside space

Identify: What is the task?

- Students divided into groups as above.
- Explain the task: To produce a piece of artwork to represent one or more aspects of the Buddhist Wheel of Life in a new way
- Remind each group which aspect(s) they are focusing on. Give more detailed information to each group and ask them to list 5 important points about the aspect (s) they have been given. Key questions may be given to each group to help focus their thinking. Choose one word that sums up their aspect (key word)
- Introduce criteria for 'team workers' as 'process outcome'.

Generate: How many ideas can I think of?

- Brainstorm ideas about the task.
- How will they represent their aspect in a new way? Think about their 'key word'. Consider- colours, objects, shapes, facial expressions, characters, animals, emotions, patterns, ...how would they represent it and why?
- Consider- materials they might use, types of artwork, tasks and roles for the group
- Groups doing more than one aspect will need to repeat the exercise for each aspect.

Decide: Which is the best idea?

- Introduce subject criteria based on levels to enable students to make effective choices
- Put their ideas from 'generate' onto cards. Choose the 9 best ideas from these. Then diamond rank them so that the best ideas are at the top. Ask students to justify their choices and note these down (or record them)
- Groups doing more than one aspect will need to repeat the exercise for each aspect.
- Each group briefly present to the class their decisions.
- The rest of the class may use thinking hats to raise questions/challenge decisions.

Cross Curricular dimensions

This learning enquiry could be part of a wider exploration into meaning, identify and purpose. It also provides some opportunities for links with other curriculum areas where a focus on creativity may be developed. However, this learning enquiry may not provide such valuable opportunities for cross curricular work as some of the other learning enquiries in the exemplar material.

Experiences and opportunities

- Discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues
- Reflecting on and carefully evaluating their own beliefs and values and those of others using reasoned, balanced arguments
- Using symbolism and art to communicate their responses

Implement: Let's do it!

(This point forward could be done as a half day off timetable and links may be made with the art department)

- Each group works on their aspect(s) of the wheel. They will need to be given a piece of paper that is an appropriate shape and size.
- Use team worker criteria to help students see if they are working well together

Evaluate: How well did I do?

- Evaluate work as a team- using criteria. Self and peer assess in groups using a 'traffic light' system or a continuum line.

Communicate: Let's tell someone!

- Peer assess each others work using the subject criteria. Visit another group and look at their artwork. Highlight on the subject criteria aspects they think the group have achieved. Then pose a question for the group to consider.

Learn from experience: What have I learned?

- Groups return to their artwork and complete an evaluation sheet about their work and attempt to answer any questions posed by other groups.
- All the artwork put together to create a 'Wheel of Life' and photographs taken so image can be viewed on interactive whiteboard.
- Students view the original Tibetan Wheel of Life and their own new Wheel on the interactive whiteboard. List similarities and differences between the two and suggest reasons. Consider what questions a Buddhist might ask about their wheel and suggest answers.



RE MATTERS FOR EVERY CHILD

Support materials for Key Stage 3

LEARNING ENQUIRY EXEMPLAR

‘True escapism?’



Focus on Buddhism

Suggested year group: 8

LEARNING ENQUIRY

True escapism?

Key Conceptual Areas: Practices and ways of life (2) and Questions of meaning, purpose and truth (5) **Religion:** Buddhism

Cross Curricular Dimension Link (where appropriate):
Identity and Cultural Diversity and/or Healthy lifestyles

Key Personal, Learning and Thinking Skills (PLTS):
Self Managers

Suggested Year Group: 8

Suggested Time: 6-7 hours, a flexi day or ½ day may be used for part of the learning enquiry.

Approach to learning:

Learning outside the classroom and students as self managers. The 'Mantle of the Expert' approach could also be used.

Suggested learning about religion objectives

- To understand how the Buddhist practice of meditation expresses their beliefs and ideas
- To understand that the Buddhist practice of meditation, and following the Middle way can vary in different cultures
- To understand how following the 'Middle Way' gives Buddhists a sense of meaning and purpose in life

Key Enquiry Questions

How does meditation give meaning to life for Buddhists?
 What does it mean to follow the 'Middle Way'?
 How do meditation and retreat support the spiritual life of a Buddhist and their search for meaning?
 What is mindfulness?
 What value is there in 'going on retreat'?

Suggested Learning Outcomes

It is suggested that the main focus for assessment is the Personal, Learning and Thinking Skill of Self Managers.

All: To be able to explain why Buddhists meditate and go on retreat
 To be able to describe the impact of meditation and retreat on the life of a Buddhist
 To be able to apply their own ideas about retreat and meditation in a new context (L4)

Most: To be able to explain the impact of meditation and retreat on individual Buddhists and the Sangha
 To be able to explain the varying importance of retreat in different Buddhist communities
 To be able to express their own and other's views about the challenges of going on 'retreat' in contemporary society (L5)

Some: To be able to explain the diversity of Buddhist practice in relation to meditation and retreat
 To be able to explain how and why the impact of mediation and retreat may vary in different cultures and communities
 To be able to critically evaluate the value of going on retreat in contemporary society (L7)

Suggested learning from religion objectives

- To understand and reflect on why some people go on retreat to escape from the world around them
- To reflect on the value of retreat and meditation for teenagers in contemporary society

Key Religious Concepts

Retreat
 Meditation
 Precepts
 'Middle way'
 Mindfulness
 Taking refuge

<p>Suggested teaching and learning activities</p>	<p>Further information, links to the Secondary Curriculum 2008 and agreed syllabus</p>
<p>Suggestions for starting the enquiry:</p> <ul style="list-style-type: none"> • Consider what is meant by ‘escapism’. Use a slide show of images that suggest ‘escapism’ or use a visualisation. Ask the students to record their thoughts in visual or written form. • Consider case studies of celebrities who have been on ‘retreat’. What does ‘retreat’ mean in this context? Is it more about luxury relaxation? You can easily find on line examples of ‘celebrity’ retreat hotels and islands! Madonna and Geri Haliwell are said to have been on ‘spiritual retreats’. • Mel Gibson appears to be building a religious retreat centre in Malibu- there are articles available on line. • What about celebrities who go on retreat to ‘detox’ or try to stop their drug/alcohol addiction? In what senses might this be seen as a ‘retreat’? • Look at dictionary definitions of ‘retreat’? Is it about leaving the world behind or understanding ones place in the world? 	<p>Background</p> <p>The focus for this learning enquiry is the students as ‘self managers’. The students should self assess themselves against the general criteria of self managers available on the new curriculum website or the teacher may create student friendly criteria based on these. The criteria below refer specifically to this learning enquiry.</p> <p>Personal, learning and thinking skills</p> <p>Self Managers</p> <ul style="list-style-type: none"> • Organise time and resources in order to create proposals for a ‘retreat’ centre for Buddhist teenagers in the UK • Prioritise actions within their group to complete their proposal on time • Anticipate, take and manage risks when developing their proposals • Deal with competing pressures as they plan and develop their proposal • Respond positively to suggestions made by their peers and adults • Seek advice and support when needed • Manage their emotions as a group, particularly when things go wrong
<p>Suggested development activities:</p> <ul style="list-style-type: none"> • Explore the importance of meditation and retreat in Buddhism. Depending on students prior knowledge, they may need to learn a little about the Four Noble Truths and the ‘Middle Way’ to access the rest of the learning enquiry effectively. • Most Thai Buddhist men spend some time as lay monks on ‘retreat’. Explore the life and work of Buddhist monks including the importance of the 10 precepts, meditation and chanting. • Develop a diary account for a Buddhist Monk, including the impact of teachings and practices on their life • Reflect on the symbolism of the lotus flower and three jewels in understanding what Buddhists goal is in life. • Create an interview with a Buddhist about how meditation provides meaning and purpose in daily life. • Consider the importance of atmosphere for meditation e.g. calmness, use of objects and artefacts. • Analyse forms of Buddhist meditation e.g. ‘The bringing into being of loving kindness’. 	

- Visit a Buddhist centre e.g see <http://www.colchesterbuddhistcentre.com/index.html>. There are also FWBO groups in London, Cambridge, Ipswich and Southend. Also there is a retreat centre in Essex run by the FWBO – see <http://www.danaloka.com/index.htm>
- Explore the purpose of retreat from a Buddhist perspective- what difference does it make to their life? Invite in a Buddhist to answer the students questions or email a Buddhist instead.
- Compare Buddhist retreat and meditation with the concept of ‘retreat’ that is often portrayed by the media and celebrities.
- Invite the students to take some time out in reflection and stillness. This could be done outside or in a room that is not normally used for RE. Ask students to write their own reflection based on an object or image that is special or important to them.

Suggestions for concluding the enquiry:

This may form the main focus of the learning enquiry if focusing on the skill of ‘self managers’

- Explain to the students that they are going to create a proposal for a new Retreat Centre for Buddhist Teenagers. They have to write the proposal and /or design a website for their new centre. Possible areas for consideration might be: planning permission and applications, location (must be a place they know reasonably well), accommodation, environment, activities, resources, booking/costs and so on. Students are given a time limit to create their proposal and may also be given ‘difficulties’ along the way to enable them to think more creatively e.g ‘Planning permission for your Buddha image has been denied..’ or ‘locals have complained that there will be too much traffic...’ or ‘ you can’t find anyone to run the meditation classes..’
- Each group should present their work to the rest of the class. They may present an outline of their proposal first, and other students may critically evaluate, possibly using ‘thinking hats’ to ask questions.
- If the focus is not ‘self managers’ then the following activities may be considered- a debate on the value of retreats, creating ‘exposure boards’ on the concept of ‘retreat’, leading reflections or ‘meditations’ for their peers...

Cross-Curricular Dimensions

Identity and Cultural Diversity

- Reflect critically on their own beliefs and those of others about the value of retreat and meditation
- Explore the different responses to the nature of meditation and the similarities and differences between them

Healthy Lifestyles

- Links to SEAL
- Explore spiritual and emotional aspects of health e.g. in terms of how some people use times of retreat to reflect on their lives and/or changes in their circumstances

Links to Experiences and Opportunities in the Agreed Syllabus

- Encounter at least one member of the Buddhist tradition, ideally face to face, but if necessary via email/ on line
- Visit a Buddhist Centre, local Buddhist community or vihara
- Discuss, question and evaluate the importance of meditation and retreat for Buddhists
- Reflect on and evaluate their own beliefs about meditation and retreat using reasoned balanced arguments
- Communicate their own ideas through the creation of proposals for a retreat centre for Buddhist teenagers in the UK



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Support materials for Key Stage 3

LEARNING ENQUIRY EXEMPLAR

‘A new start?’



Focus on Christianity

Suggested year group: 7

LEARNING ENQUIRY

A new start?

Key Conceptual Areas: Beliefs, teachings and sources (1) and Identity, diversity and belonging (4)

Religion: Christianity

Cross Curricular Dimension Link (where appropriate):
Identity and Cultural diversity

Key Personal, Learning and Thinking Skills (PLTS):
Reflective Learners

Suggested Year Group: 7

Suggested Time: 4-6 hours

Approach to learning: RE as human development

Suggested learning about religion objectives	Key Enquiry Questions	Suggested Learning Outcomes
<ul style="list-style-type: none"> • To understand the concept of conversion in Christianity (and other religions) • To understand how Christians gain a sense of identity and belonging through commitment to their faith • To know about the tensions that may arise when someone converts from one faith to another 	<p>How does a person become a Christian?</p> <p>What have key Christian teachings led individuals to do?</p> <p>What can people learn from Christian ideas of personal identity?</p> <p>How may belonging to a faith provide challenges?</p>	<p>All: To be able to describe a New Testament story about conversion or a fresh start</p> <p>To be able to describe the impact of this story on the lives of the people involved</p> <p>To be able to identify important events in their own lives and the lives of others (L3)</p> <p>Most: To be able give simple explanations of the beliefs, ideas and feelings contained in a New Testament story</p> <p>To be able to describe the impact of conversion and baptism on Christian individuals and communities</p> <p>To be able to describe 'new starts' that have been important to them, asking questions about their significance and suggesting answers (L4)</p>
<p>Suggested learning from religion objectives</p> <ul style="list-style-type: none"> • To understand the challenges of converting to a faith in the contemporary world • To reflect on changes and fresh starts in their own lives, and the lives of others 	<p style="text-align: center;">Key Religious Concepts</p> <p style="text-align: center;">Forgiveness Conversion Baptism Initiation</p>	<p>Some: To be able to explain the impact of conversion and forgiveness on individuals and communities (including tensions), taking into account the diversity across different faiths</p> <p>To be able to explain how conversion experiences and initiation ceremonies shape religious identity and gives a sense of belonging</p> <p>To be able to explain, with reasons, the challenges of converting to a faith (L5)</p>

<p>Suggested teaching and learning activities</p> <p>This learning enquiry would work well at the beginning of Year 7, when the children are starting a new school.</p>	<p>Further information, links to the Secondary Curriculum 2008 and agreed syllabus</p> <p>Background</p> <p>There are links with PSHE and SEAL in terms of considering their emotions as they start secondary school.</p> <p>Personal, learning and thinking skills</p> <p>Reflective Learners</p> <ul style="list-style-type: none"> • Assess themselves, identifying their strengths • Set goals and aspirations for their first year in secondary school • Evaluate past experiences of ‘fresh starts’ • Reflect on the start of secondary school and how it may be an opportunity for a ‘fresh start’ <p>Links to Experiences and Opportunities in the Agreed Syllabus</p> <ul style="list-style-type: none"> • Encounter people who have ‘converted’ to Christianity • Discussing, questioning and evaluating conversion to a faith • Reflecting on and evaluating their own beliefs and responding to those of others with reasoned balanced arguments • Use a range of forms of expression including drama and art
<p>Suggestions for starting the enquiry:</p> <ul style="list-style-type: none"> • Reflect on occasions when they have made a fresh start- consider feelings. Compare their experiences with others. • Consider how people mark new beginnings e.g. moving house- house warming parties, starting a new school- photo in new uniform, announcements in a newspaper, rites of passage such as naming ceremonies, weddings, or events such as hen/stag parties, baby showers and so on... • Consider phrases such as ‘turning over a new leaf’ • Is it possible to ‘leave the past behind’ and make a fresh start... are there conditions required? Can you make a fresh start in an old place, or does it have to be a new situation? 	
<p>Suggested development activities:</p> <ul style="list-style-type: none"> • Look at examples from the New Testament Gospel accounts about ‘starting a new life’. For example, the call of the fishermen to be disciples, the baptism of Jesus, the story of Zacchaeus, the story of Matthew the tax collector. • Students may choose one story to explore and show how the person made a new start and what it meant for them- practically, spiritually, emotionally, socially, morally etc. Presentations may then be made to the class • Study the conversion of St Paul and its impact on his life. Consider the nature of ‘conversion’ and ‘forgiveness’ and what these might mean. • Consider how the world may be different if everyone forgave each other. Is it always possible to others? Is it possible to forgive and forget? Consider case studies that illustrate people who have both forgiven and who have sought revenge. There are examples at www.request.org.uk. • Investigate Believer’s baptism and if possible talk to Christians who have had such a ceremony. There are also on line video examples of baptisms that can be viewed- see www.reonline.org.uk. 	

- Explore the lives of people who have changed since they became a Christian e.g. Nicky Cruz, Jonathan Aitkin... www.rejesus.co.uk has examples of sporting heroes and others who have converted to Christianity (please note this site's aim is to promote Christianity and care is advised) . There would be an opportunity here to compare with those who have converted to Islam e.g. Yusuf Islam, Christ Eubank, Muhammad Ali, Malcolm X, or to Hinduism e.g. George Harrison (Beatles). To reach Level 5, students will need to compare two faiths.
- Students may undertake interviews and presentations. They may take part in 'hot seating' activities' or represent the life of the person through art, sculpture or imagery.
- There may be opportunities for more able pupils to consider the tensions that may arise when people convert from one faith to another.

Suggestions for concluding the enquiry:

- Create an event/ceremony/occasion for either the current Year 7 or next years Year 7 (current year 6) that could take place to mark the occasion of starting at secondary school. Consider the purpose of the event, what it is celebrating, what would happen, who would be invited and so on. The students might plan the event or create a 'proposal/briefing paper' for the event, which is then presented to a member of the senior leadership team. One of the events may then be followed through.
- Make a 'pledge' as they start year 7. This may be written on card and then either taken home by the students or stored by the teacher and returned to them at the end of the year to see if they have kept to their pledge. This may also be linked to PSHE/SEAL in terms of their hopes and dreams, anxieties and concerns as they start secondary school. This activity may also develop the students as reflective learners, by asking them to evaluate their strengths and weaknesses, and setting goals.

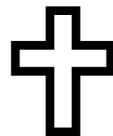


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Support materials for Key Stage 3

LEARNING ENQUIRY EXEMPLAR

‘Does prayer work?’



Focus on Christianity

Suggested year group: 8

LEARNING ENQUIRY

Does prayer work?

Key Conceptual Areas: Practices and ways of life (2) and Questions of meaning, purpose and truth (5) **Religion:** Christianity

Cross Curricular Dimension Link (where appropriate):
Identity and Cultural Diversity and/or Healthy lifestyles

Key Personal, Learning and Thinking Skills (PLTS):
Independent Enquirers

Suggested Year Group: 8

Suggested Time: 6-7 hours, a day or ½ day may be used for part of the learning enquiry.

Approach to learning:
Community of Enquiry and experiential approach

Suggested learning about religion objectives

- To understand how prayer expresses Christian ideas and beliefs about God
- To understand why the practice of prayer varies in different cultures and over time
- To understand that the practice of prayer gives meaning and purpose to Christians in their daily life

Key Enquiry Questions

How does prayer support Christians in their daily life?
Does God always answer prayer?
What do Christians understand by the 'forgiveness of sins'?
Is there a spiritual realm?

Suggested Learning Outcomes

All: To be able to explain why Christians pray and the impact it has on their lives
To be able to raise, and suggest answers to, questions about the value of prayer (L4)

Most: To be able to explain the impact of prayer on Christian individuals and communities
To be able to explain the different ways in which Christians pray

To be able to ask, and provide reasoned answers, to questions about the importance and value of prayer (L5)

Some: To be able to explain the varying impact of prayer on Christians and those without a faith
To be able to use biblical sources to support a range of different views about the nature of prayer
To be able to express insights into the value of prayer and the challenges that some people may have in holding their belief in prayer (L6)

Suggested learning from religion objectives

- To reflect on and critically evaluate the value and impact of prayer for Christians and others
- To consider the challenges for some people of believing in prayer in contemporary society

Key Religious Concepts

Prayer
Confession
Supplication
Intercession
Adoration

<p>Suggested teaching and learning activities</p>	<p>Further information, links to the Secondary Curriculum 2008 and agreed syllabus</p>
<p>Suggestions for starting the enquiry:</p> <p>This entire learning enquiry can be taught as a community of enquiry, using different stimulus to generate discussion about the key concepts relating to prayer, particularly from a Christian point of view. Alternatively, a community of enquiry may be used as a strategy or tool to engage students at the start of the learning enquiry.</p> <p>An outline for a community of enquiry may take the following form:</p> <ul style="list-style-type: none"> • Sharing of stimulus • ‘Thinking Time’ • Generation of questions • Discussion about the questions • Voting which question to discuss- taking into account the topic for this learning enquiry • The enquiry • Evaluation of learning and next steps... <p>If this approach is taken then the teacher may ‘dip’ into the following activities to reinforce or support the learning taking place.</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Worry Dolls (originally made in Guatemala) and the folklore surrounding them may be used as a starting point and engaging students in discussion. Worry Dolls can easily be purchased on line. An alternative would be Komboloi (worry beads). • Use a You Tube clip about prayer (e.g. there are various versions of ‘The Prayer of the Children’) that would be suitable to show as a stimulus for discussion or mind mapping of ideas about the nature of prayer • Look at case studies or articles about prayer e.g. a person who was prayed for and become well again, or an article about how someone was prayed for but did not get well... • Investigate and evaluate evidence that people prayed for in surgery often make a quicker recovery (there are links to such evidence on line) • Engage the students in initial responses to the enquiry question ‘Does prayer work?’ 	<p>Background</p> <p>This learning enquiry actively supports SEAL and ECM, by exploring social, emotional and spiritual aspects of the self. There may be opportunities for links with PSHE.</p> <p>Personal, learning and thinking skills</p> <p>Independent Enquirers</p> <ul style="list-style-type: none"> • Identify questions to ask Christians from different denominations about prayer • Explore the concept of prayer from a range of different Christian perspectives and evaluate the evidence • Consider the influence of circumstances, beliefs and feelings on people’s attitudes to prayer • Support conclusions about the value of prayer with reasoned arguments

Suggested development activities:

- Explore the nature of prayer in different Christian traditions. This may be done as group investigations. The following may be considered: confession, adoration, intercession, supplication, hesychasm (meditation/mystical tradition), glossolalia (speaking in tongues), laying on of hands, anointing with oil...
- Invite in Christians from a range of different denominations to talk about 'prayer' from their perspective. e.g a Roman Catholic, a member of the Society of Friends, an Anglican, a Pentecostal... This could be arranged as an activity day, whereby students take part in a carousel of activities with each of the different Christian visitors. The visitors may also be invited in over a number of weeks for the students to interview or could be invited in at the same time as a 'panel' to answer the students questions about prayer.
- Study the 'Lord's Prayer' and its meaning for Christians today, including different versions of the text. Students could write 'contemporary versions'.
- Explore other teachings about prayer contained in the Bible. Students may use these to show how Christians might respond to difficult issues in their life e.g they might create an 'agony aunt/uncle page
- Visit a local church to explore ways in which prayer is promoted and encouraged. Students may look at ways in which the building is used to encourage a sense of confession and/or adoration for example.
- Explore a range of artefacts associated with prayer in Christianity, such as : Rosary (Roman Catholic tradition), prayer rope (especially Orthodox traditions), holding cross, Book of Common Prayer, meditative music and poetry...Consider the purpose and meaning of artefacts for people who use them
- Explore case studies by Christians about the value of prayer, including those who may have lost their faith as their prayer did not seem to be answered.

Suggestions for concluding the enquiry:

- Write an evaluative essay about prayer, showing its importance to Christians and the different types of prayer
- Create an interview or role play chat show with people debating different views about prayer and its value
- Create a new artefact that may be used by one group of Christians to assist them when praying
- Create their own reflective poems

Cross-Curricular Dimensions**Identity and Cultural Diversity**

- Reflect critically on their own beliefs and those of others about the nature of prayer
- Explore the different responses to the nature of prayer and the similarities and differences between them
- Reflect on their own cultural traditions and those of others

Healthy Lifestyles

- Links to SEAL
- Explore spiritual and emotional aspects of health e.g. in terms of how some people use prayer to support them in times of trouble or worry

Links to Experiences and Opportunities in the Agreed Syllabus

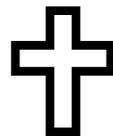
- Encountering Christians from different Christian denominations who express their views on prayer
- Visiting a local church to explore ways in which the building promotes and encourages prayer.
- Discussing, questioning and evaluating the nature of prayer
- Reflecting on and evaluating their own beliefs about prayer and those of others

RE MATTERS FOR EVERY CHILD

Support materials for Key Stage 3

LEARNING ENQUIRY EXEMPLAR

‘Do miracles happen?’



Focus on Christianity

Suggested year group: 9

LEARNING ENQUIRY

Do miracles happen?

Key Conceptual Areas: Expressing meaning (3) and Questions of meaning, purpose and truth (5)

Religion: Christianity

Cross Curricular Dimension Link (where appropriate):

Creativity and Critical Thinking

Key Personal, Learning and Thinking Skills (PLTS):

Creative Thinkers

Suggested Year Group: 9

Suggested Time: 7-8 hours

Approach to learning:

Religious Literacy

Suggested learning about religion objectives

- To understand how Christians and others have expressed the concept of resurrection through a range of media
- To understand the different ways in which biblical text is interpreted
- To understand how belief in the resurrection of Jesus provides meaning and purpose for Christians

Key Enquiry Questions

How do Christians interpret the miracles recorded in the Bible?
 How does the belief in the resurrection of Jesus provide meaning and purpose for Christians?
 How is the concept of 'resurrection' expressed in Christianity?
 Can miracles happen today?

Suggested Learning Outcomes

All: To be able to explain the impact of belief in the resurrection on Christians
 To be able to use Biblical text to support a particular argument about the concept of resurrection
 To be able to recognise different forms of figurative language(L5)

Most: To be able to give an account of the diversity of beliefs about the resurrection of Jesus
 To be able to explain the variety of expressions of belief in the resurrection
 To explain, with reasons, why biblical text is interpreted in different ways
 To explain the inadequacy and limitation of words in expressing the concepts of miracle and resurrection (L6)

Some: To be able to account for the influence of history and culture on expressions and interpretations of the concepts of miracle and resurrection
 To be able to use a variety of methods when examining biblical texts about resurrection and miracle, including philosophy and psychology
 To be able to explain and critically evaluate a range of responses to the concepts of miracle and resurrection (L7)

Suggested learning from religion objectives

- To show insights into artistic and symbolic expression of miracle and resurrection
- To understand the inadequacy and limitation of words when exploring the concepts of miracle and resurrection
- To express their own understanding of 'miracle' and 'resurrection'.
- To respond critically to a range of different interpretations of biblical text

Key Religious Concepts

Miracle
 Resurrection
 Myth
 Allegory

<p>Suggested teaching and learning activities</p>	<p>Further information, links to the Secondary Curriculum 2008 and agreed syllabus</p>
<p>Suggestions for starting the enquiry:</p> <ul style="list-style-type: none"> • Explore the concept of miracle. Introduce a range of case studies, images and articles about miracles from contemporary society and different cultures. Students may use a continuum line or diamond nine activity to decide which is closest to their idea of 'miracle'. • Create a class definition of miracle, possibly by mind mapping first. • Use a concept 'target' board or venn diagram to explore the concept. • Explore one modern day 'miracle' in depth and evaluate its authenticity • This enquiry could also be started using a 'community of enquiry' with an appropriate stimulus 	<p>Background This learning enquiry could be taught across both RE and art/design. Students could respond to their learning through the visual arts.</p> <p>Personal, learning and thinking skills</p> <p>Creative Thinkers</p>
<p>Suggested development activities:</p> <ul style="list-style-type: none"> • Focus on the miracles recorded in the bible, choosing two or three which will particularly engage the students. e.g. one healing miracle, one 'nature' miracle...Students consider a range of explanation for the miracles and explore the different Christian interpretations. Decide whether such miracles happen today in the 21st Century. • Focus on the resurrection of Jesus. Did Jesus really rise from the dead? Use biblical text, historical sources, documentaries (e.g. BBC Son of God) and film (e.g. Jesus of Nazareth, carefully selected excerpts from the BBC The Passion) • Students may undertake an investigation 'CSI' style to gather evidence and present a case about whether Jesus rose from the dead. This could also be done as a drama activity or using the ethos of 'Mantle of the Expert'. • Hold a debate 'Jesus did not come back to life'. Students work in groups to consider arguments and present to the class. Students may also assess themselves as creative thinkers during this activity. • Consider the range of different Christian responses to the resurrection and the interpretation of biblical text. e.g it is a myth, it is an allegory and so on. Reflect on the meaning of this for Christians and the impact on their lives-as individuals and communities. Some students may look at philosophical and psychological explanations for the resurrection accounts in the Bible. 	<ul style="list-style-type: none"> • Generate different ideas and possibilities about the nature of 'miracle' • Ask questions through a class debate about 'resurrection' • Connect their own and others' ideas to create a piece of art/writing/sculpture • Question their own and others' assumptions about miracles • Be willing to adapt their ideas, if appropriate, as they gather more information and opinions about miracles

- Visit a local church and explore ways in which the concept of 'resurrection' is symbolised. Take photos and record ideas to create a class slide show or collage.
- Consider how the concept of resurrection is difficult to express in words. Explore how the concept of 'the miracle of resurrection' has been expressed through art/sculpture in history through to contemporary images. Reflect on the meaning and purpose expressed, the symbolism of the artwork including use of colour, objects and so on. How has the artist conveyed their beliefs through the artwork? How have history and culture influenced the representations of resurrection?

Suggestions for concluding the enquiry:

- Students watch a slide show of different images of 'the miracle of resurrection'. They then respond with their own views through creative writing, art or sculpture (this may depend on whether links are being made with other subject areas and/or the expertise of the teacher. Simple tools such as plasticine, pipe cleaners or lego could be used for the sculpture). Students express their ideas about 'the miracle of resurrection'. For example a student may create a piece of art showing that they do not believe in resurrection, or they may write a poem about their own experience of a miracle, or they may create a sculpture which shows uncertainty about their beliefs. This is an AT2 focussed activity which could be assessed more formally.
- Students present their work to the class- peer assessment opportunity.
- Revisit the class definition from the start of the learning enquiry and decide if it is still accurate

Cross-Curricular Dimensions

Creativity and Critical Thinking

- Use their imagination and intellect to generate a range of ideas and insights into the concepts of miracle and resurrection
- Develop reasoned arguments to challenge assumptions
- Develop the capacity for creating original responses
- Experience the wonder of artistic achievement through interaction with different historical and cultural expressions of 'resurrection'.

Links to Experiences and Opportunities in the Agreed Syllabus

- Visiting a local church to explore the concept of 'resurrection'
- Discussing, questioning and evaluating whether miracles can happen
- Reflecting on and evaluating their own beliefs about miracles using reasoned, balanced arguments
- Using art/sculpture/poetry to express and communicate their ideas about miracles and the concept of resurrection



RE MATTERS FOR EVERY CHILD

Support materials for Key Stage 3

LEARNING ENQUIRY EXEMPLAR

‘How do we pass on tradition?’



Focus on Hinduism

Suggested year group: 7

LEARNING ENQUIRY

How do we pass on tradition?

Key Conceptual Areas: Practices and ways of life (2) and Identity, diversity and belonging (4)

Religion: Hinduism

Cross Curricular Dimension Link (where appropriate):
Identity and Cultural diversity

Key Personal, Learning and Thinking Skills (PLTS):
Creative Thinkers

Suggested Year Group: 7

Suggested Time: A two to three week project across the different subject areas

Approach to learning: Cross Curricular Project with history, art and drama/dance

Suggested learning about religion objectives	Key Enquiry Questions	Suggested Learning Outcomes
<ul style="list-style-type: none"> • To know how Hindus express their traditions and myths • To understand why traditions and myths are passed down in the Hindu community • To understand how Hindus gain a sense of belonging and identity through a shared history 	<p>How do Hindus employ drama, story and ritual to pass on their spiritual traditions and beliefs? Is it important to pass on traditions?</p> <p>How may traditions give a community a sense of belonging and identity?</p> <p>Which stories are used to pass on traditions to the young?</p>	<p>All: To be able to describe some Hindu traditions To be able to describe the impact of tradition on Hindus To be able to identify and ask questions about the most important aspects of their own traditions (L3)</p> <p>Most: To be able to describe and give simple explanations for Hindu traditions and myths To be able to describe the impact of traditions and myths on Hindu individuals, their families and communities To be able to describe traditions that are important to them, asking questions about their significance and suggesting answers (L4)</p>
<p>Suggested learning from religion objectives</p> <ul style="list-style-type: none"> • To express their own identity and sense of belonging through art and/or movement • To reflect on the importance and significance of tradition in contemporary society 	<p>Key Religious Concepts</p> <p style="text-align: center;">Tradition Myth Identity Belonging</p>	<p>Some: To be able to explain the impact of tradition on Hindu communities, taking into account the diversity across different cultures To be able to explain how tradition shapes Hindu identity and gives a sense of belonging To be able to explain, with reasons, traditions that are important to them and begin to evaluate their significance (L5)</p>

<p>Suggested teaching and learning activities</p> <p>Ideally this learning enquiry would start by exploring a local myth or legend. For example see: http://myths.e2bn.org/mythsandlegends/ http://www.bbc.co.uk/legacies/myths_legends/england/essex/</p> <p>Examples include;</p> <ul style="list-style-type: none"> • Humpty Dumpty and the Fall of Colchester (Colchester) • Matilda’s Bracelet (Dunmow) • St Osyth’s Spring (St Osyth) • Testing the Witch Finder General (Mistley, Chelmsford) • The Glass Knight (Saffron Walden) • Dick Turpin and Epping Forest (Epping area) <p>The aim is for the different curriculum areas to be working alongside each other exploring how traditions are passed down the generations, with a particular focus on the ways in which Hindus do this.</p>	<p>Further information, links to the Secondary Curriculum 2008 and agreed syllabus</p> <p>Background</p> <p>This learning enquiry is designed to be delivered through history, RE, art and/or drama/dance. This exemplar gives some guidelines about how this might be approached with RE as the lead subject. A summary of the focus for each curriculum area might be:</p> <p>RE: How traditions are passed down in the Hindu religion, whether tradition is important</p>
<p>Suggestions for starting the enquiry:</p> <ul style="list-style-type: none"> • Explore a local myth or tradition. Consider why it has been passed down. What is the value of the myth? Is it based on truth? How are myths created? • Explore the concept and nature of myth. Compare to ‘story’, ‘legend’ or ‘parable’. • Explore the variations in the Hindu faith across India, and the ‘localising’ of traditions and myths. Consider the importance of passing on local traditions in order to shape identity and belonging in a particular context. • Explore a Hindu myth or story which has shaped one of the Hindu communities in the West. e.g. a myth or story from the Swaminarayan Hindu Mission, the International Society of Krishna Consciousness or the International Sai Organisation. 	<p>History: Local myths and legends- which aspects of history are worth passing on?</p> <p>Art: Expressing local myths and legends through the visual arts- passing on tradition through art</p> <p>Dance/Drama: Using Indian and/or Hindu dance techniques to express local myths and legends- passing on tradition through movement</p>
<p>Suggested development activities:</p> <ul style="list-style-type: none"> • Explore the ways in which Hindu myths are passed down through the generations e.g through festivals, symbolism, storytelling, dance, dramatic retellings (such as the Ramayana), colourful processions • Re enact or recreate one of the Hindu myths they have studied • Study the different Hindu hand movements that are used in dance to represent 	

characters and actions

- Interpret and analyse pictorial and film/cartoon representations of Hindu myths
- Students may create their own symbolism –visual and expressive- to represent aspects of the myths
- Explore the key concepts in the Hindu myths and the message or moral they are trying to convey
- Create their own myth which could be ‘passed down’ based on their own experiences and a moral or message they want people to remember. This could be used in the final piece of dance/drama.
- Explore how music is used to capture the essence of Hindu myths e.g. Bhajans, finger cymbals, bells, sticks
- Invite in a Hindu to retell a story to the class. Ask students to pose questions about its value, how it was passed on to them and so on.
- Explore the use of shadow puppets in the Hindu tradition to retell stories. Students may create their own ‘puppet show’ for a Hindu myth or one they have created themselves
- Possible Art development- exploring the local myth they have studied in the starter or the myth they create in ‘RE’, and expressing it through the visual arts...how would we capture the essence of this myth in contemporary art?
- Possible History development- Develop further exploration of the myth and traditions in the starter activity. Why were these traditions passed down? What is the historical context of the myth? Explore the nature of folklore and its place in history perhaps.
- Possible Drama development- begin to explore Hindu/Indian dance techniques e.g. mudras

Suggestions for concluding the enquiry:

- Create a dance or drama using Hindu/Indian techniques to re create the local myth, a Hindu myth or a myth that they have written themselves. Perform to each other.
- Evaluate how effective dance/drama is in passing on myths or traditions and compare to other ways of passing on traditions e.g. their artwork, puppet shows, storytelling etc
- How important is it to pass on myths and traditions? Would it matter if they were forgotten?
- Consider on a scale of 1-10 how important myths are in shaping identity and belonging in a community
- Ask students to evaluate the significance of myths they have created and whether they should be ‘passed down the generations’.

Personal, learning and thinking skills

Creative Thinkers:

- To generate ideas about how to express local myths and traditions
- To ask questions about the importance and significance of passing on traditions through the generations
- To connect their own ideas with those of Hindus to express a local myth or tradition through the visual or expressive arts
- To question their own assumptions about traditions and myths
- To try out different approaches in expressing a myth
- To be able to adapt their ideas as they gain more understanding of the Hindu methods of dance

Links to Experiences and Opportunities in the Agreed Syllabus

- Encountering different cultures
- Discussing, questioning and evaluating important religious issues
- Reflecting on and evaluating their own beliefs and values, and those of others
- Using a range of expression – dance, puppetry, art- to communicate their ideas
- Exploring the connection between RE, history, art and design, and dance



RE MATTERS FOR EVERY CHILD

Support materials for Key Stage 3

LEARNING ENQUIRY EXEMPLAR

‘Am I really free?’



Focus on Islam

Suggested year group: 8

LEARNING ENQUIRY

Am I really free?

Key Conceptual Areas: Beliefs, teachings and sources (1) and Questions of meaning, purpose and truth(5)

Religion: Islam

Cross Curricular Dimension Link (where appropriate):
Creativity and critical thinking

Key Personal, Learning and Thinking Skills (PLTS):
Independent Enquirers
Creative Thinkers

Suggested Year Group: 8

Suggested Time: 6 hours

Approach to learning: Community of Enquiry

Suggested learning about religion objectives	Key Enquiry Questions	Suggested Learning Outcomes
<ul style="list-style-type: none"> • To understand the Muslim teaching on free will • To analyse and interpret a range of Muslims beliefs and teachings on free will and the nature of freedom 	<p>Is everyone born a Muslim? How do Muslims understand the nature of free will and Allah's control of the universe? What is the difference between divine control and fate? Are humans really free beings?</p>	<p>All: To be able to explain the Muslim concept of free will and its relationship to Al-Qadr and Ihsan. To be able to describe the different ways in which Muslims understand the concept of free will and compare to other faiths (L4) To be able to suggest questions that one might ask a Muslim to gain an understanding of the concept of free will (L4)</p> <p>Most: To be able to explain the range of Muslim, and other views, on the concept of free will. To be able to show how different sources can be used to support different teachings on free will, submission and control. (L5) To be able to give well thought out answers to questions about free will, taking into account the views of Muslims and others (L5)</p> <p>Some: To be able to explain, using a range of reasons and evidence, the diversity of Muslim beliefs and teachings relating to free will. To be able to explain the significance of different texts for different Muslim traditions when explaining their views (L6) To be able to express their own ideas about free will and contrast to those of Muslims. To be able to express the challenges of belonging to the Muslim faith in different parts of the world (L6)</p>
Suggested learning from religion objectives	Key Religious Concepts	
<ul style="list-style-type: none"> • To compare and contrast their own views on free will and freedom with those of Muslims and others • To reflect on the challenges of belonging to the Muslim tradition in the 21st century 	<p>Freedom Control Submission Free will Fate Al-Qadr Ihsan Abd</p>	

Suggested teaching and learning activities

Suggestions for starting the learning enquiry:

This entire learning enquiry can be taught as a community of enquiry, using different stimulus to generate discussion about the key concepts, particularly from a Muslim point of view. An outline for a community of enquiry may take the following form:

- Sharing of stimulus
- 'Thinking Time'
- Generation of questions
- Discussion about the questions
- Voting which question to discuss- taking into account the topic for this learning enquiry
- The enquiry
- Evaluation of learning and next steps...

If this approach is taken then the teacher may 'dip' into the following activities to reinforce or support the learning taking place.

Suggested activities:

- Choose a stimulus that either reflects freedom or control. This might be a series of images, a newspaper article, or a story.
- Look at a range of different people and what freedom might mean to them e.g groups might present their ideas to the class. People might include: e.g. a prisoner, Prince William, a hostage, a celebrity, a traveller, a migrant worker, a trafficked teenager, a commuter, a Muslim....
- Watch an episode or extract of Big Brother or 'I'm a celebrity get me out of here' what does freedom, duty and control mean in these situations...
- Look at different types of people and decide how free they are- possibly using a continuum line
- Consider the term 'submission' in terms of positive and negative ideas. Create a collage or use photoshop software.
- Consider the UN declaration of human rights or the US Bill of Rights about freedom. Analyse the nature of 'freedom' in these documents.

Further information, links to the Secondary Curriculum 2008 and agreed syllabus Background

This learning enquiry is based around a philosophical enquiry. This may be linked with citizenship, particularly when considering the nature of freedom and free will. The learning enquiry can be taught over a series of weeks, or could be a more focused learning enquiry with a philosophy lesson/community of enquiry lesson taking place every day for a week or over two or three afternoons- for example.

Personal, learning and thinking skills

Independent Enquirers

- Identity questions as a result of the initial stimulus
- Explore the question identified for the enquiry from a range of perspectives
- Analyse and evaluate the Muslim teaching on free will
- Consider the influence of circumstances, beliefs and feelings on the nature of freedom for different people
- Support their conclusions on the nature of free will and freedom using the evidence they have collected throughout the learning enquiry, including the views of those within their class

Suggested development activities:

- Create a powerpoint presentation or movie about the nature of freedom, including the views of Muslims
- Compare different quotations in the Qur'an about freedom and free will
- Find out about the Muslim teachings on the nature of Allah- in terms of Al Qadr (complete and final control of events and destiny) and Ihsan (total awareness, Allah knows everything a person does and intends to do). Use symbolism and creative writing to explore the students' understanding of these terms.
- Contrast the concepts of divine control and fate. Use Venn Diagrams to analyse the concepts.
- Look at case studies relating to free will and fate and apply Muslim teachings
- Write poetry about the nature of free will or freedom
- Express the concepts of control, submission, free will etc through dance, movement or mime
- Interview a Muslim or email one about their views. Compare to members of other faiths e.g. through an interview panel or series of visitors to the class

Suggestions for concluding the learning enquiry:

- Evaluate whether people are free to follow their religion in all areas of the world.
- Consider how different interpretations of a religion can lead to different understandings of freedom e.g. the Taliban in Afghanistan
- Compare the life of a Muslim teenager with that of a non-Muslim with no religious faith in the UK. Does one have more freedom than the other? Revisit what the term 'freedom' actually means.
- Create a wall of freedom- using image, collage, symbol, words etc

Creative Thinkers

- Generate as many ideas as possible about the nature of free will and freedom
-
- Ask questions in the enquiry to extend their thinking
- Connect ideas through hypothesising and sharing examples
- Question their own and others' assumptions about free will
- Be prepared to adapt their ideas as they gather more evidence

Cross Curricular dimensions**Creativity and critical thinking**

- Generate ideas and use their imagination
- Discuss new and original ideas in the enquiry setting
- Critically evaluate the ideas of others in the group and those of the Muslim tradition

Experiences and opportunities

- Discussing, questioning and evaluating the nature of freedom
- Reflecting on and evaluating their own beliefs and values and those of others through a community of enquiry
- Express key concepts encountered through dance, movement or mime



RE MATTERS FOR EVERY CHILD

Support materials for Key Stage 3

LEARNING ENQUIRY EXEMPLAR

‘Will Rahema go on Hajj?’



Focus on Islam

Suggested year group: 8

LEARNING ENQUIRY

Will Rahema go on Hajj?

Key Conceptual Areas: Practices and ways of life (2) and Values and commitments (6)

Religion: Islam

Cross Curricular Dimension Link (where appropriate):
Possibly Identity and Cultural Diversity although the focus is the development of skills.

Key Personal, Learning and Thinking Skills (PLTS):
Independent Enquirers

Suggested Year Group: 8

Suggested Time: 5-6 hours

Approach to learning: Development of independent enquiry skills through a 'mystery'.

Suggested learning about religion objectives	Key Enquiry Questions	Suggested Learning Outcomes
<ul style="list-style-type: none"> • To understand how Hajj expresses Muslim beliefs and values • To understand the challenges and inspiration that Muslims may gain through the sense of obligation to perform Hajj 	<p>What does it mean for a Muslim to go on Hajj?</p> <p>What can people learn about Muslims values and beliefs through Hajj?</p> <p>Is intention more important than action?</p> <p>How does going on Hajj affect the life of a Muslim?</p> <p>How might Hajj change someone's life?</p> <p>What events in your life have had a lasting impact on you?</p>	<p><i>Note: The key outcomes are linked to the PLTs for this learning enquiry.</i></p> <p>All: To be able to explain why Muslims go on Hajj; to be able to describe the impact of Hajj on the life of a Muslim (L4) To be able to describe what inspires, influences and challenges them; to be able to ask questions about people's values and beliefs (L4)</p> <p>Most: To be able to explain the diverse impact going on Hajj can have for the individual and the community; to be able to explain the different practices that take place on Hajj and support their arguments with correct vocabulary and source material (L5) To be able to explain what inspires, influences and challenges them and compare to the views of Muslims (L5)</p>
<p>Suggested learning from religion objectives</p> <ul style="list-style-type: none"> • To understand the challenges that going on Hajj presents for a Muslim in the 21st century • To reflect on what inspires, influences and challenges themselves 	<p>Key Religious Concepts</p> <p style="text-align: center;">Niyyah (intention) Hajj Pilgrimage Spiritual</p>	<p>Some: To be able to use religious and philosophical language to explain the reasons for the diverse impact of hajj on individuals, communities and societies; to be able to interpret the significance of religious and spiritual expression on Hajj for Muslims (L6) To be able to analyse and evaluate the challenges of belonging to the Muslims tradition in the 21st century and compare to their own experiences of challenge (L6)</p>

Suggested teaching and learning activities	Further information, links to the Secondary Curriculum 2008 and agreed syllabus
<p>Suggestions for starting the learning enquiry:</p> <ul style="list-style-type: none"> • Consider the concepts of challenge and inspiration. Possibly use film or articles to explore non- religious examples such as climbing K2 or overcoming a disability of some kind. Discuss the feelings and sense of achievement. Ask students to give examples of their own. • Introduce Rahema (this is a fictional Muslim character. How you choose to represent her will depend on your setting and context. e.g. she might be an 18 year old who is studying her A levels, she might be a 20 year old at university, she might be a 17 year old who works as a TA in the local school, she might be a 23 year old mum of two... You will need to give a little background e.g. whether she reads the Qu’ran, whether she prays, whether she attends and/or helps at the local mosque, whether she wears traditional Muslim dress etc). • From the introduction ask the students to write down questions that Rahema may be asking herself about whether to go on Hajj e.g. cost, time needed etc 	<p>Background</p> <p>The focus of this learning enquiry is the development of the PLTS- Independent Enquirers. The concept and content are being used primarily to develop skills and the subject focus of hajj is used as a tool to assist this.</p> <p>Therefore the subject criteria are secondary to the process criteria in this learning enquiry. The process criteria may be assessed using a ‘traffic light’ system. The process criteria are outlined below:</p>
<p>Suggested development activities:</p> <ul style="list-style-type: none"> • Divide the class into groups. Give each group a series of cards with information about Rahema and her situation- like a ‘mystery’ activity (views of family, her religion, friends etc). Ask the students to sort them out and come to an initial decision about what Rahema might do. Share this with the class. • Now ask the students to use the starter activity and the mystery activity to decide on 3 questions they need to answer to be able to make a more informed decision. • Individually, in pairs or groups. Use textbooks and websites e.g. http://www.channel4.com/culture/microsites/H/hajj/ to find answers to their three questions. • Complete a chart showing the questions, the information found and ‘rating’ its relevance and usefulness to the enquiry. • Ask students to consider whether the other members or Rahema’s family and/or her friends (as identified in the ‘mystery’) would have the same views as Rahema. Ask them to investigate at least two of these views. • Decide how important Rahema’s circumstances are in determining whether she goes on Hajj. Are circumstances more important than the spiritual reasons for going on Hajj? 	<p>Personal, learning and thinking skills</p> <p>Process Criteria for Independent Enquirers</p> <ul style="list-style-type: none"> • Identity questions to answer in order to find out if Rahema will go on Hajj • Carry out independent research to answer the questions identified • Explore the key question ‘Will Rahema go on Hajj?’ from a range of different perspectives e.g. different age groups, different Muslim traditions

Suggestions for concluding the learning enquiry:

- Form a conclusion/answer to the learning enquiry question- Will Rahema go on hajj? This may be done individually, in pairs or as a group.
- Present their decision to the class using reasons and justifying opinions using the evidence they have collected.
- Self assess their effectiveness as an independent enquirer. e.g using a traffic light system
- Peer assess their effectiveness as independent enquirers and compare to their own self assessment.
- Consider whether their views about the enquiry question have changed in the light of the different presentations.
- Decide on which area they need to develop further in terms of their skills as an independent enquirer.

- Analyse and evaluate the information they find to decide if it is relevant and of value to the enquiry
- Consider the influence of Rahema's circumstances, beliefs and feelings on her decision on whether to go on Hajj
- Support their final decision with reasoned arguments and justify opinions to the rest of the group

Experiences and opportunities:

- Encounter people from different religious and cultural groups through online resources
- Using ICT to enhance pupils' understanding of Islam
- Evaluate the importance of going on Hajj for Muslims
- Using reasoned, balanced arguments to respond to stimuli



RE MATTERS FOR EVERY CHILD

Support materials for Key Stage 3

LEARNING ENQUIRY EXEMPLAR

‘Where do people experience God?’



Focus on Judaism

Suggested year group: 9

LEARNING ENQUIRY

Where do people experience God?

Key Conceptual Areas: Beliefs, teachings and sources (1) and Questions of meaning, purpose and truth (5)

Religion: Judaism

Cross Curricular Dimension Link (where appropriate):

Identity and Cultural Diversity

Key Personal, learning and thinking skills:

Independent Enquirers

Suggested Year Group: 9

Suggested Time: One Day or about 4-5 hours

Approach to learning: Learning outside the classroom

Suggested learning about religion objectives	Key Enquiry Questions	Suggested Learning Outcomes
<ul style="list-style-type: none"> • To understand the Jewish concept of Shekinah • To analyse the importance of the Temple for Jews • To understand how some people 'experience the presence of God' and respond critically 	<p>Where can G-d be experienced? How is God revealed through creation? What is the numinous? How do Jews know they are in God's presence? Does God speak to people? Is it possible to experience God's presence?</p>	<p>All: To be able to explain the Jewish concept of shekinah, giving examples from scriptural texts (L4/5) To be able to describe the importance of the Temple for Jews To be able to raise and ask questions about whether people can experience God; to be able to express their own and others views on the nature of the presence of God(L4/5)</p> <p>Most: To be able to explain the diversity of beliefs concerning the Jewish concept of shekinah and the importance of the Temple</p>
<p>Suggested learning from religion objectives</p> <ul style="list-style-type: none"> • To reflect on and evaluate their own beliefs about the numinous • To analyse and evaluate the claim that God can be experienced by people 	<p>Key Religious Concepts</p> <p style="text-align: center;">Shekinah Temple Creation Numinous Presence Spirituality Spiritual</p>	<p>To be able to show how Jews use scriptural texts to support their understanding of ways in which God is experienced and revealed to them in the past and in the present (L6) To be able to express their insight into a range of different views concerning 'experiencing the presence of God'. (L6)</p> <p>Some: To be able to explain the variation of beliefs and teaching concerning shekinah and the importance of the temple, by studying scriptural and contemporary sources To be able to respond critically to and evaluate examples of accounts of people who have 'experienced God and analyse their meaning (L7)</p>

Suggested teaching and learning activities	Further information, links to the Secondary Curriculum 2008 and agreed syllabus
<p>Suggestions for starting the unit:</p> <p>The setting for the start of this unit is very important and the activities will be based on the chosen space.</p> <p>Outside in nature:</p> <ul style="list-style-type: none"> • Take a walk through the wood/forest/coastline asking the students to listen to their favourite music track on an MP3/ipod. Then ask them to turn it off and just listen to the sounds around them. How did they find the experience? Describe-using emotion, colour, texture etc. • Read the story of creation from Genesis 1 while outside. Use 'props' from outside and encourage the children to touch and feel the different textures of creation. • How may some people feel God's presence close to them in nature? • How may nature remind Jews of God's presence in the world? <p>In a synagogue:</p> <ul style="list-style-type: none"> • Allow the students time to sit (or lie) down and look around them. Ideally ask for the Ark to be opened so students can see the Tenakh scrolls. Give each student a set of post it notes or cards and ask them to write down words that describe the atmosphere and their feelings in the building. Ask them to place them in the building where they feel appropriate (do ask permission first before doing this!) • Ask the host to read a passage of Jewish scripture that means something special to them. Ask the students to listen and reflect on why it might be special. Does it make a difference for scripture to be read in a place of worship? • How is G_d's shekinah manifest? Discuss the meaning of scriptural references with the Jewish believer/host • How do the Jewish community make their synagogue a 'sacred space'? What does it mean for a space to be sacred? <p>Anywhere:</p> <ul style="list-style-type: none"> • Look at different definitions of spirituality and 'presence of the other'. What do people mean by spirituality, the numinous or 'presence of God'? How would the students define it in terms of word, image, colour, shape, texture, movement... etc 	<p>Background</p> <p>This unit is designed to take place outside of the classroom. This may be in a synagogue or an outside area such as a place by the sea, a wood or forest. If the latter, so that children can enjoy the experience it is suggested it takes place in the summer on a fine day! It is a short unit with a very specific focus so could be done in a 'day'.</p> <p>Personal, learning and thinking skills</p> <p>Independent Enquirers</p> <ul style="list-style-type: none"> • Identity questions as a result of the initial outdoor/visit experience • Explore the learning enquiry questions from a range of different perspectives including their own and that of Jews • Analyse and evaluate the Jewish scriptural texts and judge its relevance and value both for Jews and non-Jews • Consider the influence of circumstances, beliefs and feelings on their own views and those of Jews • Support their final outcome with reasoned arguments and justify opinions to the rest of the group

	<p>Cross Curricular dimensions</p> <p>There are opportunities for links with art and D&T with a conceptual focus of spirituality.</p>
<p>Suggested development activities:</p> <ul style="list-style-type: none"> • Explore how the Jewish creation stories are possible expressions of God's communication with his created beings • Read some of the Psalms or Song of Songs. Interpret them and find out about the Jewish interpretation of these scriptures. What do they tell Jews about God? Students may create their own poetry or song based on their outdoor experience • Why are songs and music used as an expression of spirituality? Investigate the reason for some of the Psalms being written and their links to the Temple. e.g. Songs of Ascent. • Investigate the concept of shekinah using scripture and definitions from encyclopaedias and Jewish scholars. Represent the concept through symbolism, words and art. • Read the accounts of the Israelites following the pillar of cloud and the fire whilst travelling through the wilderness. Possibly re-enact or write diary accounts. • Investigate why the Temple was so important to the Jews- especially in terms of G-d's presence being felt and experienced there. • Read accounts of Jews experiences in contemporary society and/or experiences of God's presence through times of trouble such as the Holocaust. • Create a 'spiritual or sacred' space outside. Explain their decisions and talk about them with others. 	<p>Identity and cultural diversity</p> <ul style="list-style-type: none"> • Develop their own sense of spirituality • Understand how Jews gain a sense of belonging and identity through sacred spaces • Understand the importance of the Temple in Jerusalem in shaping Jewish identity and history <p>Experiences and opportunities</p> <ul style="list-style-type: none"> • Encounter Jews in their place of worship • Visiting a synagogue • Using a range of expression to communicate their ideas • Reflect on, and evaluate their own ideas
<p>Suggestions for concluding the unit:</p> <ul style="list-style-type: none"> • Are there conditions that need to be met for someone to experience 'God'? e.g. in terms of atmosphere, belief, • Do you need to believe in God to experience him/her...? 	



RE MATTERS FOR EVERY CHILD

Support materials for Key Stage 3

LEARNING ENQUIRY EXEMPLAR

‘A duty to serve?’



Focus on Sikhism

Suggested year group: 9

LEARNING ENQUIRY

A duty to serve?

Key Conceptual Areas: Beliefs, teachings and sources (1) and Values and commitments (6)

Religion: Sikhism

Cross Curricular Dimension Link (where appropriate):

Community Participation, a learning enquiry that links with Citizenship

Key Personal, Learning and Thinking Skills (PLTS):

Effective Participators

Suggested Year Group: 9

Suggested Time: 4-5 hours- possibly contributing to a 'flexi' day

Approach to learning:

Cross Curricular project with citizenship

Suggested learning about religion objectives	Key Enquiry Questions	Suggested Learning Outcomes
<ul style="list-style-type: none"> • To understand the nature of sewa for Sikhs • To understand how a sense of duty and obligation towards others can come from the Sikh faith • To understand why Sikhs believe sewa is important 	<p>What is service? Do I have an obligation to serve others?</p> <p>What are the benefits of serving others in the community... are there any disadvantages? What are the challenges of providing service for others?</p>	<p>All: To be able to explain the Sikh concept of sewa and the impact it has on Sikh practices (such as the work of Khalsa Aid) To be able to describe the impact of Sikh belief in sewa on the life of Bhai Kanhaiya To be able to apply the idea of service to their own life To be able to express the challenges of providing service for others (L4/5)</p> <p>Most: To be able to give an informed account of the nature of sewa for Sikhs To be able to explain the impact of sewa on individuals, communities and societies To be able to express insights into the relationship between duty and service To be able to explain the challenges of providing service for others (L6)</p> <p>Some: To be able to account for the influence of history and culture on the Sikh concept of sewa To be able to explain the different interpretations of 'service' among religious believers To analyse and evaluate whether service should be obligatory (L7)</p>
<p>Suggested learning from religion objectives</p> <ul style="list-style-type: none"> • To understand the challenges of providing service for others • To reflect on and analyse their own sense of duty or obligation to others in their community 	<p>Key Religious Concepts</p> <p>Duty Obligation Sewa (service)</p>	

<p>Suggested teaching and learning activities</p>	<p>Further information, links to the Secondary Curriculum 2008 and agreed syllabus</p>
<p>Suggestions for starting the enquiry:</p> <ul style="list-style-type: none"> • Discuss the nature of service. What does it mean to serve others? • Look at different examples of service e.g. the armed forces, caring professions, voluntary work, local charities etc • Interview a member of the local community who provides a service for others. • Invite in a member of the community to talk about their experience of 'National Service' • Invite in members of different faith traditions to talk about how they provide service for others 	<p>Background</p> <p>This learning enquiry could be taught across both RE and citizenship to give maximum time available. The RE focus will be the nature of duty and whether people should have an obligation to serve others. The citizenship focus may be a practical application of service to others, and may involve the students creating an event or project for the benefit of the local community.</p> <p>Students could undertake their 'service' on a 'flexi' day where they might serve members of the community. Some preparation work may have taken place in lessons beforehand so that the most can be made of the day.</p>
<p>Suggested development activities:</p> <ul style="list-style-type: none"> • Explore the story of the Sikh water carrier (Bhai Kanhaiya) See http://www.sikhiwiki.org/index.php?title=Bhai_Kanhaiya for more details. His service went beyond his fellow Sikhs to 'all human beings'. How would Sikhs define service? Would the students agree with the judgement made by the Guru? • Explore the work of a Sikh organisation such as Khalsa Aid See http://www.khalsaaid.org/ Students may create a powerpoint presentation or podcast about the work of this organisation. How does the work of this organisation exemplify the Sikh concept of sewa? • Take students on a visit to a local Gurdwara to experience the langar (it is suggested that the teachers take a donation of food or drink to contribute to the langar). Discuss the purpose of the langar and its basis in the teachings and life of the Gurus. • Consider Sikh obligations and views about the world e.g. caring professions, work to care for the environment. • Evaluate the impact of sewa on the lives of Sikhs and non Sikhs. • Students ask local Sikhs (if possible) how they might support the local community, and how they (the students) may help. • Students may compare the Sikh view of service with that of another faith. 	<p>Personal, learning and thinking skills</p> <p>Effective Participators</p> <ul style="list-style-type: none"> • Discuss issues relating to helping those less fortunate than themselves • Present a course of action that would help people in the local community • Propose practical ways forward for helping others • Identify ways in which the course of action may benefit themselves as well as others • Come to agreements based on negotiation

Suggestions for concluding the enquiry:

- Students take into account all they have learned, and prepare an event or activity of service to others in their local community. This may be done jointly with citizenship. The focus for this will be the development of the students as Effective Participators and that they can design and follow through practical ways of helping others. They may for example organise a charity fundraising event, host an event for the local primary school, host an event for the elderly, litter picking in the local park... It may be that students create suggestions, and then they vote on the best idea which is then followed through to its conclusion.
- Students may evaluate the impact of their act of service. They may consider if it is worthwhile in terms of themselves, the people they are helping, the school... and so on. They may consider whether the value of service is dependent on the benefit it has for those you are helping.
- Discuss: Is true service voluntary or can it be a 'paid' profession?
- Should service to others be obligatory/compulsory? e.g National Service
- Students may re- interview some of the guests they met at the start of the learning enquiry in light of what they have studied.

Cross- Curricular Dimensions**Community Participation**

- Work with a range of people from the local community
- Identify issues, problems and areas where they can serve others in their community
- Explore what they need to know in order to make a difference
- Take action in collaboration with others
- Reflect on they have learned and evaluate its success

Links to Experiences and Opportunities in the Agreed Syllabus

- Encountering members of the Sikh faith
- Visiting a Sikh Gurdwara to experience langar
- Discussing, questioning and evaluating the importance of service (Sewa) to Sikhs
- Reflecting on and evaluating their own values and those of others in relation to service/voluntary work
- Exploring connections between RE and citizenship



RE MATTERS FOR EVERY CHILD

Support materials for Key Stage 3

LEARNING ENQUIRY EXEMPLAR

‘What does it mean to have faith?’



Focus on Sikhism

Suggested year group: 9

LEARNING ENQUIRY

What does it mean to have faith?

Key Conceptual Areas: Expressing meaning (3) and Values and commitments (6)

Religion: Sikhism

Cross Curricular Dimension Link (where appropriate):
Identity and cultural diversity

Key Personal, Learning and Thinking Skills (PLTS):
Reflective Learners

Suggested Year Group: 9

Suggested Time: 4-5 hours

Approach to learning: Community of Enquiry and Conceptual development focus

Suggested learning about religion objectives	Key Enquiry Questions	Suggested Learning Outcomes
<ul style="list-style-type: none"> • To know how Sikhs express their faith through story and celebration • To understand who inspires Sikhs to have strong faith 	<p>What is faith? Why do Sikhs recreate events of the founding of the Khalsa? Who inspires and influences Sikhs? What do Sikhs teach about standing up for your faith?</p>	<p>All: To be able to give explanations for the celebrations at Baisakhi making links with the importance of faith to Sikhs To be able to describe the impact of having faith on Sikhs today To be able to suggest ways of expressing the concept of faith through symbolic and artistic expression To be able to express their own views on the challenges of belonging to the Sikh faith today (L4/5)</p> <p>Most: To be able to explain how the impact of the Sikh story varies; to be able to interpret a range of different sources on the nature of faith; to be able to consider the challenges of expressing faith in contemporary society To be able to explain how why 'faith' may be expressed in a variety of ways including the symbolic and figurative (L6)</p> <p>Some: To be able to analyse the nature of faith for Sikhs and other believers To be able to account for the influence of Sikh history on the celebration of Baisakhi To be able to explain and analyse the varying use of the concept-faith (L7)</p>
Suggested learning from religion objectives	Key Religious Concepts	
<ul style="list-style-type: none"> • To understand the challenges of belonging to the Sikh tradition in the 21st century • To understand the limitations of words in expressing concepts such as 'faith' 	<p>Faith Sacrifice Discipleship Khalsa Baisakhi</p>	

<p>Suggested teaching and learning activities</p> <p>This unit may be approached using a community of enquiry (Philosophy for Children) approach. The story of the five young men could be used as a stimulus or a video/DVD equivalent. This approach may be used as a way into the unit only e.g. as a strategy/tool.</p> <p>. An outline for a community of enquiry may take the following form:</p> <ul style="list-style-type: none"> • Sharing of stimulus • ‘Thinking Time’ • Generation of questions • Discussion about the questions • Voting which question to discuss- taking into account the topic for this unit • The enquiry • Evaluation of learning and next steps... <p>If this approach is taken then the teacher may ‘dip’ into the following activities to reinforce or support the learning taking place.</p>	<p>Further information, links to the Secondary Curriculum 2008 and agreed syllabus</p> <p>Background</p> <p>This unit focuses on the concept of faith and uses the Sikh tradition as an illustration. The teacher may wish to include examples from other faiths to extend the unit and provide comparisons.</p> <p>This unit may be linked to a broader cross curricular unit looking at identity. This unit would allow students to explore the importance of faith in shaping identity.</p> <p>Personal, learning and thinking skills</p>
<p>Suggestions for starting the enquiry:</p> <ul style="list-style-type: none"> • Discuss the term ‘faith’ and what it means to students. Use a concept dart board to define the meaning of ‘faith’ or use venn diagrams • Use case studies of ‘faith’ ideally from the present, but also with some historical examples where people have shown great faith. • Is religious faith and other types of faith different? If you have faith in someone, how is that the same or different to religious people having faith in God? • Students might represent the concept as a symbol or piece of artwork. • Create questions that they want to ‘answer’ as a result of studying the unit of work 	<p>Reflective learners</p> <ul style="list-style-type: none"> • Assess their own understanding of the concept of faith at the start and end of the unit of work • Set their own questions and goals for the unit • Review their progress throughout the unit, revisiting the key question ‘ What does it mean to have faith’? • Evaluate their learning and communicate this to others considering how their understanding of ‘faith’ may have changed
<p>Suggested development activities:</p> <ul style="list-style-type: none"> • Introduce the story of the five young men- retelling using visual thinking techniques (map from memory, fortune lines for example). • Recreate the story of the Khalsa in dramatic form or use a P4C approach (see above) • ‘Interview’ the ‘five young men’ e.g. as part of a ‘Talk Show’ 	

- Hot seating exercise – one as Guru Gobind Singh, or other members of the Khalsa
- Which of the five young men had the most faith? Make a case for each of them.
- Create a job description for a member of the Khalsa
- Invite in a Sikh to talk about the meaning of their faith or use on line forums to do this
- Explore the Baisakhi celebrations today. How do they capture the importance of faith to Sikhs? Evaluate and analyse the impact of the celebrations on individuals, families and communities.
- Explore how far people will take their faith. e.g. in terms of martyrdom, self sacrifice

Suggestions for concluding the enquiry:

- Consider whether someone could be a Sikh without faith?
- Students consider how they might demonstrate faith in someone or something.
- Can faith be dangerous?
- Choose an aspect of faith (their own or someone else's) and devise a celebration to remember it.
- Review their own understanding of faith from the beginning of the unit

Links to Experiences and Opportunities in the Agreed Syllabus

- Encountering members of the Sikh faith
- Discussing, questioning and evaluating the importance of faith for religious believers
- Reflecting on, and evaluating their own understanding of 'faith' using reasoned balanced arguments
- Using symbolism and art to represent faith



RE MATTERS FOR EVERY CHILD

Support materials for Key Stage 3

LEARNING ENQUIRY EXEMPLAR

'If all rituals and ceremonies were banned'



Focus on Humanism

Suggested year group: 8

LEARNING ENQUIRY

If all rituals and ceremonies were banned ...

Key Conceptual Areas: Practices and ways of life (2) and Values and commitments (6)	Focus Religions: Those in the local area, plus Humanism as a world view
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Cross Curricular Dimension Link (where appropriate): Community Participation and/or Identity and cultural diversity	Key Personal, Learning and Thinking Skills (PLTS): Effective Participators Independent Enquirers
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Suggested Year Group: 8	Suggested Time: 6 hours or one full day	Approach to learning: Community and Independent Learning Project
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Suggested learning about religion objectives	Key Enquiry Questions	Suggested Learning Outcomes
<ul style="list-style-type: none"> • To understand the impact of religious ritual and ceremony on the lives of believers and their communities • To understand the challenges of belonging to a religion in the 21st century 	<p>How important are rituals and ceremonies? For the individual? For the family? For the community? For the observer? How do religious believers express commitment to their faith? What challenges may religious believers face when following their religion in the 21st century?</p>	<p>All: To be able to describe the impact of religion on people's lives To be able to describe the meaning and importance of religious ritual and ceremony for believers and those with a secular world view in the local community (L4) To be able to suggest questions and answers about the value of rituals and ceremonies in the local community (L4)</p> <p>Most: To be able to explain the differing beliefs, teachings and expressions of faith relating to the importance of religious ritual and ceremony for believers and those with a secular worldview in the local community (L5) To be able to give a reasoned view, including the views of others, about the value of ritual and ceremony in the local community (L5)</p> <p>Some: To be able to explain how the impact of religious ritual and ceremony varies between different faith communities and those with a secular world view in the local community (L6) To be able to explain how taking part in rituals and ceremonies may provide challenges for religious believers in the 21st century (L6)</p>
<p>Suggested learning from religion objectives</p> <ul style="list-style-type: none"> • To consider the importance of ritual and ceremony in the local community • To reflect on the challenges of belonging to a faith in the 21st century 	<p>Key Religious Concepts</p> <p style="text-align: center;">ritual community ceremony faith</p>	

Suggested teaching and learning activities	Further information, links to the Secondary Curriculum 2008 and agreed syllabus
<p>Suggestions for starting the learning enquiry:</p> <ul style="list-style-type: none"> • Show a powerpoint or movie maker slide show of religion in the local area • Conduct a class survey about when people have attended a ritual or ceremony in a particular faith • Discuss the nature of ritual- possibly using a community of enquiry • Look at local maps and directories to get a picture of religion in the local area • Consider the question ‘Would it matter if all religious rituals and ceremonies were banned?’ • Look at newspaper articles about places where religion has to go ‘underground’ as ritual and ceremony are not allowed. Consider the value of ritual in these circumstances • Read about a local young person who has recently been confirmed, baptised, taken Amrit- possibly using a pupil in the school, or asking a 6th former to share their experience from a few years previously... • Invite in a parent with a baby to talk about the value of naming ceremonies from their perspective • Gather students initial responses to the key question in the form of a bar chart or a ‘wisdom wall/comments display/pre-exposure board’... 	<p>Background</p> <p>This learning enquiry is designed so that it could take place on a ‘flexi day’ or ‘learning day’ for RE and/or could be taught in a series of about 6 lessons. The interaction with the local community is the key to the success of this learning enquiry.</p> <p>Personal, learning and thinking skills</p> <p>Effective participators</p> <ul style="list-style-type: none"> • Discuss issues of concern in the community • Present a persuasive case about the relative importance of ritual/ceremony • Act as an advocate for views and beliefs that may differ from their own, including religious leaders in the community
<p>Suggested development activities:</p> <ul style="list-style-type: none"> • Visit local places of worship to meet faith leaders and discuss the importance of ritual and ceremony • Conduct a survey in the local town or village about people’s views on ritual and ceremony in the 21st century. e.g. Is a church wedding important? When did you last go to a christening? • Interview a range of different people e.g. different ages, different racial and ethnic groups in the community... a good opportunity for linking with feeder primary schools and organisations in the community such as residential homes for the elderly, local coffee mornings and so on.. • Invite in speakers from a range of local faith groups and other groups which have rituals and ceremonies such as the Scouts or Guides • Invite in a local humanist to talk about the value of ritual/ceremony 	<p>Independent Enquirers</p> <ul style="list-style-type: none"> • Identify questions about ritual and ceremony to answer • Plan and carry out research into the value placed on religious ritual in the community • Explore the issue from different perspectives • Analyse and evaluate the raw data collected, judging its relevance and value

- Study one or two 'belonging' ceremonies in depth e.g. Bar Mitzvah, Amrit, confirmation... depending on the faiths represented in the community
- Write letters or emails to local faith groups about the value of ceremonies
- Watch a DVD or You Tube clips about the importance of ritual and ceremony in particular faiths. Analyse and evaluate their impact on the individuals and community.
- Prepare a debate 'Rituals and ceremonies in religion are out dated and irrelevant today'.

Suggestions for concluding the learning enquiry:

- Hold a debate, including representatives of different faiths and those of none as well as pupils
- Present a document or petition to the 'government' about the importance of ritual/ceremony
- Create a powerpoint or short movie about the importance of ritual and ceremony e.g. in voxbox style
- Write an article for a local paper feeding back results of the community survey and presenting students views. This could be done as a competition, with the best entry being submitted for print.
- Consider whether the importance of ritual changes as you grow up, and/or if it has changed over time. Reflect on the data collected from different groups of people.

- Support their conclusions using reasoned arguments and evidence

Cross Curricular dimensions

Community participation

- Work on a community project that involves a real audience, purpose and decision making
- Make a positive contribution to community cohesion

Identity and cultural diversity

- Explore the different racial, ethnic, cultural, religious and non-religious groups in the UK, and the similarities and differences between them
- Develop a critical capacity to reflect on multiple identities, their own cultural traditions, and those of others

Experiences and opportunities

- Encountering people from different religious, cultural and philosophical groups
- Visiting places of worship
- Discussing, questioning and evaluating the importance of ritual



RE MATTERS FOR EVERY CHILD

Support materials for Key Stage 3

LEARNING ENQUIRY EXEMPLAR

‘Great names’



Focus on Humanism

Suggested year group: 9

LEARNING ENQUIRY

Great names

Key Conceptual Areas: Beliefs, teachings and sources (1) and Identity, diversity and belonging (4)	Religion: Humanism and religion of student choice
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Cross Curricular Dimension Link (where appropriate): Identity and Cultural Diversity	Key Personal, Learning and Thinking Skills (PLTS): Independent Enquirers
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Suggested Year Group: 9	Suggested Time: 6 hours, or 4 hours with independent study time	Approach to learning: Independent Enquiry/Research
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Suggested learning about religion objectives	Key Enquiry Questions	Suggested Learning Outcomes
<ul style="list-style-type: none"> • To understand the values that underpin humanist action • To understand the ethical theory or religious teaching that motivates two key figures • To understand how philosophy and religion can provide a sense of identity and purpose 	<p style="text-align: center;">How do Humanists explain the purpose of existing?</p> <p style="text-align: center;">Which philosophers have influenced Humanist thinking?</p> <p style="text-align: center;">Why do Humanists believe caring for others is important?</p> <p style="text-align: center;">What binds us together as humans?</p>	<p>All: To be able to explain the impact of values and beliefs on two key figures</p> <p style="padding-left: 40px;">To be able to explain the difference between the motives of these two people</p> <p style="padding-left: 40px;">To be able to explain what motives and inspires themselves (L5)</p> <p>Most: To be able to give a reasoned account of the values and beliefs of two figures, explaining the difference between them</p> <p style="padding-left: 40px;">To be able to explain the how and why the impact of values, philosophy and beliefs can vary</p> <p style="padding-left: 40px;">To be able to express insights into the relationship between values, philosophy, beliefs and actions (L6)</p> <p>Some: To be able to account for the influence of history and culture on the two key figures studied, in terms of their values, beliefs and action</p> <p style="padding-left: 40px;">To be able to use ethical theory to explain the motivation for action of one key figure</p> <p style="padding-left: 40px;">To be able to give a personal and critical response to the values, philosophy and beliefs of the two key figures using philosophical and religious language (L7)</p>
<p>Suggested learning from religion objectives</p> <ul style="list-style-type: none"> • To understand the reasons why people act as they do based on their beliefs and values • To reflect on, analyse and evaluate the nature of humanity and what motives people to care for others 	<p>Key Religious Concepts</p> <p style="text-align: center;">Social Contract Theory Morality Humanity Motive</p>	

<p>Suggested teaching and learning activities</p>	<p>Further information, links to the Secondary Curriculum 2008 and agreed syllabus</p>
<p>Suggestions for starting the enquiry:</p> <ul style="list-style-type: none"> • Mind map the names of people who have helped or who are helping humanity. Categorise them into those who have religious faith and those who do not have a religious faith • Discuss the concept of 'motive'. What motivates people to care for others? • Use film to explore the concept of motive and helping or caring for others. 	<p>Background</p> <p>This enquiry focuses on the students developing an understanding of how people behave based on their care for humanity without religious motivation. The main activity is for students to create a project about one important Humanist who has shown care for humanity, and compare their motivations with a religious believer who has done similar work for humanity.</p>
<p>Suggested development activities:</p> <ul style="list-style-type: none"> • Explore Social Contract Theory as first expounded fully by Thomas Hobbes. Students may look at the development of the theory by John Locke and Jean-Jacques Rousseau. Most recent exponents have been John Rawls and David Gauthier. Students may also look at critics of the theory especially by feminists and race-conscious philosophers. • Students research one important Humanist who has helped humanity and consider their philosophical and ethical motivation. Consider whether their motives are based on social contract theory or another ethical theory such as utilitarianism. Examples can be found at www.humanismforschools.org.uk. They include: Andrew Carnegie, Peter Ritchie Calder, Brock Chisholm, Pandit Jawarharial Nehru, Lord Boyd Orr, Shri Goparaju Ramachandra Rao • Students compare the motivation of their chosen humanist with a religious figure who has helped others, such as Bonhoeffer, Bono, Olaudah Equiano, Aung San Suu Kyi, Cicely Saunders, Chad Varah, Nicky Cruz, John Iain, Jackie Pullinger, Dalai Lama, Desmond Tutu (The <i>Faith in Action</i> series may be useful) • The students' projects may take the form of a booklet, poster, leaflet, web page or powerpoint presentation. 	<p>Students may use 'independent study time' or time set aside by the school for developing the PLT of Independent Enquirers if appropriate.</p> <p>Personal, learning and thinking skills</p> <p>Independent Enquirers</p> <ul style="list-style-type: none"> • Identify questions to answer about their chosen key figures • Plan and carry out research about their chosen key figures • Explore the concept of motive from a humanist and religious perspective • Analyse and evaluate the information and draw conclusions • Consider the beliefs of the two figures in determining their actions • Support conclusions with reasoned arguments

Suggestions for concluding the enquiry:

- Students present their work to each other and peer assess
- Students compare the reasons why different people help others. They compare their with their own motivations and decide which of the people they have studied is most similar to themselves and why.
- Consider and analyse how morality and beliefs shapes someone's identity.

Cross- Curricular Dimensions**Identity and Cultural Diversity**

- Reflect critically on their own beliefs and those of others about what motivates people to care for others
- Explore the different responses to the nature of humanity and the similarities and differences between them

Links to Experiences and Opportunities in the Agreed Syllabus

- Encounter Humanists who express their reasons for caring for humanity
- Discuss, question and evaluate ethical theory
- Reflect on, and evaluate their own motives
- Explore connections between humanism and science