

The wonderful world of RE

Fyd Rhyfeddol AG





RE is a unique Subject!
Mae AG yn bwnc unigryw!

Foundation Phase

Supplementary Guidance for the Revised Agreed Syllabus for Religious Education

Children should (through stories, activities and experiences) be given opportunities to:

Ask and explore **more complex questions** (including personal, religious, spiritual and moral questions) about the world, human experience and aspects of religion.

Children should (through stories, activities and experiences) be given opportunities to:

Gain **insight** into religion, religious people and religious aspects of life.

Children should (through stories, activities and experiences) be given opportunities to:

Explore how religion has **influenced** and **guided people's lives**, past and present, including the emphasis of religion on spirituality and religious experience, in Wales and the wider world.

Children should (through stories, activities and experiences) be given opportunities to:

Explore our **responsibility** and the responsibility of religion for living things and the natural world.

Children should (through stories, activities and experiences) be given opportunities to:

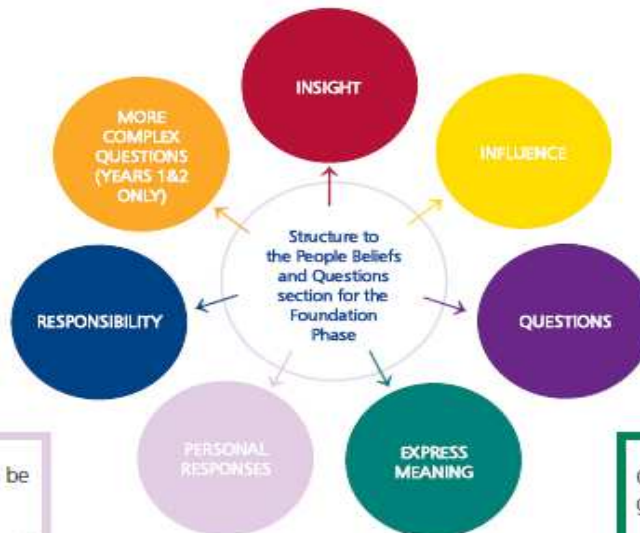
Pose **questions** about beliefs, values and actions that arise from exploration.

Children should (through stories, activities and experiences) be given opportunities to:

Express **personal responses** to personal, religious and moral questions.

Children should (through stories, activities and experiences) be given opportunities to:

Investigate and express **meaning** (including religious meaning) through signs, symbols, artefacts and imagery.



Cyfnod Sylfaen

Canllawiau Atodol ar gyfer y Maes Llafur Cytûn Diwygiedig ar gyfer Addysg Grefyddol

Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

Ofyn ac archwilio **westiynau mwy cymhleth** (gan gynnwys cwestiynau personol, crefyddol, ysbrydol a moesol) ynghylch y byd, profiad dynol ac agweddau ar grefydd.

Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

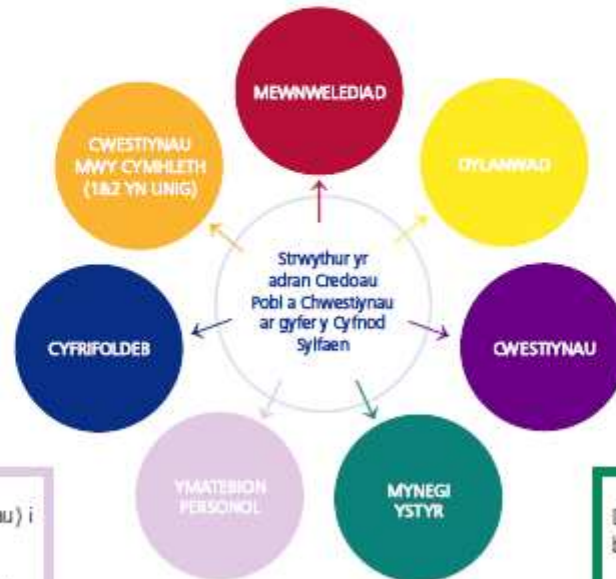
sicrhau **mewnwelediad** i grefydd, pobl grefyddol ac agweddau crefyddol ar fywyd

Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

archwilio sut mae crefydd wedi **dytarnwadu** ac **arwain bywydau pobl** yn y gorffennol a'r presenol, gan gynnwys pwyslais crefydd ar yr ysbrydol ac ar brofiad crefyddol, yng Nghymru a'r byd ehangach

Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

Archwilio ein **cyfrifoldeb** a chyfrifoldeb crefydd dros bethau byw a'r byd naturiol.



Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

ofyn **cwestiynau** ynghylch credoau, gwerthoedd a gweithredoedd sy'n deillio o archwiliad.

Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

fynegi **ymatebion personol** i gwestiynau personol, crefyddol a moesol.

Dylid rhoi cyfle (trwy straeon, gweithgareddau a phrofiadau) i blant:

archwilio a mynegi **ystyr** (gan gynnwys ystyr grefyddol) trwy arwyddion, symbolau, arteffactau a delweddau.

Religious Education in the Foundation Phase...



Foundation Phase

Skill 1) Exploring and experimenting with new learning opportunities, including role play, visiting special/religious places, making and using artefacts and foods and ICT.

<p>Writing Areas Write stories, what did you think about the story? prayers, list of rules</p>	<p>Listening Centre Discuss the stories, Joseph and his coat, how would you feel if you were one of his brothers?</p>	<p>Wet/Dry Sand Coloured sands, Rangoli patterns, Moses in the desert, parable of the wise and foolish builders</p>	<p>Water Jesus Calming the storm, Noah, Jonah, river Ganges, baptism</p>	<p>Construction Make a Noah's ark, build a church, synagogue, temple/mandir, peg boards to make Rangoli patterns</p>
<p>Book Area Children's bible etc... Children's bible and other relevant stories</p>	<p>Puppet Theatre Shadow puppet Ramayana (Rama and Sita)</p>	<p>Workshop stained glass windows, make a menorah, gregors (Esther) animal masks</p>	<p>Malleable Make Deva pots, picnic (feeding 5000), matzov bread, menorahs</p>	<p>Long Ago Florence Nightingale, William Morgan bible, Mary Jones</p>
<p>Small/Story World Noah's ark, life of Jesus, parables, Hanukkah, Ramayana, 10 plagues</p>	<p>Music Area Action songs, children make up songs</p>	<p>Snack Divali sweets, Indian food, Jewish Challah bread, Easter Chocolate</p>	<p>Painting Rangoli patterns, characters from Noah's ark, hand painting (mendhi patterns)</p>	<p>Home and Far away Christmas around the world, visits to places of worship</p>
<p>Creative Dance and performance Noah – move like an animal, Move like monkey king (Divali)</p>	<p>Home Corner Turn into Noah's ark, turn into a Sukkoth, clean before any festival</p>	<p>ICT Stained Glass windows (2 paint programme). Use Bee-Bot to find Mary and Joseph, 'Lets Celebrate' (bbc cbbies website)</p>	<p>Investigational Seasonal Menorah, various cards, decorations, presents, diva lamps</p>	<p>Curriculum Cymraeg Welsh prayers, hymns, stories, visits to welsh chapels, welsh saints William Morgan bible, Mary Jones, St Dwynwen's</p>
<p>Outside Areas Construct a large ark, make a large rangoli pattern, find Sita, Mary or Joseph</p>	<p>Block Area Make a church, Synagogue or Temple</p>	<p>Maths area Counting Noah's animals, how many of the class have been to a wedding?</p>	<p>Quiet/reflective area Books relating to the stories, artefacts, calm music</p>	<p>Role Play/Dress up Wedding, Christening, Ramayana, Hanukkah, Synagogue boys and girls sit apart</p>

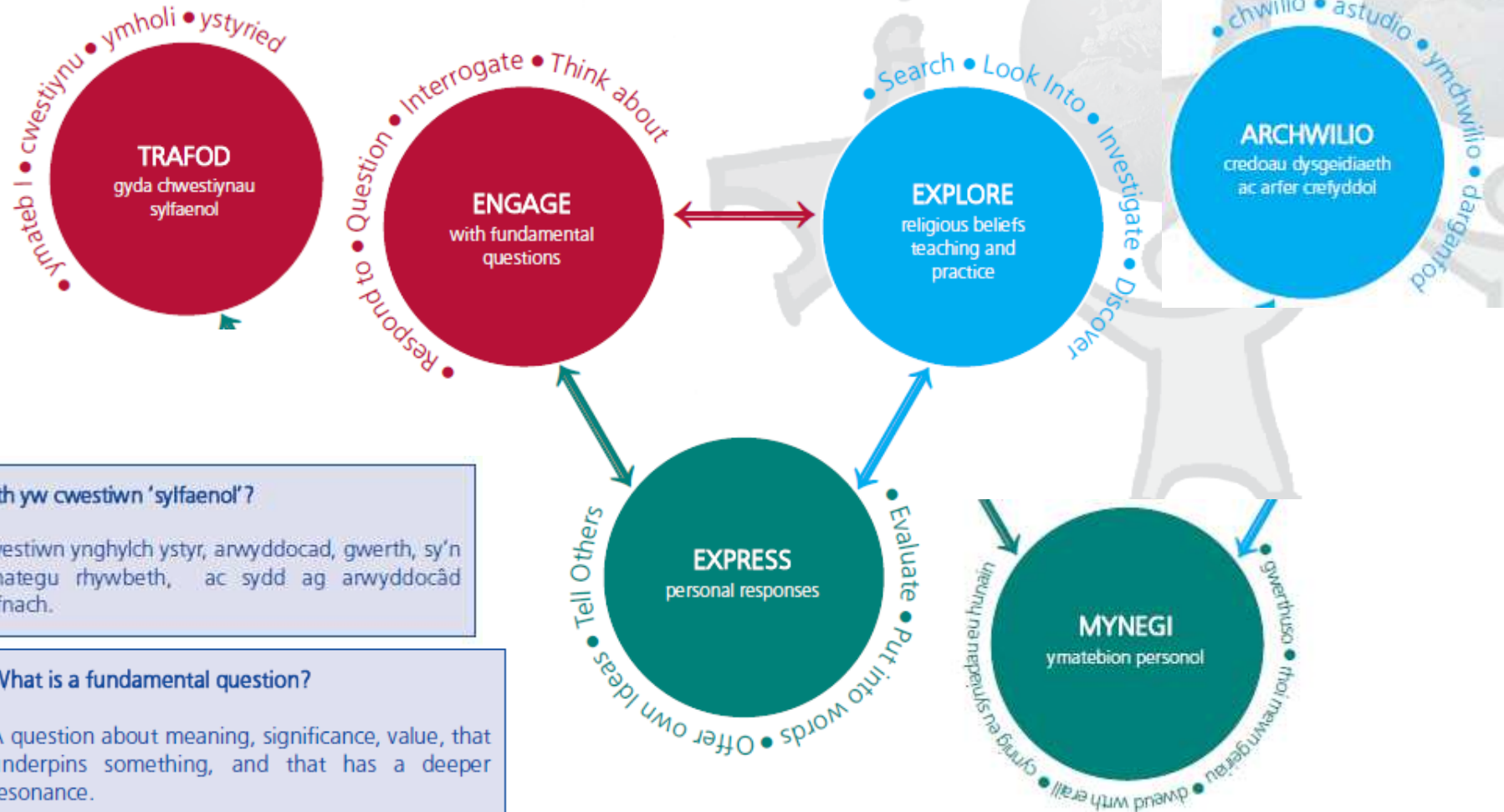
Cyfnod Sylfaen

Cyfleoedd Integreiddio: Dyma'r meysydd a nodwyd o'r meysydd darparu a awgrymwyd gan Sir y Fflint:

<p>Ardaloedd Ysgrifennu Ysgrifennu straeon, emosiynau, teimladau, barn, allweddeiriau ac ati...</p>	<p>Canolfan Gwranddo Trafod ystyr y straeon neu'r cwestiynau sy'n fwy cysylltiedig ag ABCh - amser cylch yn aml</p>	<p>Tywod Gwlyb/Sych Actio straeon perthnasol, gofyn sut mae'r cymeriadau'n teimlo</p>	<p>Dŵr Actio straeon perthnasol gofyn sut mae'r cymeriadau'n teimlo</p>	<p>Adeiladu Gwneud adeiladau o strwythurau mewn straeon, gofyn sut mae'r adeiladau'n gwneud i ni deimlo</p>
<p>Ardal Llyfrau Cael llyfrau o'r straeon amrywiol, beibl y plant ac ati...</p>	<p>Theatr Bypedau Actio straeon perthnasol, gofyn i'r cymeriadau actio sut maen nhw'n teimlo. Actio rhannu ac ati...</p>	<p>Gweithdy Cynllunio a gwneud eitemau yng nghyswllt y straeon neu'r gweithgareddau crefyddol - pypedau, cardiau ac ati...</p>	<p>Clai ac ati Creu eitemau o'r straeon</p>	<p>Amser maith yn ôl Hanes diweddar, Florence Nightingale neu straeon am Seintiau mwy diweddar...</p>
<p>Byd Bach/Stori Actio straeon perthnasol, gofyn sut mae'r cymeriadau'n teimlo</p>	<p>Ardal Cerddoriaeth Mae digonedd o ganeuon actol yng nghyswllt straeon o'r Beibl ar y rhynggrwyd...er enghraifft www.max7.org</p>	<p>Byrbrydau Mae gan lawer o wyliau crefyddol fwydydd penodol y gallwch chi eu rhannu yn ystod amser/maes byrbrydau</p>	<p>Peintio Peintio gwahanol gymeriadau o'r straeon, gofynnwch sut mae'r cymeriadau'n teimlo</p>	<p>Gartref a phell i fwrdd Cyfleoedd i gymharu arferion crefyddol â phrofiad y plant eu hunain (Nadolig o amgylch y byd)</p>
<p>Dawnsio Creadigol a Pherfformio Actio'r straeon, creu dawns neu gân</p>	<p>Cornel Cartref Glanhau'r tŷ cyn dathliadau, addurniadau, actio seremonïau crefyddol</p>	<p>TGCh Bydd gwahanol wefannau'n gallu helpu gydag Addysg Grefyddol a TGCh, gwneud lluniau ac ysgrifennu hefyd</p>	<p>Gwaith ymchwil tymhorol Lluniau, gwrthrychau, arteffactau, cardiau</p>	<p>Cwricwlwm Cymraeg Beth fyddai Cristion, Hindŵ neu Iddew yng Nghymru yn ei ddathlu...</p>
<p>Ardaloedd y Tu Allan Actio straeon, teithiau,</p>	<p>Ardal Blociau Gwneud adeiladau o strwythurau mewn straeon, gofyn sut mae'r adeiladau'n gwneud i ni deimlo</p>	<p>Ardal Mathemateg Defnyddio eitemau crefyddol fel cownteri? Gwneud tabl o faint o bobl sy'n meddwl...</p>	<p>Ardal ddistaw/myfyrio Llyfrau, lluniau, cerddoriaeth er mwyn galluogi disgyblion i feddwl am straeon, nhw eu hunain ac ati...</p>	<p>Chwarae Rôl/Gwisgo i fyny Darparu dillad ac arteffactau sy'n gysylltiedig â'r straeon y sonnir amdanynt</p>

KS2/CA2

Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)



Beth yw cwestiwn 'sylfaenol'?

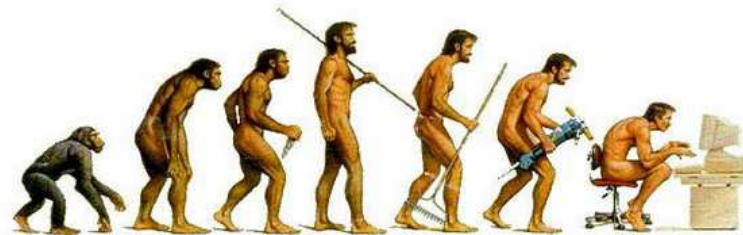
Cwestiwn ynghylch ystyr, arwyddocad, gwerth, sy'n tanategu rhywbeth, ac sydd ag arwyddocâd dyfnach.

What is a fundamental question?

A question about meaning, significance, value, that underpins something, and that has a deeper resonance.



Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)





Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)

Search • Look Into • Investigate • Discover

EXPLORE
religious beliefs
teaching and
practice

chwilio • astudio • ymchwilio • darganffod

ARCHWILIO
credoau dysgeidiaeth
ac arfer crefyddol

THE FIVE PILLARS OF ISLAM

These are the duties of Islam, the religion of Muslims.

<p>Shahadah (Faith)</p> <p>To believe in one God but Allah and that Muhammad is his prophet and the messenger of Allah.</p>	<p>Salah (Prayer)</p> <p>To pray five times daily. Before sunrise (Fajr) - Early afternoon (Dhuhr) - Late afternoon (Maghrib) - After sunset (Isha - Night).</p>	<p>Sawm (Fasting)</p> <p>To give up food and drink during daylight hours in the month of Ramadan.</p>	<p>Zakah (Almsgiving)</p> <p>To give a share of material wealth to help people in need and support the Muslim community.</p>	<p>Hajj (Pilgrimage)</p> <p>To perform a pilgrimage to Mecca at least once in a lifetime.</p>
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THE SEDER MEAL

The Seder Meal retells bits of the story of how they went out from Egypt.

<p>UNLEAVENED BREAD Matzo means matzot (not leavened).</p>	<p>ROASTED EGGS Represents a new life after Egypt.</p>	<p>EARLY MATZO Represents the start of a new life.</p>
<p>ROASTED HORSE RADISH Represents the bitter taste of slavery.</p>	<p>SPRING VEGETABLES A sign of new life.</p>	<p>SPRING VEGETABLES Represents the earth worked on the last night in Egypt.</p>
<p>SPRING VEGETABLES A sign of new life.</p>	<p>SPRING VEGETABLES Represents the mortar used to make bricks.</p>	<p>SPRING VEGETABLES Represents the mortar used to make bricks.</p>

CHRISTIAN CEREMONIES

<p>BAPTISM</p> <p>Baptism (Drowning) marks the start of a new Christian life.</p> <p>The child is lowered into the water and water is poured over the head three times in the name of the Trinity.</p>	<p>CONFIRMATION</p> <p>A Christian confirms his or her baptism promises.</p> <p>They are confirmed and members of the Church by the bishop.</p>
<p>MARRIAGE</p> <p>Marriage is the lifelong commitment made by a man and woman to live as husband and wife.</p> <p>There are exchanged before God in His marriage ceremony. His wedding.</p>	<p>DEATH</p> <p>In the funeral service the person is remembered by God.</p> <p>The body is then buried or cremated.</p>

Levelling

Supplementary Guidance for the Revised Agreed Syllabus for Religious Education



What do they need to improve?

Where are they?

Where have they come from?

Levelling

Supplementary Guidance for the Revised Agreed Syllabus for Religious Education



about their own experiences, the world around them and aspects of religion.

4	Discuss own and others' responses
3	Discuss questions, give opinions
2	Ask questions, suggest answers
1	Talk about

Levelling



Supplementary Guidance for the Revised Agreed Syllabus for Religious Education



	... beliefs, teachings and practices investigated. ... importance to others
4	Describe and begin to explain ; Give specific examples of affects; Begin to identify similarities/ differences
3	Describe some basic ; Describe how some affect believer's lives
2	Recall and communicate simply; Suggest in simple terms why important
1	Recall and respond to some basic; show some awareness ...are special

Levelling



Supplementary Guidance for the Revised Agreed Syllabus for Religious Education

Beliefs...	Teachings...	Practices...
Credoau...	Dysgeidiaethau...	Arferion.....

Love your
neighbour

Mark 12:28-31
Good Samaritan

Charities

Adults at 13

Midrash
(Jewish book)

Bar Mitzvah

Teachings affect beliefs and are out worked by practices

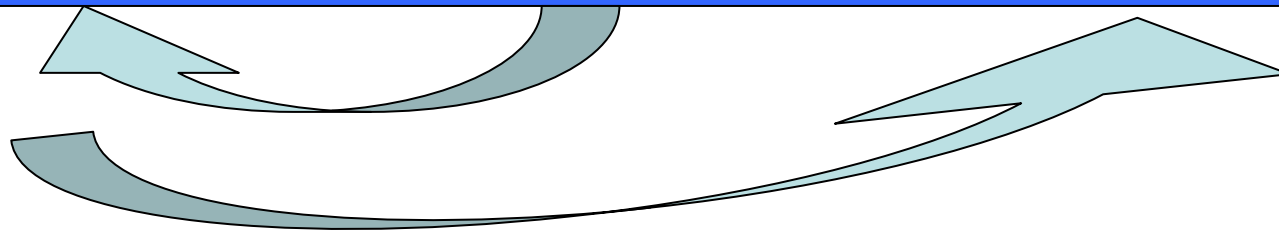
Levelling

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Beliefs...

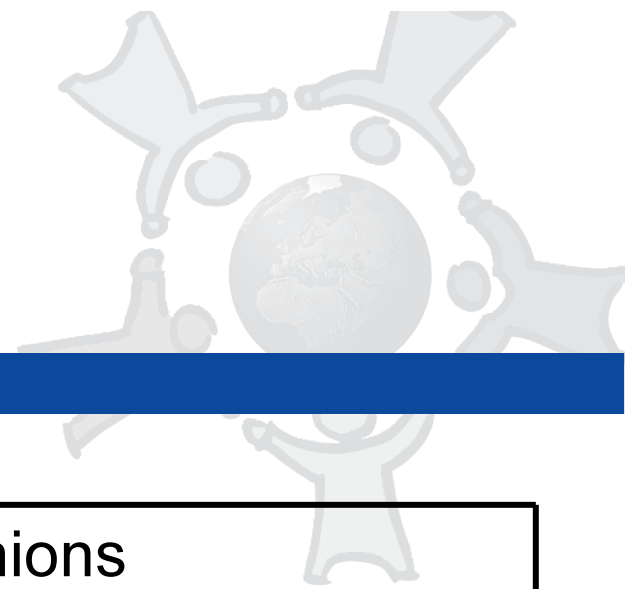
Teachings...

Practices...



Teachings affect beliefs and are out worked by practices

Levelling



Supplementary Guidance for the Revised Agreed Syllabus for Religious Education

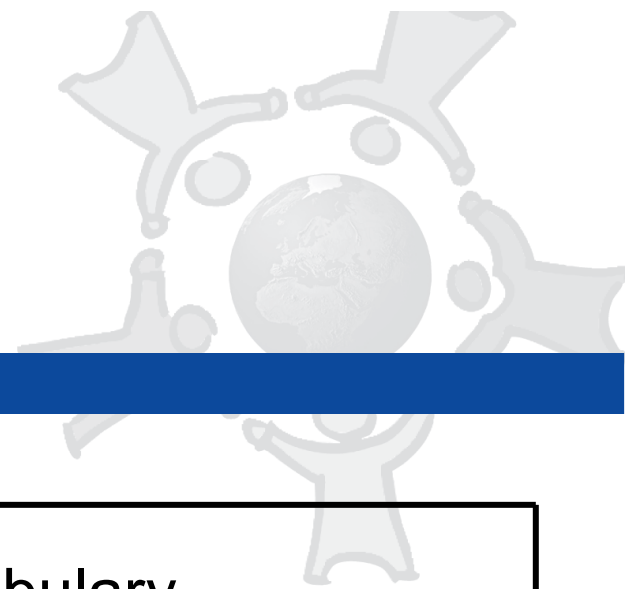


Better RE!!

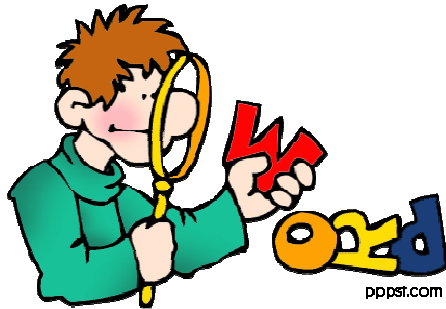


	... their opinions ... opinions of others
4	Explain in simple terms... how differ
3	Describe their own ... in simple terms comment on others
2	Talk in simple terms ... own/others
1	Recognise own and others similar or different

Levelling



Supplementary Guidance for the Revised Agreed Syllabus for Religious Education



... using vocabulary

4	Recognise some religious symbols; use religious vocabulary
3	Begin to recognise symbols; use religious vocabulary
2	Use simple vocabulary
1	Use simple vocabulary on occasion

Lesson Ideas?



Supplementary Guidance for the Revised Agreed Syllabus for Religious Education



CONFIDENCE

Confidence Is The Key To Great Acts Of Stupidity



NEWS: Rejoice! The Garden of Eden poster now available!



The Brick Testament

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NEW Genesis

Garden of Eden, Cain and Abel, The Flood, Sodom & Gomorrah...

38 stories with 416 illustrations

NSVC



Exodus

Burning Bush, Plague of Frogs, Ten Commandments, The Golden Calf...

31 stories with 431 illustrations

NSV



Wilderness

The Fire of Yahweh, Moses and Aaron Doomed, God Sends Snakes...

25 stories with 271 illustrations

NSVC



The Law

Settling Disputes, Sexual Discharges, Homosexuality, Prisoners of War...

33 stories with 227 illustrations

NSVC



Joshua

Crossing of the Jordan, Massacre of Jericho, Twenty-Two Kingdoms Massacred...

14 stories with 183 illustrations

NSVC

King Solomon

The Two Prostitutes, The Queen of Sheba, 500,000 Israelites Killed...

33 stories with 287 illustrations

NSVC



Job

Meet Job, God Makes Wager with Satan, God Tortures Job...

8 stories with 100 illustrations

SV



The Life of Jesus

Jesus is Born, Jesus Walks on Water, The Last Supper, The Crucifixion...

31 stories with 397 illustrations

NVC



The Teachings of Jesus

On Love, On Forgiveness, On Wealth, On Lust, On Divorce...

18 stories with 103 illustrations

NSVC



The Parables of Jesus

Parable of the Harsh Master, Parable of the Tortured Debtor...

3 stories with 34 illustrations

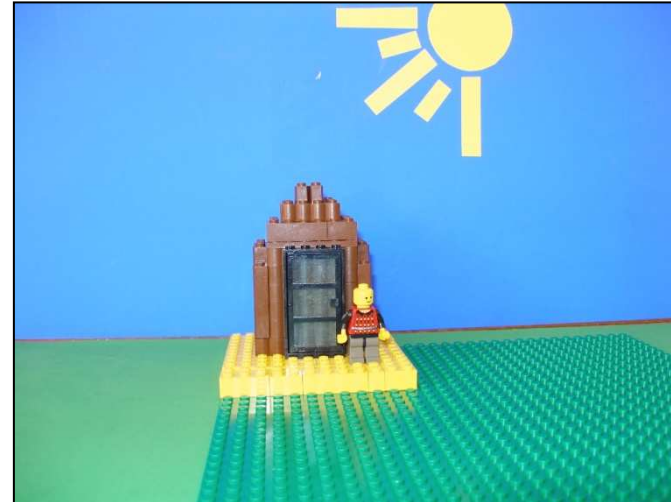


Parable of the wise and foolish builders:

Matthew 7:24-27



A man built his house on rock



Another man built his house on sand



When the winds blew and the rain fell it stood firm



When the winds blew and the rain fell it collapsed

Parable of the wise and foolish builders:

Matthew 7:24-27

•Titles

•Reference

•Photos

•Captions

•Speech bubbles

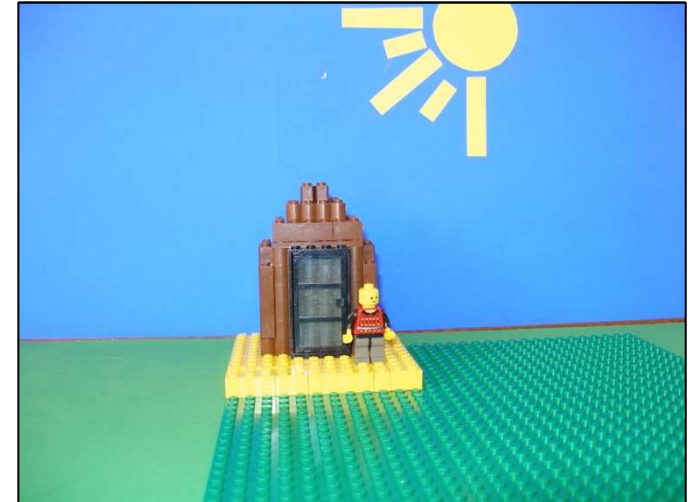
•Names

By

Tom and James



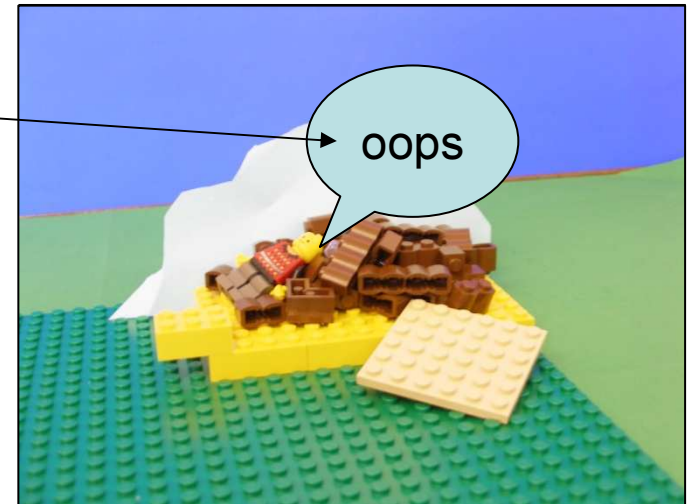
A man built his house on rock



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Plenary Quiz!



Questions

Q1

Q2

Q3

Q4

Q5

Q6

Q7

Q8

Artefacts

A

B

C

D

E

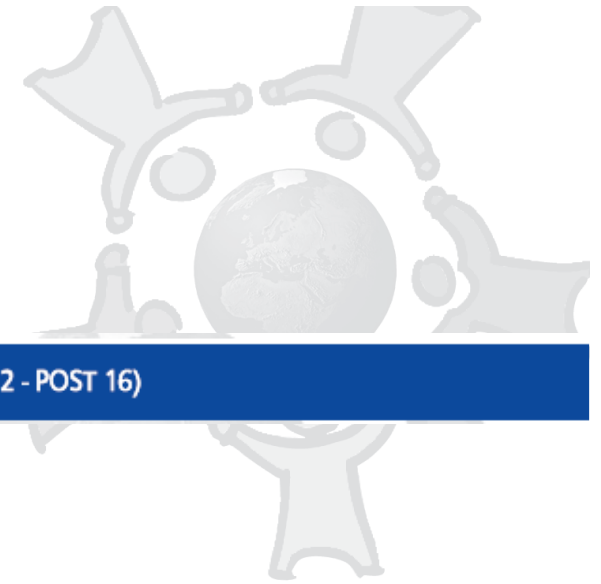
F

G

H



What do you think?



Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)

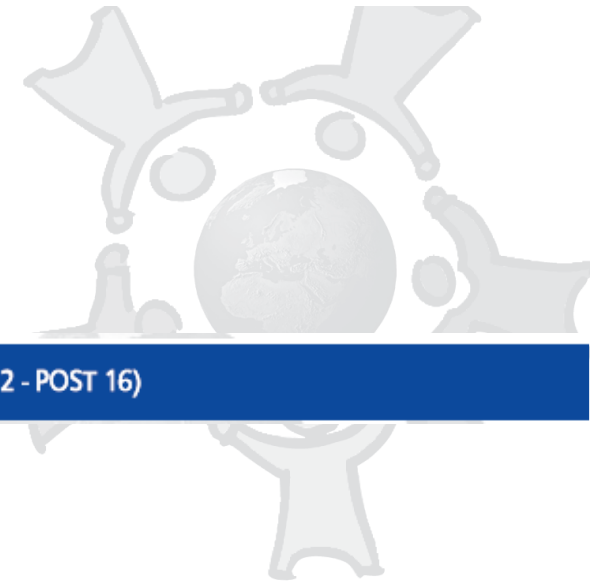
Engaging with fundamental questions

Pupils should be given opportunities to:

- ask, discuss and respond to fundamental questions raised by their own experiences, the world around them and aspects of religion
- interrogate a range of evidence from religious and non-religious sources, including other disciplines, in order to consider the issues raised
- use evidence from a range of sources effectively in order to present and support arguments and opinions
- develop alternative explanations and suggest new possibilities
- carry out investigation in an open-minded way and be prepared to accept challenge in the light of new information or evidence.



What do you think?

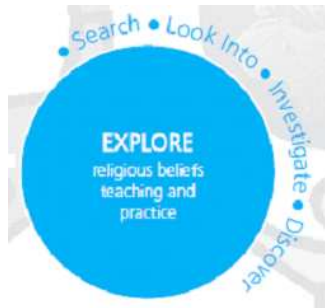


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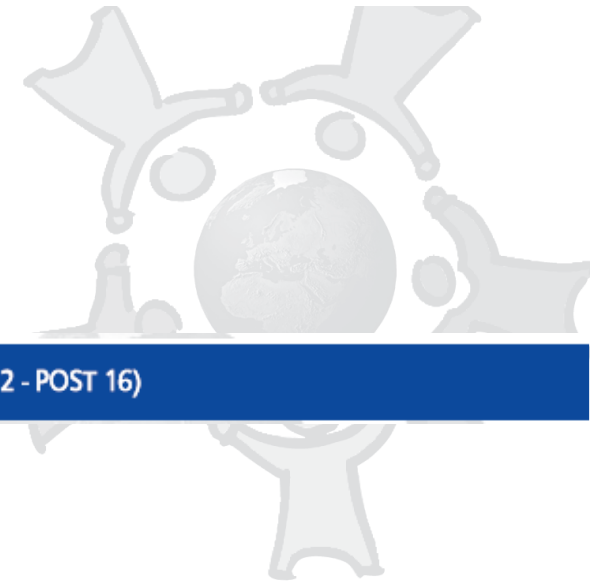
Engaging with fundamental questions

- Asking questions of a picture
- Role play a scientist Vs a religious person
- Anagrams
- Music
- Artefacts
- Guess who/what/where
- Spider diagrams
- Stories to make you think
- Video
- Reveal
- Pairs





The facts



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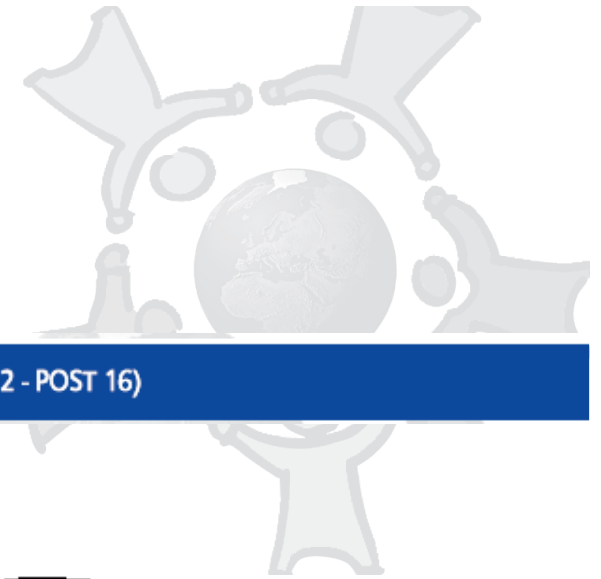
Exploring religious beliefs, teachings and practice(s)

Pupils should be given opportunities to:

- recall, describe and begin to explain religious beliefs, teachings and practices
- explore and make links between religious beliefs, teachings and practices
- describe and begin to explain the impact that religion has on the lives of believers
- identify the similarities and differences within and across religions
- recognise and begin to interpret layers of meaning/symbolism within religious stories, rituals, art, dance and music.



The facts



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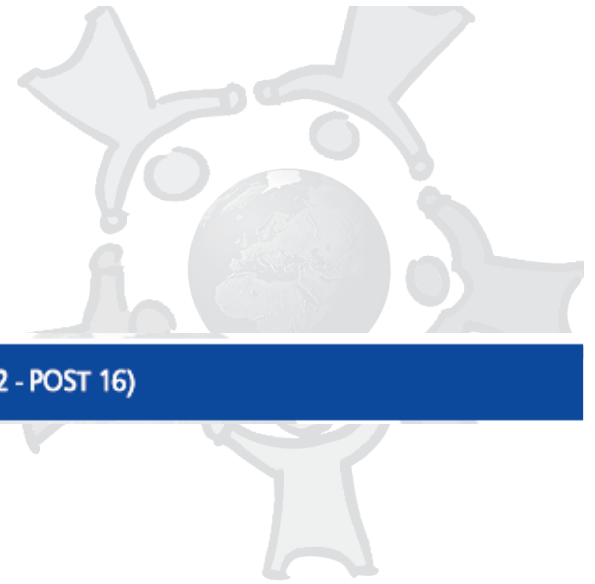
Exploring religious beliefs, teachings and practice(s)

Visits
Visitors
Role play
Make
Read
Write
Investigate
Research
Textbooks
Internet
Memory games – who can remember
Spider diagrams
Extended pieces of writing
Venn Diagrams





Responding to...



Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)

Expressing personal responses

Pupils should be given opportunities to:

- express and begin to justify their own feelings and opinions in different ways, *e.g. orally, in writing, and through creative arts*
- demonstrate how what they have learned has impacted on their own views/ideas
- consider, appreciate, empathise with and respect the viewpoints of others
- recognise, explore and reflect on the spiritual side of life
- use a range of religious language appropriately
- use ICT and other means to gain access to information and to communicate religious concepts.



Responding to ...



Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)

Expressing personal responses

Hot seating

Questionnaires

Diamond nine

Evaluating

For's and Against's

Poems

Dramas

Diaries

Presentations

What would different people think in different situations?





Responding to ...



Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)

Expressing personal responses

Creation...

On what day would you liked to have woken up on and why?

Christmas:

Rank order the following explaining why...

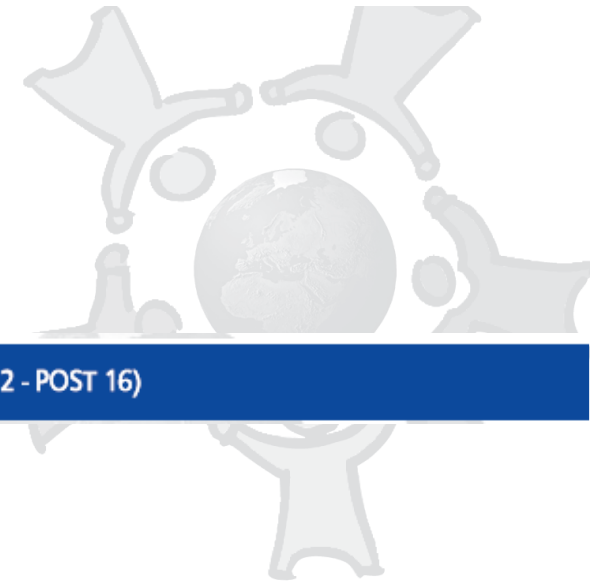
Wise men, Christmas Tree, Carols, Turkey, cards

What might a Christian think?





Discussion!!



Supplementary Guidance Material for the Revised Agreed Syllabus - THE THREE INTERRELATED CORE SKILLS (KS2 - POST 16)

Many RE lessons have engage and expression as discussion, but will it be remembered to use as the hook for next lesson?

Suggestion... write down 5! After every discussion write down five important points. This can be used as the next lesson's hook or a link to the next task. E.g. Find 2 people with a different point of view/suggestion/belief etc... write them down