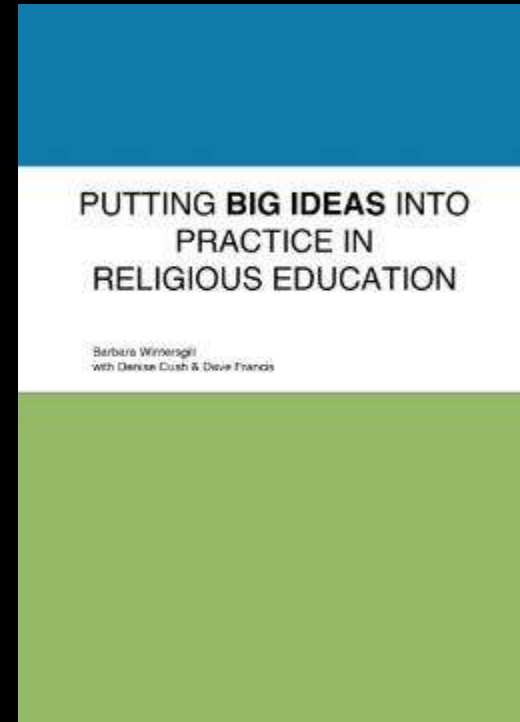


# RE-Live: example lesson plans using Big Ideas for RE



[tinyurl.com/bigideasforre](http://tinyurl.com/bigideasforre)



[tinyurl.com/bipractice](http://tinyurl.com/bipractice)

# What are 'Big Ideas'?

- Technical term originating with Jay McTighe & Grant Wiggins in the US 2005
- Adapted by Wynne Harlen for English Science Curriculum 2010
- Barbara Wintersgill inspired to apply to RE
- 2016 in a remote farm on Dartmoor...
- When today's students leave school, what issues and debates relating to religion and spirituality are they most likely to encounter during their lives?

# Might Big Ideas help with RE problems?

- Students seeing the point, purpose and relevance given changing religious landscape
- Gap between school RE and 'real' religions as experienced in today's world
- Avoiding content overload
- Random collection of disconnected information cf. Science
- Breadth versus depth (Tim Oates & David Ford)
- Sequencing and progression
- Assessment post-levels

# What are Big Ideas ?

1. **criteria for the selection and prioritising of subject knowledge in the curriculum**
2. transferable to events outside the classroom
3. memorable
4. capable of differentiation so that they may become the basis of progression
5. have long term relevance
6. make sense of what might otherwise be confusing information/experiences and isolated facts
7. act as lenses which, when used to 'view' content, help to clarify it
8. taken together, **express the core or central concerns of the subject.**

# The Six Big Ideas

1. Continuity, Change and Diversity
  2. Words and Beyond
  3. A Good Life
  4. Making Sense of Life's Experiences
  5. Influence and Power
  6. The Big Picture
- (See Book 2 for full narratives)

# RE-Live examples

Four examples (and four more to follow) now published at:  
[www.awarenessmysteryvalue.org/2021/c07-exemplars-re-live/](http://www.awarenessmysteryvalue.org/2021/c07-exemplars-re-live/)



< C06 Exemplars: Distinctively Local Schemes of Learning

C08 Exemplars: Scheme of Learning – Blank Template >

C07 EXEMPLARS: RE-LIVE!



## RE-Live Mini-Schemes of Learning: Written by Sarah Bareau, Elmlea Junior School

PUPILS		AMV UNIT & AREAS OF ENQUIRY
Key stage	2	<b>Unit 9: How should we live and who can inspire us? [B&amp;F]</b> (a) What positive examples have people given that show us how to live? (b) What values and commitments have inspired or been taught by founders of faith or communities, leaders, believers and specific communities? (c) How have actions and examples of people of faith or belief changed our world? (d) How might we change our lives in the light of the qualities demonstrated by other people?
Year	3/4	
Term	3	
Focus:	Different religions / worldviews in England.	
<b>AGE-RELATED BIG IDEAS</b>		
<b>BI 1 CONTINUITY, CHANGE AND DIVERSITY</b>		
<i>The name 'religion' or 'worldview' is commonly given to systems of belief, practices and values, which share some common features that make sense when thought of as linked to each other. Each religion / worldview is made up of several groups of people who often believe different things and practise in different ways.</i>		
<b>BI 3: A GOOD LIFE</b>		
<i>Most religions / worldviews have stories about people from the distant past or from recent times who set a moral example to their followers. Religions / worldviews provide guidance for their followers on how to live a good life. There are different ideas about why people should aim to live a good life and considerable agreement and disagreement over desirable virtues and qualities and what is right and wrong, good and bad, between and within groups.</i>		
<b>TRANSFERABLE QUESTIONS</b>		
1. What do we mean by 'religious' and is it easy to separate from 'non-religious'?		
2. How can the beliefs and actions of others inspire our own lives?		



## TOPIC-RELATED QUESTION

**BI1, TRQ1:** What shared features would you expect to find in most religions / worldviews? [e.g., places of worship / meeting, important festivals, important people, important beliefs or teachings.]

### **Lesson 1 LO: identify positive and negative effects of lockdown**

Making use of the PowerPoint resource for this unit, ask the children to think back to lockdown in March 2020 and the school closure. Watch the CBBC Newsround *Summer in Lockdown Special*: [www.bbc.co.uk/newsround/53369557](http://www.bbc.co.uk/newsround/53369557). What are some of the children's memories? What were some of the guidelines and restrictions that were put in place? What was bad about that time? What was good? What three words would YOU use to describe it?

Show guidelines that affected places of worship in England from March-August 2020. What were some of the changes that religious communities experienced? Do the children know the names of some places of worship/religious meetings? List a few for them: church, mosque, synagogue, gurdwara, temple etc. Draw on pupils' personal experiences if they are part of a religious community.

Show pictures of rainbows in windows in March/April 2020. Did any of the children see rainbow pictures? Display rainbows in their own homes?

Read/watch the story of Noah and the flood from Jewish/Christian tradition. Explain that the story of Noah is also present in the Qur'an, so Muslims know this story as well as Jewish people and Christians. You can play the linked YouTube video from the PPT but stop before the prayer at 10' 55" or use a version from a Children's Bible, e.g. Lion's.

Explain that the rainbow was a sign of good times coming after bad. It is a symbol of hope. (NB – this may generate discussion about what caused the pandemic and if it was a punishment e.g. many people, whether they are religious or not, believe that bad things can happen when people do not care about each other or about the natural world.)

### **Independent task:**

Draw raincloud and write inside some negative effects of pandemic and lockdown restrictions. Draw rainbow and write some positive effects.

SEND – sort given list into positive and negative and glue in appropriate place.

GDS – consider impact on wider community, as well as their personal experiences.

### **Vocabulary**

Pandemic, Covid-19, coronavirus, Bible, Christian, Torah, Judaism, Noah, ark, flood, rainbow.



# The Big Ideas 'RE-Live' Difference - 1

KS2 example: An old scheme on inspirational figures in religions has been developed in a 5 lesson unit for Years 3&4 and 5 lesson unit for Years 5&6 so that:

- there are better **CONTEMPORARY LINKS WITH CHILDREN'S CONCERNS AND INTERESTS**: linking pupils' Covid-19 lockdown concerns with Muslim, Christian and Sikh experiences of festivals in the last year and the ways in which communities responded to help people in inspirational ways.

# The Big Ideas 'RE-Live' Difference - 2

- there is better **PROGRESSION**
  - moving from local to global contexts, e.g. Local Eid celebrations to international Hajj;
  - understanding diversity and increasing level of detail, e.g. using examples from Humanism & Judaism;
  - wider range of interpretations, e.g. in linking inspirational behaviour to specific moral teachings in current situations;
  - controversial ideas, e.g. the value of personal faith in challenging times.

# The Big Ideas 'RE-Live' Difference - 3

- there is **REDUCED CONTENT OVERLOAD AND MORE FOCUS**
  - original unit covered information on Moses, Jesus, Sister Frances Dominica and a local Christian minister, Guru Nanak, Gandhi and Archbishops Desmond Tutu and Trevor Huddleston, as well as Badger's Parting Gifts. (Plenty of breadth but not so much depth!)
  - new focus on knowledge and understanding of how particular religions/worldviews provide guidance for their followers on how to live a good life. (Still plenty of 'content' – but 'in-depth'.)

# Local Advisory Networks?

Focus of this part of the larger project is to examine a locally agreed syllabus, with a view to considering implications of the National Entitlement (NE) for:

1. Syllabus structure
2. Pedagogy and
3. Schemes of Learning.

- Alongside this, the Big Ideas for RE materials are being considered as a possible model for delivering the NE.

A report will be produced indicating possible implications for curriculum review in other local authorities.



# 1. Syllabus Structure

A working party of teachers and SACRE members is looking at how the NE might affect:

- Legal requirements, including the right to withdraw
- Organisational principles
- Curriculum time for RE
- Skills and other 'essentials for learning and life'
- Programmes of study for each age-group / key stage
- Standards for assessment / learning outcomes.

## 2. Pedagogy

The NE says that pupils must be taught, “the different ways in which religion and worldviews can be understood, interpreted and studied, including through a wide range of academic disciplines and through direct encounter and discussion with individuals and communities who hold these worldviews.”

How might this impact upon:

- pedagogy/pedagogies to be applied
- spiritual, moral, social and cultural development
- teaching about non-religious philosophies of life
- inclusion
- resources, including religion / worldview adherents?

### 3. Schemes of Learning

The NE says that, “Programmes of study must reflect the complex, diverse and plural nature of worldviews. They may draw from a range of religious, philosophical, spiritual and other approaches to life including different traditions within Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, non-religious worldviews and concepts including Humanism, secularism, atheism and agnosticism, and other relevant worldviews within and beyond the traditions listed above, including worldviews of local significance where appropriate.”

How might this impact upon a) individual exemplar schemes and b) the overall programme of study?