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Aims for RE Hubs



To improve communication between teachers, professional development and resource providers, and research communities



To improve connections and interactions between different parts of the RE/R&W/RVE Eco-System



To be an information exchange to increase accessibility for all teachers to local and regional professional development and research



To enable teachers to teach with greater confidence through their access to the support, knowledge, training and resources available in their region.

Introducing the RE Hubs Website

<https://www.re-hubs.uk/>



Hubs



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ITT/ECT & NQT



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Get involved

Do you want to be part of RE Hubs? Use the forms below to get involved!



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Complete evaluation for today-

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Beyond the Tick Box

Helping pupils to gain even more from their school visit



What do we already know?

about Religious Education in England and Wales

- ? Which schools must teach the subject?
- ? What is the minimum curriculum time requirements?
- ? Where should they find out / be directed about what to teach in the subject?



Why do they teach it?



“...ensure pupils are well prepared to engage in a multi-religious and multi-secular society”



‘pupils were presented with over **simplistic assertions** about religious traditions... which were often based on **visible entities**, such as places of worship’

‘substantive’
knowledge

‘ways of
knowing’

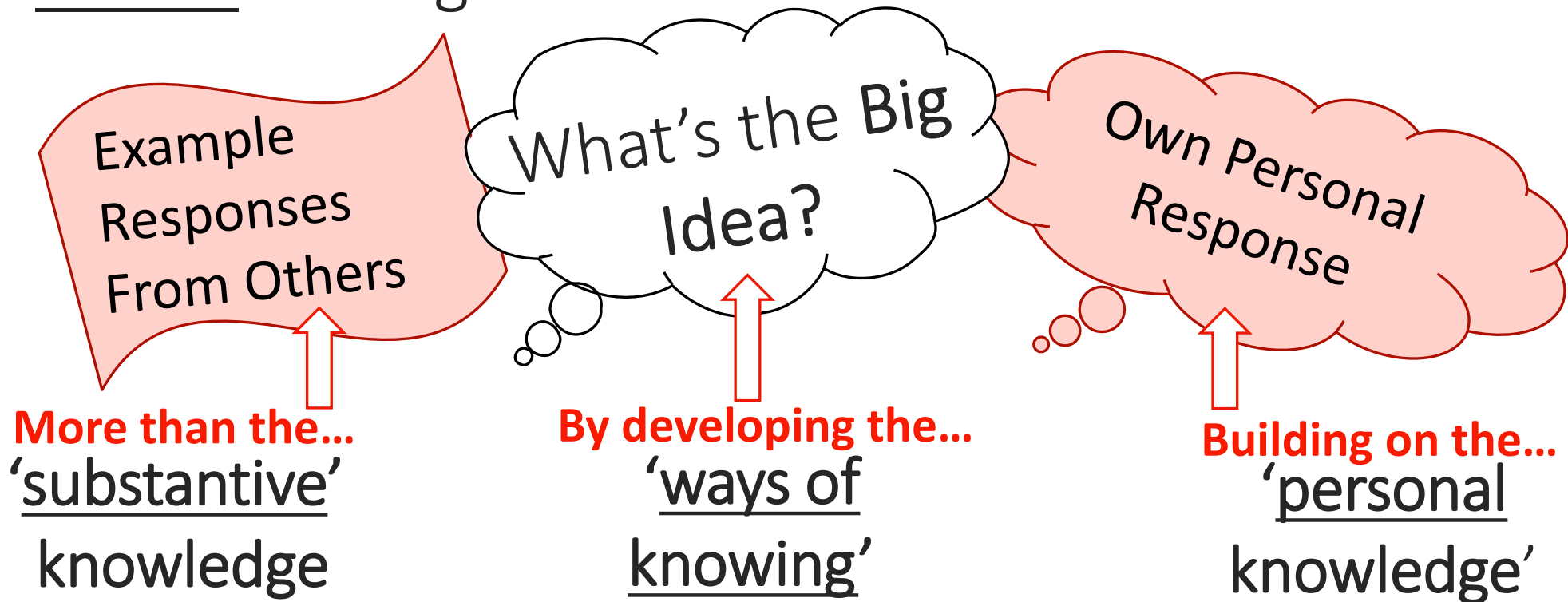
‘personal
knowledge’



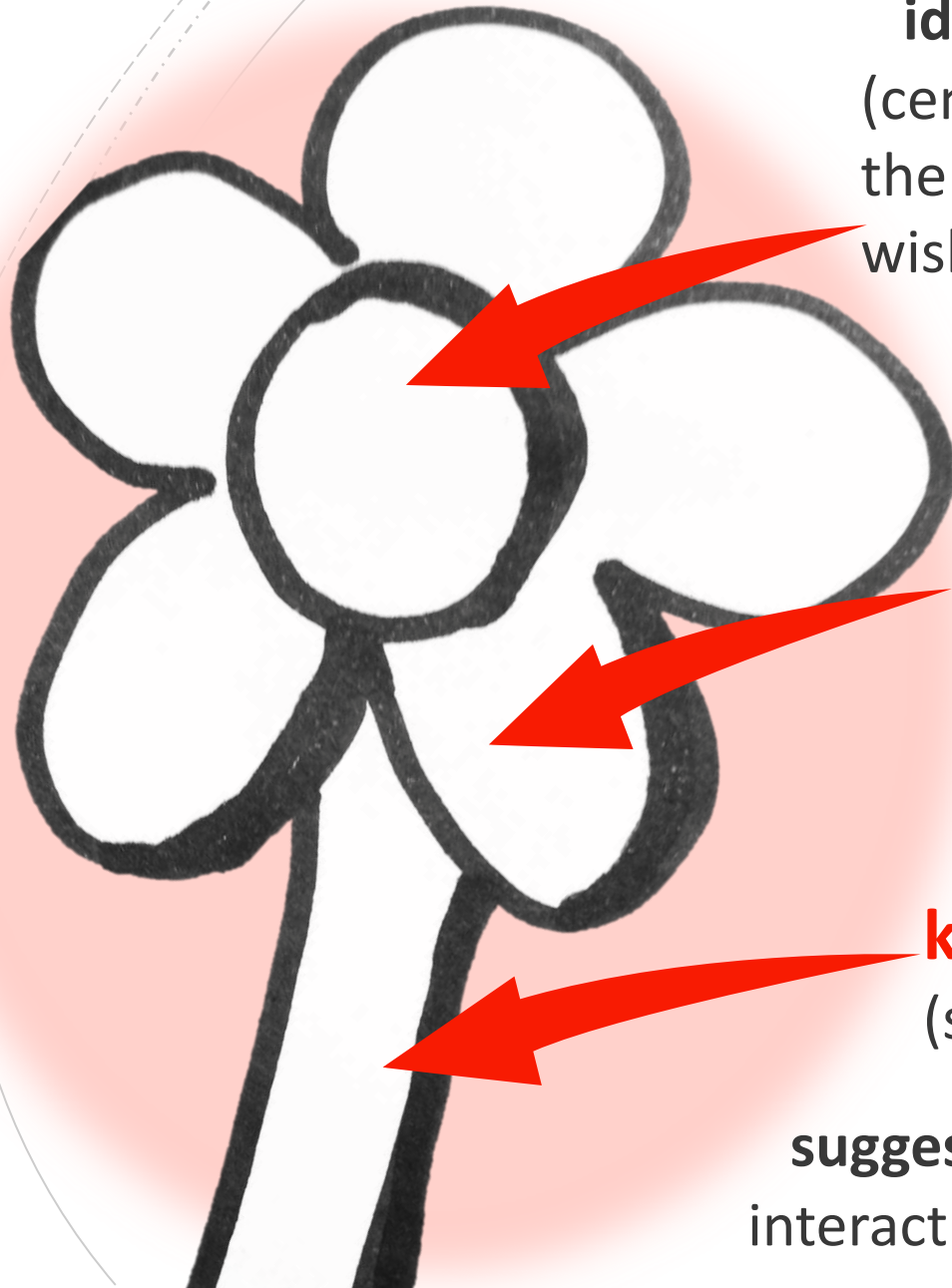
“...ensure pupils are well prepared to engage in a multi-religious and multi-secular society”

‘There were few ... curriculums which included challenging questions that religions seek to answer’

...should reflect long standing and **changing or diverse** nature of religions.



This means for each unit of enquiry we should be...



identifying the **key concepts** (centre floret) which are rooted in the **Big Meaningful Questions** we wish pupils to explore through...

selecting appropriate **responses** from both a **dharmic** and **Abrahamic** religious perspective, as well as a **non-religious** response (petals) as well as...

considering the **personal knowledge** pupils could be using (stem) and...

suggest the **ways of knowing** and interacting with these (stem and petals).



VALUABLES!

BB1

Key Concept

(centre floret)

Could we make clearer how links to a bigger question?

Equipment

'Heart' object.
Various boxes.

Suggested Entry Music

'I Will Follow Him'
Petula Clark
(or use the 'Sister Act' version!)

Substantive

I like these (petal)

'wider' examples!

Prayer

Ask the children to imagine something that they treasure and have them mime throwing it into the treasure box.

"God help us to place our hearts on things that last.
Help us to find, understand and treasure our values.
And let us ALWAYS know how very special we are."

Personal Knowledge

(stem)

Intro Object

Treasure chest



Game

Appendix B

How much can you hold?

Story

Appendix A

The Rich Fool

REF: Luke 12:13-21; Matt 6:19-21

Reflection

Appendix B

Our beliefs and values guide our lives. You are God's treasure!
REF: 1 Peter 2:9

Song suggestion

'Measure of the Treasure'
Doug Horley

Follow-up activity

Appendix D

Children can write on heart shapes something that they treasure, and place it in a treasure box

Ways of knowing
(outside)

Substantive

(petal)

What other examples from different faiths/WVs could we include?

Evidencing learning

Can we include more of the 3k's?



VALUABLES!

BB1

Where do our Values come from?
 What values do we have in common?
 What values should we have?



Key Concept
 (centre floret)
 Could we make clearer how links to a **bigger** question?

Equipment
 'Heart' object.
 Various boxes.

Suggested Entry Music
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 (or use the 'Sister Act' version!)

Prayer
Ask the children to imagine something that they treasure and have them mime throwing it into the treasure box.
 "God help us to place our hearts on things that last.
 Help us to find, understand and treasure our values.
 And let us ALWAYS know how very special we are."

Substantive
 I like these (petal)
 'wider' examples!

Personal Knowledge
 (pupil)

Substantive
 (petal)

Is there a way to reword this so that it includes all pupils?

Could we work in this to make clearer/highlight the values we have in common?

