

Connecting and Engaging

Exploring and Reflecting

Planning RE using the Mind Friendly Framework for Learning

A practical resource supported by St Gabriel's Programme

THE WORKING PARTY

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The wise teacher does not ask you to enter the house of wisdom. He leads you to the threshold of your own mind.

Kahil Gibrain

Planning RE Lessons using the Mind Friendly Framework for Learning

Approaches to teaching and learning are undergoing a transformation as research information tells us more about how we learn best.

This booklet provides some planned examples for teaching Religious Education. It is based on the Cheshire Agreed Syllabus for Religious Education and the QCA schemes of work. We have used the Mind Friendly Framework as a model for lesson planning.

The Mind Friendly Framework encourages teachers of Religious Education to take account of visual, auditory and kinaesthetic learning in their planning and ensures all pupils can access learning by offering activities for a variety of intelligences. By using the Mind Friendly Learning Framework in RE teachers ensure that their planning is inclusive. The Mind Friendly Framework can be used as a model to plan one lesson or a sequence of lessons and the examples included demonstrate this flexible approach.

EFFECTIVE LEARNING IN RE

Effective learning in religious education requires clear and purposeful teaching that recognises that:

- the pupil is an active learner;
- there should be a dynamic interaction between the pupil and the topic being studied.

Religious Education is centrally concerned with questions of fundamental importance to human beings. Pupils should be provided with a range of opportunities to

- inquire,
- question,
- develop their own responses,
- formulate their own views to these fundamental questions as they encounter and respond to religion.

Religious Education also seeks to promote the positive attitudes and personal qualities which are essential for effective lifelong learning.

enthusiasm; an eagerness to know, commitment to learn, perseverance when faced with new challenges or difficult ideas

curiosity; a willingness to ask questions, the desire to find out more, openness to new ideas and points of view

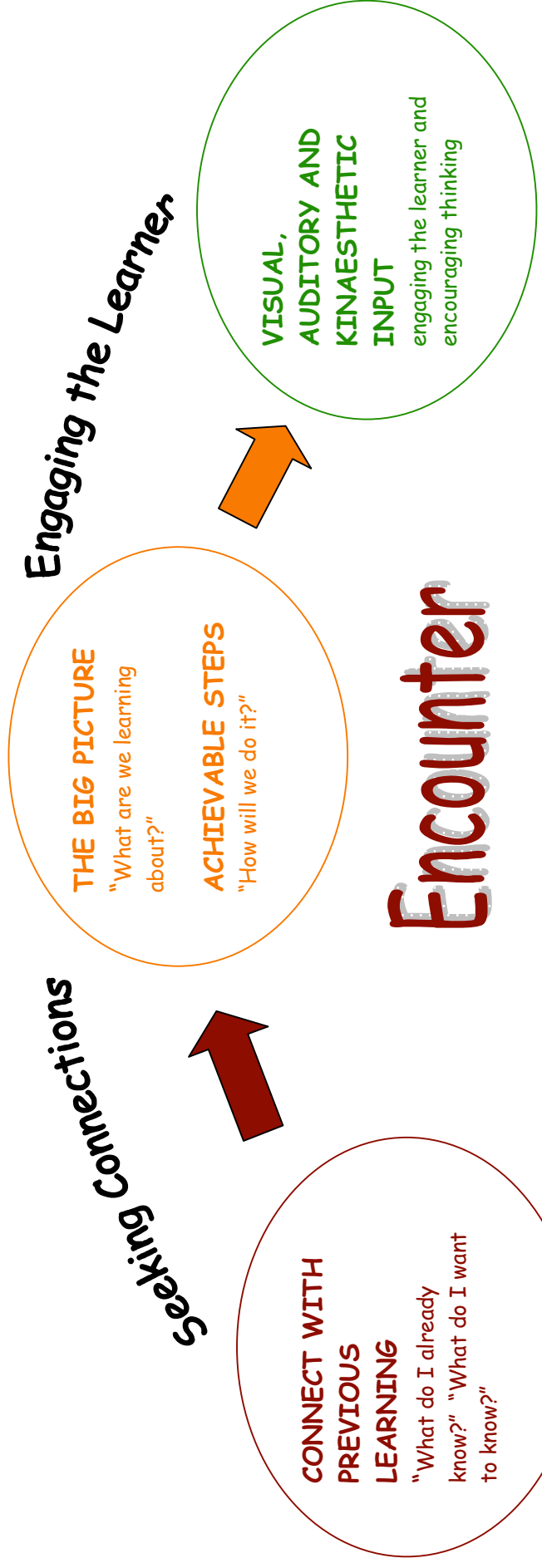
reflection; willingness to give serious thought to spiritual, moral and religious issues, recognition that encountering religion often poses challenges to existing views, readiness to reconsider personal beliefs and values

respect; treating the beliefs and values of others seriously, recognising that other people's views are often held with deep commitment, recognising the right of other people to be different

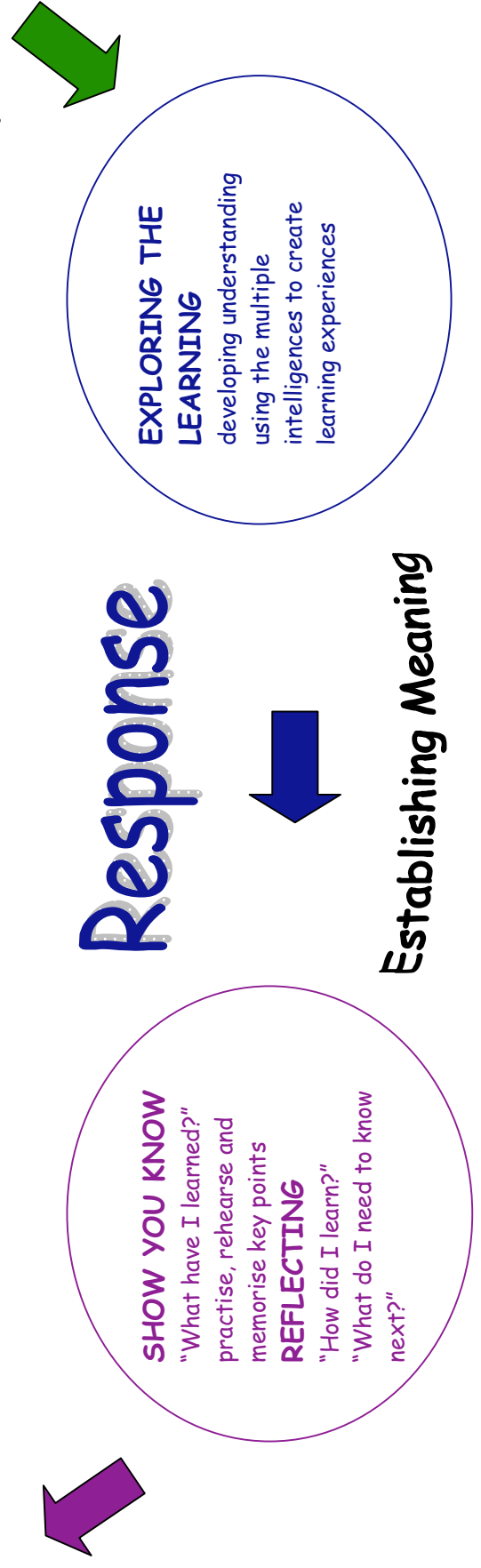
tolerance; readiness to consider the views of others, recognition of the sincerity with which other people may hold different views, conviction that people of different views may live together harmoniously.

from the Cheshire Agreed Syllabus for Religious Education

The Mind Friendly Framework encourages these attitudes and promotes independent learning.



A Mind Friendly Framework for Teaching and Learning in RE



WHAT IS THE MIND FRIENDLY LEARNING FRAMEWORK?

The Mind Friendly Learning Framework offers a process for encouraging inclusive learning and effective teaching in religious education. It consists of the following steps:

ENCOUNTER

the teacher will

- establish an environment which encourages pupils to be relaxed and ready to learn
- connect the new learning to what pupils already know
- give pupils the big picture, an overview of the learning
- break the learning down into achievable steps and explain them
- employ multi sensory methods and open questioning for the input of the lesson

RESPONSE

The pupils will

- explore the learning using a range of learning styles (multiple intelligences) so that they are actively engaged
- review what they know, show what they know, teach someone else
- reflect on how they learned best

from the Cheshire Agreed Syllabus for Religious Education

Engaging the Learner: Visual, Auditory and Kinaesthetic Input

Visual and auditory and kinaesthetic learners access information in different ways and teacher input in a lesson should take account of this. Plan opportunities to deliver material in different ways.

Visual Learners enjoy images and pictures; they look and observe closely. Auditory Learners remember words to songs, rhymes and raps; they enjoy descriptions and explanations and can listen easily without losing concentration quickly. Kinaesthetic learners like models and real objects; they learn through touching, moving and doing.

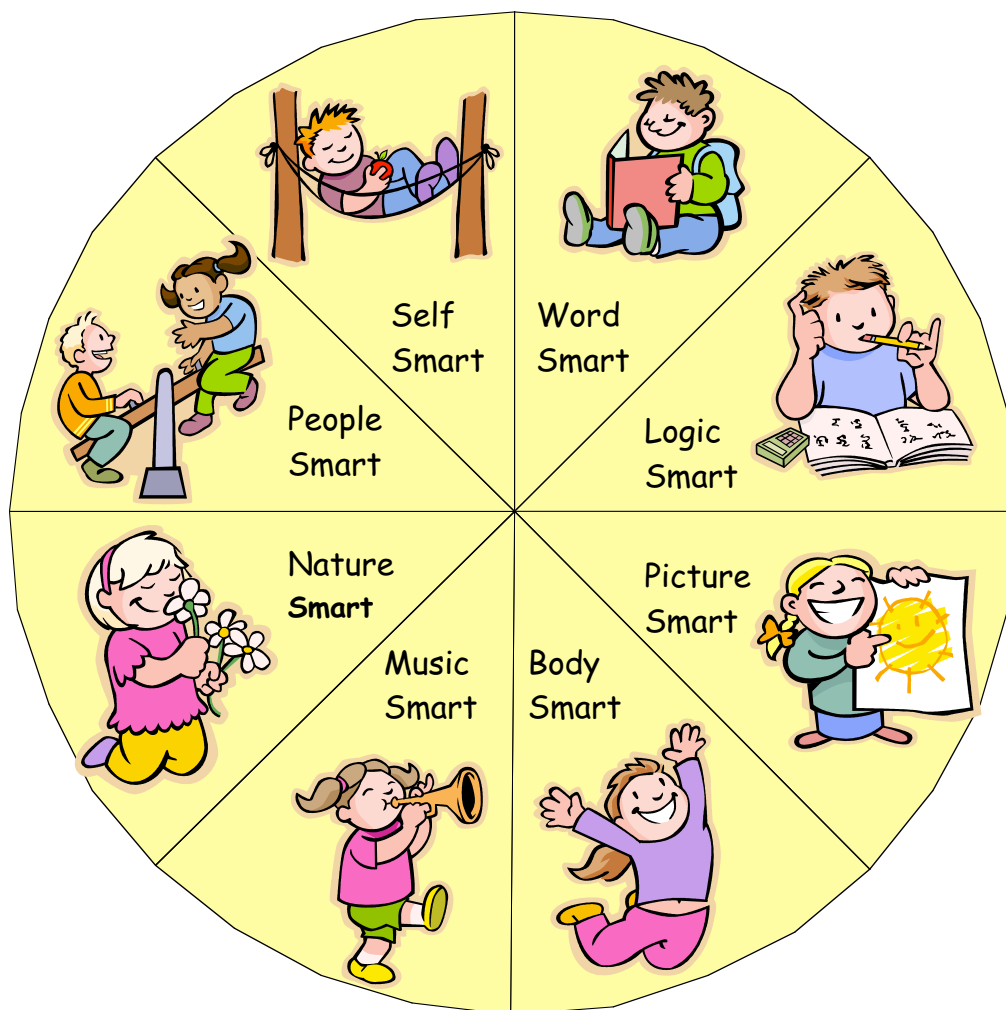
To learn anything fast and effectively you have to see it, hear it and feel it. Tony Stockwell

Engaging the Learner: Visual, Auditory and Kinaesthetic Input

	these learners	teachers could
Visual	<ul style="list-style-type: none"> • enjoy pictures and images • like to read • notice details and look and observe closely • find spoken instructions difficult • often doodle or draw while listening 	<ul style="list-style-type: none"> • use videos and images • provide written information and picture books • model instructions and activities • use drawings, charts and mind maps • use visual prompts
Auditory	<ul style="list-style-type: none"> • remember words to songs, rhymes and raps • enjoy descriptions and explanations • like to be read to • enjoy music • like to explain things to other people • listen easily without losing concentration 	<ul style="list-style-type: none"> • read stories • include songs, rhymes and raps • talk through a process • use music as part of the lesson input • ask pupils to share ideas with each other • use visualisations
Kinaesthetic	<ul style="list-style-type: none"> • like models and objects • enjoy moving about • learn by touching and doing • often walk about while reading or thinking • often tap a pencil or foot when listening, often fidgets 	<ul style="list-style-type: none"> • use artefacts and objects where possible • devise activities with movement • use role play • use actions to establish understanding

EXPLORING THE LEARNING: A LOOK AT MULTIPLE INTELLIGENCES

The theory of multiple intelligences was first developed by Howard Gardner. He defined eight intelligences which we all have to some degree. Most of us have one intelligence which dominates the others and so have preferred ways of establishing meaning for ourselves. When planning for pupils to explore new ideas a choice of learning activities will provide opportunities for all learners. Richard Villa sees the eight intelligences as integral parts of a whole. Teachers can create opportunities for pupils to use their dominant intelligence to develop the others and so pupils can learn ways to get smarter.



Exploring the Learning: A look at Multiple Intelligences

Intelligence	these learners might like to	learning activities could be
Verbal Linguistic: Word Smart	Write; read; tell stories; do word puzzles; learn rhymes; memorise facts; tell jokes	Debates; role play; reading; writing speeches, lyrics for songs, prayers; word games and crosswords; use mnemonics to remember facts
Mathematical/Logical: Logic Smart	Solve problems; do logic puzzles; work with numbers; play strategy games; experiment to test ideas; ask questions; reason things out; explore patterns	Puzzles; timelines; comparisons using Venn diagrams; debates; putting information onto a mind map; seeking patterns in information; creating outlines, storyboards
Spatial: Picture Smart	Do art and design activities; draw accurate representations; build and create models; read maps and charts; look at pictures; think in visual images; do jigsaw puzzles	Concept mapping; artwork; looking at and interrogating photographs; cartoons and storyboards; jigsaw puzzles; making charts and posters; constructing floor plans
Bodily-Kinaesthetic: Body Smart	Move around; act things out; have hands on learning; do craft work; be tactile; dance	Role play and dance; co-operative tasks; creating clay objects; painting words, sentences; constructing floor plans; manipulating words
Musical: Music Smart	Sing and hum; remember melodies and rhythms; listen to music; study with music playing; play instruments	Raps, jingles and rhymes; draw visual images to music; rewrite a story to a familiar tune; use music to remember facts
Interpersonal: People Smart	Be with others and socialise; lead and organise groups; resolve conflicts; empathise with others; co-operate with others;	Co-operative tasks; make group murals; group story writing; interviewing; conferences and debates; role play and dance;
Intrapersonal: Self Smart	Work alone; be independent; set personal goals; reflect and think; pursue their own interests; be individual	Make a diary for a character; make a personal collage; listen to audio tapes; record ideas on audio tape; reflective journals; independent reading or research
Naturalist: Nature Smart	Learn about nature; identify, categorise and classify things; look after pets; know about the world and how it works; show concern for the natural environment	Outdoor investigation; naming and classifying; making collections and lists

PUTTING THE MIND FRIENDLY FRAMEWORK INTO PRACTICE

During the Autumn Term the teachers taking part in the project planned lessons using the Mind Friendly Framework for Learning. We used a planning format which is included here, as well as the lesson plans which were developed following the process of the Mind Friendly Framework for Learning. These lessons were part of a unit of work and so we have also included medium term plans. Frequently the work took place over several days and the teachers have used the planning to suit the topic being studied and their class.

PUTTING THE MIND FRIENDLY FRAMEWORK INTO PRACTICE

A format for planning

Curriculum Focus: Year Group:	Getting ready to learn: A positive mind state: relaxed and alert:
ENCOUNTER Connect to previous learning: What do I already know? What do I want to know?	
The Big Picture: What will I be finding out or learning about?	
Learning intentions: to know, to be able to do, to understand	
Achievable steps: What are we going to do? How are we going to do it?	
Teacher input: engaging the learner and encouraging thinking through visual, auditory and kinaesthetic cues	
RESPONSE Main activity: children explore the learning and develop understanding through activities which take account of multiple intelligences.	
Show you know: practise, rehearse and memorise key points. What have I learned?	
Reflection: How did I learn? What do I need to know next?	

<p>Curriculum Focus: Religious Education: Jesus the Healer, Luke 17: 11 - 19 Key Stage 2</p>	<p>Getting ready to learn: A positive mind state: relaxed and alert: Thank you cards are on the tables as the pupils come into the room.</p>
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ENCOUNTER

Connect to previous learning: What do I already know? What do I want to know?
Thank you: when and why do you say thank you? Has there ever been a time when you have forgotten to say thank you? Talk in pairs write ideas on "Post it" notes and add to white board.

The Big Picture: What will I be finding out or learning about?
This is an RE lesson. It is about Christianity and Jesus who is a special person for Christians. Look at a large cross and an image of a cross. Hold up a Bible. What is this book? Stories about Jesus can be found in this book.

Learning intentions: to know, to be able to do, to understand
Know the story of the ten lepers; to understand how it feels to give and receive thanks.

Achievable steps: What are we going to do? How are we going to do it?
We are going to listen to and explore a story about Jesus from the Bible. We are going to work in small groups or individually. We will explore the story using role play and we are going to talk about the feelings of the characters in the story. We are going to think about the meaning of the story and you will be able to choose how you explore your ideas in a number of different ways.

Teacher input: engaging the learner and encouraging thinking through visual, auditory and kinaesthetic cues

Pictures of people with leprosy. Share with the person next to you what you know about leprosy. It is an illness where you can't feel the ends of your fingers, you could knock yourself and not know that you were hurt; a cut would get infected easily. **This** is a story of 10 men who had leprosy. If you had this illness everyone kept away from you because they did not want to catch it. **Ask** for volunteers to be Jesus and perhaps 3 disciples. **Ask** for 10 volunteers to stand alone in a corner. What does it feel like to be looked at? To have no one speak to you? The 10 ask to be made well. What are you thinking while you are waiting for Jesus answer? **Jesus** says "Go to the priest". Explain that only the priest could say if someone was clean and could live with others. Now what are you thinking? **The** 10 leave Jesus and on the way see that they are healed. What are you feeling? What will you do? **One** turns back and says "Thank you". Jesus says "Ten men were healed where are the other nine? Why has only one person come back to say thank you to God?"

RESPONSE

Main activity: children explore the learning and establish meaning through activities which take account of multiple intelligence learning.
Explore the story using words collected during the telling as a starting point.

- What did you feel like when you knew you had leprosy?
- What did you feel like when Jesus said "Go to the priest"?
- What did you feel like when you said "Thank you"?

Use the words or phrases to

- create some choral speaking about the story in a small group
- make a collage using the words as part of the design
- make some music to accompany the words
- create a thank you card for some one you know
- make a game

Show you know: practise, rehearse and memorise key points. What have I learned?
The groups show their finished piece of work.

Reflection: How did I learn? What do I need to know next?
How did you learn about the story?
Talk to the person next to you or find someone who used a different approach to help them to understand the story.

The ten lepers: teacher input

Picture of leprosy (from the leprosy mission website)

Teacher questions: What do you think these people have in common? What is leprosy?

Teacher information: leprosy is a disease where by the nerve endings are numb: you can't feel the ends of your fingers. There is no feeling in them, so when a person hurts themselves there is no pain - infection creeps in. Many lepers have no fingers or feet. It is incurable.

Teacher Narrative: This is a story about 10 lepers.

I need 10 people to be lepers to help us understand the story.

Teacher Instructions: Volunteers are taken. A sticker is placed on their foreheads to show they are lepers. They are asked to stand in one corner of the room at the front - explain that they are just outside a village.

Teacher Narrative: You all have leprosy. No-one wants to know you because you are infectious. You have had to leave your families in case they get the disease. You can't see your children or wife. No-one will let you into their house. They keep clear of you when you walk down the street. What does that feel like? How do you feel?

Teacher Instructions: Thought bubble is held over one lepers head and then another. As the words are spoken they are written on another laminated thought bubble by CA or a child to be used later.

Teacher Narrative: I need a volunteer to be Jesus. Stand Jesus at the front away from the lepers. Add three disciples to be with Jesus, by his side.

Jesus was walking one day towards Jerusalem.

(Ask Jesus and his friends to walk very slowly towards the lepers)

On their way they met 10 men who all had leprosy. As Jesus drew near to the lepers they shouted out from a distance: 'Help us. Take pity on us.'

Teacher Instructions: Hold thought bubble over a) disciples heads b) lepers' heads. What are you thinking?

Words are noted down by CA or child on another laminated bubble.

Teacher Narrative: Jesus said to them: 'Go and show yourself to the priest and let him examine you' When a leper was cured he had to go to the priest and if he was well, the priest said he was well again and he was allowed back with his family.

So Jesus said: 'Go and show yourself to the priest and let him examine you'

Teacher Instructions: Hold bubble over one lepers head: What are you thinking now? What are you feeling?

Words are recorded on the laminated bubble by CA or child.

Teacher Narrative: The lepers turned around and started walking to the priest's house.

Teacher Instructions: Ask lepers to turn around and walk towards the priest's house

Teacher Narrative: On the way, the lepers looked at their hands and feet and saw that all their patches and sores had gone - they were better. The leprosy had gone.

Teacher Instructions: Use the bubble again: What are you feeling now?

Teacher Narrative: They hurried on towards the priest's house. One stopped and turned around.

Teacher Instructions: (choose one to turn around)

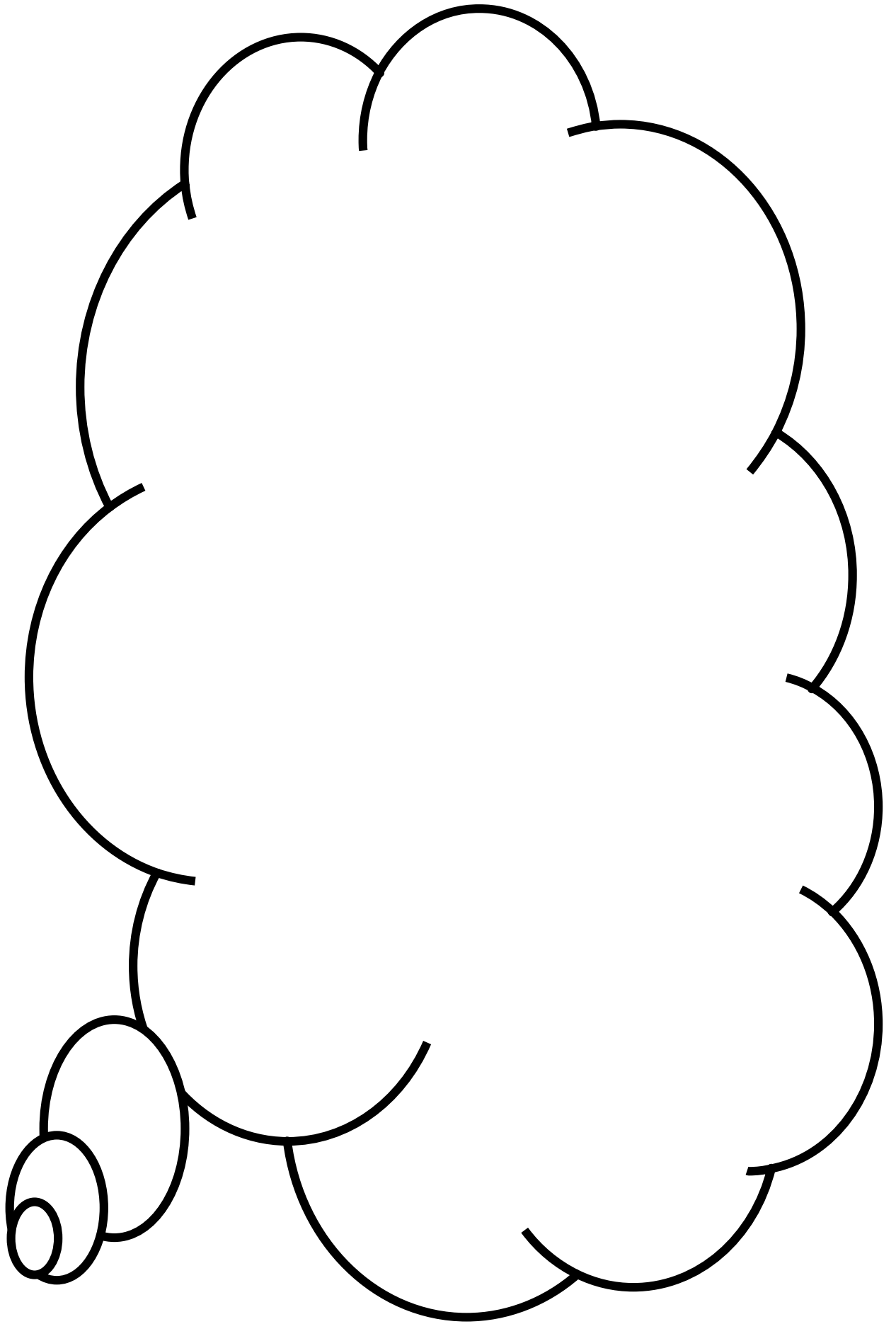
Teacher Narrative: He walked back to Jesus and the disciples and said: Thank you

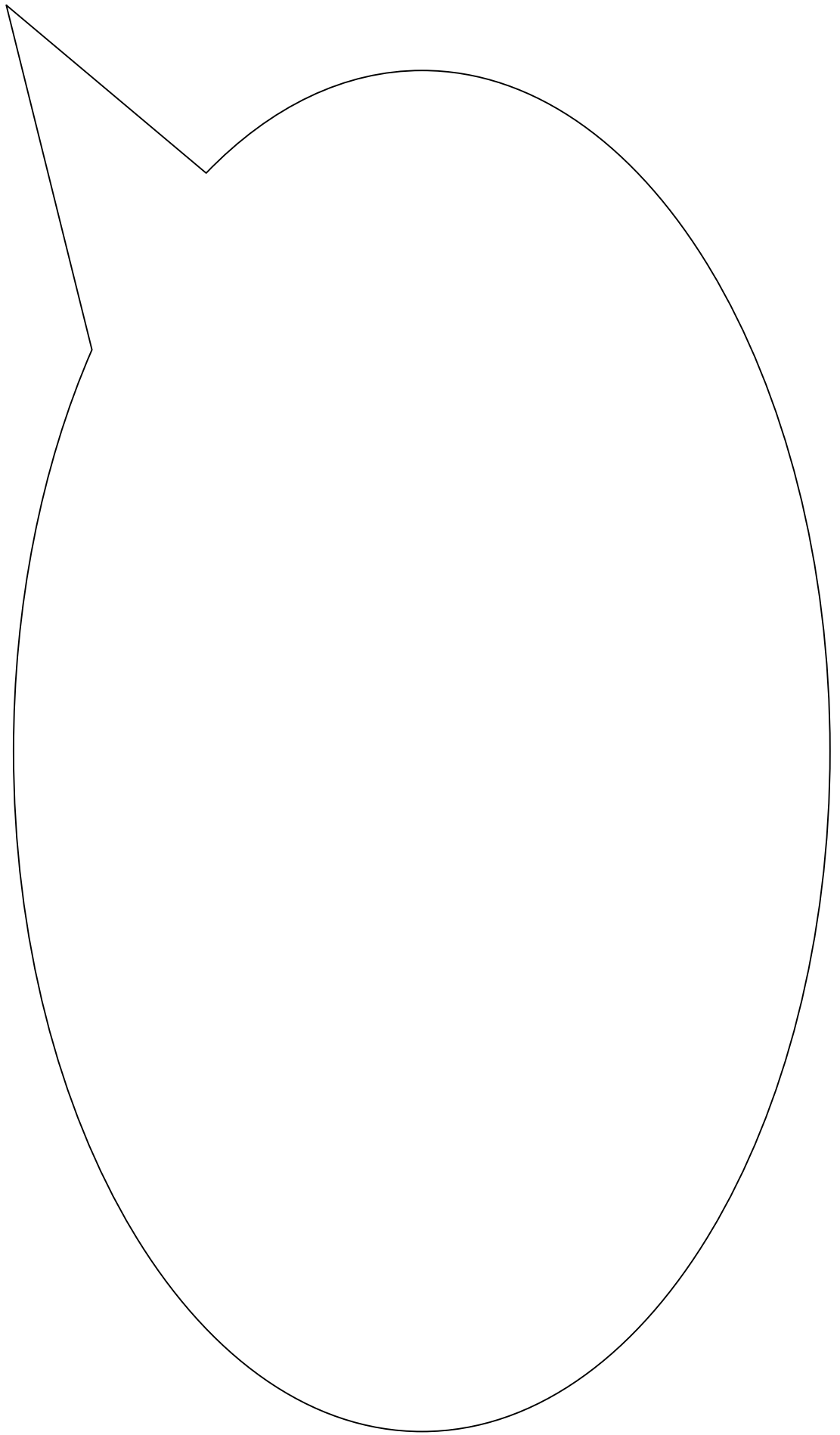
Teacher Instructions: The bubble is placed a) over the disciples head b) over the man's head c) over the head of one of the other lepers : What are you thinking?

Teacher Narrative: Jesus said: Where are the other 9? Why has only one of you come back to say thank you to God

Teacher Instructions: Bubble placed over a) Disciples head b) over the man who said thank you.

Jane Brooke CCC





Curriculum focus: R.E.

Year group: 1/2

Connect to previous learning: What do I already know? What do I want to know?

What do we know about giving gifts? What makes a special gift?

The Big Picture: What will I be finding out or learning about?

Why do we give gifts at Christmas?

Learning intentions: to know, to be able to do, to understand

To learn about the Wise Men giving gifts to the baby Jesus.

To think about what gifts people give to babies and why.

Achievable steps: What are we going to do? How are we going to do it?

We are going to listen to the story of the birth of Jesus, with special thinking about the gifts the Wise Men brought. Then we are going to talk about the kinds of gifts people give to babies, and why we give those particular things.

We are going to reflect on the fact that giving and receiving gifts are important in Christianity and that Jesus was God's gift to people. You will be able to choose a way of making a gift for a baby through artwork, music, writing and dance.

Teacher input: engaging the learner and encouraging thinking through visual, auditory and kinaesthetic cues

- Read an extract from Disney's version of "Sleeping Beauty" about the baby princess's christening and the gifts that the fairies gave to her.
- Talk about the kinds of gifts people give to babies and why.
- Think about how the fairies gifts were "special". Do you think they were good gifts? Why?"
- Discuss "invisible gifts" through sharing the story of "Badger's Party".
- Listen to the story about the birth of Jesus, with special thinking about the gifts the shepherds and Wise Men brought. Could watch the video 'Lion for a King' as an alternative.
- Talk about why the shepherds and Wise Men gave these gifts -were they suitable for a baby?
- What presents do we like, and do we like giving or receiving best?
- Look at a box of presents. Pass the gifts around and decide whether they are suitable to give to a baby or not.
- Listen to some music and decide which is more appropriate for a baby.
- What presents would you give to a baby?
- Brainstorm ideas.
- Discuss why Christians give gifts and how this makes them feel.
- Extension - Discuss Jesus being God's gift.

Main activity: children explore the learning and develop understanding through activities which take account of the multiple intelligences

- Make certificates for friends/family and crackers with promises inside (as invisible gifts)
- Make some music to help a baby go to sleep.
- Make up a song to sing to a baby.
- Create a dance for a baby.
- Make a card to give to a baby.
- Write a story or poem to read to a baby.
- Draw/paint a picture or make a collage to put into a baby's room.
- Design and make a toy suitable to give to a baby.

Show you know: practise, rehearse and memorise key points. What have I learned?

- Each group show what gifts they would give to a baby and explain why the baby would like them. Would they have given any of these presents to baby Jesus?

Reflection: How did I learn? What do I need to know next?

- Think about why it is important to give gifts to others, and how their presents would differ from those of the Wise Men.

What happened? Evaluation

After initially brainstorming ideas about what presents they could give to a baby, I asked the children to think about which present they felt they would enjoy making for a baby. At this point, I was amazed at the children's enthusiasm and inventiveness. Some children thought that they could compose a lullaby, paint a picture, or make a teddy bear or mobile. However, one child felt that as he enjoyed working with batteries and bulbs, he would enjoy making a night light for a baby, which had previously not been suggested. Some children naturally decided to work together to make a lullaby while others felt it was more appropriate to work individually. One group even decided to combine making a mobile and composing a lullaby to make a musical mobile!

To make the session more manageable, some groups designed their gift first so that I could provide all the necessary equipment. This was particularly relevant for the groups making baby toys or night lights which I had not even thought of myself! The groups composing lullabies either composed using a grid to record an instrumental piece or wrote words which we then edited and then added musical accompaniments to.

The children really enjoyed learning through activities which took account of the multiple intelligences. They felt they had "ownership" over the project and enthusiastically expressed their ideas in different ways. They worked co-operatively and produced work which extended beyond my expectations. All the children were very focused and motivated by their work and the atmosphere in the classroom was very infectious.

The thought provoked using this approach was amazing whether it be the words used in the lullabies, the problem solving strategies used to create night lights, teddy bears or mobiles, or the designing involved with creating a picture for the nursery.

The overall feedback from the children was that they had really enjoyed this approach. It also allowed us to evaluate our own skills and learning strategies. In the feedback session, some children showed how they were very proud of their gifts while others felt that they perhaps should have opted for another solution. For example, one child felt he would have enjoyed making a night light rather than a teddy bear and sewing! This developed into a discussion about our own "gifts" or "talents" which neatly led into the next lesson based upon "invisible gifts".

The session also made the children more aware about the thought process involved in giving gifts and the happiness it can create. This was a very worthwhile lesson and one I feel the children will remember!

YEAR 1 MEDIUM TERM PLANS, AUTUMN 2, WHY DO CHRISTIANS GIVE GIFTS AT CHRISTMAS?

RELIGIOUS EDUCATION HALF TERM UNIT	The children will learn to/about:	CONTENT OVERVIEW	RESOURCES
<p>AT1 ENCOUNTER</p>	<p>WHAT IS A SPECIAL GIFT? Look at a selection of wrapped presents. Guess what is inside. Talk about what makes a gift special. In pairs talk about the best gift ever. Bring a favourite gift into school to share.</p> <p>WHY DO PEOPLE GIVE GIFTS AT CHRISTMAS? Tell the story of the visit of the wise men at Christmas. What gifts do people give to babies today? Have a selection of gifts and say why they are important, (clothes, food, toys). Write a sentence about one of them.</p> <p>INVISIBLE GIFTS Read Badgers Party. Think about things that you can do for people to help them. Sing songs (Peace, Perfect Peace/ Give me joy). Explore the idea of "invisible gifts". Talk in pairs about a surprise invisible gift.</p> <p>WHAT GIFTS DO CHRISTIANS BELIEVE JESUS BROUGHT? Have a box with "Jesus" on the outside. What would Christians expect to find in the box if they were thinking of Jesus? What are the gifts Christians believe Jesus brought to the world?</p>	<p>BELIEFS Beliefs about Jesus His birth; as a special person for Christians, God's gift to the world; the qualities that Christians believe Jesus gives</p> <p>The Bible as a special book for Christians containing teaching in stories</p> <p>PRACTICES Celebrations and important events, giving gifts at Christmas Religious ideas and personal feelings can be expressed in a variety of ways</p> <p>VALUES Following the example of Jesus, especially his teaching about love and forgiveness</p> <p>Giving and receiving are important in Christianity</p> <p>The idea of something precious</p>	<p>Stories: Badgers party Papa Panov Baboushka</p> <p>Video: A Lion for a King</p>
<p>AT2 RESPONSE</p>	<p>WHAT GIFTS DO CHRISTIANS BELIEVE JESUS BROUGHT? Have a box with "Jesus" on the outside. What would Christians expect to find in the box if they were thinking of Jesus? What are the gifts Christians believe Jesus brought to the world?</p>	<p>The idea of something precious</p>	<p>The idea of something precious</p>
<p>N.B. In their activities, the children will explore themes, which help to develop sensitivity to spiritual, moral & religious issues.</p>			
<p>ASSESSMENT FOCUS:</p> <ul style="list-style-type: none"> • Retell religious stories and identify some religious beliefs and teachings (At1) • Identify aspects of their own experience and feelings in the religious material being studied (At2) 			

Curriculum Focus: R. E.

QCA Why do Christians give gifts at Christmas?

Year Group: 1

Getting ready to learn: A positive mind state: relaxed and alert:

Listen to the song "Peace perfect peace"

ENCOUNTER

Connect to previous learning: What do I already know? What do I want to know?

Can you remember the precious gifts you brought into school? Look at some of the photographs we took. Can you remember the gifts that the wise men brought to Jesus?

The Big Picture: What will I be finding out or learning about?

That giving gifts is important to Christians and that there are many different ways to give a gift.

Learning intentions: to know, to be able to do, to understand

Some gifts cost nothing but can be precious.

Achievable steps: What are we going to do? How are we going to do it?

We are going to listen to a story, think things you can do to help other people and sing some songs.

Teacher input: engaging the learner and encouraging thinking through visual, auditory and kinaesthetic cues

Read the story of "Badgers Party". In pairs talk about the gifts which Mole brought to the party.

Look at some pictures of people helping others, label them and talk about these things as gifts.

Listen to the song "Peace perfect peace" and together make a list of the other "gifts" in that song.

Show the children a collection of gift bags. Show them that they seem to be empty.

Give the bags to the children (one between two or three) and ask them to talk together about the "invisible gift" that might be inside. Collect the bags and put labels on them as the children return them.

Tell a friend about an invisible gift that you could give to someone in your family.

Listen to the song "Give me joy in my heart"

RESPONSE

Main activity: children explore the learning and develop understanding through activities which take account of multiple intelligences.

- Make a box and put a secret invisible gift inside
- Design a card "My gift to you this Christmas is .."
- Sort pictures of gifts that you can see and gifts that you can't
- Write a Christmas prayer
- Choose some pictures (cut from magazines) to make a collage of invisible gifts
- Use the structure of the song "Give me joy in my heart .." to make up a song about our invisible gifts

Show you know: practise, rehearse and memorise key points. What have I learned?

Remember the invisible gifts through actions decided by the children.

Reflection: How did I learn? What do I need to know next?

What did I do to think about the invisible gifts? Did I write, sing, or look at pictures, draw, make something, talk to a friend or just think by myself?

MEDIUM TERM PLANS

RELIGIOUS EDUCATION HALF TERM UNIT	The children will learn to/about:	CONTENT OVERVIEW	RESOURCES
AT1 ENCOUNTER	<p>The children will learn to/about:</p> <p>That religions usually involve celebrations.</p> <ul style="list-style-type: none"> • What celebrations we know • Introduce Christianity, Islam and Judaism <p>Three religious festivals</p> <ul style="list-style-type: none"> • Christmas • Eid • Pesach <p>Why these three different festivals are celebrated</p> <ul style="list-style-type: none"> • Story of the nativity, through the eyes of the animals • Ramandan, a typical day in a Muslim's life • Moses and the Plagues of Egypt 	<p>BELIEFS</p> <p>Christianity About Jesus - His birth Islam About Allah – provides all good things Judaism About God – cares for His people</p> <p>PRACTICES</p> <p>Christianity Celebration – Christmas Islam Celebration – Eid-ul-fitr Judaism Celebration – Pesach</p>	<p>Pathways of Belief videos -Judaism -Islam</p> <p>Living Religions poster packs</p> <p>Rainbow big books -My Jewish Faith -My Christian Faith</p> <p>'Asif's party' Ginn reading book</p>
AT2 RESPONSE	<p>How these festivals are celebrated</p> <ul style="list-style-type: none"> • Christmas carols, cards, decoration, food... • Food, mendhi, cards • Seder meal 	<p>VALUES</p> <p>Christianity Love of God for His world Islam Concern for the poor and needy Judaism Gratitude to God</p>	<p>Eid cards</p> <p>Seder plate and symbolic foods</p> <p>Indian food</p> <p>Christmas cards and decorations</p> <p>Pictures of mendhi patterns (from the internet)</p>
<p>N.B. In their activities, the children will explore themes, which help to develop sensitivity to spiritual, moral and religious issues.</p> <p>ASSESSMENT FOCUS: Identify and know that some things (celebrations) are characteristic of more than one religion. Compare aspects of their own experiences with those of others.</p>			

<p>Curriculum Focus: Celebrations R.E. Unit 2c Year Group:2</p>	<p>Getting ready to learn: A positive mind state: relaxed and alert: Balloons in the classroom</p>
<p>Connect to previous learning: What do I already know? What do I want to know? When was the last time you had a party? What was it for? We have celebrations for many different reasons.</p>	
<p>Learning intentions: to know, to be able to do, to understand (That Christians celebrate Christmas, Muslims celebrate Eid and Jews celebrate Pesach). We are going to think of questions about some different celebrations that we want to find the answers to.</p>	
<p>The Big Picture: What will I be finding out or learning about? Religions usually involve celebrations, different religions have different celebrations. We are going to find out about some of these.</p>	
<p>Achievable steps: What are we going to do? How are we going to do it? We are going to make a list of different celebrations and then sort them into different groups. We will then think about some information about three different religions. We will then think of some questions about three celebrations.</p>	
<p>Teacher input: engaging the learner and encouraging thinking through visual, auditory and kinaesthetic cues The children work in small groups to make a list of all of the different celebrations and festivals that they can think of. These are to be written in coloured pens on coloured balloon shapes. As a whole class the children will feed back their ideas and decide whether it is a religious festival or other celebration. The teacher can then record these on the board in 2 columns. The religious festivals can then be discussed and contrasted with other kinds of celebration. A selection of posters and pictures available to illustrate some of these. Introduce the three religions we will look at. Show pictures of symbols and learn 3 hand gestures to represent cross, star of David and the crescent moon</p>	
<p>Main activity: children explore the learning and develop understanding through activities which take account of multiple intelligences. The children work in small groups with a set of word cards. The children find the words Jew, Muslim and Christian and then sort the remaining cards into piles beneath each heading. The group can then discuss whether they know any of the words. As a class these piles are checked and adjusted. The words are discussed, comparing the 3 religions e.g. the names for the different holy books, religious buildings. The children find the words Christmas, Pesach and Eid and stick them on 3 sheets. As a group think of questions about these festivals that they would like answering.</p>	
<p>Show you know: practise, rehearse and memorise key points. What have I learned? Use the hand gestures to answer questions about the 3 different religions. Tell a partner 1 question that they would like answering.</p>	
<p>Reflection: How did I learn? What do I need to know next? Think about different things done during the lesson; working with others, thinking of questions, matching cards and using hand gestures.</p>	

<p>Curriculum Focus: Celebrations - Pesach Year Group: 2</p>	<p>Getting ready to learn: A positive mind state: relaxed and alert:</p>
<p>Connect to previous learning: What do I already know? What do I want to know? Refer to list of questions about Pesach.</p>	
<p>Learning intentions: to know, to be able to do, to understand To know why Jews celebrate Pesach.</p>	
<p>The Big Picture: What will I be finding out or learning about? We are going to concentrate on one festival, Pesach. We are going to find out why it is celebrated.</p>	
<p>Achievable steps: What are we going to do? How are we going to do it? We will listen to the story of the Israelites and find out why they celebrated the first Pesach. You will then act out part of the story.</p>	
<p>Teacher input: engaging the learner and encouraging thinking through visual, auditory and kinaesthetic cues Read the story of Moses and the Plagues of Egypt. As the story is told, use pictures to illustrate each plague and think of an action to represent them.</p>	
<p>Main activity: children explore the learning and develop understanding through activities which take account of multiple intelligences. Children act out the final plague in small groups. They can decide whether they wish to tell the story from the point of view of an Israelite, or as an Egyptian.</p>	
<p>Show you know: practise, rehearse and memorise key points. What have I learned? Perform their mini-plays to the rest of the class. Discuss how the different characters would have felt.</p>	
<p>Reflection: How did I learn? What do I need to know next? Think about how we learnt about the story. Did it help you to think about how the Egyptians and the Israelites felt?</p>	

<p>Curriculum Focus: Celebrations Lesson 3 - Pesach Year Group: 2</p>	<p>Getting ready to learn: A positive mind state: relaxed and alert:</p>
<p>Connect to previous learning: What do I already know? What do I want to know? Why do Jews celebrate Pesach? Refer to questions.</p>	
<p>Learning intentions: to know, to be able to do, to understand Know how Jews celebrate Pesach. Know what is put on the Seder plate, and the significance of each item.</p>	
<p>The Big Picture: What will I be finding out or learning about? We will look at how Jewish people celebrate Pesach.</p>	
<p>Achievable steps: What are we going to do? How are we going to do it? We are going to find out how Pesach is celebrated through looking at posters, watching a video and by looking at some of the objects that they use in their celebrations. We will then make a puzzle with clues for people to solve to find out about the items used in the celebration.</p>	
<p>Teacher input: engaging the learner and encouraging thinking through visual, auditory and kinaesthetic cues Use posters to talk through the main points about Pesach. Show the children a Seder plate as seen in the posters. Pass round the items found on the plate one at a time. Identify what each item is and what it represents from the story, then place on the Seder plate. Watch the video about Pesach.</p>	
<p>Main activity: children explore the learning and develop understanding through activities which take account of multiple intelligences. Cut out a copy of the Seder plate and cut flaps in each section of the plate. Glue this plate into their books. Write a clue on the top of the flap and draw and label a picture of that item beneath.</p>	
<p>Show you know: practise, rehearse and memorise key points. What have I learned? Test each other with some of the clues that they have written. Go through the different symbolic foods, what do they represent?</p>	
<p>Reflection: How did I learn? What do I need to know next? We have cut out flaps, drawn and labelled pictures and have used our logical skills to write clues.</p>	

<p>Curriculum Focus: Celebrations Lesson 4 - Eid Year Group:2</p>	<p>Getting ready to learn: A positive mind state: relaxed and alert: Muslim call to prayer</p>
<p>Connect to previous learning: What do I already know? What do I want to know? Which religion celebrated Eid? What were are questions?</p>	
<p>Learning intentions: to know, to be able to do, to understand Why Muslims celebrate Eid. What Ramadan is.</p>	
<p>The Big Picture: What will I be finding out or learning about? Why Muslims celebrate Eid.</p>	
<p>Achievable steps: What are we going to do? How are we going to do it? We are going to watch a video about Muslims during a special time in their year, then we are going to compare what we do during a day with what a Muslim person does during a day by making some timelines.</p>	
<p>Teacher input: engaging the learner and encouraging thinking through visual, auditory and kinaesthetic cues Watch a video about Muslims during the period of Ramadan. Turn to a partner and discuss what they have learnt about Ramadan from the video. Several children to feed back to the rest of the class. Quick-fire question and answer session; if the statement is true make the crescent symbol with hands, if false shake head.</p>	
<p>Main activity: children explore the learning and develop understanding through activities which take account of multiple intelligences. Children to draw a time line of a day with given times marked on: Write or draw pictures to show what they would be doing at those times. On the other side of the timeline draw or write what a Muslim would be doing.</p>	
<p>Show you know: practise, rehearse and memorise key points. What have I learned? Compare personal side of timeline with shoulder partner. Go through Muslim side together.</p>	
<p>Reflection: How did I learn? What do I need to know next? How did we find out about Ramadan? What different ways could we have found out (Talk to a Muslim first hand - emphasise that there are many Muslims in this country. How did we compare their practices with our own?</p>	

<p>Curriculum Focus: Celebrations Lesson 5 - Eid Year Group: 2</p>	<p>Getting ready to learn: A positive mind state: relaxed and alert: Eid card addressed to the class.</p>
<p>Connect to previous learning: What do I already know? What do I want to know? Why do Muslims celebrate Eid?</p>	
<p>Learning intentions: to know, to be able to do, to understand How Muslims celebrate Eid.</p>	
<p>The Big Picture: What will I be finding out or learning about? How Muslims celebrate Eid.</p>	
<p>Achievable steps: What are we going to do? How are we going to do it? We will listen to a story. Then we will make some cards, draw some mendhi patterns and taste some traditional food.</p>	
<p>Teacher input: engaging the learner and encouraging thinking through visual, auditory and kinaesthetic cues The children will listen to the story 'Asif's party' and look at the posters of Eid celebrations. Pass around Eid cards to look at. Consider the patterns used on the cards and how the cards open. Pass round pictures of hands decorated with mendhi patterns.</p>	
<p>Main activity: children explore the learning and develop understanding through activities which take account of multiple intelligences. Make Eid cards using coloured paper. Either choose a photocopy of an Islamic pattern, or draw their own, and stick onto their card. Draw around their hand and decorate it using brown pen in the same style as the mendhi patterns. At the end of the session taste some typical food: samosas, bargi and pakoras.</p>	
<p>Show you know: practise, rehearse and memorise key points. What have I learned? In a circle, show the cards that have been made. Refer to the questions about Eid and see if we can answer those questions, tell a partner the answer.</p>	
<p>Reflection: How did I learn? What do I need to know next? How did we learn about Eid?</p>	

<p>Curriculum Focus: Celebrations Lesson 6 - Christmas Year Group:2</p>	<p>Getting ready to learn: A positive mind state: relaxed and alert: Wish each other a Merry Christmas</p>
<p>Connect to previous learning: What do I already know? What do I want to know? We are experts at Christmas, just close your eyes for a moment and think about Christmas last year.</p>	
<p>Learning intentions: to know, to be able to do, to understand That Christians celebrate Christmas as the birth of Jesus.</p>	
<p>The Big Picture: What will I be finding out or learning about? We are going to think about why Christians celebrate Christmas every year.</p>	
<p>Achievable steps: What are we going to do? How are we going to do it? We are going to listen to the story of Mary and Joseph travelling to Bethlehem and of Jesus being born, but we are going to think about it from different points of view. You are then going to share your ideas with a partner and write your version of the story as though you were an animal there.</p>	
<p>Teacher input: engaging the learner and encouraging thinking through visual, auditory and kinaesthetic cues Look at a selection of Christmas cards and identify the animals. Teacher to tell the story while volunteer animals act sections to the narration and are interviewed about what they are doing and how they feel.</p>	
<p>Main activity: children explore the learning and develop understanding through activities which take account of multiple intelligences. A selection of cards showing either donkeys, camels, sheep or stable creatures are placed on the tables. Children then share ideas with a partner about the animal on their table. The children then write their part of the story from the point of view of that animal.</p>	
<p>Show you know: practise, rehearse and memorise key points. What have I learned? Read one story from each animal. What is common to all of the stories?</p>	
<p>Reflection: How did I learn? What do I need to know next? How did we learn about Christmas today?</p>	

<p>Curriculum Focus: Celebrations Lesson 7 - Christmas Year Group:2</p>	<p>Getting ready to learn: A positive mind state: relaxed and alert: Christmas carols playing quietly</p>
<p>Connect to previous learning: What do I already know? What do I want to know? Tell a partner some of the ways that you celebrate Christmas.</p>	
<p>Learning intentions: to know, to be able to do, to understand How Christians celebrate Christmas</p>	
<p>The Big Picture: What will I be finding out or learning about? How Christians celebrate Christmas</p>	
<p>Achievable steps: What are we going to do? How are we going to do it? We will think about some of the different traditions that we have at Christmas. We will then produce a piece of music to tell some of these things.</p>	
<p>Teacher input: engaging the learner and encouraging thinking through visual, auditory and kinaesthetic cues The children sit in a circle. In the centre is a collection of items and pictures associated with Christmas, with some from other celebrations e.g. tinsel, cards, Santa, stocking, pumpkin face, Easter bunny etc. The children are chosen to select an item from the collection in the middle. When all have an object, tell the partner next to them if it is a Christmas item or not, and why they think that. Go round and share as a class. Discuss how some are traditions, whereas some are more religious. Finish by drawing particular attention to the picture of carol singers and the music playing in the background.</p>	
<p>Main activity: children explore the learning and develop understanding through activities which take account of multiple intelligences. Children can choose to work alone, in pairs or in groups to produce a piece of music. This can be a chant, words spoken chorally with instruments, a rap, new words to an existing tune or a completely new song with their own tune. The words must convey how Christmas is celebrated.</p>	
<p>Show you know: practise, rehearse and memorise key points. What have I learned? Each group to perform their work.</p>	
<p>Reflection: How did I learn? What do I need to know next? How did we learn this?</p>	

<p>Curriculum Focus: Celebrations Lesson 8 - comparison Year Group:2</p>	<p>Getting ready to learn: A positive mind state: relaxed and alert:</p>
<p>Connect to previous learning: What do I already know? What do I want to know? Have a look at all of the questions that we came up with and all the ones ticked off that we answered. Have a think alone, can you remember those answers?</p>	
<p>Learning intentions: to know, to be able to do, to understand To be able to show that they know the similarities and differences between the festivals of Pesach, Eid and Christmas.</p>	
<p>The Big Picture: What will I be finding out or learning about? We are going to compare the 3 festivals that we have looked at.</p>	
<p>Achievable steps: What are we going to do? How are we going to do it? We are going to quickly recap some of the things that we have learnt and then we are going to choose a way of showing what we have learnt.</p>	
<p>Teacher input: engaging the learner and encouraging thinking through visual, auditory and kinaesthetic cues In small groups discuss why and how the different festivals are celebrated. Which religion? Make a number of statements, children to show the answer by using the hand gestures.</p>	
<p>Main activity: children explore the learning and develop understanding through activities which take account of multiple intelligences. Show a selection of possible ways that the children can demonstrate what they have learnt. They can work individually, with a partner or in small groups. They can suggest their own ideas.</p> <ul style="list-style-type: none"> • Make a list of words • Draw a mindmap • Draw a venn diagram • Draw pictures or a cartoon strip • Make a poster • Make a song or a rap • Act parts out • Create a dance • Write a description • Write a fact sheet • Write a story of a person at the festivals 	
<p>Show you know: practise, rehearse and memorise key points. What have I learned? Show what has been produced to the rest of the class.</p>	
<p>Reflection: How did I learn? What do I need to know next? How did you do this work? Reflect over the whole series of lessons, which did you enjoy most and in which did you learn the most?</p>	

Celebrations Year 2: Evaluation

We had decided to consider three different festivals, rather than focusing on just one as suggested in the QCA unit. The children really enjoyed having the variety of festivals to think about and compare.

A lot of their initial questions were based on how we celebrate Christmas and wanting to know if the other festivals had the same practices. The children came up with many questions, which seemed to increase their engagement with the lessons to see if their questions could be answered.

The lessons each took an entire afternoon. It did help that we had read the story of Moses the previous half term and that the children were so familiar with the Christmas story.

When planning this unit I have tried to promote a different intelligence each lesson. When the children were asked which lesson they had enjoyed the most, there was quite a spread across all lessons and all the children said that there was at least one lesson that they had enjoyed.

The final lesson took longer than planned and ran across a couple of afternoons. The children produced several pieces of work though many were swayed in their choice of activity by what their friends decided to do. The activities included a mini play (with scenes from different celebrations), lift the flap posters, word collections, pictures, posters and a collection of three short stories. The finished products were not of the quality I usually expect from the children, but the process that the children chose was of greater importance. All the children in the class were totally engrossed in the activity they had selected, they asked to continue the work the following afternoon, and many wanted to stay in at playtime to finish. The session when we all shared the completed pieces was clearly very important to the whole class, they were keen to show what they had done, but were also keen to see everyone else's work. The greatest impact was with the lower ability group who grew in confidence as they were able to see other people's work as "different" rather than "better".

Finishing by looking at the original set of question balloons and them being able to go through and answer all of their questions was a powerful way of showing how much progress they had made.

MEDIUM TERM PLANS

RELIGIOUS EDUCATION HALF TERM UNIT	The children will learn to/about:	CONTENT OVERVIEW	RESOURCES
<p>AT1 ENCOUNTER</p> <p>and</p> <p>AT2 RESPONSE</p>	<p>The children will learn to/about:</p> <p>Basic facts about the bible as the world's best selling book</p> <p>Recognise the Bible as a collection of different genres, written at different times by different authors</p> <p>Understand that Christians believe the Bible is the word of God and it is relevant to their lives today</p>	<p>BELIEFS</p> <p>The Bible as a basis of Christian faith containing beliefs expressed in different kinds of literature</p> <p>Ways of understanding God through biblical teaching</p> <p>PRACTICES</p> <p>The Bible providing guidance and inspiration for Christians</p> <p>VALUES</p> <p>The expression of values in everyday life e.g. forgiveness, courage, love</p>	<p>Rev. Wynn Reynolds (Bible Explorer booklets)</p> <p>Bibles</p> <p>Ref. Books</p> <p>Videos</p>
<p>N.B. In their activities, the children will explore themes, which help to develop sensitivity to spiritual, moral and religious issues</p>			
<p>ASSESSMENT FOCUS:</p> <p>Show awareness of some religious stories and teachings from the Old Testament.</p>			

<p>Curriculum Focus: Where did the Christian Bible come from?</p> <p>Year Group: 5</p>	<p>Getting ready to learn: Positive mind state: relaxed and alert: Music - children enter to the march from "Raiders of the Lost Ark" - makes the link to archaeological discovery</p>
<p>Connect to previous learning: What do I already know? What do I want to know? In small groups/pairs, discuss prior knowledge about the writing of the Bible. Share knowledge with the whole class and make notes on the board</p>	
<p>Learning intentions: to know, to be able to do, to understand To know basic facts about the origins and development of the Bible and recognise its status as the world's best selling book</p>	
<p>The Big Picture: What will I be finding out or learning about? Introductory session before "Walk through the Bible" - Old Testament</p>	
<p>Achievable steps: What are we going to do? How are we going to do it? 1. Look at clues to discover a mystery object. 2. Share what we already know about this object. 3. Decide what we want to find out.</p>	
<p>Teacher input: engaging the learner and encouraging thinking through visual, auditory and kinaesthetic cues (Sit in circle around sand tray with buried scrolls and Bible)</p> <p>Children take turns to excavate and read out scrolls in order with progressively obvious clues about The Mystery Object.</p> <p>Make notes of each scroll's facts on board.</p>	
<p>Main activity: children explore the learning and develop understanding through activities which take account of multiple intelligences. Use Scroll facts to generate questions and choose different ways of recording them for class collection:</p> <ul style="list-style-type: none"> • Mini-scrolls • Big question marks • Thought clouds • Mind map 	
<p>Show you know: practise, rehearse and memorise key points. What have I learned? Share a question with the class. In small groups/pairs, tell each other three Bible facts.</p>	
<p>Reflection: How did I learn? What do I need to know next? Discuss how we learnt about the Bible.</p>	

The tone for the session was set in a very positive way as most children recognised the "Raiders" march and began to connect it with the sand tray and its protruding scrolls. As the archaeological dig was formally introduced an atmosphere of eager anticipation descended and remained while, one by one, each scroll was excavated and examined. Children gradually began to realise the identity of the mystery object but enjoyed keeping this to themselves until the Bible was finally revealed.

This multi-sensory interaction stimulated our focused discussions about prior and desired knowledge and the enthusiastic response to the choices for recording the questions that had been generated. It was natural that, given the context of the teacher input and its connection to the Dead Sea Scrolls, a great majority of the children chose to create a scroll of their own.

R.E. MEDIUM TERM PLAN: QCA Unit 6F How do people express their faith through the arts?
 An adaptation of the unit to focus on how Christians express their faith during the festival of Christmas through the arts.

RELIGIOUS EDUCATION HALF TERM UNIT	THE CHILDREN WILL LEARN TO/ABOUT:	CONTENT OVERVIEW	resources
<p style="text-align: center;">AT 1 ENCOUNTER</p>	<p>How have artists expressed religious ideas about Christmas? - that art can be sacred and spiritual for believers Pictures:</p> <ul style="list-style-type: none"> • Portrayals of the birth of Jesus – stained glass windows, cards, paintings • How symbolism is used (light etc.) • How colour and texture are used to express meaning • Compare traditional and modern images • Compare the gospels of Matthew and Luke <p>How might music be a way of expressing worship for Christians at Christmas? -that in Christianity, music is way of expressing faith Songs/Music:</p> <ul style="list-style-type: none"> • Identify feelings and emotions associated with a range of Christmas songs and music • Respond to music in a variety of ways • Create music for Christmas worship 	<p>BELIEFS</p> <ul style="list-style-type: none"> • Descriptions of God as a loving father who gave his only son to save others • The meaning of Jesus birth for Christians • The church as a place to worship God and celebrate the birth of Jesus • The basis for the story of Jesus birth <p>PRACTICES</p> <ul style="list-style-type: none"> • Worship: Services Music Images & Colour Icons • Festival of Christmas • Using the Bible to provide guidance and inspiration about the birth of Jesus 	<p>Art Christmas cards Images and paintings of the birth of Jesus Symbols of Christmas Church visit – vestments, artefacts, stained glass</p>
<p style="text-align: center;">AT 2 RESPONSE</p>	<p>How is faith expressed through drama and the media? -that drama is a means of reinforcing important stories and teachings for Christianity Drama/Role play</p> <ul style="list-style-type: none"> • Explore feelings and emotions associated with Christmas • Learn how drama has traditionally reinforced faith stories in Christianity • Evaluate how the Christmas story has been depicted in films and drama presentations • Create dramatic presentations • Act out religious services 	<p>VALUES</p> <ul style="list-style-type: none"> • Courage • Love • Hope • Working with others • Concern for others 	<p>Music Christmas songs Christmas carols Choral singing Song words/ booklets</p> <p>Drama/Role play Video of nativity Nativity play scripts Nativity costumes Nativity props</p>
<p>N.B in their activities, the children will explore themes which help to develop sensitivity to spiritual, moral and religious issues</p>			
<p>ASSESSMENT FOCUS:</p>			
<p>AT1: I can express recognition about some of the ways that Christians use the arts to worship at Christmas.</p>			
<p>I can offer explanation about how these ways and the emotions experienced make a difference to the lives of believers</p>			
<p>AT2: I can use what I have learned about Christian worship and the arts at Christmas to compare with my own experiences</p>			

QCA Unit 6F How do Christians express their faith through the arts at Christmas

Outline of suggested themes/lessons

Theme/lesson <small>Each theme might take more than 1 lesson</small>	Learning objective	Suggested Activities
1. Introduction to the Christian festival of Christmas	To be aware that Christians celebrate the festival of Christmas in a variety of ways	<ul style="list-style-type: none"> • Discuss what Christmas is and agree a definition • Separate religious, secular and commercial aspects of Christmas – mind map • Christmas card sort • Introduce the unit of work – ask children what they want to know
2. Religious picture images of Christmas	To explore how Christians might use visual images of Christmas in their worship	<ul style="list-style-type: none"> • Examine, compare and contrast traditional and contemporary paintings of Christmas (E.g. Slaughter of the Innocents, African Manger) • Examine images of Christmas in terms of Faith Feelings/emotions Colour Texture Mystery Symbolism – Light, signs • Look for evidence of common themes • Relate themes to time periods (E.g. Victorian images etc.)
3. Religious music and songs for Christmas	To understand that Christmas songs and music can be a means of expressing faith	<ul style="list-style-type: none"> • Listen to a range of Christmas music and songs • Sort religious music from other types of Christmas music • Compare and contrast two different pieces of religious Christmas music • Respond to music in a variety of ways (E.g. painting, movement, writing etc.)
4. Using drama and role play to express ideas about Christmas	To know that drama and role play is a means of reinforcing important religious festivals	<ul style="list-style-type: none"> • Act out the Christmas story • Find messages about the meaning of Christmas in children's films/TV/nativity plays • Evaluate nativity play scripts • Find out about miracle plays
5. Visit a Christian church	To understand how Christians worship in church during the Christmas festival	<ul style="list-style-type: none"> • Attend a Christmas service • Arrange to talk with clergy about Christmas: Images & Symbols Vestments Religious services Colour Artefacts Stained glass windows
6. Depict understanding of Christmas through the arts	To be able to communicate understanding of how Christians express their faith at Christmas through the arts	<ul style="list-style-type: none"> • Choose own method to demonstrate learning and understanding of the unit of work (multiple intelligences) • Review the unit of work in terms of learning outcomes • Discuss and plan next steps

<p>Curriculum Focus: <i>Religious Education: Taken from: How do people express their faith through the arts?</i> <i>QCA Unit 6F: Theme 3 Music</i> Year Group: 6</p>	<p>Getting ready to learn: As pupils enter the room, teacher greets each child asking them to enter, calmly and quietly sit where they are comfortable and listen to the music.</p>
<p>Connect to previous learning: what do I already know? What do I want to learn? What has been the theme of the music played as they entered the classroom during the last 2 days? When might you hear this kind of music, where might you hear it and why is it played? Discuss with the person next to you for 3 minutes, share ideas.</p>	
<p>The Big Picture: what will I be finding out or learning about? Explain that this lesson is part of the unit that we have been exploring about how Christians express their faith through the arts during the festival of Christmas</p>	
<p>Learning Intentions: to know, to be able to: to understand To understand and experience how Christmas music and songs are a way of expressing Christian faith and worship</p>	
<p>Achievable steps: what are we going to do? How are we going to do it? Think about a variety of Christmas songs and music. Listen to 2 pieces to compare and contrast them in terms of the feelings and emotions we experience. (Ding Dong Merrily on High & Mary's Boy Child) Express our feelings by painting as picture as we listen Explore and communicate our own understanding about how Christians use religious songs and music to express their faith and to worship at Christmastime - give the children a hint at some of the possibilities!</p>	
<p>Teacher Input: engaging the learner and encouraging thinking through visual, auditory and kinaesthetic cues <u>'ENCOUNTER'</u> Discuss the songs that they have heard on entering the classroom, name known songs and sort into religious and non-religious groups asking children to write names of songs on card and fix onto wall under the appropriate heading. Listen to 2 selected, contrasting, Christmas religious songs. Give children a copy of the song words. Ask children to share ideas, in pairs, using these questions: What are the songs about? Why might they be important to Christians? How might they form part of Christian worship? Listen to one of the songs again and focus on the feelings and emotions that they experience as they listen. Write words on the page of song words. Discuss range of feelings experienced. Choose one of the songs to listen to again, this time paint a picture linked to feelings and emotions. (each child has a piece of paper, chooses 2 colours from green red or purple, squirt blobs of chosen acrylic paint onto a small palette and uses a strip of stiff card to paint with) Encourage children to walk around and look at the paintings and invite volunteers to discuss their pieces in terms of feelings and emotions experienced while listening. Reflect on the feelings experienced by Christians as they use Christmas songs in their worship.</p>	
<p>Main activity: the children explore learning through activities which take account of multiple intelligences: <u>'RESPONSE'</u> Prompt: Explore your own ideas about how Christians might use Christmas music to express their faith and worship Suggested ideas for exploring using multiple intelligences: Musical: Create own music to tell of messages about Christmas Verbal/linguistic: Create lyrics, verses and repeated themes, choral speaking using voice to make music Bodily/kinaesthetic: mime and gesture to music and song lyrics Mathematical/ logical: produce a flowchart of events from song lyrics, look for patterns, repetitions, conduct a survey of most popular religious Christmas songs Natural: Examine Christmas song lyrics for references to the natural world Interpersonal: will you work in a small group or with another person? Intrapersonal: do you prefer to work alone? RESOURCES AVAILABLE: paper, crayons, watercolours, instruments, computer, carol booklets</p>	
<p>Show you know: practice, rehearse and memorise key points, what have I learned? Children show their finished work and explain how their activities have helped them to learn</p>	
<p>Reflection: How did I learn? What do I need to know next? Spend 2 minutes explaining what they have discovered to an 'ideas partner', then swap over. Begin the explanation with 'I understand how Christians might use songs and music to express their faith...'</p>	

R.E. Learning to Learn Lesson Evaluation

The children had noticed the Christmas music used as they entered the classroom almost immediately on the first day. Whenever I played the music, I also turned off the lights and the children entered the room to lamp light and the lights of the classroom Christmas tree. This in itself had a very calming and almost 'spiritual' effect. (Especially during the dark, December afternoons!)

Encounter

The introduction to the lesson went well and the children were enthusiastic about using their multiple intelligences to explore their own learning. As the lesson progressed, we realised that the tune was also important when considering feelings and emotions. The words clearly told aspects of the Christmas story and of celebrating the birth of Jesus. One child remarked that the songs told of a 'journey' as told in the Bible. However, the children said that some of the tunes made them feel 'joyful' while softer music made them feel thoughtful and even quite sad. One child said that it made her remember all the people that might have been 'lost' since last Christmas.

The children really enjoyed the painting activity and said that they'd never done anything like this before. The emphasis was placed on remembering the Christmas story through the words and then expressing feelings and emotions using paint while listening to music and words. The results were mixed. Some paintings were a series of patterns arranged over the paper while other paintings were great splashes of colour all merging together – some of the children abandoned the card 'brushes' and used their hands in a riot of colour!

It was at this point that we decided that we would plan our activities for exploring and communicating our own learning using the multiple intelligences and would use another session to give full justice to the learning intentions - and the children's enthusiasm.

Response

I was surprised that so many children chose to perform their own music to explore their own learning about the way that Christians use music as a way of expressing their faith during worship. One group asked if they could perform a rap. This was because they thought that it might not be appropriate and sparked a good discussion about what format could/should be used. Many children felt that 'traditional' Christmas worship songs were performed to organ music and were 'churchy'. Others argued that it was the words sung and their meaning that made it an act of worship rather than the style of music. Many said that the Christmas story could and should be told using a wide range of music styles – a valid point!

The children chose whether to work in a group, as a pair or individually. Some produced lovely drawings; another pair conducted a survey of favourite religious Christmas music. They commented that many people they asked had expressed a preference about the tune rather than the words. Another child chose to find references to the natural world in the Christmas song lyrics, his findings yielded a very high incidence of references.

The children emphasised that they had gained a much deeper understanding of how and why Christians might use music and songs as part of their worship and to express faith. They also said that the lesson had made them focus on the Christmas story and the many messages about the story that were given in the songs. For several days after the lesson, when listening to a Christmas CD (mixed religious and non religious) the children discussed among themselves whether it would be good for Christian worship or not. Some songs e.g. 'Do they know its Christmas?', were not strictly religious but had very important messages for all people including Christians.

I was really pleased by the way the children responded and their comments were very reflective and thoughtful. Furthermore, they had said that the lesson had been good fun and enjoyable!



Assessment

The following "I can" statements are helpful in providing suitable language for the "What have I learned" part of the framework. We have also included the National Expectations in R.E. as they identify progression for each attainment target.

ATTAINMENT TARGET 1: LEARNING ABOUT RELIGIONS

- LEVEL 1 I can remember a Christian (Hindu etc) story and talk about it.
I can recognise objects that are special to Christians (Hindus etc).
I can recognise religious symbols and words and talk about them.
- LEVEL 2 I can say some things that people believe about God and tell a Christian (Hindu etc) story.
I can talk about some of the things that are the same for different religious people.
I know what some Christian (Hindu etc) symbols stand for and I can say what some of the art (music etc) is about.
- LEVEL 3 I can describe what a believer might learn from a religious story.
I can describe how believers use holy books, (places etc).
I can identify the religious beliefs which may be contained in religious art (music etc).
- LEVEL 4 I can make comparisons between the beliefs and ideas of some religions and show how they are connected to believers' lives.
I can explain different things that might be involved in belonging to a religion.
I can express beliefs I ideas / feelings in styles and words used by believers and explain what they mean.
- LEVEL 5 I can recognise some of the main beliefs I ideas shared by some religions and can explain how these make a difference to the lives of believers.
I can recognise some of the main practices shared by some religions and can explain how these make a difference to the lives of believers.
I can compare the way believers express their beliefs and ideas and can explain how these make a difference to the lives of believers.
- LEVEL 6 I can show my understanding of religious beliefs and ideas and how they may belong to a particular group within a religion. I can see reasons for people's beliefs and ideas, whether or not I agree with them.
I can show my understanding of religious practices and lifestyles and how they may belong to a particular group within a religion. I can see reasons for people's practices and lifestyles, whether or not I agree with them.
I can show my understanding of how religious beliefs and ideas may be expressed in different ways and how particular forms of expression may be used by groups or individuals. I can use religious terms correctly.
- LEVEL 7 I can show how religious beliefs and ideas may be connected to the needs and concerns of people living at different times and in different situations.
I can show how religious practices and lifestyles may be connected to the needs and concerns of people living at different times and in different situations.
I can show how different forms of religious expression, such as story, poetry and art, may be connected to the needs and concerns of people living at different times and in different situations.
- LEVEL 8 I can show how different people's lives (as individuals or in communities) have been affected by religious beliefs and ideas. I can pick out the most significant influences and explain why they had the effect they did.
I can show how people have different opinions on religious practices and lifestyles and how they have different approaches to them. I can pick out the most significant reasons for these differences and give examples of them.
I can show how people have different opinions on religious art and literature. I can pick out the most significant reasons for these differences and give examples of them.

ATTAINMENT TARGET 2: LEARNING FROM RELIGION AND HUMAN EXPERIENCE

- LEVEL 1 I can talk about things that happen to me.
I can talk about what I like/dislike in a story
I can talk about what is important to me and why.
- LEVEL 2 I can talk about what happens to others with respect for their feelings.
I can talk about some things in stories that make people ask questions.
I can talk about what is important to others and to those who have a religious belief with respect for their feelings.
- LEVEL 3 I can compare some of the things that influence me with those that influence other people.
I can compare my ideas about life with those of other people.
I can link the things that are important to me and other people to the way I behave and think.
- LEVEL 4 I can ask questions about the lives of believers and suggest appropriate answers.
I can ask questions about life and suggest appropriate answers -with reference to some religions.
I can ask questions about the decisions people make -including believers -and I can suggest what might happen as a result of different decisions.
- LEVEL 5 I can use what I have learned in RE to compare my identity and my experience with that of others -including believers.
I can use what I have learned in RE to compare my ideas about life with those of others -including believers.
I can use what I have learned in RE to compare my views about moral issues with those of others - including believers.
- LEVEL 6 I can relate the teaching and experience of different inspirational people to my own and others' lives.
I can relate different religious perspectives on the meaning of life to my own and others' views.
I can relate different religious perspectives on a range of contemporary moral issues to my own and others' views.
- LEVEL 7 I can give different religious and non-religious views on what makes up a person's identity and forms their experience. I can give reasons and examples to illustrate what I think the best ideas are.
I can give different religious and non-religious views on some of the big questions of life. I can give reasons and examples to illustrate what I think the best ideas are.
I can give different religious and non-religious views on questions of right and wrong. I can give reasons and examples to illustrate what I think the best ideas are.
- LEVEL 8 I can present my own well-informed point of view on what makes up a person's identity and what forms their experience. I can argue my case in relation to different religious and non-religious views and feelings.
I can present my own well-informed point of view on some of the big questions of life. I can argue my case in relation to different religious and non-religious views and feelings.
I can present my own well-informed point of view on questions of right and wrong. I can argue my case in relation to different religious and non-religious views and feelings.

National Expectations in RE: progression and assessment

AT1 Encounter: learning about religion		AT2 Response: learning from religion			
Knowledge and understanding of:		Asking and responding to questions of:			
Beliefs and teachings (What people believe)	Practices and Lifestyles (What people do)	Expression and language (How people express themselves)	Identity and experience (making sense of who we are)	Meaning and purpose (making sense of life)	Values and commitments (making sense of right and wrong)
Pupils recount outlines of some religious stories	Pupils recognise some features of religious life and practice	Pupils recognise some religious symbols and words	Pupils identify aspects of own experience and feelings, in religious material studied	Pupils identify things they find interesting or puzzling, in religious material studied	Pupils identify what is of value and concern to themselves, in religious material studied
1	retell religious stories and identify some religious beliefs and teachings	suggest meanings in religious symbols, language and stories	respond sensitively to the experiences and feelings of others, including those with a faith	realise that some questions that cause people to wonder are difficult to answer	respond sensitively to the values and concerns of others, including those with a faith in relation to matters of right and wrong
2	describe some religious beliefs and teachings of religions studied, and their importance	make links between religious symbols, language and stories and the belief or ideas that underlie them	compare aspects of their own experiences and those of others, identifying what influences their lives	compare their own and other people's ideas about questions that are difficult to answer	make links between values and commitments, including religious ones, and their own attitudes or behaviour
3	show understanding of the ways of belonging to religions and what these involve	show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language	ask questions about the significant experiences of key figures from the religions studied and suggest answers from own and others' experiences, including believers	ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied	ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues
4	describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the and making some comparisons between religions	explain how some forms of religious expression are used differently by individuals and communities	make informed responses to questions of identity and experience in the light of their meaning	make informed responses to questions of meaning and purpose in the light of their learning	make informed responses to people's values and commitments (including religious ones) in the light of their learning
5	explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities				

PROGRESSION IN KNOWLEDGE, UNDERSTANDING AND SKILLS IN RE

AT1 "Encounter" learning about religions Knowledge and understanding of beliefs and teachings, practices and lifestyles, expression and language	Level	AT2 "Response" learning from religion Response, evaluation and application of questions of identity and experience, meaning and purpose, values and commitments
recounting stories; recognising features	1	identifying aspects
identifying and knowing some things are characteristics of more than one religion; suggesting meanings	2	responding sensitively
describing aspects; making links with language and expression	3	comparing their own and other people's experience
describing and comparing key aspects; giving meanings in different forms	4	asking questions and suggesting answers in light of teachings of the religion studied
explaining the difference that beliefs, teachings and features make to individuals and communities and their use	5	making informed response in light of learning