

Other Dimensions

*how religious education
may contribute to
personal, social and
health education and
citizenship at key stages
1 & 2*

OTHER DIMENSIONS

Somerset County Council 

 Saltley Trust

 THE UNIVERSITY
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OTHER DIMENSIONS

how religious education may contribute to personal, social and health education and citizenship at key stages 1 & 2

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**Other Dimensions: how religious education may contribute to
personal, social and health education and citizenship
at Key Stages 1 and 2**

Why you might need this document:

- to audit your current strengths in PSHE&C and decide future developments;
- to work out strategies for improving current provision;
- to establish links between RE and the PSHE&C curriculum;
- to engage colleagues, parents and governors in helping pupils learn in RE and PSHE&C;
- to engage pupils in assessment of their own progress in RE and PSHE&C;
- to prepare for Ofsted inspection;
- to build up resources and a bank of good ideas to support teaching and learning in RE and PSHE&C.

FOREWORD

Statement by Chairs of Somerset and North Somerset SACREs

We are delighted to present this joint publication at a time when the government has, through its Green Paper, *Choice and Excellence - A Vision for Post 14 Education* (14.02.02), strengthened its commitment to 'education with character'.

In her introduction to the Green Paper, Secretary of State, Estelle Morris, notes that, 'It is important that young people learn to know right from wrong; get along with their fellow students; work in teams; make a contribution to the school or college as a community; and develop positive attitudes to life and work. This is important not only for their own personal development, but also because employers increasingly emphasise not just academic qualifications, but skills and attitudes such as enterprise, innovation, teamwork, creativity and flexibility.'

Certain subject areas are specifically mentioned as offering a particularly important contribution to this aim: citizenship, religious education, careers education, sex education, physical education and work-related learning.

The Secretary of State notes that, 'An effective programme of personal, social and health education (pshe) often provides the framework for some of these areas, and is particularly important in equipping young people, especially the more vulnerable ones, to maintain their engagement in learning' (3.12).

We hope you will feel that this document will be of practical use as schools aim to promote high quality religious education which contributes to schools' provision of 'education with character' and to pupils' growth as healthy and well-balanced individuals, ready to play their part in the life of the school and community.

We would in particular like to thank the St Peter's Saltley Trust and the National Association of SACREs (NASACRE) whose grant has substantially funded the project.



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IMPORTANT NOTE

The connections made in this document between Religious Education and Personal, Social and Health Education and Citizenship (PSHE&C) are based on *Awareness, Mystery and Value*, the Agreed Syllabus for Religious Education in Somerset, North Somerset and Bath & North East Somerset (AMV). The topics listed below, however, will be similar to those found in most RE syllabuses. It will be up to schools to decide whether the ideas for lessons connecting RE and PSHE&C contained in this publication fit the requirements of their own RE syllabus.

The **focus areas** listed here, and in the planning sheets of Section 2, refer to the 'areas of enquiry' listed in the Qualifications and Curriculum Authority (QCA)'s non-statutory guidance on religious education (2000). The Somerset arrangement of these areas is as follows:

- A = Human identity, personality and experience;
- B = The world in which we live;
- C = People's values and commitments;
- D = Beliefs about the spiritual dimensions of life;
- E = Religious practices and lifestyles;
- F = Ways of expressing religious beliefs, ideas and feelings.

OVERVIEW OF THE STUDY UNITS

KEY STAGE 1

Unit No.	Unit Title	Focus Areas
1	Ourselves	A & D
2	Festivals And Celebrations	B & E
3	Special Books	C & F
4	Friends, Family & Community	A & E
5	Milestones In Family Life	B & F
6	Rules And Choices	C & D
7	Special Places	A & F
8	The World Around Us	B & D
9	The Life of Jesus	C & E

KEY STAGE 2

Unit No.	Unit Title	Focus Areas
1	Ourselves	A & D
2	What's It Like To Be A Christian? - The Life and Teaching of Jesus	B & E
3	Writings	C & F
4	What's It Like To Be A Christian? - Belonging, Belief And Identity	A & E
5	Journeys	B & F
6	Barriers And Bridges	C & D
7	Expressions Of Belief	A & F
8	Questions And Mysteries	B & D
9	Life Stories	C & E
10	What's It Like To Be A Hindu?	A/E & B/E
11	What's It Like To Be A Muslim?	A/E & B/E
12	What's It Like To Be A Jew?	A/E & B/E

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i INTRODUCTION

The focus of the materials presented here is to provide schools with guidelines and practical examples to *support* effective teaching and learning in personal, social and health education and citizenship (PSHE&C) through religious education and through other aspects of the school curriculum.

The document draws out, particularly in the opening section, how, in following the locally agreed syllabus for RE, *Awareness, Mystery and Value* (AMV), teachers can engage pupils in learning activities which contribute to PSHE&C requirements, as published in the non-statutory guidance on PSHE&C for Key Stages 1 and 2. These requirements are available in full via the QCA website at: <http://www.qca.org.uk/ca/subjects/pshe/>.

The intention has been to show how PSHE&C aspects may be DEVELOPED through the medium of religious education, not just covered 'by the way'. Of course, some units of AMV provide stronger links than others – and there are some learning opportunities in AMV which are not exemplified in terms of links with the PSHE&C requirements. It is also the case that some of the examples of suggested learning activities do not contain links to specifically religious material – this is in keeping with the philosophy of the agreed syllabus, which contains links to broader aspects of human experience, not just links with specific religious traditions.

The working parties have not attempted to cover every single one of the PSHE&C requirements, and even where links are indicated, it will be for schools to judge whether there are other aspects of the curriculum and of school life which may make the links more secure. The intention, in any case is to prompt your thinking in relation to the school's whole approach to PSHE&C and to point to existing materials which support this aim (especially in Section 2).

The working parties recommend that, in addition to the information supplied in this document, schools should engage in an audit of the PSHE&C requirements in order to see where aspects need to be 'delivered' in the curriculum and in the life of the school (see Section 1). Simply because a link is made once in RE does not prevent a revisit of the PSHE&C aspect in other areas of school life.

These materials were produced, in the first instance, by a working party of the Somerset Standing Advisory Council on Religious Education (SACRE), and made possible through a grant awarded by the St Peter's Saltley Trust and the National Association of SACREs (NASACRE), whose support is here gratefully acknowledged.

Additional materials have also been provided through co-operation with a cross-phase working party organised by North Somerset SACRE.

ii USING THE MATERIALS

SECTION	USE
<p>Section 1: Auditing your schools current provision for PSHE and Citizenship, with questions to guide schools in developing links between RE, PSHE and Citizenship and a checklist of units from the agreed syllabus that contribute to PSHE&C requirements and Early Learning Goals.</p> <p style="text-align: center;">Page 8</p>	<p>Use this section to help you:</p> <ul style="list-style-type: none"> a) conduct an audit of your school's current curriculum provision against the requirements for PSHE&C; b) work out your school's current strengths in PSHE&C; c) work out strategies for improving current provision; d) engage colleagues, parents and governors in helping pupils learn in RE and PSHE&C; e) develop a model for engaging pupils in assessment of their progress in RE and PSHE&C; f) prepare for Ofsted inspection.
<p>Section 2: Links between Awareness, Mystery and Value (AMV) and PSHE and Citizenship programmes of study at each key stage</p> <p style="text-align: center;">Page 22</p>	<p>Use this section to help you work out:</p> <ul style="list-style-type: none"> a) how much of your current RE programme contributes directly to the requirements for PSHE&C; b) what you could realistically do to develop your RE programme to contribute more to PSHE&C; c) how much of the PSHE&C requirements are NOT covered by your RE programme.
<p>Section 3: Worked examples: how RE may contribute to aspects of PSHE and Citizenship</p> <p style="text-align: center;">Page 65</p>	<p>Use this section to help you:</p> <ul style="list-style-type: none"> a) develop your ideas for further links between RE and PSHE&C; b) engage colleagues in exciting co-operative projects!
<p>Section 4: Contributing to RE, PSHE and Citizenship through contacts with religious communities</p> <p style="text-align: center;">Page 81</p>	<p>Use this section to help you:</p> <ul style="list-style-type: none"> a) decide on which visits and visitors would best support your programmes for RE and PSHE&C; b) set the RE and PSHE&C context for visiting speakers and visit leaders and guides.
<p>Section 5: Resources and websites for supporting the links between RE, PSHE and Citizenship</p> <p style="text-align: center;">Page 84</p>	<p>Use this section to help you:</p> <ul style="list-style-type: none"> a) build up resources for RE and PSHE&C; b) build up a bank of good ideas to support teaching and learning in RE and PSHE&C.
<p>Section 6: RE, PSHE and Citizenship in the context of Healthy Schools</p> <p style="text-align: center;">Page 86</p>	<p>Use this section to help you:</p> <ul style="list-style-type: none"> a) relate your approaches to RE and PSHE&C to your school's aims and ethos.

SECTION 1:

AUDITING YOUR CURRENT PROVISION FOR PSHE AND CITIZENSHIP

1.2 Questions to Guide Schools in Developing Links Between RE, PSHE and Citizenship (including advice on preparing for Ofsted inspection)

Schools' responsibilities

- Are we providing ALL pupils with accurate information, to help them clarify the attitudes and values which influence their life choices?
- Are we offering the opportunities to rehearse and develop personal and social skills?
- Since the ethos of the school can give very strong messages, have we taken account of both the taught and hidden curriculum?
- Have we involved other members of the school community (governors, parents, other community members) in supporting (not supplanting) the work of teachers?
NB Somerset Healthy Schools Programme published 'School use of visitors and outside agencies in health promotion' in November 2001, contact Dr Kath Wilson, 01823 344395, for further details.
- In order to ensure inclusion, have we considered the needs of all pupils in planning our provision?
- Have pupils participated in planning and monitoring the curriculum and policies relating to PSHE&C?
- Is our curriculum relevant, related and realistic for the lifestyles that our pupils lead?
- What other opportunities do we provide for giving pupils a voice and ensuring they are consulted and given appropriate methods of participating in school life?

Implementing the taught aspects of the PSHE&C curriculum

- How is the PSHE&C taught curriculum planned and coordinated?
- As with all cross-curricular teaching, is our programme coordinated to ensure that repetition is avoided and there are no important omissions?
- Is our programme coherent and structured?
- Does our programme feature continuity and progression in support of a spiral curriculum?
- Do timetable constraints block the delivery of PSHE&C?

Curriculum models for PSHE&C delivery

Various models of curriculum implementation are common for PSHE&C. Which of the following models do we use?

1. *PSHE&C permeates the whole curriculum.* If so, how many teachers are involved? How do we ensure that the work is coordinated?
2. *As a separate subject.* Is it taught by specialists? Does it have an identified place in the curriculum? Is it difficult to fit into the timetable?
3. *As part of a PSHE&C programme.* Is it taught by specialists? How do we make links with other subject areas?
4. *As part of a pastoral/tutorial programme.* Is it helpful for most teachers to be involved because they have a rapport with pupils? Do administrative tasks dominate allotted time? Are ALL teachers adequately trained?
5. *Through opportunities arising from other activities.* Does this help the work to be easily related and relevant to real life events? How do we ensure that it is part of a planned programme?
6. *Long-block timetabling* e.g. activity week, timetable 'crash'/'collapse'. Does this give us opportunities for a range of activities, especially community involvement? How do we resource, plan and coordinate the activities to meet the aims of the event?

Preparing for Ofsted Inspection

As well as working through the questions above it will be useful to consider the following aspects of managing arrangements for PSHE&C:

Management

A policy setting out the school philosophy and organisation of PSHE&C is important, although the only statutory obligation is to have a Sex and Relationship Education policy (however Ofsted inspectors may also demand to see a copy of the school's policy on Drugs Education).

- Does our policy identify where PSHE&C is located in the curriculum and how it is managed and resourced, as well as how these issues are supported through the ethos of the school?
- Who has the overall responsibility?
- Does that person have the support of the senior managers in the school?
- Does PSHE&C feature in the school development/improvement plan?
- Have we based our provision on the PSHE&C frameworks of National Curriculum 2000?
- Are teachers confident and competent in experiential learning techniques?
- Are teachers able to facilitate all aspects of PSHE&C, i.e. knowledge and understanding, values and attitudes, as well as personal and social skills?
- Are teachers given the chance to keep up to date on relevant knowledge?
- Do we meet teachers' continuing professional development needs in delivering PSHE&C?
- Do all teachers have to teach PSHE&C or can they opt out?
- How is the teaching of PSHE&C monitored and evaluated? Are pupils involved in the process?
- Does the ethos of our school support the messages given via the taught curriculum?
- Is there a governor with a link responsibility for PSHE&C?

Pupils' Experience

Finally, and most importantly, what is pupils' experience of the PSHE&C on offer in the school, and how do we know?

- Are they growing in confidence?
- Are they developing their sense of responsibility?
- Are they making the most of their abilities?
- Are they actively involved in the life of the school and the community?
- Are they developing a healthy lifestyle which takes account of risk?
- Are they developing good relationships with those around them?
- Are they developing respect for the differences between people?

1.3 How Religious Education May Contribute to the Requirements for PSHE and Citizenship at Key Stages 1 and 2 and to the Early Learning Goals in the Foundation Stage

The following charts show how, if the RE activities suggested in this document are followed, a **contribution** to the requirements for PSHE and Citizenship may be made.

It is important to note that neither the whole programme of agreed syllabus RE, nor the complete requirements for PSHE&C are ‘covered’ by adherence to the programme given here.

Early Learning Goals

The following grid contains a list of the early learning goals and ‘stepping stones’ (*in italics*) referred to in Section 2.

Goals for personal, social and emotional development

<i>Pupils:</i>	<i>Contributory RE activities in this document are found in units::</i>
maintain attention, concentrate and sit quietly when appropriate	1
<i>talk freely about their home and community</i>	2, 9
<i>have a sense of self as a member of different communities</i>	2, 4, 5
<i>express needs and feelings in appropriate ways</i>	4, 7
respond to significant experiences, showing a range of feelings when appropriate	2, 5, 8
have a developing awareness of their own needs, views and feelings, and are sensitive to the needs and feelings of others	1, 5, 7
have a developing respect for their own cultures and beliefs and those of other people	2, 7
work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously	6
<i>have an awareness of and show interest and enjoyment in cultural and religious differences</i>	2, 7
<i>have a positive self-image and show that they are comfortable with themselves</i>	1, 6
<i>show care and concern for others, for living things and the environment</i>	8
understand what is right, what is wrong, and why	3, 6, 9
consider the consequences of their words and actions for themselves and others	6, 9
understand that people have different needs, views, cultures and beliefs that need to be treated with respect	1, 2, 3
understand that they can expect others to treat their needs, views cultures and beliefs with respect	2, 8

Goals for communication, language and literacy

<i>Pupils:</i>	<i>Contributory RE activities in this document are found in units::</i>
use talk to organise, sequence and clarify thinking, ideas, feelings and events	2, 3

Goals for knowledge and understanding of the world

<i>Pupils:</i>	<i>Contributory RE activities in this document are found in units::</i>
<i>express feelings about a significant personal event</i>	2
<i>describe significant events for family or friends</i>	2
<i>gain an awareness of the cultures and beliefs of others</i>	2, 4, 5
begin to know about their own cultures and beliefs and those of other people	2, 7

Key Stage 1

It is important to note that neither the whole programme of agreed syllabus RE, nor the complete requirements for PSHE&C are 'covered' by adherence to the programme given here.

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1.	<i>Pupils should be taught:</i>	<i>Contributory RE activities in this document are found in units::</i>
a)	to recognise what they like and dislike, what is fair and unfair, and what is right and wrong	1, 3, 6, 9
b)	to share their opinions on things that matter to them and explain their views	1, 3, 6, 7, 8
c)	to recognise, name and deal with their feelings in a positive way	1, 5, 9
d)	to think about themselves, learn from their experiences and recognise what they are good at	1, 4
e)	how to set simple goals.	-

Preparing to play an active role as citizens

2.	<i>Pupils should be taught:</i>	<i>Contributory RE activities in this document are found in units::</i>
a)	to take part in discussions with one other person and the whole class	3, 7, 8, 9
b)	to take part in a simple debate about topical issues	8
c)	to recognise choices they can make, and recognise the difference between right and wrong	3, 6, 9, 8 – extension activities
d)	to agree and follow rules for their group and classroom, and understand how rules help them	6
e)	to realise that people and other living things have needs, and that they have responsibilities to meet them	6, 8
f)	that they belong to various groups and communities, such as family and school	4, 5, 7
g)	what improves and harms their local, natural and built environments and about some of the ways people look after them	8
h)	to contribute to the life of the class and school	4, 6, 8 – extension activities
i)	to realise that money comes from different sources and can be used for different purposes	-

Developing a healthy, safer lifestyle

3. Pupils should be taught:	Contributory RE activities in this document are found in units::
a) how to make simple choices that improve their health and well-being	1
b) to maintain personal hygiene	-
c) how some diseases spread and can be controlled	-
d) about the process of growing from young to old and how people's needs change	5
e) the names of the main parts of the body	-
f) that all household products, including medicines, can be harmful if not used properly	-
g) rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.	6

Developing good relationships and respecting the differences between people

4. Pupils should be taught:	Contributory RE activities in this document are found in units::
a) to recognise how their behaviour affects other people	3, 6
b) to listen to other people, and play and work co-operatively	6
c) to identify and respect the differences and similarities between people	1, 2, 4, 5, 7
d) that family and friends should care for each other	3, 4, 5, 6, 8, 9
e) that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.	6

Breadth of opportunities

5.	<i>During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:</i>	<i>Contributory RE activities in this document are found in units::</i>
a)	take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]	6, 8 – extension activities
b)	feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]	1
c)	take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']	8
d)	make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]	8 + extension activities
e)	meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]	2, 3, 4, 8 – extension activities
f)	develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]	6
g)	consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]	6, 8, 9
h)	ask for help [for example, from family and friends, midday supervisors, older pupils, the police].	-

Key Stage 2

It is important to note that neither the whole programme of agreed syllabus RE, nor the complete requirements for PSHE&C are 'covered' by adherence to the programme given here.

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. <i>Pupils should be taught:</i>	<i>Contributory RE activities in this document are found in units::</i>
a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society	1, 6, 8
b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals	1, 5, 7, 8, 9
c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action	5
d) to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way	5 – extension activities
e) about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future	4
f) to look after their money and realise that future wants and needs may be met through saving.	6 – extension activities

Preparing to play an active role as citizens

2.	<i>Pupils should be taught:</i>	<i>Contributory RE activities in this document are found in units::</i>
a)	to research, discuss and debate topical issues, problems and events	6, 8
b)	why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	3, 6
c)	to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities	1, 2, 6, 9
d)	that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other	4, 5, 6, 8, 10
e)	to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
f)	to resolve differences by looking at alternatives, making decisions and explaining choices	4, 6
g)	what democracy is, and about the basic institutions that support it locally and nationally	-
h)	to recognise the role of voluntary, community and pressure groups	2, 4, 8 – extension activities
i)	to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	4, 8, 10, 11, 12
j)	that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment	6
k)	to explore how the media present information.	3, 6

Developing a healthy, safer lifestyle

3. <i>Pupils should be taught:</i>	<i>Contributory RE activities in this document are found in units::</i>
a) what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices	-
b) that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread	-
c) about how the body changes as they approach puberty	-
d) which commonly available substances and drugs are legal and illegal, their effects and risks	-
e) to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable	-
f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong	1
g) school rules about health and safety, basic emergency aid procedures and where to get help.	-

Developing good relationships and respecting the differences between people

4. <i>Pupils should be taught:</i>	<i>Contributory RE activities in this document are found in units::</i>
a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view	4, 6, 8
b) to think about the lives of people living in other places and times, and people with different values and customs	3, 5, 6, 7, 8, 10, 11, 12
c) to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships	5
d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help	6, 12 + extension activities and worked example 3.1
e) to recognise and challenge stereotypes	6, 7
f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability	4, 6, 7, 10, 11, 12
g) where individuals, families and groups can get help and support.	4

Breadth of opportunities

5.	<i>During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:</i>	<i>Contributory RE activities in this document are found in units::</i>
a)	take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]	8
b)	feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]	8
c)	participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]	-
d)	make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]	4, 8 – extension activities
e)	meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]	4, 9, 11, 12, 8 – extension activities
f)	develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, e-mail or letters]	2 + extension activities
g)	consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]	1, 2, 6, 9, 12
h)	find information and advice [for example, through helplines; by understanding about welfare systems in society]	2, 3, 4
i)	prepare for change [for example, transferring to secondary school].	5

SECTION 2:

LINKS BETWEEN AWARENESS, MYSTERY AND VALUE (AMV) AND THE PSHE AND CITIZENSHIP PROGRAMMES OF STUDY AT EACH KEY STAGE

The units contained in this section give examples of activities within RE which **contribute** to the PSHE&C programmes of study. **They do not fulfil all the requirements of the RE syllabus.**

KEY STAGE 1 AND FOUNDATION STAGE

**KEY STAGE 1: UNIT 1 OURSELVES
FOCUS AREAS: A & D**

If you teach this unit of the agreed syllabus and provide opportunities for pupils to:	...by providing activities such as these:	...you will contribute to these aspects of the PSHE&C programmes of study:
<p>a) develop an awareness of aspects of their own identity, personality and experience, eg feelings, emotions, favourite things;</p>	<ul style="list-style-type: none"> • In “Circle Time”: <ul style="list-style-type: none"> - ask pupils to identify what makes them feel good; - remember events, and how they made them feel; - discuss playtime incidents and how the pupils felt about them. Invite suggestions to help resolve these. • Offer the pupils a chart showing a range of facial expressions and ask them to choose the one that best matches how they are feeling. • Ask pupils to collate shared feelings and display with illustrations, eg sad, scared, happy, excited etc. to use as a feelings word-bank as this unit progresses. 	<p>Pupils should be taught (<i>early learning goals / stepping stones in italics</i>): <i>to have a positive self-image and show that they are comfortable with themselves;</i> <i>to have a developing awareness of their own needs, views and feelings, and be sensitive to the needs and feelings of others.</i></p> <p>1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>1b to share their opinions on things that matter to them and explain their views;</p> <p>1c to recognise, name (and deal with) their feelings in a positive way;</p> <p>1d to think about themselves, learn from their experiences (and recognise what they are good at).</p>
<p>b) participate in times of stillness and reflection;</p>	<ul style="list-style-type: none"> • In “Circle Time” ask pupils to reflect on a candle, placed in the centre, eg ask pupils to notice their breath flowing in and out. Ask pupils to focus on one of the words they have already mentioned (in the word-bank), eg sad. • Ask pupils to imagine a sad face slowly becoming a happy face and encourage them to feel happy, relaxed and positive about themselves. 	<p><i>to maintain attention, concentrate, and sit quietly when appropriate.</i></p> <p>3a to... make simple choices that improve their health and well- being;</p> <p>5b to feel positive about themselves.</p>

<p>c) explore feelings, experiences and situations which may give rise to reflection or prayer;</p>	<ul style="list-style-type: none"> • Pupils choose ONE of the playground incidents talked about in circle time and discuss a range of responses to that incident. 	<p><i>to have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</i></p> <p>1c to recognise, name and deal with their feelings in a positive way to think about themselves, learn from their experiences and recognise what they are good at.</p>
<p>d) listen and respond to stories, prayers and songs, which help people understand more about themselves and ideas of God.</p>	<ul style="list-style-type: none"> • Select and tell stories, sing songs and say prayers in order to help pupils identify and think about their emotions and the emotions of others, eg “Elmer” by David McKee. • Ask pupils to say why Elmer felt as he did at different points of the story. • Tell story or show video of “The Lost Son” and ask pupils to identify the feelings of the characters at different parts of the story. • Tell pupils that the Father in the story helps Christians to think about what God is like. Ask them to imagine that they are the younger son and to think of a gift that would make the older son happy. 	<p><i>to understand that people have different needs, views, cultures and beliefs that need to be treated with respect.</i></p> <p>1c to recognise, name and deal with their feelings in a positive way to think about themselves, learn from their experiences and recognise what they are good at;</p> <p>4c to identify and respect the differences and similarities between people.</p>

Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc:

This unit focuses on broadening pupils’ range of emotional vocabulary in order to help them understand and cope with their feelings.

a) make use of class/school incentive/reward systems to help pupils feel positive about themselves, eg in relation to their display work (links with PSHE&C 5b: feel positive about themselves [eg, by having their achievements recognised and by being given positive feedback about themselves]).

b) use Stone, MK., 1995, *Don’t just do something, sit there*, RMEP, ISBN 1 85175 105 X to support this activity.

d) David McKee, 1989, *Elmer*, Red Fox: Random century Books, 0 09 969720 3. For the Lost Son: Nick Butterworth and Mick Inkpen, *The Two sons*, Collins; or video: *Animated Bible Stories, Programme 2, Jesus the Storyteller*, Channel 4.

KEY STAGE 1: UNIT 2 FESTIVALS AND CELEBRATIONS
FOCUS AREAS: B & E

If you teach this unit of the agreed syllabus and provide opportunities for pupils to:	...by providing activities such as these:	...you will contribute to these aspects of the PSHE&C programmes of study:
<p>a) share experiences of special occasions and celebrations in their own life;</p>	<ul style="list-style-type: none"> • Ask pupils to ‘brainstorm’ what people celebrate, eg fireworks night, New Year’s Eve, birthdays, having a baby brother/sister being born, weddings. • Ask pupils to say which events are celebrated by all, some, a few, no one in the class and how they felt at a few of these events. • Explore with pupils the reasons why some events are celebrated by some, but not all people and why some people celebrate in different ways. 	<p>Pupils should be taught (<i>early learning goals / stepping stones in italics</i>): <i>to respond to significant experiences, showing a range of feelings, when appropriate;</i> <i>to talk freely about their home and community;</i> <i>to express feelings about a significant personal event and describe significant events for family or friends;</i> <i>to gain an awareness of the cultures and beliefs of others.</i></p> <p>4c to identify and respect the differences and similarities between people.</p>
<p>b) learn about major religious festivals and celebrations, eg anniversaries, seasonal festivals, commemorations, and hear stories associated with them;</p>	<ul style="list-style-type: none"> • Tell part of the story of Easter, focussing on the events leading to Jesus’ death and resurrection. • Ask pupils to identify and attempt to explain puzzling aspects of the story. • Share the pupils’ questions with a local minister and invite him/her in to talk with pupils about Easter and what Christians do to remember Jesus at this time. 	<p><i>to have a developing respect for their own cultures and beliefs and those of other people;</i> <i>to understand that people have different needs, views, cultures and beliefs that need to be treated with respect;</i> <i>to understand that they can expect others to treat their needs, views, cultures and beliefs with respect;</i> <i>to use talk to organise, sequence and clarify thinking, ideas, feelings and events.</i></p> <p>5e to meet and talk with people (eg religious leaders).</p>

c) Identify some artefacts used in religious festivals and celebrations;	<ul style="list-style-type: none"> On a visit to a local church, pupils identify, talk about, draw selected features of the church which relate to Easter, eg crucifix, Easter Garden, Paschal Candle. 	<i>to begin to know about and to have a developing respect for their own cultures and beliefs and those of other people.</i>
d) Relate some stories and practices associated with religious festivals and celebrations to experiences and feelings in their own lives.	<ul style="list-style-type: none"> Remind pupils of the themes of Easter, such as joy, happiness, love and new life, and encourage them to reflect on similar experiences in their own lives. Engage pupils in a class celebration of Easter, such as designing an egg decorated with Easter symbols, to give to someone they love. Ask pupils to reflect on feelings associated with the birth of a baby. 	<i>to have an awareness of, and show interest and enjoyment in cultural and religious differences;</i> <i>to have a sense of self as a member of different communities;</i> <i>to have a developing respect for their own cultures and beliefs and those of other people.</i>

Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc:

When dealing with birthday celebrations it is good to remember that not all families celebrate birthdays, eg Jehovah's Witnesses, and that therefore, teachers should explore alternative celebrations of family life as well as birthdays.

For b), parts of Channel 4's 'Animated Bible Stories' could be used with some preparation. Also, 'An Egg for Babcha' from Bridges to Religions: The Warwick RE Project 5-7, Heinemann. Note that a similar range of activities could be designed to fit other religious festivals, eg Diwali.

A pack of teaching materials for Easter is published by the Diocese of Bath & Wells, tel. 01749 670777 for details.

For c), Anglican and Baptist churches can be compared on the KS1 section of the REQuest website: <http://www.request.org.uk/> .

KEY STAGE 1: UNIT 3 SPECIAL BOOKS
FOCUS AREAS: C & F

<p>If you teach this unit of the agreed syllabus and provide opportunities for pupils to:</p>	<p>...by providing activities such as these:</p>	<p>...you will contribute to these aspects of the PSHE&C programmes of study:</p>
<p>a) identify some books and stories that are special to them or that have special authority;</p>	<ul style="list-style-type: none"> • Ask pupils to bring in own books, which are special to them. These could be fiction or non-fiction, photo albums, scrapbooks etc. and share them with others in the class. • Ask them to explain why it is special, who gave it to them, where they keep it, when they look at/read it, what is their favourite part of the story and why? • Give pupils the opportunity to re-tell their favourite part to a friend. • Create a collection/display of their books. 	<p>Pupils should be taught (<i>early learning goals / stepping stones in italics</i>): <i>to use talk to organise, sequence and clarify thinking, ideas, feelings and events.</i></p> <p>1b to share their opinions on things that matter to them and explain their views;</p> <p>2a to take part in discussions with one other person and the whole class.</p>
<p>b) listen to stories, poems, teachings etc. that appear in key religious books and consider the ideas or beliefs that might be expressed through them;</p>	<ul style="list-style-type: none"> • Use parables to explain moral values, eg tell story of The Lost (Prodigal) Son and ask pupils why the father forgave his son. Who was hurt when the older son refused to forgive his brother? What would they have done in the older brother's place? • Tell story of Rama & Sita. Bring out the message of good triumphing over evil. Ask pupils to select parts of the story where people behaved fairly / unfairly. • Tell or show stories from the Old Testament/ Hebrew Bible, eg the story of Rebekah at the well (Genesis 24) and explain that these are important to both Christians and Jews. • Ask pupils to select parts of the story where people behaved fairly / unfairly. 	<p><i>to understand what is right, what is wrong and why.</i></p> <p>1a to recognise what is fair and unfair, and what is right and wrong;</p> <p>2c to recognise choices they can make, and recognise the difference between right and wrong.</p>

<p>c) share ideas about why particular stories or books may be special to themselves or others;</p>	<ul style="list-style-type: none"> • Ask pupils to reflect on the significance to a believer of a chosen story. • Pupils list the ways in which the story of, eg, the Lost Son, shows Christians how they should behave towards one another, eg forgiving, caring, loving. • Ask pupils what happens if they do not treat friends and family members in this way. • Carry out a class survey of favourite books and choose one overall favourite. • Invite an author / poet to talk to pupils about their work. 	<p>1b to share their opinions on things that matter to them and explain their views;</p> <p>4a to recognise how their behaviour affects other people;</p> <p>4d that family and friends should care for each other;</p> <p>5e meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse).</p>
<p>d) learn about how religious books are used.</p>	<ul style="list-style-type: none"> • Invite vicar or lay reader in to school to talk about books used in services – prayer books, hymn books, Bibles. • Consider their “specialness” by asking pupils where they are kept, how they are handled, why individuals and groups value them. • Invite a practising Jew to talk about the significance of the Torah, Shema etc. If possible ask visitor to demonstrate how Torah is read – draw out points such as use of a <i>Yad</i> (pointer), head covered, etc which demonstrate respect. 	<p><i>to understand that people have different needs, views, cultures and beliefs that need to be treated with respect.</i></p> <p>1a, 1b, 2a, 5e, as above.</p>

Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc:

Video (including story of Rebekah): *Pathways of Belief: Judaism: Programme 2 - The Torah*, BBC.

A Scheme of Work for the Agreed Syllabus for Religious Education in Somerset, North Somerset and Bath and North East Somerset contains a unit on Special Books for Year 2.

The Somerset and North Somerset RE Resource Centres artefact boxes contain some Special books.

KEY STAGE 1: UNIT 4 FRIENDS, FAMILY AND COMMUNITY
FOCUS AREAS: A & E

If you teach this unit of the agreed syllabus and provide opportunities for pupils to:	...by providing activities such as these:	...you will contribute to these aspects of the PSHE&C programmes of study:
a) share their feelings and experiences associated with belonging to a group or community;	<ul style="list-style-type: none"> • In circle time, introduce themes of friendship / belonging to class, school or family. • Ask pupils to contribute to a class record of people who 'make a difference' to their lives. • Ask pupils to help you put these people into groups, eg family, friends, helpers, school. • In circle time, pupils say what is good about being in a particular group. 	<p>Pupils should be taught (<i>early learning goals / stepping stones in italics</i>): <i>to have a sense as a member of different communities;</i> <i>to express needs and feelings in appropriate ways.</i></p> <p>2f that they belong to various groups and communities such as family and school.</p>
b) identify the types and characteristics of groups or communities people belong to;	<ul style="list-style-type: none"> • Ask pupils about clubs, societies and churches they may belong to and why they belong to these groups. • Ask pupils to draw all the people in their family as a paper chain and to write three roles/jobs each person has on the back of the paper chain. • Ask pupils to identify what is really important about families and why people live in families; write the ideas on a cards. Pupils then arrange them in order of importance. • Ask pupils to give examples of how they can contribute some of these things to their family / class, etc. 	<p>1d to think about themselves, (learn from their experiences) and recognise what they are good at;</p> <p>2f that they belong to various groups and communities such as family and school;</p> <p>2h to contribute to the life of the class and the school;</p> <p>4d that family and friends should care for each other.</p>

<p>c) learn about some practices and events associated with some religious groups or communities and roles that people might have within them.</p>	<ul style="list-style-type: none"> • Explore an example of a family with a religious faith, eg Gary's family in <i>Pathways of Belief: Judaism</i> video, and ask pupils to say how each member contributes to the family's life. • Arrange a visit from a representative of a religious community, eg Franciscan monk or nun to talk about their work. 	<p><i>to gain an awareness of the cultures and beliefs of others.</i></p> <p>4c to identify and respect the differences and similarities between people;</p> <p>5e meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse).</p>
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Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc:

Circle Time for the Very Young, Margaret /Collins, Lucky Duck pub, ISBN 18739 42 532.

KEY STAGE 1: UNIT 5 MILESTONES IN FAMILY LIFE
FOCUS AREAS: B & F

If you teach this unit of the agreed syllabus and provide opportunities for pupils to:	...by providing activities such as these:	...you will contribute to these aspects of the PSHE&C programmes of study:
<p>a) identify some important events in their lives , and important events that might happen to them as they get older.</p>	<ul style="list-style-type: none"> • Talk to pupils about aspects of family life that some people like to celebrate, eg birthdays, baptisms, weddings etc. that pupils have attended and participated in. • At “Circle Time” ask pupils to identify important moments in their lives, eg meeting friends, first day at school, painful moments, joining a group or a club, and who can help at those times. • Ask pupils to write / draw these moments on pieces of paper and peg them chronologically onto a line across the classroom. 	<p><i>Pupils should be taught (early learning goals / stepping stones in italics):</i> <i>to respond to significant experiences, showing a range of feelings where appropriate.</i></p> <p>2f that they belong to various groups... such as family and school.</p>
<p>b) learn about how important times in life are marked or expressed by different groups, eg birth, marriage, death, being welcomed into a group; naming ceremonies.</p>	<ul style="list-style-type: none"> • Using posters and books, ask pupils to spot similarities and differences in the ways that Christians, Jews and Muslims celebrate aspects of family life. • Ask pupils to mark out the ceremonies that might take place in the life of a person from one religion. Add these to the items on line across the classroom. • Ask pupils what family members and friends do to show that they care about individuals at some of these times, eg giving gifts at a marriage ceremony. 	<p><i>to have a sense of self as a member of different communities;</i> <i>to gain an awareness of the cultures and beliefs of others.</i></p> <p>3d about the process of growing from young to old and how people’s needs change;</p> <p>4d that family and friends should care for each other.</p>

<p>c) identify some artefacts and symbols associated with events that mark important times in life.</p>	<ul style="list-style-type: none"> • Show pupils artefacts and symbols that are used in different religions, and explain when they are used / what they mean to believers. • Teach pupils about birth rituals in two religions and ask them to say what is the same and what is different, eg christening in Christianity (naming the child, saying prayers, making promises) and naming and welcoming in Islam (naming the child, whispering the call to prayer, making a gift). 	<p>4c to identify and respect the differences and similarities between people.</p>
<p>d) share ideas about what it is that makes important times in life significant or special.</p>	<ul style="list-style-type: none"> • Talk about feelings when important milestones are reached, such as the first day in school. Ask pupils how they might feel if a new child is introduced to the class. Ask what the new child might be feeling and how pupils can help them belong to their class. 	<p><i>to have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others.</i></p> <p>1c to recognise, name and to deal with their feelings in a positive way.</p>

Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc:

- a) Teachers should show sensitivity when discussing birthday celebrations etc to any children of Jehovah’s Witnesses. Jehovah’s Witnesses do celebrate aspects of family life, but do not recognise birthdays or Christmas for that purpose. ‘Important moments’ in a young person’s life will also need sensitivity, particularly if there has been a bereavement or other tragedy.
- b) Posters on religions published by Nelson Thornes are useful for this activity.

KEY STAGE 1: UNIT 6 RULES AND CHOICES
FOCUS AREAS: C & D

If you teach this unit of the agreed syllabus and provide opportunities for pupils to:	...by providing activities such as these:	...you will contribute to these aspects of the PSHE&C programmes of study:
<p>a) talk about times when their behaviour has affected others;</p>	<ul style="list-style-type: none"> • Use stories to prompt discussion about times when pupils' behaviour has hurt someone else (eg Bel Mooney's Kitty stories, 'It Was Jake!' by Anita Jeram); about their feelings and about other ways they might have behaved – being kind, sharing, being honest, saying sorry, forgiveness. • Read story about bullying, eg '<i>The Big Bad Bully Bear</i>', and ask pupils to say who was the bully and what they did. Ask them to give examples of different types of bullying. • Ask pupils to say why bullying is wrong and how to get help to deal with bullying. 	<p>Pupils should be taught (<i>early learning goals / stepping stones in italics</i>): <i>to consider the consequences of their words and actions for themselves and others.</i></p> <p>1a to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>1b to share their opinions on things that matter to them and explain their views;</p> <p>2c to recognise choices they can make, and recognise the difference between right and wrong;</p> <p>4a to recognise how their behaviour affects other people;</p> <p>4e that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p>
<p>b) identify some rules or codes of behaviour that people may be guided by;</p>	<ul style="list-style-type: none"> • Explain the school statement on bullying and good behaviour, eg 'Golden Rules'. • Ask pupils to contribute to the drawing up of class rules and rules for good friends. • Make a collection of 'rule books', eg Green Cross Code, school rules, etc. • Add rules about the right way to live according to religions, eg 5 Pillars, 10 Commandments, Jesus' Golden Rule. • Take some examples, such as fire drill rules and ask what might happen if someone failed to follow them. 	<p><i>to work as part of a group or class taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children to work together harmoniously.</i></p> <p>2d to agree and follow rules for their group and classroom, and understand how rules help them;</p> <p>3g know rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe.</p>

<p>c) hear and discuss stories from religious traditions with a moral message and stories about the lives of people who have committed themselves to others, particular goals or ways of life;</p>	<ul style="list-style-type: none"> • Tell stories from the Bible about people who have shown or learnt about values such as kindness etc., eg Jonah, Ruth and Naomi, the Lost Son, and ask pupils to say who was kind and what they did. • Encourage pupils to talk about times when they were kind. 	<p><i>to understand what is right and what is wrong and why.</i></p> <p>2e to realise that people and other living things have needs, and that they have responsibilities to meet them;</p> <p>4a to recognise how their behaviour affects other people;</p> <p>4b to listen to other people, and play and work co-operatively;</p> <p>4d that family and friends should care for each other;</p>
<p>d) identify values that may be important to themselves and others, eg fairness, honesty, forgiveness, kindness, and think about some of the ways in which these values are demonstrated in everyday life.</p>	<ul style="list-style-type: none"> • Explain to pupils how some religious people say sorry (eg Yom Kippur). • Through quiet reflection and circle time, ask pupils about a time when they were sorry for something or when they forgave someone and how it made them feel. • Ask pupils to work out rules for fair sharing of a new piece of equipment in the playground, how to look after it and what should happen to people who break the rules. 	<p><i>to have a positive self image and show that they are comfortable with themselves.</i></p> <p>2h to contribute to the life of the class and school;</p> <p>5a take and share responsibility;</p> <p>5f develop relationships through work and play;</p> <p>5g consider social and moral dilemmas that they come across in every day life.</p>

Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc:

A Scheme of Work for the Agreed Syllabus for Religious Education in Somerset, North Somerset and Bath and North East Somerset contains a unit on Rules and Choices for Year 2.

Judaism artefact boxes available from the Somerset and North Somerset RE Resource Centres or Diocesan Resource Centre, Wells.

Ginnie Hofmann, *The Big Bad Bully Bear*, Random House Trade; ISBN: 0679878823.

Will Power's Early Years Book of Choices – contains lots of activities about making rules and choices.

For d), compare with *'It was Jake!'* by Anita Jeram (Walker Books) ISBN: 0744523109.

KEY STAGE 1: UNIT 7 SPECIAL PLACES
FOCUS AREAS: A & F

<p>If you teach this unit of the agreed syllabus and provide opportunities for pupils to:</p>	<p>...by providing activities such as these:</p>	<p>...you will contribute to these aspects of the PSHE&C programmes of study:</p>
<p>a) identify places that are special to them or that have special associations;</p>	<ul style="list-style-type: none"> • Ask pupils to bring in photo or card, or do a drawing, of special place and discuss with partner, group or class saying why it is special to them. This may be a room at home, holiday destination etc. • Tell pupils about YOUR special places: at home, in school, on holiday, etc. Ask pupils why these places might be special to you. • Pupils compare their special place with that of others and note similarities and differences. Acknowledge the need for personal space when discussing special places. • Ask pupils about the benefits of reflection, time-out, relaxation and the part special places may play in this. 	<p>Pupils should be taught (<i>early learning goals / stepping stones in italics</i>): <i>to express needs and feelings in appropriate ways;</i> <i>to have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</i></p> <p>1b to share their opinions on things that matter to them and explain their views;</p> <p>2a to take part in discussions with one other person and the whole class ;</p> <p>4c to identify and respect the differences and similarities between people.</p>
<p>b) identify parts, characteristics and functions of some religious buildings or places and consider the ideas or beliefs that might be connected with them;</p>	<ul style="list-style-type: none"> • Read story of 'Lucy's Sunday' and ask pupils to suggest reasons Lucy might give for going to church, and why the church is special to her. • Arrange a visit to the local church. Have a quiz to find the font, pulpit, and altar, using pictures. Label them so pupils can match the pictures and labels. • Ask a minister to talk about the purpose of different items in the church and her/his favourite place in the church. 	<p><i>to begin to know about and to have a developing respect for their own cultures and beliefs and those of other people.</i></p>

<p>c) look at examples, within religious buildings and/or places, of how people have used various forms of expression to convey a message, eg symbols, paintings, stained glass, architecture;</p>	<ul style="list-style-type: none"> • Ask pupils to look at stained glass windows in the local church or at pictures of them in books or from the internet. Can the pupils recognise the stories? Ask why pictures like these were used. • Pupils could make their own 'stained glass' window stories or of their own special place. • Ask pupils why the cross is a significant symbol for Christians and explain that the empty cross shows Christians that Jesus is alive. • Make a small collection of different crosses and ask the pupils to compare them. 	<p><i>to have an awareness of, and show interest and enjoyment in, cultures and religious differences.</i></p> <p>2a to take part in discussions with one other person and the whole class.</p>
<p>d) share ideas about why particular places may be special to themselves or others.</p>	<ul style="list-style-type: none"> • Read Jill Murphy's '<i>Five Minutes' Peace</i>' and ask pupils to identify a special place for different members of their family, eg a special corner of a room, the garden shed, the bathroom, garage, and to share why these places are so special. 	<p>2f that they belong to various groups and communities such as family (and school).</p>

Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc:

- b) *Lucy's Sunday*, in Bridges to Religions: The Warwick RE Project 5-7, Heinemann.
- c) For some examples of stained glass windows see, eg, <http://www.christianartexhibit.com/stainedglass.html> .
- d) Jill Murphy, *Five Minutes' Peace*, Walker Books; ISBN: 0744560012.

KEY STAGE 1: UNIT 8 THE WORLD AROUND US
FOCUS AREAS: B & D

If you teach this unit of the agreed syllabus and provide opportunities for pupils to:	...by providing activities such as these:	...you will contribute to these aspects of the PSHE&C programmes of study:
<p>a) share feelings related to experiences of wonder, amazement, mystery or disappointment that the natural world can evoke;</p>	<ul style="list-style-type: none"> • Take pupils on a walk and encourage them to identify their favourite natural things. Take digital pictures of the things they identify, and use in a classroom display. Use this display as a focus for discussion, observational drawing and research. • Encourage pupils to bring in “amazing” natural objects from home and share an amazing fact with the class. • Use pictures or video clips to discuss natural phenomena, eg waterfalls, typhoons, volcanoes and the feelings associated with them. • Use stories such as ‘<i>Dinosaurs and All That Rubbish</i>’ to ask pupils their views about human influence on the natural world and the things they value. 	<p>Pupils should be taught (<i>early learning goals / stepping stones in italics</i>): <i>to respond to significant experiences, showing a range of feelings where appropriate.</i></p> <p>1b to share their opinions on things that matter to them and explain their views;</p> <p>2a to take part in discussions with one other person and the whole class;</p> <p>2b to take part in a simple debate about topical issues;</p> <p>2g what improves and harms their, local built and natural and built environments and about some of the ways people look after them;</p> <p>5g consider social and moral dilemmas that they come across in every day life.</p>

<p>b) listen to songs, poems, etc. that describe beliefs about God, eg as creator, provider, parent, one who cares for all, one who answers prayers;</p>	<ul style="list-style-type: none"> • Read the creation story in Genesis 1 or in <i>'Wonderful Earth!'</i>. • Use stories such as The Good Shepherd and hymns such as "There are hundreds of sparrows" to discuss the idea of a caring God and to consider how we should treat living things. • Set up practical examples of caring for things, eg a plant to care for, class pet, class garden. Ask pupils to say what the differences between looking after a plant and looking after a pet might be. 	<p><i>to show care and concern for others, for living things and the environment.</i></p> <p>2e to realise that people and other living things have needs, and that they have responsibilities to meet them;</p> <p>2g what improves and harms their, local built and natural and built environments and about some of the ways people look after them;</p> <p>4d that family and friends should care for each other;</p> <p>5d to make real choices.</p>
<p>c) express their own ideas/beliefs about God.</p>	<ul style="list-style-type: none"> • Using poems from <i>'Our Poems and No Messin'</i>, as a stimulus, invite pupils to write a poem called 'Me', which includes the idea that each person is valuable (some would say, to God). • Show value for all the pupils' work by making a class display of the poems. 	<p><i>to understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</i></p> <p>1b to share their opinions on things that matter to them and explain their views;</p> <p>5c feel positive about themselves.</p>

Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc:

By taking the idea of stewardship further and participating in a local or school based environmental project, there are opportunities to enable pupils to: 2c to recognise the choices they can make; 2h contribute to the life of the class and school; 5a take and share responsibility; 5d make real choices; 5e meet and talk with people; 5g consider social and moral dilemmas they come across in every day life.

Michael Foreman, *Dinosaurs and All That Rubbish*, Puffin Books; ISBN: 014055260X.

Nick Butterworth and Mick Inkpen, *Wonderful Earth!*, Hunt & Thorpe; ISBN: 1856080056.

Margaret Cooling (ed), *Our Poems and No Messin'*, Scripture Union Publishing; ISBN: 1859992609.

**KEY STAGE 1: UNIT 9 THE LIFE OF JESUS
FOCUS AREAS C & E**

If you teach this unit of the agreed syllabus and provide opportunities for pupils to:	...by providing activities such as these:	...you will contribute to these aspects of the PSHE&C programmes of study:
<p>a) identify people who have helped or guided them in their lives;</p>	<ul style="list-style-type: none"> • Ask pupils to make a list of people who have helped them : i) at school, ii) at home, iii) in the wider community, eg doctor, dentist, youth group leaders, childminder. • In groups discuss what effect this help has had on them as individuals. • Make a list of words, which describe our feelings when we need help, and after being helped. • In Circle Time ask pupils to suggest ways of supporting and helping each other in specific situations, eg 'I have no one to play with'. 	<p>Pupils should be taught (<i>early learning goals / stepping stones in italics</i>): <i>to talk freely about their home and community.</i></p> <p>4d that family and friends should care for each other;</p> <p>2a to take part in discussions with one other person and the whole class;</p> <p>1c to recognise, name and deal with their feelings in a positive way.</p>
<p>b) listen to and discuss stories about the life of Jesus: his birth, his disciples and friends, some of his miracles, some of his parables, his death and resurrection;</p>	<ul style="list-style-type: none"> • Engage pupils in acting out some of the stories such as The Lost (Prodigal) Son, The Raising of Lazarus, The Good Samaritan, showing how the characters felt before and after the events. • Prepare pupils for a 'hot seat' exercise on , eg the parable of the Good Samaritan. Encourage them to think of questions to ask the man who was attacked: his feelings and what happened to him. Play the part of the victim and allow pupils to ask their questions. Give answers which bring out Jesus' teaching on helping people in need. 	<p><i>to understand what is right, what is wrong and why.</i></p> <p>1a to recognise what is fair and unfair, and what is right and wrong;</p> <p>2c to recognise choices they can make, and recognise the difference between right and wrong.</p>

<p>c) discuss some aspects of Jesus' teaching which guide people in their lives, eg love your neighbour or teaching on forgiveness.</p>	<ul style="list-style-type: none"> • Read the story of the Rich Young Man who wanted to inherit eternal life (Mark 10.12-31), and explore the meaning of the story with pupils, bringing out points about greed, selfishness and caring about others. • Ask pupils to draw pictures with captions which illustrate what they think the rich young man <i>wanted</i> to do and what he <i>should</i> do when Jesus asked him to give up his wealth. They should add one drawing which shows what <i>they</i> think the young man did next. • Engage pupils in a fund raising campaign for charity where pupils 'brainstorm' ideas of what they could do to assist the campaign. 	<p><i>to consider the consequences of their words and actions for themselves and others.</i></p> <p>1a to recognise what is fair and unfair, and what is right and wrong;</p> <p>2c to recognise choices they can make, and recognise the difference between right and wrong;</p> <p>5g consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues].</p>
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Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc

Examples of charities can be found via the RE:Quest Website: <http://www.request.org.uk/> or directly from websites such as:

<http://www.christian-aid.org.uk/>

<http://www.cafod.org.uk/>

<http://www.cuf.org.uk/>

<http://www.nchafc.org.uk/>

<http://www.salvationarmy.org/>

<http://www.tearfund.org/homepage/index.asp>

KEY STAGE 2

KEY STAGE 2: UNIT 1 OURSELVES FOCUS AREAS: A & D

If you teach this unit of the agreed syllabus and provide opportunities for pupils to:	...by providing activities such as these:	...you will contribute to these aspects of the PSHE&C programmes of study:
<p>a) consider physical and non-physical aspects of human identity, eg soul, spirit, atman;</p>	<ul style="list-style-type: none"> • Give pupils a copy of the Lord's Prayer with key words highlighted, and ask them to identify what Christians are asking God for and also why Christians need to ask for these things. • Ask pupils to choose the one thing which is really important to them as a human being, and explain their choice. • In groups ask pupils to discuss each other's choices, identify similarities and differences and consider that people's experiences may lead them to hold opinions different to their own. 	<p>Pupils should be taught:</p> <p>1a to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>1b to recognise their worth as individuals by identifying positive things about themselves ...;</p> <p>2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</p>
<p>b) explore a range of factors that might influence or affect a person's identity or personality (including religious identity);</p>	<ul style="list-style-type: none"> • Talk about the influence of peers and advertising on behaviour and the effect of drinking, smoking, drugs on health. • Invite a member of a faith group to talk about how religious belief may help people to resist pressure to do wrong. • Tell the story of Buddha. Ask pupils to identify aspects of the story that influence Buddhists' lives today, including the practice of meditation. • Ask pupils to tell each other in pairs who have had the most influence on how they behave and what they believe. Ask them to explain why they 	<p>3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</p>

	think this is and how Buddhist belief might help them live in such a way that avoids harming other living beings.	
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<p>c) consider beliefs about the value of human beings;</p>	<ul style="list-style-type: none"> • Read the story of 'Amazing Grace'. Ask pupils to identify the issues raised in the story, including the consequences of people's actions. • Make a collection of pictures and books about ONE person who has helped to change attitudes and improved people's lives, eg Nelson Mandela, Mother Teresa, Princess Diana, Bob Geldof, Martin Luther King. Ask pupils to write down HOW their chosen person promoted respect and/or understanding. 	<p>5g consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]; 2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</p>
<p>d) participate in and value times of stillness and reflection;</p>	<ul style="list-style-type: none"> • Whilst listening to a piece of music take pupils on a 'mind journey' where you set the scene but they create their own vision. • During the course of some lessons build in short periods of silence for contemplation. • Make a collection of prints, photographs or postcards (some with Christian and/or Buddhist themes) and ask pupils to choose one which appeals to them and explain their choice to someone else. 	<p>2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</p>
<p>e) consider how stories, hymns, prayers, etc., help people understand more about themselves and their relationships.</p>		

Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc:

Mary Hoffman, 2000, *Amazing Grace*, Frances Lincoln, ISBN 0711216681.

For 'mind journeys' see, eg Sally Burns and Georgeanne Lamont, 1995, *Values and Visions: a handbook for spiritual development and global awareness*, Hodder & Stoughton, ISBN 0340 64412 5.

**KEY STAGE 2: UNIT 2 WHAT'S IT LIKE TO BE A CHRISTIAN? – THE LIFE AND TEACHING OF JESUS
FOCUS AREAS B & E**

If you teach this unit of the agreed syllabus and provide opportunities for pupils to:	...by providing activities such as these:	...you will contribute to these aspects of the PSHE&C programmes of study:
<p>a) learn about the key features of Jesus' life and teaching: his birth and its meaning for Christians, baptism and temptations, disciples, friends and followers, teaching about the kingdom of God, parables and miracles, the two greatest commandments, Holy Week and the Passion Narratives, the Resurrection;</p>	<ul style="list-style-type: none"> • Tell the stories of, eg Matthew, Zacchaeus, Peter, Mary Magdalen. Ask pupils to identify and comment on how they recognised their mistakes and changed their lives to make amends. Consider the significance of these stories for pupils in their own lives and for Christians today. • Tell the story of the Good Samaritan. Ask pupils to talk about the behaviour of the attackers and of the people who passed by, in contrast to that of the Samaritan (the despised outsider). Use examples of bullying and racism from newspapers, soap operas. Talk about their own experiences and ask pupils about what may happen as a result of bullying and racism. • Use the story of Jesus cleansing the Temple. Ask pupils the reasons for Jesus' actions and the feelings of Jesus and those around him. • Tell pupils about the 'two greatest commandments' (Love God and love your neighbour as yourself); look at people and organisations whose work demonstrates these commandments; ask pupils to suggest ideas about how they could help their 'neighbours'. 	<p>Pupils should be taught:</p> <p>2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;</p> <p>2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>5g to consider social and moral dilemmas that they come across in life [eg, encouraging respect and understanding between different races].</p>

b) learn about how key events in the life of Jesus are celebrated;		
c) consider what the life and teaching of Jesus may mean to Christians and to themselves	<ul style="list-style-type: none"> • Remind pupils of the ‘two greatest commandments’ (Love God and love your neighbour as yourself). Ask pupils to imagine a world where people obeyed these commandments and ask whether they think there would be any bullying / racism etc, and why or why not. • Ask pupils to record their ideas on how people would behave in work and play, how different groups would be treated, eg the elderly, and what society might do with people who didn’t always obey the commandments, bearing in mind that the ‘authorities’ must also love God and neighbour. • Introduce pupils to the work of a Christian-based charity and ask them to investigate it further via the internet. • Ask pupils to produce a booklet of drawings showing the work of the organisation for people in need. The booklets should make appropriate reference to the life and teaching of Jesus. 	<p>2h</p> <p>5f</p> <p>5h</p> <p>to recognise the roles of voluntary, community and pressure groups; to develop relationships through work and play [eg, taking part in activities with groups that have particular needs, such as children with special needs and the elderly]; find information and advice.</p>

Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc:

Where possible pupils should actually take part in some community service or charitable work in association with this unit, thus contributing more fully to 5f above.

Information on organisations such as Tearfund can be found via the Somerset-based website: <http://www.request.org.uk/> .

**KEY STAGE 2: UNIT 3 WRITINGS
FOCUS AREAS C & F**

If you teach this unit of the agreed syllabus and provide opportunities for pupils to:	...by providing activities such as these:	...you will contribute to these aspects of the PSHE&C programmes of study:
a) hear examples of many kinds of writing and story;	<ul style="list-style-type: none"> • Read to pupils as well as playing them tapes and poems of stories about people from different times and places. Explain that it is important to learn about people with different values and customs because it helps us to understand the world we live in. • Ask pupils to make a collection of different types of writing, eg Ancient Egyptian hieroglyphs on papyrus and pictures of tomb paintings, illuminated manuscripts, Aboriginal Dreamtime paintings. 	<p>Pupils should be taught:</p> <p>4b to think about the lives of people living in other places and times, and people with different values and customs.</p>
b) consider the origins of special or holy writings, eg their revelation, writing, compilation;	<ul style="list-style-type: none"> • Tell the story of 10 Commandments ask the pupils to think why God gave the rules to Moses and what they think would have happened if he hadn't. • Ask the pupils to write out their class rules on two paper 'tablets of stone' . • Ask pupils how to agree these rules and how they might go about changing any rules in the future. • Show the pupils a copy of the <i>Shema</i> prayer inside a <i>mezuzah</i> case. Explain that Jews attach these to the doorposts of most rooms in their houses. Ask the pupils to think how this helps them in their daily life. 	<p>2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p>

<p>c) consider the ways in which communities value special books, eg handling, covering, decoration;</p>	<ul style="list-style-type: none"> • Encourage pupils to use the internet or software to find out about holy writings from different religions, eg Bible, Qur'an, Torah, Bhagavad-Gita and to say how a believer might use their scriptures as a guide for living, eg by reading them every day. • Ask pupils to describe something which is of great value to them and how they look after it. Relate this to the story of <i>Mary Jones and her Bible</i>. 	<p>2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>5h find information and advice.</p>
<p>d) consider the moral message(s) within different stories and their relevance to people's lives;</p>	<ul style="list-style-type: none"> • Examine newspapers for different reports on the same story. Ask pupils to explain reasons for this. (Link with Literacy work on fact/ opinion.) • Present pupils with a story that is paralleled in two gospels, eg the Greatest Commandment, Mark 12.28-31, par Luke 10.25-28). Ask pupils to spot agreements and differences. • Ask pupils why they think Christians might consider this to be an important story, eg it teaches them important virtues such as forgiveness. 	<p>2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>2k to explore how the media present information.</p>
<p>e) express some moral beliefs or ideas in a variety of ways, eg through stories, poetry.</p>	<ul style="list-style-type: none"> • Ask pupils about the most important moral values today. Ask them to write a poem about a world which lacks these values. 	<p>2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</p>

Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc:

For b) use Pathways of Belief video: *Judaism: Programme 2 - The Torah*, BBC. See also Exodus 19,20.

For c) try: <http://bible.gospelcom.net/bible> (The Bible Gateway); <http://www.bhagavad-gita.org/> (Bhagavad-Gita);

http://mama.stg.brown.edu/webs/quran_browser/pqeasy.shtml (Qur'an Browser);

<http://www.aish.com/a/familyparsha/current.asp> (Torah portions for families).

For the story of Mary Jones: Mig Holder, 1992, *Mary Jones and her Bible*, Bible society.

KEY STAGE 2: UNIT 4 WHAT'S IT LIKE TO BE A CHRISTIAN – BELONGING, BELIEF AND IDENTITY
FOCUS AREAS: A&E

If you teach this unit of the agreed syllabus and provide opportunities for pupils to:	...by providing activities such as these:	...you will contribute to these aspects of the PSHE&C programmes of study:
a) learn about some of the key beliefs Christians may share;	<ul style="list-style-type: none"> • Explain to pupils that most Christians share a belief in God, in Jesus, in the Holy Spirit, in the importance of loving God and other people, etc. Illustrate this with reference to a form of the Creed and ask pupils to suggest how Christians might welcome a new believer into the faith. 	<p>Pupils should be taught:</p> <p>2i to appreciate the range of national, regional, religious and ethnic identities in the UK;</p> <p>2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</p>
b) learn about aspects of Christian worship, both personal and corporate;	<ul style="list-style-type: none"> • Explain that baptism is the main way of accepting a person into the Christian faith and show a video of an infant baptism (eg from the Nelson Thornes poster pack). • Ask pupils to work in groups to produce a list of promises that should be made by the parents and godparents at an infant baptism. • Compare their promises with those in a Roman Catholic, Orthodox or Church of England service. 	<p>2d that there are different kinds of responsibilities;</p> <p>4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, (gender and disability).</p>

<p>c) learn about the life Christians lead as members of a Christian group or community;</p>	<ul style="list-style-type: none"> • Tell pupils about the role of the Vicar, Priest, Bishop. Explain that Christians can serve God through almost any profession. Ask pupils to say what careers/ jobs Christians should not do. • Tell pupils about activities undertaken by lay Christians eg as fund raisers, hospital and prison visitors etc. • Introduce pupils to people from the local community who do Christian work and ask pupils to compile a list of Christian organisations and their addresses/ phone numbers / websites etc, where people can go for help. 	<p>1e about range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;</p> <p>2d that there are different kinds of responsibilities;</p> <p>2h to recognise the role of voluntary, community and pressure groups;</p> <p>4g where individuals, families and groups can get help and support;</p> <p>5e to meet and talk with people;</p> <p>5h find information and advice.</p>
<p>d) learn about some differences between Christian denominations;</p>		
<p>e) investigate the qualities that might be demonstrated by Christian believers and relate them to their own experiences of life.</p>	<ul style="list-style-type: none"> • Show pupils pictures of, or stories about people who have shown qualities of love, caring, acceptance, strength, justice etc. • Ask pupils to identify qualities shown by these people and to relate them to Christian belief. • Engage pupils in role-play of an argument between two neighbours. A third person joins the discussion and attempts to solve the problem, using Christian qualities as above. 	<p>2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>2f to resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>5d to make real choices and decisions.</p>

Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc:

Involving other members of local Christian communities as well as the local vicar will enrich and broaden understanding of the contribution of lay workers and different denominations. Try to research current local community projects or those in other countries funded by churches and Christian organisations locally, as well as well-known examples, eg Martin Luther King, Archbishop Romero and so on. An internet search for Christian help groups could begin via <http://www.request.org.uk/> .

KEY STAGE 2: UNIT 5 JOURNEYS
FOCUS AREAS: B & F

If you teach this unit of the agreed syllabus and provide opportunities for pupils to:	...by providing activities such as these:	...you will contribute to these aspects of the PSHE&C programmes of study:
<p>a) consider the many reasons for going on a special journey and engaging in a religious quest;</p>	<ul style="list-style-type: none"> • Ask pupils to think about special journeys and the reasons they are made, eg for: <ul style="list-style-type: none"> - <i>pleasure</i>: for holidays etc; - <i>moral duty</i>: to recycling depot; to the police station; - <i>love</i>: to hospital; to meet someone; - <i>respect</i>: to attend a funeral / ceremony; - <i>belief</i>: to pray, pay homage; - <i>searching / exploring</i>: for places; for truth / meaning; - <i>evangelism</i>: 'to spread the word'. 	<p>Pupils should be taught:</p> <p>2d that there are different kinds of responsibilities, rights and duties...;</p> <p>2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</p>
<p>b) consider the practices and events associated with some special journeys;</p>	<ul style="list-style-type: none"> • Show pupils a video or a poster of the Muslim Hajj, and tell them the story of Muhammad and the Ka'bah. Ask them why the Makkans didn't want to follow Muhammad and about how visiting the Ka'bah might strengthen a Muslim's faith. • Ask pupils to recall the details of the Hajj as they reflect upon the change they will make from one school to another. Ask pupils to imagine a visit to their next school. In small groups, pupils describe a three part process: preparing for the visit; what they see and do when they get there; how they feel about their visit afterwards. 	<p>4b to think about the lives of people living in other places and times, and people with different values and customs;</p> <p>5i to prepare for change.</p>

<p>c) consider how rites of passage are dealt with in different traditions, especially birth, initiation, marriage and death;</p>	<ul style="list-style-type: none"> • Ask pupils to think about important staging posts in their lives and to say how they were marked / celebrated. • Ask what important stages are yet to come in their lives and to list a few things they would like to do / achieve. • Show pupils a video about welcoming a baby into a Muslim family and into a family from one other religion. 	<p>1b to recognise their worth as individuals by identifying positive things about themselves ...;</p> <p>1c to face new challenges positively by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>2d as above;</p> <p>2e as above;</p> <p>4b as above.</p>
<p>d) consider artistic, symbolic and other expressive work associated with special journeys and the journey of life.</p>	<ul style="list-style-type: none"> • Show pupils a poster depicting a Muslim wedding and ask them to notice the clothes and other symbols of the special occasion. • Provide some background information on Muslim marriage and ask pupils to say why they think marriage is important for Muslims. • Ask pupils to draw their own symbols of marriage / lasting friendship / commitment / loyalty / forgiveness etc, to label each symbol and to explain the symbols they drew. 	<p>4c to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</p>

Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc:

Hajj poster, eg from *Living Religions: Islam* Poster Pack, Nelson Thornes.

Hajj video, eg Belief File, Programme 4, Hajj, BBC.

Story of Muhammad and the Ka'bah, eg in Frances Le Pla, *Living Religions: Islam*, Nelson Thornes. Or on video, Animated World Faiths: Muhammad, Channel 4.

Story of welcoming a baby into Islam, eg Le Pla (ibid). Video, eg Pathways of Belief, Islam, Programme 2, *Belief*, BBC.

It is possible to extend part c) above to cover PSHE&C statement 1d - 'to recognise as they approach puberty how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way'.

KEY STAGE 2: UNIT 6 BARRIERS AND BRIDGES
FOCUS AREAS: C & D

If you teach this unit of the agreed syllabus and provide opportunities for pupils to:	...by providing activities such as these:	...you will contribute to these aspects of the PSHE&C programmes of study:
a) identify a range of questions related to a moral issue;	<ul style="list-style-type: none"> • Introduce some Jewish beliefs about the environment to pupils, eg the Creator created everything with a special purpose and place; we have a responsibility to care for the creation. • Ask pupils to work in small groups to produce a poster about Jewish beliefs and the planet Earth. Each poster should include words / pictures / drawings etc featuring: Genesis 2.4-9,15; the idea of <i>'tikun olam'</i> (fixing the world); two rules for protecting the planet; a poem about the ways in which people damage the earth; living things of various kinds. 	<p>Pupils should be taught:</p> <p>2a research, discuss and debate topical issues, problems and events;</p> <p>2d that there are different kinds of responsibilities, rights and duties...;</p> <p>2j that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;</p> <p>5g to consider social and moral dilemmas that they come across in life.</p>
b) hear stories about people/organisations who have been involved in some way in moral issues;	<ul style="list-style-type: none"> • Tell pupils the story of Anne Frank and ask them to say why she and her family went into hiding, and to identify the difficult decisions faced by the family and neighbours who hid them. • Teach pupils about stereotypes and how the family that protected Anne Frank challenged them. • Ask pupils to reflect on challenges they have had to face, and how best to respond, including asking for help. • Ask pupils to give reasons why some people engage in bullying behaviour. • Encourage pupils to write their own diary of a person being bullied and how the problem was solved without anyone getting hurt. 	<p>1a to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</p> <p>2f resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>4d to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;</p> <p>4e to recognise and challenge stereotypes.</p>

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<p>c) consider some of the factors that may affect attitudes and behaviour towards a moral issue, eg rules, beliefs, traditions principles, commitments, experiences, possible consequences;</p>	<ul style="list-style-type: none"> • Tell pupils the story of Esther and use the poem <i>'What happened in the Shoah'</i> to engage pupils in discussion about bullying and racism. • Pupils complete work relating to Resource Sheets in Case Study 3.1 in this publication. 	<p>2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;</p> <p>4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>4b to think about the lives of people living in other places and times, and people with different values and customs;</p> <p>4f that differences between people arise from a number of different factors...</p>
<p>d) express their own ideas and views about a moral issue in the light of a range of responses.</p>	<ul style="list-style-type: none"> • Teach pupils about inequalities between rich and poor, by showing a news report on a poor community. Ask pupils to list words / images that are intended to produce a response from the observer. • Explain that there are various groups of people, including religious groups that attempt to address the inequalities between rich and poor and ask pupils to work out three new 'laws' which could improve the situation. The new laws could be displayed in the classroom and / or taken to a school council to decide how to bring them to wider attention. 	<p>1a as above;</p> <p>2a as above;</p> <p>2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;</p> <p>2k to explore how media present information;</p> <p>4f as above;</p> <p>5g as above.</p>

Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc:

c) 'What happened at the Shoah', in *Journeys to Freedom*, by Sheila Chiat, Centre for Jewish Education.

For d) there could be additional teaching about looking after money which could contribute to PSHE&C statement 1f - to look after money and realise that future wants and needs may be met through saving.

KEY STAGE 2: UNIT 7 EXPRESSIONS OF BELIEF

FOCUS AREAS: A & F

<p>If you teach this unit of the agreed syllabus and provide opportunities for pupils to:</p>	<p>...by providing activities such as these:</p>	<p>...you will contribute to these aspects of the PSHE&C programmes of study:</p>
<p>a) consider how people express information, ideas, feelings and beliefs in a variety of ways:</p> <ul style="list-style-type: none"> i signs and symbols, eg emblems; ii artistic expression, eg drama; iii universal symbols, eg colour; 	<ul style="list-style-type: none"> • Ask pupils to identify the use of symbols (eg water) in different cultures and religions. • Ask pupils to identify reasons for the importance of these symbols for the people who use(d) them, eg water for life, blue representing sea / sky / the universe. 	<p>Pupils should be taught:</p> <p>2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>4b to think about the lives of people living in other places and times and people with different values and customs.</p>
<p>b) express their ideas, feelings and beliefs in a variety of ways, eg prayer, conversation etc;</p>	<ul style="list-style-type: none"> • Ask pupils design a badge or motto to express their own personalities and values. These should include (a) a symbol of an achievement, (b) a symbol of apology and (c) a symbol of a personal goal. • Ask pupils to write or paint their response to stimulus (eg parable, poem, visit, music or story) and to describe the meaning of any symbolism they use. 	<p>1b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p>

<p>c) reflect upon the underlying meaning of different forms of expression: signs and symbols; artistic expression; universal symbols.</p>	<ul style="list-style-type: none"> • Ask pupils to guess the use and meaning behind a variety of signs and objects (eg prayer beads, vestments, mezuzah, cross). • Explain the meanings and ask pupils to identify what sort of people they would expect to be wearing certain sorts of clothing, eg dog-collar, turban, designer-label clothes, baggy clothes. Would the person be white / black / male / female / young / old etc? • Explain stereotyping and ask pupils why it is wrong to stereotype people on account of outward signs. • Encourage pupils to write a short story or poem where a new family moves into an area and causes a lot of suspicion amongst the neighbours. Pupils should end the story or poem with a surprise and then write some comments on the religious lessons to be learnt from their work, by linking the story with appropriate quotes from religious writings. 	<p>4e to recognise and challenge stereotypes;</p> <p>4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, (gender and disability).</p>
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Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc:

For d), some appropriate quotations on prejudice can be found in many of the books intended for short course GCSE in Religious Studies, but for a starter, try: Galatians 3.26-29; Leviticus 19.33-34; Bhagavad-Gita 5.25; Qur'an 4.36.

KEY STAGE 2: UNIT 8 QUESTIONS AND MYSTERIES
FOCUS AREAS: B & D

If you teach this unit of the agreed syllabus and provide opportunities for pupils to:	...by providing activities such as these:	...you will contribute to these aspects of the PSHE&C programmes of study:
<p>a) discuss the feelings of wonder, amazement, disappointment, that aspects of life may evoke, eg the natural world, relationship to others and the natural world, birth;</p>	<ul style="list-style-type: none"> • Take pupils on a short walk and encourage them to look at the natural world with “fresh eyes”; ask them about their observations and feelings. • Engage pupils in a reflective exercise called ‘Who am I?’ Ask them to sit up straight, but to feel relaxed and comfortable. Encourage pupils to feel positive about themselves as a unique/ special and wonderful creation. • Ask pupils to use the reflective exercise as a basis for a poem called ‘Creation’. 	<p>Pupils should be taught:</p> <p>1b to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>5b feel positive about themselves.</p>
<p>b) consider ideas about the nature and existence of God;</p>	<ul style="list-style-type: none"> • Ask pupils about their own ideas about God, and what God is like. • Tell the story of, eg the Lost Sheep, and the story of Krishna and the giant snake, to exemplify Christian and Hindu views about God. Bring out points about God as loving, forgiving, powerful etc. • Teach pupils about some of the different views of God, eg Hindu belief in one God represented through different images and names compared with Christian view of God as being known through the person of Jesus, the Holy Scriptures and the Holy Spirit. • Ask pupils to list some ideas for how Christians and Hindus could be made to feel welcome in the class and school, by recognising their beliefs. 	<p>1a to talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences;</p> <p>2i to appreciate the range of national, regional, religious and ethnic identities in the UK;</p> <p>4b to think about the lives of people living in other places and times and people with different values and customs.</p>

<p>c) consider questions and beliefs about the nature of life on earth, such as why there is suffering, and the relationships between people, animals and the environment;</p>	<ul style="list-style-type: none"> • Compare pupils' own ideas about caring for the natural world with those of others; including religious views. • Ask pupils to suggest ways of helping and protecting the natural world, and teach them about what Christians and Hindus say are our duties to the natural world. • Discuss ideas of stewardship in relation to the Judaeo-Christian Creation story in Genesis. Brainstorm actions individuals or groups can take, eg school compost bin, recycling area etc. Ask why people might be unwilling to give up their cars, even though they cause environmental damage. • Ask pupils if they will help improve their own environment by taking responsibility for a garden area in the school grounds or for a special part of the classroom. 	<p>1a as above; 2a research, discuss and debate topical issues, problems and events; 2d that there are different kinds of responsibilities, rights and duties at home, at school and in the community and that these can sometimes conflict with each other; 4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 5a take responsibility.</p>
<p>d) consider beliefs about life after death.</p>	<ul style="list-style-type: none"> • Research what religions teach about life after death. Discuss what people/ class believe. 	<p>2e as above.</p>

Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc:

b) For Krishna and Kaliya, see Quest: Animated World Faiths, Channel 4.

By taking the idea of stewardship further and participating in a local or school based environmental project there are opportunities to enable pupils to: recognise the role of voluntary, community and pressure groups (2h); make real choices and decisions (5d); meet and talk with people (5e). Further ideas for RE and environmental projects can be found at: <http://www.reep.org/> .

See The Scheme of Work for the Agreed Syllabus for Religious Education in Somerset, North Somerset and Bath and North East Somerset for more detail on RE activities for this unit.

KEY STAGE 2: UNIT 9 LIFE STORIES
FOCUS AREAS: C & E

If you teach this unit of the agreed syllabus and provide opportunities for pupils to:	...by providing activities such as these:	...you will contribute to these aspects of the PSHE&C programmes of study:
<p>a) hear about, discuss and reflect upon the lifestyles or main events in the lives of people who have acted out of conviction;</p>	<ul style="list-style-type: none"> • Using the 'Black peoples of America' video, teach pupils about the life of Martin Luther King, showing how his beliefs and actions changed public opinion on racial issues and consequently the law. • Explain the term 'consequences' with examples, then ask pupils to make two columns in their books: in the left hand column they should write down some key points in the MLK story and in the right hand column, the possible consequences of each part of the story, for white Americans and / or black Americans. 	<p>Pupils should be taught: 2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; 5g consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment].</p>
<p>b) consider how the values and commitments people have may affect the way they lead their lives;</p>	<ul style="list-style-type: none"> • Show a video portraying the life of Mother Teresa of Calcutta. • Ask pupils to research the reasons behind her devotion to the poor of Calcutta. • Ask pupils to script an imaginary interview with Mother Teresa, raising searching questions and predicting likely answers. 	<p>2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.</p>

<p>c) reflect on their own attitudes and behaviour in the light of the qualities demonstrated by other people.</p>	<ul style="list-style-type: none"> • Ask pupils to produce an autobiographical work reflecting upon key events and people who have influenced them in their lives so far. • Invite in a speaker who has a personal testimony to share or who represents an environmental organisation. 	<p>1b to share their opinions on things that matter to them and explain their views; 5e to meet and talk with people.</p>
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Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc:

a) Video: History File, *The Black Peoples of America*, BBC; *Mother Teresa and her World*, St Paul Visual Productions UK;
 Publications: Article on Martin Luther King, in *RE in Practice: Why do people suffer?*, CEM, ISBN 1 85100 121 2;
 Constant, A., *In the Streets of Calcutta: the story of Mother Teresa*, RMEP.

KEY STAGE 2: UNIT 10 WHAT'S IT LIKE TO BE A HINDU?

FOCUS AREAS: A B E

<p>If you teach this unit of the agreed syllabus and provide opportunities for pupils to:</p>	<p>...by providing activities such as these:</p>	<p>...you will contribute to these aspects of the PSHE&C programmes of study:</p>
<p>a) learn about the shared beliefs and interests people may have when they belong to a Hindu group or community;</p>	<ul style="list-style-type: none"> • Introduce Hindu beliefs about the four different <i>ashramas</i> (stages of life) and their associated duties. • Talk about changes in their own lives and their hopes and expectations for the future. 	<p>Pupils should be taught:</p> <p>2d that there are different kinds of responsibilities, rights and duties at home, at school and in the community ...;</p> <p>4b to think about the lives of people living in other places and times, and people with different values and customs;</p> <p>4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, (gender and disability).</p>
<p>b) to learn about some of the practices associated with belonging to a Hindu group or community;</p>	<ul style="list-style-type: none"> • Learn about the mandir as a community centre and place of prayer and study and about the <i>arti</i> ceremony. • In the ICT suite ask pupils to investigate Hindu attitudes to prayer via http://www.hindukids.org/ . Pupils can use this site to investigate other aspects of Hindu practices such as meditation (<i>dhyana</i>). 	<p>2i to appreciate the range of national, regional, religious and ethnic identities in the UK;</p> <p>4b as above.</p>

c) learn about forms of personal Hindu responses to belief, eg prayer, meditation, contemplation;	<ul style="list-style-type: none"> • Use artefacts to introduce pupils to <i>puja</i> at home. • Ask pupils to identify items on <i>puja</i> table and consider the feelings that may be evoked by this form of worship. 	2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.
d) learn about a variety of Hindu festivals and celebrations, eg anniversaries, seasonal festivals, commemorations;	<ul style="list-style-type: none"> • Use posters and pictures or video (eg Animated World Faiths) to introduce to the festivals of <i>Holi</i>, <i>Diwali</i>, <i>Raksha Bandhan</i>. • Pupils re-enact one of the stories behind the festival or write the story for an audience of younger pupils. • Record re-enactment with digital camera. 	4b as above.
e) consider some of the beliefs and meanings reflected in a variety of Hindu festivals and celebrations.	<ul style="list-style-type: none"> • Ask pupils to write a commentary on the re-enactment explaining some of the beliefs and meanings in the festival. 	2e as above; 4b as above.

Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc:

For c) use Pamela Draycott, 1997, *Religious Artefacts: why? what? how?*, CEM, ISBN 0 85100 094 1.

For festivals of *Holi* and *Raksha Bandhan* see, eg, Dilip Kadodwala, 1996, *Living Religions: Hinduism*, Nelson Thornes, ISBN 0 17 428054 8.

**KEY STAGE 2: UNIT 11 WHAT'S IT LIKE TO BE A MUSLIM?
FOCUS AREAS: A B E**

If you teach this unit of the agreed syllabus and provide opportunities for pupils to:	...by providing activities such as these:	...you will contribute to these aspects of the PSHE&C programmes of study:
<p>a) learn about the shared beliefs and interests people may have when they belong to a Muslim group or community;</p>	<ul style="list-style-type: none"> • Teach pupils about the Five Pillars of Islam and ask pupils to think about what a Muslim might have to do to go on the Hajj. • Show pupils Belief File video on the Hajj and ask them to say why they think Muslims go on the Hajj. • Ask pupils to identify Muslim countries on an outline map of the world. Ask pupils to find Makkah in Saudi Arabia and teach them that when Muhammad lived there, he was opposed to the worship of idols that took place. • Tell the story of Muhammad and the Ka'bah and ask pupils to write down how visiting the Ka'bah might strengthen a Muslim's faith. 	<p>Pupils should be taught:</p> <p>2i to appreciate the range of national, regional, religious and ethnic identities in the UK;</p> <p>4b to think about the lives of other people living in other places... and people with different values and customs.</p>
<p>b) to learn about some of the practices associated with belonging to a Muslim group or community;</p>	<ul style="list-style-type: none"> • In the ICT suite, ask pupils to follow a virtual tour of a mosque. • Ask pupils to prepare questions for a visitor from the Muslim community or for a visit to a mosque, including questions about the Five Pillars. • Ask pupils to record one thing they heard / saw in the mosque / from the visitor that linked with one of the Pillars. Display pupils' work. 	<p>2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>2i as above;</p> <p>4b as above;</p> <p>5e to meet and talk with people.</p>

<p>c) learn about forms of personal Muslim responses to belief, eg prayer, meditation, contemplation;</p>	<ul style="list-style-type: none"> • Listen to a tape of The Call to Prayer - (<i>A Gift to the Child</i> audio tape). Ask pupils about its significance for Muslims. • Show Yaseen's Book. Ask pupils to sequence the main events of Yaseen's preparations for and visit to the Mosque. • Teach pupils about the preparations for prayer and the prayer sequence. • Ask pupils to make Yaseen's Book 2: a continuation of the story, with prayer positions correctly sequenced. 	<p>2e as above.</p>
<p>d) learn about a variety of Muslim festivals and celebrations, eg anniversaries, seasonal festivals, commemorations;</p>	<ul style="list-style-type: none"> • Teach about <i>Ramadan</i> and <i>Id-ul-Fitr</i> . • Ask pupils to write down in two columns good things and difficult things about fasting and to highlight or add the most important reasons for a Muslim to fast. • Talk about special times/special foods and why <i>Id-ul-Fitr</i> is special for Muslims. • Show pupils examples of <i>Id</i> cards and ask them to design their own. 	<p>4b as above; 4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, (gender and disability).</p>
<p>e) consider some of the beliefs and meanings reflected in a variety of Muslim festivals and celebrations.</p>	<ul style="list-style-type: none"> • Any of the activities suggested above. 	<p>2e as above; 4b as above; 4f as above.</p>

Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc:

a) Use Richard Tames, 1992, *The Muslim World*, Simon and Schuster, ISBN 0 7500 1194 7; and / or Frances Le Pla, *Living Religions: Islam*, Nelson, ISBN 0 17 428053 X.

Video: Belief File, *Islam*, BBC.

b) For virtual tours try, eg: <http://www.hitchams.suffolk.sch.uk/mosque/default.htm> .

For c) use Michael Grimmitt *et al*, 1991, *A Gift to the Child Teachers' Source Book* and *Yaseen's Book*, Simon and Schuster, ISBN 0 7501 0128 8.

For d) use *Living Religions (ibid)*. See also Photocopiable worksheets, *Specials: Islam*, Folens.

KEY STAGE 2: UNIT 12 WHAT'S IT LIKE TO BE A JEW?

FOCUS AREAS: A B E

<p>If you teach this unit of the agreed syllabus and provide opportunities for pupils to:</p>	<p>...by providing activities such as these:</p>	<p>...you will contribute to these aspects of the PSHE&C programmes of study:</p>
<p>a) learn about the shared beliefs and interests people may have when they belong to a Jewish group of community;</p>	<ul style="list-style-type: none"> • Teach about Jewish belief through the use of artefacts. Tell pupils about the special treatment given to the writing of and care of the Torah and its significance to all Jews (eg, story of the Rabbi in the concentration camp). • Teach about the suffering of the Hebrews when they were slaves in Egypt and what happened before they escaped (the Ten Plagues). • Ask pupils to make a chart of things which make them sad and link these things to their social and moral causes, such as bullying, stealing, selfishness, etc. From there, pupils should make further links from their ideas to the best way to respond to such behaviour as bullying, racism, etc. 	<p>Pupils should be taught:</p> <p>4b to think about the lives of other people living in other places... and people with different values and customs;</p> <p>4d to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;</p> <p>5g consider social and moral dilemmas that they come across in everyday life [eg encouraging respect between different races and dealing with harassment].</p>
<p>b) to learn about some of the practices associated with belonging to a Jewish group or community;</p>	<ul style="list-style-type: none"> • Show pupils the Belief File video on Judaism. • Explain the symbolism associated with keeping Shabbat, eg domestic routines and food laws. • Ask pupils to write a letter to a friend describing Shabbat – how the family prepare – the routines and ways in which family spend Shabbat. 	<p>2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>4f that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, (gender and disability).</p>

c) learn about forms of personal Jewish responses to belief, eg prayer, meditation, contemplation;	<ul style="list-style-type: none"> • Teach pupils about the synagogue as a community and place of prayer and study. • In the ICT suite, take pupils through a virtual tour of a synagogue. Pupils can use websites to research and make a brief list of differences between orthodox and reformed synagogues. 	2i to appreciate the range of national, regional, religious and ethnic identities in the UK; 4b as above.
d) learn about a variety of Jewish festivals and celebrations, eg anniversaries, seasonal festivals, commemorations;	<ul style="list-style-type: none"> • Invite a member of the Jewish community in to tell pupils the story of Sukkot and to explain why Jews build a Sukkah. Pupils could then build their own Sukkah with the visitor's help. • Ask pupils to make an information card for a younger pupil explaining the story and symbolism behind the building of a Sukkah (see 'Places and Spaces, Dimensions in Religions' by Wood et al). 	4b as above; 4f as above; 5e meet and talk with people.
e) consider some of the beliefs and meanings reflected in a variety of Jewish festivals and celebrations.	<ul style="list-style-type: none"> • Any of the activities suggested above. 	2e as above; 4b as above; 4f as above.

Points to note, eg, ideas for enrichment, further PSHE&C, practical advice etc:

For further development of Holocaust Education and contribution to PSHE&C 4d) 'to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help' see Worked Example 3.1 below.

For a) Video: Belief File, *Judaism*, BBC. For a) and c) use the material on the Exodus and Pesach in Maureen Harris, 1996, *Living Religions: Judaism*, Nelson Thornes. The story of the rabbi is found in School Worship File: Judaism, CEM. Essentially, the rabbi refused to remove his clothing when ordered by guards. Only when he was beaten to the ground and left senseless and dying was it discovered that he had wrapped a Torah scroll around the upper part of his body in order to hide and protect it.

c) Try the virtual tour of Colchester synagogue via <http://www.hitchams.suffolk.sch.uk/synagogue/full.htm> . Orthodox and Reform synagogues can be researched through, eg, <http://re-xs.ucsm.ac.uk/> .

d) For information on the Sukkah see Angela Wood et al, *Dimensions in Religions: Places and Spaces*, Nelson Thornes, ISBN 0 17 437066 0. For information about Sukkot see <http://www.torahtots.com/home.htm> and look under 'Holidays'.

Other useful publication: Sue Penney, *Judaism*, Heinemann, ISBN 0 425 30467 4.

SECTION 3:

WORKED EXAMPLES: HOW RELIGIOUS EDUCATION MAY CONTRIBUTE TO ASPECTS OF PSHE AND CITIZENSHIP

The following units are taken from Awareness, Mystery and Value (AMV), the agreed syllabus for religious education in use in Somerset, North Somerset and Bath & North East Somerset. The full list of units and focus areas can be found on page 4 of this document.

SECTION 3

WORKED EXAMPLES: HOW RELIGIOUS EDUCATION MAY CONTRIBUTE TO ASPECTS OF PSHE AND CITIZENSHIP

3.1 RE and the Holocaust: a case study for the development of skills, attitudes and values in a primary school (Christine Harris, Milton Junior School, Weston-super-Mare)

Introduction

A class of year 5 pupils have been studying agreed syllabus RE, Key Stage 2, following *Awareness, Mystery and Value* (AMV) unit 6 (Barriers and Bridges).

This section of the unit is designed to allow pupils to identify a range of questions linked to a moral issue, including questions of prejudice and unfair treatment. (Issues of the Holocaust, eg persecution & bullying, will be relevant to Unit 6 learning opportunities a, b, c & d).

Learning opportunities

in RE:

AMV Key Stage 2 Unit 6 (**Barriers and Bridges**) Focus areas C & D (see page 4 above).

Pupils should be given opportunities to:

- a) identify a range of questions related to a moral issue;
- b) hear stories about people/organisations who have been involved in some way in moral issues;
- c) consider some of the factors that may affect attitudes and behaviour towards a moral issue;
- d) express their own ideas and views about a moral issue in the light of a range of responses.

in PHSE&C:

Pupils should be taught:

- to recognise choices they can make, and recognise the difference between right and wrong (2c);
- to recognise how their behaviour affects other people (4a);
- to listen to other people, and play and work cooperatively (4b);
- that family and friends should care for each other (4d);
- that differences between people arise from a number of different factors (4f).

There are also links with the KS2 **history** unit on the 2nd World War.

Resources

Video showing story of Esther, eg Moveable Feasts, Judaism, BBC (if this is not available read a suitable version);

Copy of "What happened at the Shoah", in Journeys to Freedom, by Sheila Chiat, published by Centre for Jewish Education (p 12);

Resource sheet 1 (Consequences);

Resource sheet 2 (Who said that?);

Resource sheet 3 (Quotes from religions).

Teaching Activities

1. Show pupils a video or read the story of Esther.
2. Ask pupils about some of the issues raised, eg What is persecution? Have they ever stood up for what is right? Where would they go for help if they were bullied?
3. Show pupils Resource Sheet 1. Pupils complete the chart to show possible choices of action for Esther, and their consequences, both for Esther and for the Jewish Community.
4. Link the story of Esther to a selection of 'speech bubbles' in Resource Sheet 2. Ask pupils, "Which character might have said this?" Provide pictures of the various characters from the story of Esther and, in pairs / groups, pupils show which speech would be most likely for which character. Ask, can any of these 'speeches' be linked to any of the religious teachings in Resource Sheet 3? Pupils place cards of the religious teachings next to the speeches from the Esther story.
5. Help pupils to make links with history unit on 2nd world war, by referring to Nazi treatment of other human beings. Read the poem "What Happened in the Shoah?" to the class. With sensitivity for pupils' feelings and experiences, ask such questions as:
 - o What event(s) is the poem about?
 - o What impression does it give of the reasons for the refugees' arrival in Britain?
 - o Who does the poem say helped – and whom were they helping?
 - o How do you think the children in the poem might have felt?
 - o How would you feel if you had to leave your home / family and go to live in a strange country?
 - o How does this poem relate to the story of Esther? (Jewish community being persecuted; the need for understanding; the need to stand up against bullying.)
 - o What do religions have to say about these sorts of behaviours?

Assessment

Formative

Impressions are gathered about pupils' responses to the PSHE&C criteria throughout the activities. Compare pupils' responses to the initial showing of the video with their later responses to the poem about the Shoah.

Summative (based on 'objectives for learning and assessment' in AMV)

Judgements were made on the extent to which pupils were able to:

- make links between values and commitments, including religious values and commitments, and their own and others' attitudes and behaviour (C3);
- ask a range of questions about choices and decisions and suggest what moral implications may be involved, making reference to the teaching of religions where appropriate (C4);
- explain meanings contained within religious stories that might be given by a believer (D3);
- identify and compare some religious beliefs/ideas and describe their significance to believers (D4);

The teacher's judgements about pupils' achievements can be made by making a note of their responses to activities 3, 4 and 5 above.

Pupils can also complete a self-assessment exercise which indicates what they may have learnt from this unit of work.

Reflections

Advantages of making links with PSHE and Citizenship to teach the lesson

Linking PSHE and Citizenship with RE in this unit helped pupils to understand that there are lessons for today embedded within religious stories and festivals. The issues of the Holocaust were tackled through both the story of Esther and the work related to the Shoah. Linking the two subject areas in this way helped to create a more meaningful reflection about the messages behind the festival of Purim and ensured that *learning from religion and human experience* was covered in a meaningful way, giving many opportunities for personal reflection.

Questions

This series of lessons could have been taught with the PSHE, the history and the RE elements lifted out, separated and taught separately. How would this have affected the learning outcomes?

How important is the discussion element of this unit? Would pupils have made so much progress in their understanding of the issues without the discussion element?

Resource sheet 1: Consequences

Course of action	Consequence for Esther	Consequence for Jewish people
Ignore what was happening.		

Resource sheet 2: Who said or thought what?

Draw outlines of the King, Esther, Haman and Mordecai. Read each of the speech bubbles and decide who might have said or thought this. Arrange the speech bubbles around each character.

I am afraid to go to the king and tell him what is happening.

Our people are being persecuted.

I will not bow down and honour him.

The Jews are not fit to live in your kingdom.

I will make him regret not doing as I ordered.

I might get into trouble if I go to the king.

Our people are in danger, you must help by talking to the king.

You need to speak out to help your people.

Let my people live freely.

Hang Haman on the platform he prepared for Mordecai.

I am very important and the Jews will pay for not showing me the respect I deserve.

Resource sheet 3: What do scriptures say?

You make unjust laws that oppress my people. That is how you prevent the poor from having their rights and from getting justice. That is how you take the property that belongs to widows and orphans.

(Isaiah 10.1-2)

I tell you love your enemies and pray for those who persecute you, so that you may become the children of your father in heaven.

(Matthew 5.44-45)

My commandment is this: love one another, just as I have loved you.

(John 15.12)

Thou shalt not kill *(Exodus 20.13)*

Be good to others as God has been good to you *(Qur'an 28.79)*

God wants fairness, kindness and generosity to one's kindred.

(Qur'an 16.90)

You shall not kill one another. *(Qur'an 4.30)*

Allah does not look upon your outward appearance; He looks upon your hearts and your deeds. *(Hadith)*

Allah will not show mercy to him who does not show mercy to others. *(Hadith)*

3.2 RE, Sex and Relationships Education: making connections in a primary school (Jackie Waters-Dewhurst, Burrington CofE VA Primary School)

Introduction

A group of Yr 5/6 pupils are studying marriage as part of their work on important events and changes in life. The following activities are designed to be worked on in the literacy hour as well, fitting in with work being done on note taking and report writing. In this series of lessons pupils will be looking at the possible purpose of marriage and of the differences and similarities of marriage ceremonies in varying cultures and religions.

Learning opportunities

RE:

AMV Key Stage 2 Unit 5 (**Journeys**) Focus areas *B & F* (see page 4 above).

Pupils should be given opportunities to consider:

- c) how rites of passage are dealt with in different traditions, especially birth, initiation, marriage and death.

PHSE&C:

- Pupils should be taught to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships (4c).

Sex and Relationship education - main elements:

- Attitudes and Values: learning the value of family life, marriage and stable loving relationships for the nurture of children.
- Personal and Social Skills: developing self-respect and empathy for others.

Resources

- 'A Christian wedding', 'A Sikh Punjabi wedding' (both include: artefacts, clothes, worksheets, teachers notes, A4 laminated pictures) from Community Sparks, tel: 01212 488558.
- Anita Ganeri, *Lifetimes: Wedding Days*, A&C Black.
- *Living Religions* Poster Packs, Nelson Thornes.
- Comparison of marriage in six religions via <http://re-xs.ucsm.ac.uk/re/passage/> .

Teaching Activities

1. Put the following question on board – Why do people get married? List and note suggestions from pupils for later use in Activity 5.
2. Put pupils into groups and give each group a different World Faith. Ask groups to research the beliefs and practices connected with marriage in their assigned religion, making use of videos, posters, photographs and websites as well as written materials. Ask groups to prepare findings for the rest of the class using pictures, diagrams etc., explaining any symbolism used by believers.
3. Each group makes a 5 minute presentation of their main findings to the rest of the class. Ask pupils to take notes on ONE other group's findings for use in Activity 6.
4. Read extracts from marriage services concentrating, where possible, on those parts relating to the bringing up of children. List any similarities and differences that pupils notice.

5. Re-visit the “Why do people get married?” list from the Activity 1. Are there any different viewpoints? Are pupils’ answers different from those put forward by believers?
6. Using their research notes, presentations and their own ideas and beliefs, pupils write a ‘Young Person’s Guide to Marriage in the Modern World’, which includes some or all of the following features:
 - a comparison of marriage ceremonies and their underlying beliefs in two religions;
 - their own ideas and feelings about marriage and how/why these may differ from other people’s;
 - a ‘Question and Answer’ section including views that might be given by members of two faith communities.

Assessment

Formative

Impressions are gathered about pupils responses to the PSHE&C criteria throughout the activities.

Summative (based on ‘objectives for learning and assessment’ in AMV)

Judgements were made on the extent to which pupils were able to:

- compare their own ideas about life with those of others, including people with a faith commitment (B3);
- ask a range of questions about life and suggest appropriate answers, making reference to the teaching of religions where appropriate (B4);
- make simple links between a range of examples of religious expression and the religious beliefs/ideas, feelings which underlie them (F3).

The teacher’s judgements about pupils’ achievements can be made by making a note of their responses to activity 6 above.

Reflections

Advantages of making links with PSHE and Citizenship to teach the lesson

The activities allowed both RE and SRE to be covered in an overcrowded timetable. Moral values must be covered in SRE (see Sex and Relationship Education Guidance DFEE 0116/2000 page 4 section 4). The above teaching allows distancing from teachers’ / schools’ moral stance to allow pupils to explore the issues.

Questions

Some questions here to encourage some reflection on processes and learning outcomes

- This unit was designed to be taught to Yr 5/6 pupils along side their SRE. How could it be adapted to other age groups?
- Would it be useful to teach the unit earlier to allow for year 5/6 SRE to be taught with a greater knowledge base?
- Would it be beneficial to expand and divide the work here throughout all ages of the school to allow for concepts/issues to be revisited to an ever increasing depth?
- How can we ensure that pupils from differing nuclear families still feel an accepted part of the community?

3.3 RE and Drugs Education: making connections in a primary school (Sara Franklin, Winscombe Woodborough Community Primary School)

Introduction

A class of year 3 pupils have been following the Key Stage 2, unit 1 scheme of work for Awareness, Mystery and Value (Ourselves Part 2). This section of the unit allows pupils to make observations on what makes people happy, and the concept of 'loving their neighbour as themselves', by asking what are some of the good things in life and conversely, those that are bad. The contribution to 'drugs education' for this class lies in the teaching about self-esteem and how to resist pressure from others to do what they know is wrong.

Learning opportunities

RE: AMV Key Stage 2 Unit 1 (**Ourselves**) Focus areas A & D (see page 4 above).

Pupils should be given opportunities to:

- a) consider physical and non-physical aspects of human identity, eg soul, spirit, atman;
- b) explore a range of factors that might influence or affect a person's identity or personality (including religious identity);
- c) consider beliefs about the value of human beings;
- d) participate in and value times of stillness and reflection.

PHSE&C:

Pupils should be taught:

- what makes a healthy lifestyle... and how to make informed choices (3a);
- to recognise the different risks in different situations and then decide how to behave responsibly... (3e);
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong (3f).

Spiritual, moral, social and cultural development:

Pupils should be taught to:

- reflect on and develop understanding of their own feelings;
- respect themselves and others;
- recognise similarities and differences – including similar and different points of view;
- acknowledge the rights of others.

Resources

AMV scheme of work Unit 1 Ourselves;

Jenny Mosley, 1997, *Quality Circle Time in the Primary School*, LDA;

Children's' Bible (New Testament): Judas (Matthew 26.1-27.10); Jesus' Temptation (Matthew 4.1-11; Luke 4.1-13); Good Samaritan (Luke 10.25-37);

Resource sheet 1 – Things a friend could offer me;

Resource sheet 2 – Things a friend should not ask me to do;

Teaching Activities

1. The pupils will be asked to think back to their earlier work (see AMV scheme of work, unit 1, part 1), when they recorded what made them happy when they were with other people/groups, and to then consider what attitudes and activities they would regard as wrong/dangerous/unfair.
2. Ask pupils about some of the issues raised, possibly as a 'Circle Time' activity, using such questions and prompts as:

- Give me some examples of the good things your friend does for you (see Resource Sheet 1).
 - Have your friends ever suggested/asked you to do something you thought wrong, dangerous or unkind (see Resource Sheet 2)?
 - Complete this sentence, 'I like to have friends because...'
(see Mosley, 1997, 135-142, Section 5, *Friendship*, Activity 2).
3. Share some of the responses.
 4. The pupils will hopefully have trawled up some of the activities that society considers unacceptable, risky or uninformed. If this has not happened you will need to guide pupils towards such examples as:
 - Stealing;
 - Bullying;
 - Smoking/drinking/drugs (substance abuse);
 - Anti-social behaviour.

EITHER:

5. Tell the story of Judas, in such a way that it is clear that his motives may have been good, eg, forcing Jesus to make a stand, but his actions were inappropriate and misguided. As a consequence, Jesus was handed over for trial and crucified.
6. Ask pupils what they could do if their friend wanted to do something that might have a potentially bad outcome. What would be the *loving* thing to do?
7. In pairs, use speech bubble worksheet to record their discussions about how they might be persuaded and how they could respond. (Opportunity to use role-play before or after completing the worksheet.)
8. Read the story of Jesus being tempted by the Devil, after he had been baptised by John and explain that Jesus wanted to use his life to bring people most *happiness* in their lives, not things that would impress people for a short time and then they would forget about it. He would not let the Devil persuade him [tempt him] to do the wrong thing.
9. Ask pupils how they think they would feel if they had persuaded or forced someone to put themselves at risk. Ask what they can do to avoid this happening to them.
10. Create a class book of pupils' ideas entitled, 'Doing the right thing'.

OR:

5. Tell the story of 'The Good Samaritan'. Explain that the people who heard Jesus tell this story were Jews, like Jesus himself, and they would not have expected the hero of the story to be a Samaritan, as they were seen as enemies.
6. Explain that the Samaritan had risked his life stopping to help the victim, and that children should not go anywhere with strangers! When *children* help others, they should not put themselves at risk. Even adults are warned to take care, but we admire people who help others in dangerous situations, for example, fire officers.
7. Ask pupils to reflect silently on Jesus' teaching that the best people are those who actually DO something to help others, even their enemies. This is *love*. Ask pupils to reflect on how the Samaritan helped an enemy by showing *care, tolerance and*

responsibility by explaining these words with examples and asking pupils for their examples.

8. Explain that the Samaritan not only helped someone who needed it, but probably also felt happy with himself because he had done the right thing. Ask pupils how they feel if they have helped someone.
9. In Circle Time, ask the pupils to contribute to a joint 'brainstorm' on what they have done or can do to show care, tolerance and responsibility towards someone else.
10. Create a class book of pupils' ideas entitled, 'How We Can Be Good Samaritans'.

Assessment

Formative

From previous learning in the unit, the teacher should be able to see the pupils building on ideas of 'what makes me happy/sad' to include a growing sense of communal responsibility towards healthy, caring life styles.

Diagnostic

In order to make an assessment of pupils' progress during the unit, the teacher should note whether pupils can link what is important to them and other people to the way they behave and think. Can pupils show through their work what a Christian believes about attitudes to and treatment of others?

Summative (based on 'objectives for learning and assessment' in AMV)

Judgements were made on the extent to which pupils were able to:

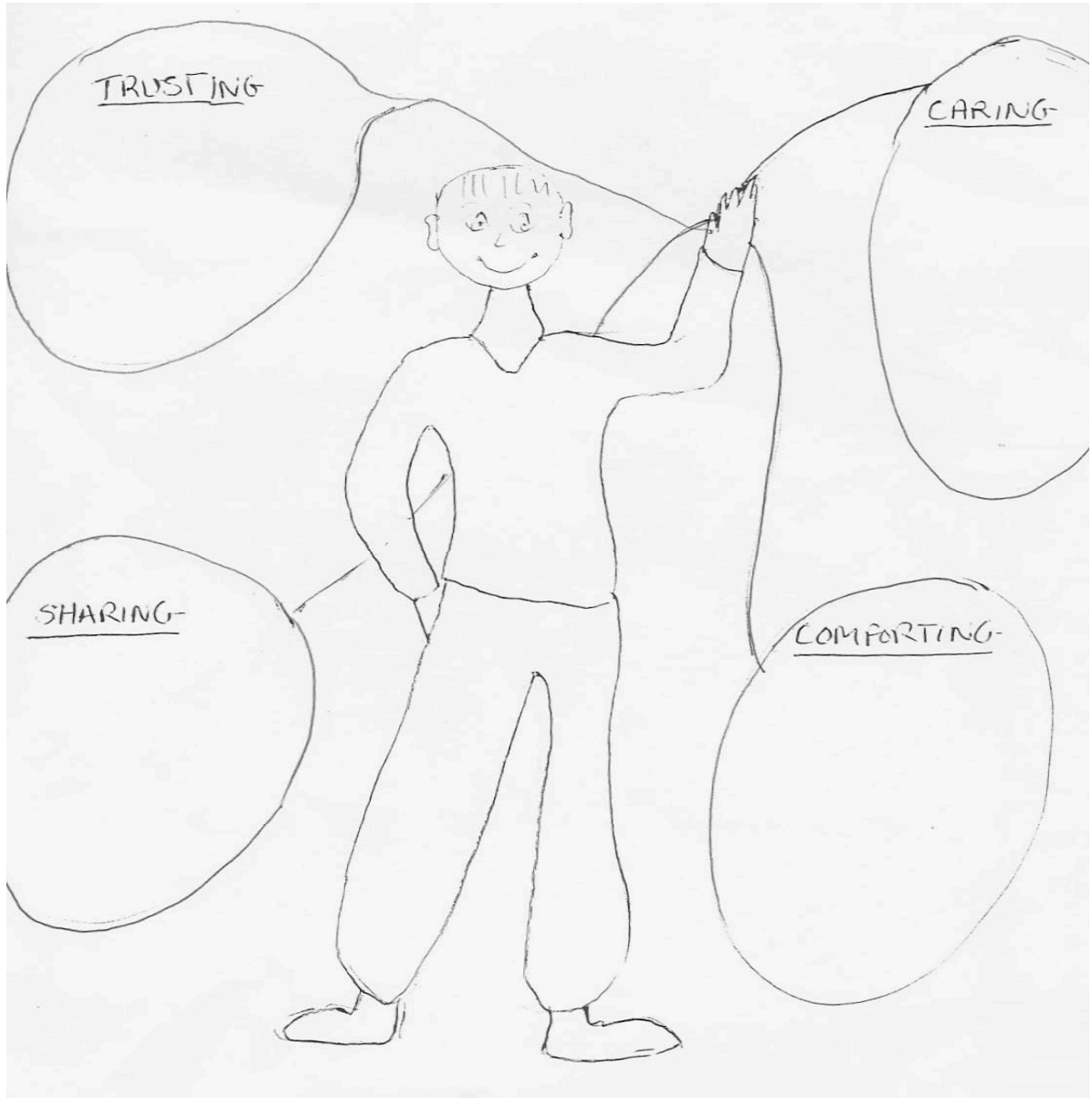
- identify aspects of others' experience (A2);
- compare aspects of, and influences on, their own experience, with those of others (A3);
- show factual knowledge of Christian teaching on love and happiness (D2);
- explain the meaning contained in the 'Good Samaritan' or 'Jesus' Temptation' that might be given by a Christian (D3).

Reflections

Advantages of making links with PSHE and Citizenship to teach the lesson

- the stories from the Bible are made current, memorable and easy to relate to and therefore of interest and significant to the pupils;
- less academically able pupils are able contribute their experiences orally, in shared writing and in role-play;
- profound feelings of hurt and betrayal are considered in a secure and nurturing environment, especially in Circle Time;
- pressures on individuals to behave inappropriately, eg by 'friends', are explored and clarified.

Resource Sheet 1
Things a Friend Could Offer Me



Fill the balloons with examples of ways your friend can do these things

Resource Sheet 2
Things a friend should not ask me to do



Write your answers on the Wall, then complete this sentence:

I like to have friends because

.....

.....

3.4 RE and the International Dimension: making connections in a primary school. (Chris Rush, Oldmixon Primary School, formerly of Tickenham Church of England Primary School)

Introduction

Tickenham School was one of three schools working on a joint project as part of the Comenius Programme. The other two schools were in Italy and The Czech Republic. The focus of the project was Literacy and The Performing Arts. Nevertheless, there were many opportunities for pupils throughout the school to consider issues from both the RE and PSHE&C perspectives.

This section concentrates on the opportunities for pupils in the Foundation Stage and Key Stage 1, although activities and discussions also took place with Key Stage 2 pupils.

Learning opportunities

RE:

Reception and Key Stage 1

The main focus is from AT1 (Area A): Learn from religion and human experience by exploring human identity, personality and experience. There are opportunities to bring the International Dimension into many units from Awareness, Mystery and Value, but our experiences linked most clearly with Unit 2 and Unit 4.

Unit 2 – Festivals and Celebrations

Pupils should be given the opportunity to:

- a) share experiences of special occasions and celebrations in their own life;
- b) learn about some major religious festivals and celebrations;
- c) identify some artefacts used in some festivals and celebrations;
- d) relate some stories and practices associated with religious festivals and celebrations to experiences and feelings in their own lives.

Unit 4 – Friends, Family and Community

Pupils should be given the opportunity to:

- a) share their feelings and experiences associated with belonging to a group or community;
- b) identify the types and characteristics of groups or communities people belong to;
- c) learn about some practices and events associated with some specific groups or communities and roles that people might have within them.

PSHE&C:

Pupils should be taught:

- to recognise what they like and dislike (1a);
- to share their opinions on things that matter to them and explain their views (1b);
- to take part in discussions with one other person and the whole class (2a);
- to take part in a simple debate about topical issues (2b);
- that they belong to various groups and communities, such as family and school (2f);
- to identify and respect the differences and similarities between people (4c).

Resources

The vast majority of resources used with the pupils in each school were those resources (letters, diaries, videos etc) prepared by the pupils in the partner schools.

These were supplemented by non-fiction books, pictures and information from the Internet. The resource of the school building, people and resources within it were crucial

to help pupils develop a greater awareness of their own school community and the practices which that community undertook.

Activities

1. A pen friend system was set up. Each pupil had one individual pen friend and was part of one 'class communication'. Pupils wrote regularly to their pen friends on agreed topics, which included 'my family', 'my school', 'my pets' and so on. Younger pupils drew pictures, some used the computer to word process their messages.
2. Teachers followed up these letters by discussing the similarities and differences between the pupils' own experiences and those of their pen friends in other countries. There were many more similarities than differences. Each term the pupils sent a class diary to the partner classes. These could be in various formats including pupils' drawings, using the digital camera and the computer etc. Pupils needed to identify which activities needed to be included in the diaries.
3. The diaries from the partner schools were discussed and lots of observations were made and questions raised. For example 'Why do the children in Italy need to have an earthquake practice?', 'I would like to finish school after dinner!', 'I wonder why they don't have a service in their school?'. Some of the older pupils asked such questions in their pen-pal letters. Many pupils asked questions and made observations when the teachers from the other schools came to visit our school over the period of the project.
4. A video diary was made of the school year. These were compared with those from other countries and a great many more observations and questions arose. Pupils developed a greater awareness of the significant events in their own school year. A separate video diary was made of how each school prepared for and celebrated Christmas. Again, pupils needed to identify which activities were typical and which were important enough to be videoed.
5. Comparisons were made between the various videos. There were significantly more differences than similarities in these videos. Pupils noted the significant dates which were different and some important characters which they did not know about.
6. The following December, the three videos were shown to pupils again. Staff and pupils discussed what they had seen and some even tried to replicate some of the activities from the videos – eg making pasta angels from Italy and paper star decorations from The Czech Republic.
7. Staff and older pupils researched some of the Christmas traditions and shared them with the younger pupils.
8. Pupils were beginning to discuss which aspects of their own Christmas preparations they particularly liked and which new ones they might like to have in their own school. Similar comparisons were made between traditional fairy stories of each country, traditional songs (sheet music, tapes and videos of pupils were share with each school) and traditional dances.
9. Throughout the three years of the project, the pen friend communications were continued. These were often the greatest area of excitement for individual pupils and gave them the greatest insight into the life and activities of one child in another

country. Hopefully, stereotypes and other barriers will have started to be broken down.

Assessment:

Formative

During the period of the project, staff were able to note how pupils were able to discuss their own experience, whether they were able to notice any similarities and/or differences between their own experience and that of their pen friends and whether they were able to raise questions. Parents were also able to report what the pupils were discussing at home, although this was not for all pupils, of course.

Summative

This project ran for three years. During that time, pupils were also taught Units 2 and 4 as part of the RE curriculum. Specific assessments were made at the end of each unit for all pupils (**based on 'objectives for learning and assessment' in AMV**). Judgements were made on the extent to which pupils were able to:

- identify aspects of their own identity/personality/experience (A1);
- identify aspects of others' identity/personality/experience, including religious aspects (A2);
- compare aspects of, and influences on, their own identity/personality/experience, including religious aspects, with those of others (A3).

The PSHE&C learning objectives were also assessed at the time they were taught. For example statement 2f was assessed during the topic on 'our school'.

The specific impact of the International Dimension element of the curriculum was assessed both during the project (annually) and at the end of the three years. This involved talking to pupils and their parents and involved the governor responsible for PSHE&C and International Dimension.

Reflections

The International Dimension element of the curriculum should be cross-curricular and related to pupils' experience. The new experiences being introduced should be approached from many different curricular directions. Planning, teaching and assessing of learning follows from decisions made about the cross-curricular links.

SECTION 4:

CONTRIBUTING TO RE, PSHE AND CITIZENSHIP THROUGH CONTACTS WITH RELIGIOUS COMMUNITIES

Contact with religious communities can support RE, PSHE and Citizenship by:

- giving a new and different perspective to work done in the classroom;
- making RE work alive and real;
- providing access to buildings and artefacts;
- giving opportunities to question people from other faiths and cultures;
- giving opportunities for discussing issues which affect people of all faiths, cultures and backgrounds and hearing different points of view;
- encouraging understanding and respect;
- developing relationships with a wide range of people;
- recognising and challenging stereotypes;
- examining ways in which religions have developed, expressed themselves and interacted with each other in Britain.

**SECTION 4
CONTRIBUTING TO RE, PSHE AND CITIZENSHIP THROUGH CONTACTS WITH
RELIGIOUS COMMUNITIES**

Pupils' experience of the following units from *Awareness, Mystery and Value* would be particularly enriched by contact with religious communities:

Key Stage 1

UNIT	POSSIBLE VISIT/CONTACT
Unit 3 Special Books	Visit to a synagogue to learn about and see the Torah
Unit 4 Friends, Family and Community	Meet some of the people who look after the church and help in the community
Unit 5 Milestones in Family Life	Find out about baptism from the Vicar and/or parents
Unit 7 Special Places	Visit a religious building

Key Stage 2

UNIT	POSSIBLE VISIT/CONTACT
Unit 3 Writings	Visit a Mosque/talk to Muslims about the Qur'an; or a synagogue to see the Torah and learn about its care
Unit 4 Belonging, Belief and Identity	Talk to clergy and lay people about their role in the church and their work in the community
Unit 5 Journeys	Talk to someone who has been on a pilgrimage to Makkah, Jerusalem, the Ganges, Glastonbury
Unit 6 Barriers and Bridges	Make contact with groups who are involved with moral and social issues locally
Unit 7 Expressions of Belief	Visit and compare different places of worship: their buildings, art and symbolism
Units 10, 11, 12	Contacts with people from Hindu, Muslim and Jewish Communities

Schools can help visitors from religious communities or guides to places of worship in the following ways:

Visitors in schools:

- ensuring that visitors have full details of the ages and abilities of the pupils and the size of the group;
- checking that visitors are happy to talk to a group of that size and composition – and are competent to do so;
- being clear who visitors are – their official roles, their position and viewpoint;
- giving visitors a clear brief – what you would like them to talk about and the reason for their input – it is helpful to provide the visitor with the context of their visit in the RE scheme of work;

- being clear about the timing of the visit and of visitors' specific contribution;
- letting visitors have a copy of your RE/PSHE&C Policies and make them aware that they are making a contribution to the pupils' education – this is not an opportunity for evangelism of any sort, be it Christianity or veganism;
- observing the usual courtesies – meeting, greeting, introducing, letter of thanks etc;
- ensuring clarity over payment of travel expenses and/or any fee charged by the visitor.

Visits to places of worship:

- being clear about the size of the group, ages, abilities, any special needs, timing etc;
- giving details about pupils' previous knowledge and about the purpose of the visit;
- negotiating over activities etc so that both parties are happy with the plans;
- checking up on suitable clothing, headwear and other protocol;
- ensuring that the pupils are aware that a visit to a place of worship is educational but also requires a greater level of respect and sensitivity than other visits;
- ensuring clarity over any donations to the religious communities being visited.

In making links between schools and religious communities you may also wish to bear in mind the following:

- Some schools use a 'Code of Conduct' for visitors, such as that published by the Professional Council for Religious Education Professional Council for Religious Education (PCfRE). The key question for visitors is: 'If a member of another religion visited my child's school and contributed in the same way that I have done, would I, as a parent, be happy with the education given?' (PCfRE, 1997);
- Visits and visitors should be incorporated into the RE scheme of work and made available to parents. It is good practice to include outlines of the RE programme of study, with notes on how such visits contribute to the educational aims of RE, in occasional communications with parents, or perhaps as part of the school's prospectus.

- If you can't arrange a visit or visitor, then use information technology to support pupils' experience and learning:
 - o There are many websites now which allow pupils to follow 'virtual tours' of places of worship, and discover all sorts of facts and views from religious believers. One such site for Christianity is called 'RE:Quest' and can be viewed on the internet at: www.request.org.uk . Further virtual tours can be found via the RE 'Gateway' websites: <http://re-xs.ucsm.ac.uk/> and <http://www.thesite.org.uk/> ;
 - o Some websites also contain 'frequently asked questions (FAQ) sections, which allow teachers and pupils to discover facts and opinions from religious believers (see, eg, <http://www.islamfaq.com/> or <http://www.jewfaq.org/> or <http://www.virtualjerusalem.com/judaism/asktherabbi/>), but don't flood the site – check to see whether your questions have been answered already!
 - o Other websites contain games, puzzles and news about festivals for children (see, eg, <http://www.torah tots.com/home.htm> and <http://www.hindukids.org/>);
 - o Another idea is to arrange a video conference link with other schools and their local religious communities, or for pupils to engage in e-mail communication about RE issues with pupils in partner schools at home and abroad.

SECTION 5

RESOURCES AND WEBSITES FOR SUPPORTING THE LINKS BETWEEN RE, PSHE AND CITIZENSHIP

- Blaylock, L., 2000, *Pilgrims, Dissidents, Activists and Subversives: models for a relationship between citizenship and religious educators*, NASACRE occasional paper number 1, National Association of SACREs;
- DfEE and QCA, 1999, *The National Curriculum Handbook for primary teachers in England*; DfEE;
- DfEE, 1999, *Preparing Young People for Adult Life*, DfEE ref. RPPSHA;
- DfEE, 2000, *Sex and relationship education guidance*, DfEE ref. 0116/2000;
- DfEE, *Education for Citizenship and the Teaching of Democracy in Schools*, DfEE;
- Development Education Association, *Learning for a Global Society*, DEA;
- Lees, J and S Plant, 2000, *Passport: a framework for personal and social development*, Calouste Gulbenkian Foundation (ISBN 0-903319-95-0);
- North Somerset SACRE, *Spiritual, Moral, Social and Cultural Development*, North Somerset Council;
- Professional Council for Religious Education, 1997, *Religious Believers Visiting School: guidance and a code of conduct*, PCfRE, tel 01332 296655;
- QCA, 2000, *Personal, social and health education and citizenship at key stages 1 and 2: initial guidance for schools*, QCA ref. 00/580;
- QCA, 2002, *Scheme of Work for Citizenship at Key Stage 2*, QCA forthcoming;
- Oxfam, 1997, *A Curriculum for Global Citizenship*, Oxfam;
- SCODA, 1999, *The right responses: managing and making policy for drug-related incidents in schools*, SCODA (ISBN 0 948970 32 4);
- SCODA, 1999, *The right approach: quality standards in drug education*, SCODA (ISBN 0 948970 31 6);
- Schilling, D., 1996, *Emotional Intelligence*, Torrance, California: Innerchoice Publishing;
- Singh, I., 2001, *Why Religious Education: better people, better citizens, better society?* NASACRE occasional paper number 2, National Association of SACREs;
- Somerset Education Development Service, 1998, *Spiritual Development: building opportunities for spiritual, moral, social and cultural development*, Somerset County Council.

Selected gateway and local websites

http://www.citfou.org.uk/	Citizenship foundation, with practical ideas for implementing citizenship in the school curriculum
http://www.citizenship-global.org.uk/	The site for global citizenship: lesson ideas, resources, further links
http://www.citizen.org.uk/	Institute for Citizenship: aims to promote informed active citizenship
http://www.cewc.org.uk/	Council for Education of World Citizenship
http://www.commonwealth.org.uk/	Commonwealth Institute: educational activities
http://www.csv.org.uk/	Community Service Volunteers
http://www.dfes.gov.uk/citizenship/	The DfES Citizenship home page
http://www.dfes.gov.uk/citizenship/pupi_cool.cfm/	A full list of websites to support Citizenship-related activities from the DfES.
http://www.drugs.gov.uk/content/serve.pcgi/site/	Department of Health's Drugs information site
http://www.healthyschools.somerset.gov.uk/home.htm	Somerset Healthy Schools site, with links for secondary and primary pupils
http://www.glade.org/	The Glade Centre, Somerset's own global and development education site
http://www.nc.uk.net/esd/	Education for sustainable development. Government information site, with curriculum materials coming soon
http://www.nc.uk.net/servlets/Subjects?Subject=PSHE	National Curriculum home for PSHE
http://www.qca.org.uk/ca/subjects/pshe/	Non-statutory guidance and statutory orders for PSHE and Citizenship
http://www.schoolcouncils.org/	School Councils UK: promoting 'dynamic citizenship education'
http://www.somersetgoesglobal.org.uk/	DFID sponsored project promoting awareness of global interdependence
http://www.wiredforhealth.gov.uk/	Health information for teachers

SECTION 6

RE, PSHE AND CITIZENSHIP IN THE CONTEXT OF HEALTHY SCHOOLS

This guidance encourages the development of RE in the wider context of a healthy school. According to the **National Healthy Schools Standard**, a healthy school is one which:

‘takes a wide view of health, which includes all aspects of the life of the school and its relationship with the community. It encourages the active participation of pupils, helps them to do their best and build on their achievements. It is committed to on-going improvement and development. It promotes physical and emotional health by providing accessible and relevant information and equips pupils with the skills and attitudes to make informed decisions about their health. A healthy school understands the importance of investing in health to assist in the process of raising levels of pupil achievement and improving standards. It also recognises the need to provide both a physical and social environment that is conducive to learning and working for both pupils and staff.’

See <http://www.wiredforhealth.gov.uk/healthy/healsch.html> .

The Schools for Health Consortium (consisting of the **North Somerset Primary Care Trust**, and the LEAs of **Bath and North East Somerset**, **Bristol**, **North Somerset**, and **South Gloucestershire**) published an audit for schools, based on the national healthy schools standard criteria. This document offers a whole school approach to becoming a healthy school and specifically requires that ‘school organisation and culture should support pupils’ spiritual, moral, social and cultural development (smscd).’

Clearly religious education has an important role to play in providing opportunities for pupils’ smscd, though it is, of course, not the only area of school life which contributes in this way.

In terms of the contribution of RE to pupils’ spiritual, moral, social and cultural development, **Somerset** and **North Somerset** have already produced guidance for schools (see Section 5, above). Broadly speaking, this guidance provides a framework for whole school planning of opportunities for pupils’ smscd, and includes specific connections with RE. The **North Somerset** guidance, in particular, includes specific links between the AMV programmes of study and smscd.

The Healthy Schools Audit also contains specific reference to PSHE&C in its list of ‘specific themes’, as well as to the ‘emotional health and well-being of pupils and staff. These are all areas in which religious education will have much to contribute.

Somerset Healthy Schools Programme offers support for PSHE&C in three ways.

1. All schools in the county receive a newsletter three times a year. This contains local and national updates on PSHE&C including valuable information and support to schools.
2. All schools are offered opportunities to access training provided by the healthy schools team. This often focuses on specific health aspects, but always within the context of a whole school approach to PSHE&C. Mental health and well-being

feature in this training programme and link strongly with the spiritual aspects of PSHE&C.

3. Schools can undertake the Somerset Health Promoting School and College Award, which is a project lasting approximately four terms. This rigorous initiative follows the guidance of the National Healthy School Standard, using the school model of self-review offering a major contribution to school effectiveness. During the project, schools receive training and in-depth support and monitoring in all aspects of PSHE&C from the Healthy Schools Team. This includes aspects of curriculum, policy, environment, community and welfare development.

For further information, see <http://www.healthyschools.somerset.gov.uk> .

The importance of listening to children

According to Dianne Schilling (1996, 20), pupils 'learn skills that will enable them to become responsible members of society if they are listened to effectively'.

One way in which teachers can support this principle is to give pupils a voice in the RE lesson. For example, once a class has been introduced to times of silent reflection, pupils can be offered opportunities to engage in moments of reflection to a greater or lesser extent. Following such times, pupils' thoughts arising from the focused experience can be shared in an atmosphere of mutual respect. Again, within the agreed syllabus, choices may be offered in relation to religious examples chosen for study. Through 'circle time' or class debate, pupils can express views on moral and ethical issues and *be listened to*. Being listened to, without being accused of being 'wrong' or ridiculed, provides pupils with opportunities to clarify feelings and thoughts and develop self-awareness.

Members of staff, too, will benefit from attention to these 'spiritual' aspects of life and experience. Teachers who lead pupils in moments of reflection can share in the quiet attention to 'being' that enables them to build up their emotional as well as intellectual resources.

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