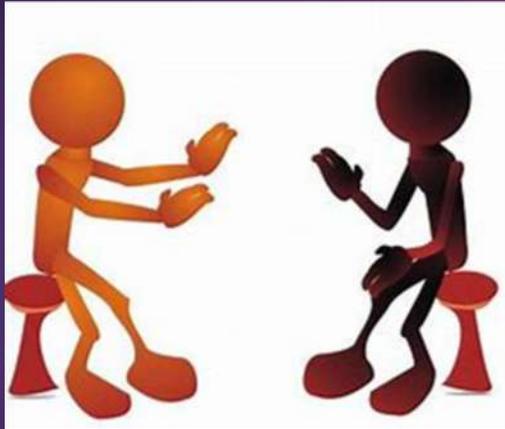


Autumn 2021 RE network meeting

Areas that will be covered today

- ▶ SIAMS update
- ▶ Monitoring and evaluation toolkit
- ▶ Reading sacred texts

Introductions



- ▶ Name/school
- ▶ What is currently going well in RE
- ▶ One thing you would like to achieve in your role as RE lead this year

Session 1

SIAMS
update



Strand 7: The effectiveness of Religious Education

Key questions that will be explored:

- ▶ What are the changes to the amended schedule?
- ▶ How best can a school prepare for an inspection?

Two key things being explored in this strand

- ▶ How effective the school is in ensuring pupils flourish through the provision of high quality RE reflecting the Church of England Statement of Entitlement.
- ▶ How effective the school is in ensuring that RE expresses the school's Christian vision.

NOTE: Make sure you know what is written in the statement of entitlement

Two key changes

- ▶ Are there **rigorous** and **effective** systems that **enable** teachers to know **how** and **what** pupils are learning in RE?
- ▶ How well do pupils **make progress** in RE **as a result** of a **rich** and **engaging** RE **curriculum**?

TO NOTE: Assessment data will not be asked for.

Extract from the statement of entitlement

Curriculum statement: challenging, accurate and diverse

- ▶ “In all church schools religious education must be considered as an **academic subject**. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. Pupils are entitled to a **balanced RE** curriculum which enquires into religions and worldviews through **theology, philosophy** and the **human and the social sciences**. It should be a **coherent curriculum** that **enables progress** through **ordered** and **sequential** learning developing both **knowledge** and **skills**. There should be a **clear curriculum vision and intent**, a **structure for implementation** and provision and a process for **evaluating impact**.” (Religious Education in Church of England Schools. A Statement of Entitlement.)

Session 2

Tools to help answer
the question....

How well do pupils
make progress in RE
as a result of a **rich**
and **engaging** RE
curriculum?



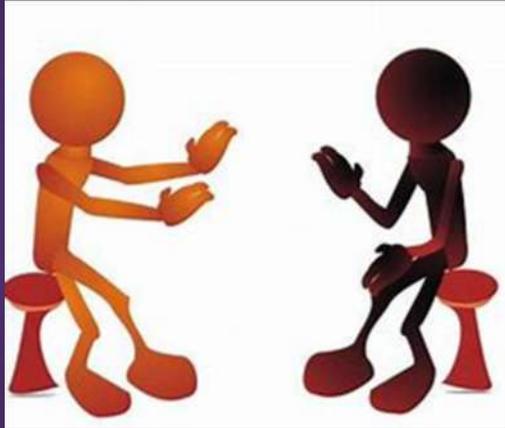
Monitoring and evaluation tool kit

Monitoring and evaluation tool kit

Questions to ask before you start using the tool kit in order to answer the question - how well do pupils **make progress** in RE **as a result** of a **rich** and **engaging** RE curriculum?

- ▶ Which part of the tool kit will help me to answer the question with confidence?
- ▶ Which questions within each section do I want to use to help me explore further?
- ▶ Which part of the tool kit do I need to explore further to strengthen my own knowledge of that particular aspect?
- ▶ Which part of the tool kit do I not need to do because I am confident that I have the evidence and knowledge of that particular aspect?
- ▶ How might I plan to use the tool kit over the course of a year to help me build up my evidence base?

Breakout room for discussion



- ▶ Initial thoughts/reflections
- ▶ Which template do you think will help you the most with gathering further evidence in order to answer the question?

(We will come onto discussing the curriculum design template in the next section.)

Guiding principles of the curriculum design of the model RE map

Refer to the following document:

**Aims and Pedagogy of the LDBS
Syllabus for Religious Education:**

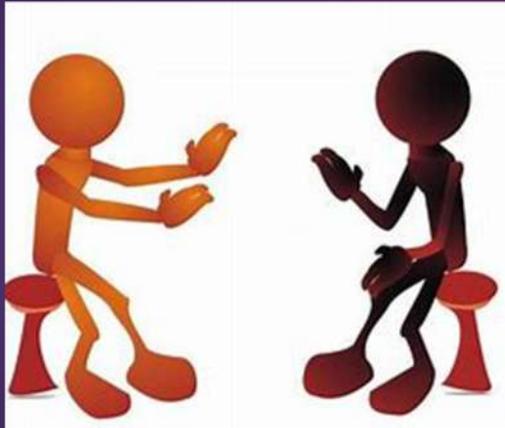
<https://ldbs.co.uk/re-units-learning/>



**GUIDING
PRINCIPLES**

Breakout room for discussion

In threes



Curriculum design:

- ▶ What might you say in response to some of these questions?
- ▶ What question/s do you need to give some more thought to?

Core questions to ask yourself



- ▶ Do I know the RE curriculum?
- ▶ Do I understand the rationale behind the curriculum design?
- ▶ How do I know how well pupils are making progress as a result of a rich and engaging curriculum?
- ▶ What systems do I have in place that help me and teachers to know how and what pupils are learning?

Session 3:

What does it mean to be a theologian?



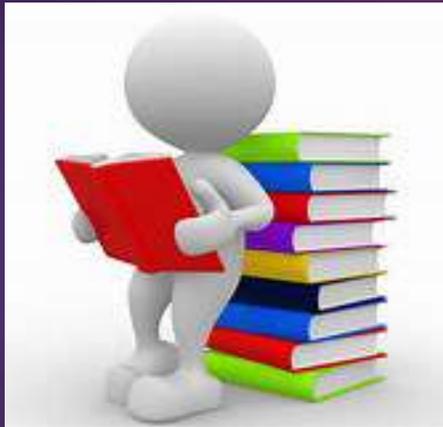
Definition of theology:

Theology: This is about **believing**. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

Specialist skills of theology:

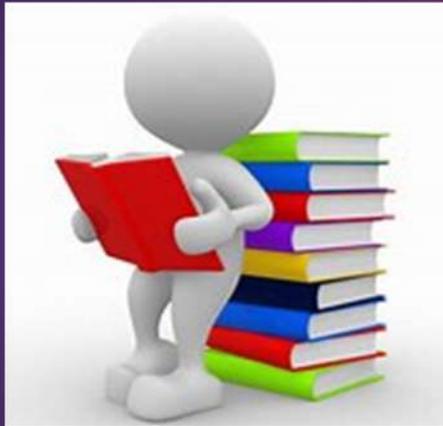
- ▶ Using sources of authority
- ▶ Interpreting texts
- ▶ Hermeneutics: the skill or art of interpretation; of making meaning as we read.

What do we mean by developing 'virtuous readers?'



- ▶ Paying careful attentions to text
- ▶ Coming to the text with an open mind
- ▶ Having intellectual curiosity and humility
- ▶ A desire to seek to find out what the text is saying
- ▶ Being aware of different readings, as well as becoming aware of one's own context and perspective

The value of using texts in the classroom



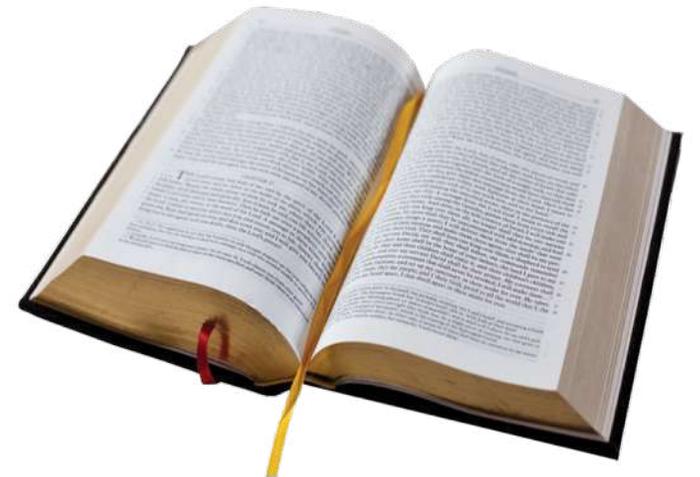
- ▶ **Behind the text:** These are matters around authorship, sources, context, the community for whom the text is written and the reliability of the text.
- ▶ **Within the text:** These are matters around understanding the words themselves in context – what do these text mean?
- ▶ **In front of the text:** This concerns the relationship between the text and the reader, whether teacher, pupil, Christian, Hindu or atheist, and how our modern (or post-modern) context affects how we interpret the text.

The role of the child as reader



What analysing texts well does, is it **takes seriously** the **role of the pupil** as reader, bringing their **own world** to the text whilst giving them the **opportunity** to allow the text to **enlarge their understanding** of the **world**.

Immersing ourselves in sacred texts



How



Whatever we do, the aim is for the pupil to gain greater insight and understanding

- ▶ Why is the text significant to the faith community?
- ▶ How might the text impact on a believers' life?
- ▶ What might the text be saying to you as the reader attending to it?
- ▶ How might the text be formative and transformative?

Oracy

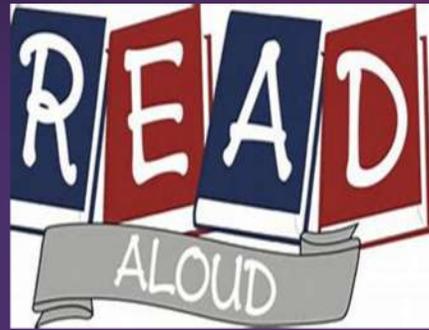
Reading aloud



Significance/purpose

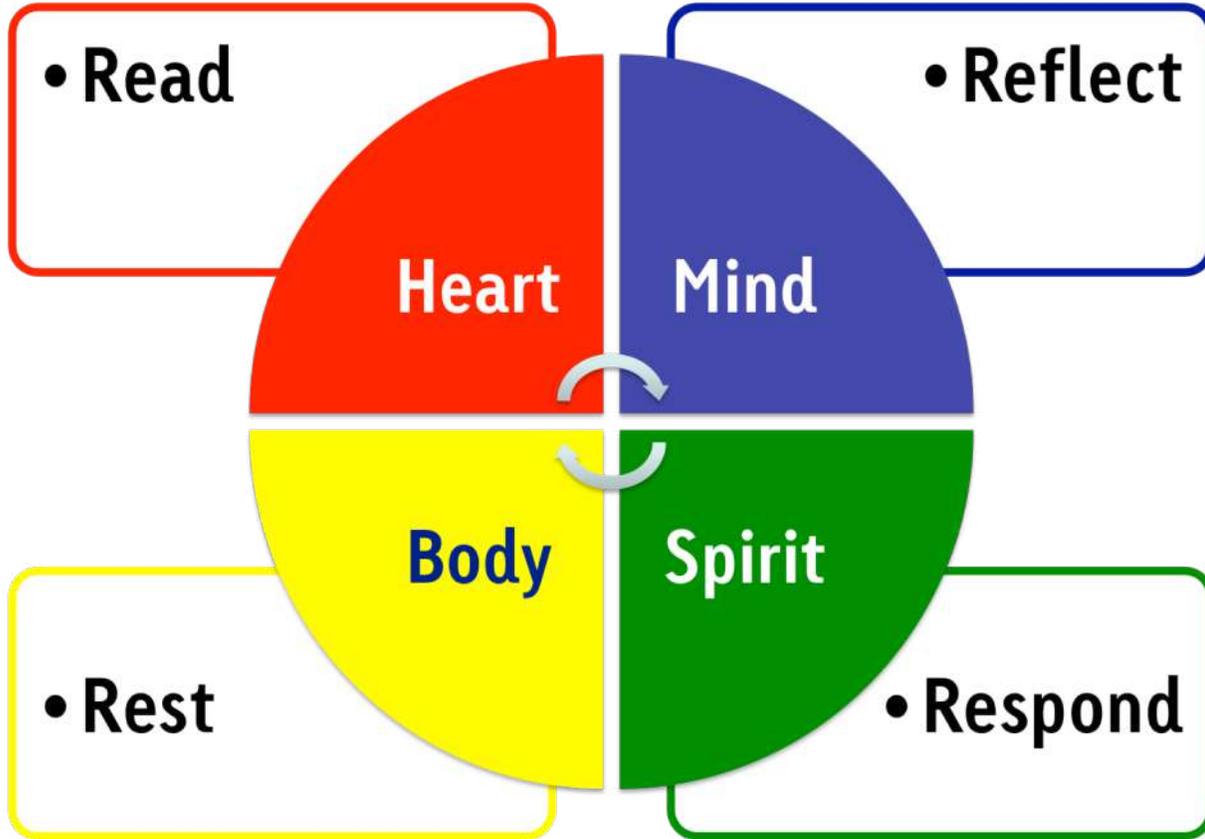
- ▶ Brings the text alive
- ▶ Deepens understanding
- ▶ In tradition with how many faith communities hear their text
- ▶ Different emphasis can be placed on different words, phrases, sections

Ways of reading aloud



- ▶ Straightforward reading
- ▶ Reading texts slowly
- ▶ Re-reading enabling the text to sink in
- ▶ Re-reading revealing more and more each time
- ▶ Reading in groups –community of enquiry
- ▶ Lectio divina

Lectio Divina (divine reading)



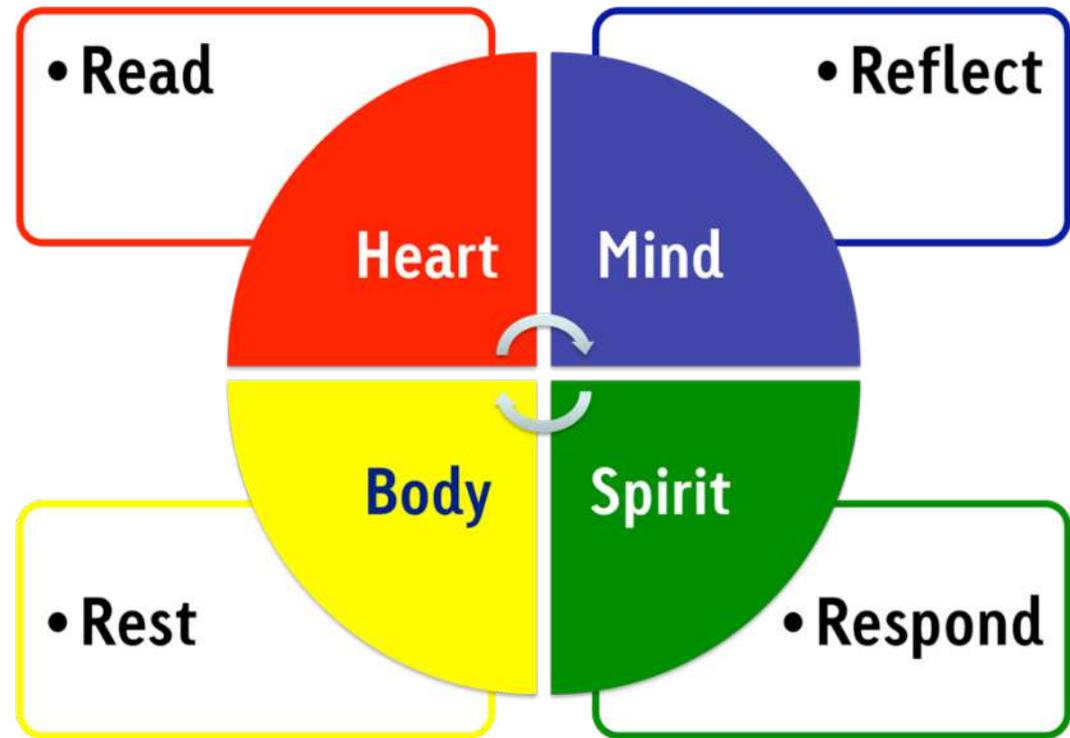
'Lectio Divina is a contemplative way of reading the Bible. It dates back to the early centuries of the Christian Church and was established as a monastic practice by Benedict in the 6th century. It is a way of praying the scriptures that leads us deeper into God's word. We slow down. We read a short passage more than once. We chew it over slowly and carefully. We savour it. Scripture begins to speak to us in a new way. It speaks to us personally, and aids that union we have with God through Christ who is himself the Living Word.'

Extract from 'What is Lectio Divina?' information sheet

Lectio Divina

Three times
reading

- Listen
- Ponder
- Reflect



The virtue of reading



- ▶ Reading in this way encourages **reading** and **re-reading** of texts. This helps pupils to recognise the **impact** texts can have on **believers' lives**. A preliminary reading of a text may result in a **particular response**, but a re-reading might change that. Reading to the **end of a text changes** a reader's perspective when going back through for a second time or a third.
- ▶ The **impact** of this kind of reading and re-reading can be seen in the way religious believers linger in their sacred texts.

Translations

The birth of Jesus foretold

Luke 1

- ▶ ²⁶ In the sixth month of Elizabeth's pregnancy, God sent the angel Gabriel to Nazareth, a town in Galilee, ²⁷ to a virgin pledged to be married to a man named Joseph, a descendant of David. The virgin's name was Mary. ²⁸ The angel went to her and said, "Greetings, you who are highly favoured! The Lord is with you."
- ▶ ²⁹ Mary was greatly troubled at his words and wondered what kind of greeting this might be. ³⁰ But the angel said to her, "Do not be afraid, Mary; you have found favour with God. ³¹ You will conceive and give birth to a son, and you are to call him Jesus.

A virgin conceives

- ▶ ²⁶⁻²⁸ In the sixth month of Elizabeth's pregnancy, God sent the angel Gabriel to the Galilean village of Nazareth to a virgin engaged to be married to a man descended from David. His name was Joseph, and the virgin's name, Mary. Upon entering, Gabriel greeted her:
- ▶ Good morning!
You're beautiful with God's beauty,
Beautiful inside and out!
God be with you.
- ▶ ²⁹⁻³³ She was thoroughly shaken, wondering what was behind a greeting like that. But the angel assured her, "Mary, you have nothing to fear. God has a surprise for you: You will become pregnant and give birth to a son and call his name Jesus.
- ▶

Translation in video form

<https://request.org.uk/resource/restart/2017/11/18/bible-quest-the-nativity/>

Infographic Bible by Karen Sawrey

Translations



- ▶ Similarities/differences
- ▶ What has remained the same? What is different?
- ▶ Why do you think the reasons are for the differences?
- ▶ Do you think the author's intention behind the text has remained the same in both translations?
- ▶ Do you think the message has changed in the translation?

Using a double entry journal

Groups complete these as they read and discuss to yield a rich picture of the text and its meaning

From the text	From your mind
What is the passage about?	What is your reaction?
List some interesting language	What is your theory or idea about this passage? What does it make you think about?
An important quote	What other stories or events does this passage remind you of?
What is the key moment or event in the passage?	What explanation can you give for why this passage/story is still read or retold today?
What is the main idea, theme or concept?	How important do you think this passage is to believers?
Is there a problem or conflict? If so, what is it?	What do other people in your group think about this passage?

Paraphrasing



Significance/purpose

- ▶ Focuses on the essential meaning and elements of the text

Ways of paraphrasing



- ▶ Teacher paraphrases – story telling
- ▶ Videos clips paraphrase very often
- ▶ Encouraging children to paraphrase - a way of checking children's knowledge and understanding of the text

Warning: Ensure in the paraphrasing, the true meaning is not lost and or misinterpreted



Breakout rooms

Paraphrase in five sentences without losing the meaning.

The shepherds and the angels

The Gospel of Luke

- ▶ ⁸ And in that region there were shepherds out in the field, keeping watch over their flock by night. ⁹ And an angel of the Lord appeared to them, and the glory of the Lord shone around them, and they were filled with fear. ¹⁰ And the angel said to them, "Be not afraid; for behold, I bring you good news of a great joy which will come to all the people; ¹¹ for to you is born this day in the city of David a Saviour, who is Christ the Lord. ¹² And this will be a sign for you: you will find a babe wrapped in swaddling cloths and lying in a manger." ¹³ And suddenly there was with the angel a multitude of the heavenly host praising God and saying,
 - ▶ ¹⁴ "Glory to God in the highest, and on earth peace among men with whom he is pleased!"

Mary

Your thoughts

Words/phrases

Type in the chat



African virgin and child

Artist unknown

Further thoughts



Artistic interpretation

Title: 4am Madonna
1994

Artist: Antonia Rolls

Origin: United
Kingdom

Further thoughts





Have your thoughts/opinions changed/been challenged?
What questions are you left with?

Interpretation of text



Luke chapter 2: 6-7

While they were there, the time came for the baby to be born, and she gave birth to her firstborn, a son. She wrapped him in cloths and placed him in a manger, because there was no room for them in the inn.

Drama techniques to aid reading



Significance/purpose

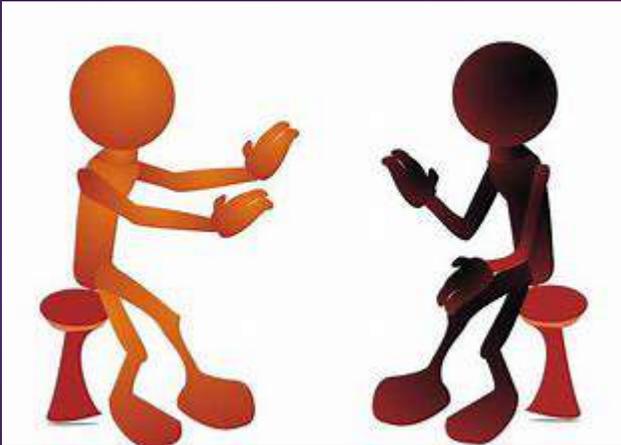
- ▶ Bringing texts alive
- ▶ Unpicks misconceptions
- ▶ Deepens understanding
- ▶ Helps the individual to connect with the text

Drama techniques to aid reading



- ▶ Hot-seating (interview, use lines from the text in 1st person)
- ▶ Conscience alley (unpacking the subconscious, exploring bias)
- ▶ Select one word each from a text to present as a company of 3 to demonstrate key meaning
- ▶ Tableaux (representing a line, phrase or single word in freeze frame)

Silent conversation/ debate



Significance/purpose

Opportunity to.....

- ▶ Raise and answer questions
- ▶ Demonstrate knowledge and understanding
- ▶ Make connections
- ▶ Express views and opinions

Why we teach RE



- ▶ To enable pupils to become religiously literate



Why teach RE

Teach RE because it enables children and young people to.....

- ▶ Develop the ability to think freely
- ▶ Become critically aware
- ▶ Develop into compassionate adults

