



## Secondary RE and Citizenship

### Citizenship

#### **Homelessness**

Watford New Hope Trust have produced a resource for secondary RE called The Unseen Citizen. This includes assemblies and lesson material designed to make young people think through the issues of homelessness.

#### **Slavery and Fair Trade - [Chaga and the Chocolate Factory](#)**

Read this story of modern day slavery in the world of chocolate trafficking by well-known story teller Bob Hartman. This downloadable resource will help children to learn about how we can all work together to ensure many more real life 'Chaga' stories have happier endings.

Read the story of [Edward](#), the slave buried in St Mary's churchyard, Watford.

**Thinking Skills and RE** - click [here](#) to discover how to use **SCAMPER**.

### RE

#### **Teaching RE**

The teaching of RE in our schools is a statutory legal requirement. The Hertfordshire syllabus for RE covers six main faiths. In our experience, many teachers find the subject matter confusing and daunting, many lack confidence in their own knowledge and understandably, most have difficulty finding the time to research, prepare and teach the subject in an already overcrowded curriculum. We hope our Trust can help in some small way.

**CREative Thinking.** We learn *about* religion (AT1) in order that we might learn *from* it (AT2). What does it mean to learn from religion?

It is:

- for everyone *not* just the faith community
- concerned with content *not* without substance
- conceptual *not* just a series of facts
- seeking active response *not* passive learning
- considering relevance *not* promoting a particular view
- challenging preconceptions *not* a counselling opportunity
- developing life skills *not* without values
- related to experience *not* a set of stock answers
- exploratory *not* rigid
- drawing different conclusions *not* offering fixed conclusions

*The following article is by Margaret Cooling taken from Cracking RE, Issue 16, published by the Stapleford Centre and used with permission.*

## Learning from Religion

'Learning from Religion' is an aspect of RE teachers in England have to cover. It shares many similarities with the 'Personal Search' section of the Scottish guidelines. It is concerned with developing pupils' capacity to respond thoughtfully to what they have learned about religion and to evaluate it. It involves:

- being able to respond to questions of identity and experience (making sense of who we are)
- being able to respond to questions of meaning and purpose (making sense of life)
- being able to respond to questions of value and commitments (making sense of right and wrong)

The following examples detail these three aspects of 'Learning from Religion'.

**Identity:** Lesson - infant baptism. Baptism is how some Christians welcome people into the church family. Think about groups to which you belong. Devise a welcoming ceremony for new pupils.

**Experience:** Lesson - The Lost Sheep. The shepherd rejoices when the sheep is found. Remember an occasion when you were lost and what it felt like to be found. What can we learn about ourselves and the way we relate to others from how we feel when we are lost?

**Meaning:** Lesson - Resurrection. Look at the symbol of the Phoenix. Christians use this symbol to represent the hope of the Resurrection. Create your own symbol to express your understanding of the meaning of hope.

**Purpose:** Lesson - Creation. Christians believe that people are created to live in friendship with God. What do you think people are created for? Imagine aliens studying humans. What would they imagine humans are created for if they studied human behaviour?

**Value:** Lesson - Mother Teresa. Mother Teresa put enormous value on people. Put a number of words (money, friends etc) on cards, arrange them on a washing line, using pegs, in order of the importance/value they have for you.

**Commitment:** Lesson - friendship. Ruth and Naomi were committed to each other. What binds you to your friends? Make one link of for paper chain and write on it what helps you to stay committed.

### *M Cooling*

In good RE teaching learning about religion and learning from religion are inextricably linked. Provide opportunities for children to express their own ideas. Make use of different media such as art, drama and poetry. Don't allow so much content that there is no time to explore experiences, beliefs and values - although care must be taken not to invade pupils' privacy.