

Primary RE with ICT: A pupil's entitlement to ICT in primary RE

Becta in association with



ICT offers a range of powerful tools to help pupils to learn, and this document provides examples of how it supports, enhances and develops learning and teaching in religious education (RE).

Effective use of ICT in RE can:

- allow pupils to investigate or be creative in ways not possible otherwise
- facilitate safe communication with peers and other communities, locally, nationally and globally
- provide access to authentic information, insights and resources from the world's religious communities – bringing the world of religion into the classroom
- engage pupils in the selection, critical use and interpretation of a wide range of information
- help pupils to understand important, and complex, ideas
- support pupils in organising, recording, reporting and communicating findings
- enable pupils to see patterns or behaviours more clearly
- enhance the quality of presentations.

When planning to use ICT in RE lessons, teachers should consider whether the ICT is adding value to the lesson/activity. Would the RE learning outcomes be achieved as or more effectively without the use of ICT?

Year 1

Visiting a place of worship



A Year 1 class were learning about Judaism, including some of the beliefs, customs and celebrations. They visited a local synagogue where the Rabbi showed them around and answered their questions. They took digital photographs of what they saw and drew pictures of some of the things they were shown.

Back in the classroom, the teacher scanned some of the children's drawings and uploaded a selection of their photographs into a simple presentation package on the computer. Children took it in turns to add a heading and record a comment or question of their own to the images. They re-recorded their comment until they were happy with it.

The children invited the Rabbi to visit their class. They showed her their presentation and asked her lots more questions. The presentation was also shown to the rest of the school in an assembly and played to parents at an open evening.

QCA Non-statutory Framework RE: theme 3i) Leaders and teachers

Framework strands:

Practices and ways of life (AT1)

Identity, diversity and belonging (AT2)

You can find a virtual tour of a Synagogue from Sir Robert Hitcham's School <http://www.hitchams.suffolk.sch.uk/synagogue/index.htm> and information on planning visits on Places of Worship. <http://pow.reonline.org.uk>

For an online collection of images of artefacts from the six principal religions see the University of Strathclyde.

<http://www.strath.ac.uk/curricularstudies/re/db/reartefacts>

What do Hindus think God is like?

A Year 1 teacher wanted to open up questions and thinking about God with her class. She chose a well-known Hindu story – Ganesha and the cat – which presents the Hindu concept of God living in all things.



The teacher first introduced the class to the Hindu god Ganesha and the goddess Parvati, his mother. She then showed the children a video clip from Teachers' TV of a Hindu storyteller telling the story in a way suitable for the age group.

Afterwards, the class talked about how Ganesha and Parvati felt at various points in the story and the teacher used the interactive whiteboard to record their ideas on a feelings graph. They talked about why Ganesha was angry, how it feels to be angry and what they do when they feel like Ganesha did in the story. The children were then asked to consider what people should do with their angry feelings if they believe that God is in everything and everyone. How did they think Ganesha would try and behave the next day? Responses to this question were developed through role play.

QCA Non-statutory Framework RE: 3f) Story

Framework strands:

Beliefs, teachings and sources (AT1)

Values and commitments (AT2)

QCA Unit of work: Why do Hindus believe that everything belongs to God?

Online resources:

For a dramatic telling of this tale see 'Exploring values: two religious tales' on

Teachers' TV: <http://www.teachers.tv/video/22343> (Ganesha and the cat is the second story).

For downloadable images of Hindu deities see:

Strathclyde University

<http://www.strath.ac.uk/curricularstudies/re/db/redrawings/hindudeities>

Geocities <http://www.geocities.com/Athens/Delphi/2745/gallery.htm>

Hindu Gallery <http://www.hindugallery.com/>

Year 2

How and why do people show care and concern for others?



A Year 2 class was following a unit of work on 'Showing care and concern for others'. The unit had been taught for several years, but on this occasion the school had the opportunity to further develop the work by using digital video cameras.

The teacher had arranged for a number of visitors to come into school, including those representing particular faiths and others such as police officers. The children prepared questions for the visitors, interviewed them, and recorded the conversations on camera, which they found a rich and engaging learning opportunity.

They also created and filmed a puppet play telling the Christian story of Jesus and the paralysed man And filmed their dramatic interpretation of the Muslim story of Imam Hussein and the beggar.

With adult help, the children also edited the video footage using a school laptop connected to the interactive whiteboard. This provided plenty of opportunity for children to work together by watching clips, sequencing, making decisions, choosing transitions, and adding titles, credits and sound.

QCA Non-statutory Framework RE: 3e) Believing

Framework key concepts/strands:

Expressing meaning (AT1)

Values and commitments (AT2)

QCA Unit of work (2006): What do people believe about God?

You can see an animated telling of a story from the life of Guru Nanak by pupils of Barden Junior School.

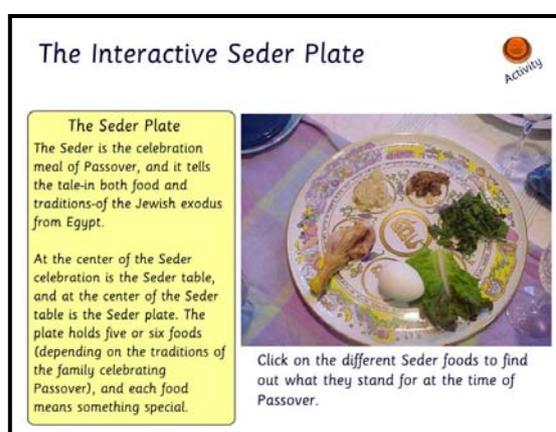
http://www.cleo.net.uk/resources/displayframe.php?src=356/consultants_resources%2Freligiouseduc%2Fgurunanak%2FduniChand.html+

There is also an animated telling of one of the Jataka stories of the previous lives of the Buddha.

http://www.cleo.net.uk/resources/displayframe.php?src=355/consultants_resources%2Freligiouseduc%2Fjataka%2Fjataka122.html+

How is Pesach celebrated?

This Year 2 class was studying the Jewish festival of Pesach (Passover) at the heart of which is a meal during which symbolic foods are eaten to remind those present of various aspects of their history and of their ongoing relationship with God. The teacher wanted children to understand the significance of this event for Jews today, and also to reflect on important events in their own lives in the light of their learning from Judaism.



The teacher told the class the story of Pesach and then showed them an online Seder Plate. Pupils were asked what they thought the connection was between the story they had heard and the items of food on the plate, what each item of food was and what it might represent for Jews today. They talked about crying, laughing, hoping, liberation, being tied down, the symbolism of new life or having someone make sacrifices on their behalf.

Pupils' ideas were recorded on the whiteboard next to each item. When pupils had commented, one pupil was asked to hold the cursor over each item to reveal the answer. The teacher provided each pupil with a diagram of a Seder plate, and they designed seven symbols for the experiences that related to their own life.

QCA Non-statutory Framework RE: 3l) Religion, family and community Framework strands:

Practices and ways of life (AT1)

Identity, diversity and belonging (AT2)

QCA Unit of work (2006): What do people believe about God?

Online resources:

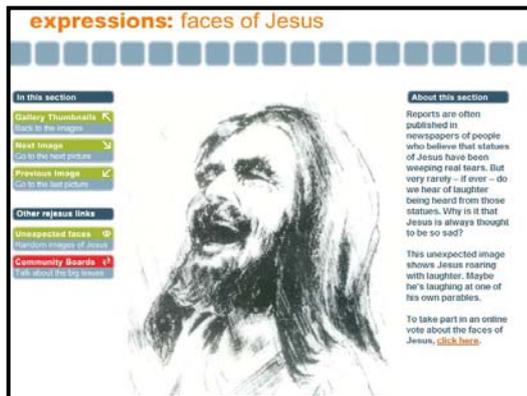
There is an interactive Seder Plate resource on the TRE.

<http://tre.ngfl.gov.uk/server.php?request=cmVzb3VyY2UuZnVsbnVsbHZpZXc%3D&resourceid=11431>

For a month-by-month calendar of Religious Festivals see the Culham Institute.
<http://www.culham.ac.uk/tvr/festcalendar.php?1>

Year 3

Inspirational people



A Year 3 class were studying Jesus as an inspirational figure. Using an interactive whiteboard, the teacher introduced the lesson with a sequence of ten images of Jesus selected from the ReJesus website.

Starting with 'Laughing Jesus' she asked questions such as:

- Who do you think this is?
- When do you feel like this?
- What things make you feel this way?

When the first image was identified as Jesus she asked:

- How do you know it is Jesus?
- Is this picture similar or different to other pictures of Jesus you have seen? How?
- Why do you think this is?
- Is this important? Why/why not?

As the teacher moved through the sequence of images she also asked questions such as:

- What do these pictures tell us about the artist's beliefs about Jesus?
- What questions do you have for the artists?

Key ideas, questions and themes from pupils' responses were added to the whiteboard around the picture, and each completed screen was copied to a text editor, to be recalled if needed to support discussion of subsequent images. At the end of the activity the ten completed screens were printed out to support follow-up activities.

QCA Non-statutory Framework RE: 3j) Inspirational people

Framework strands:

Beliefs, teachings and sources (AT1)

Meaning, purpose and truth (AT2)

QCA Unit of work (2006): Why do some people think that Jesus is inspirational?

Online resources:

For an online collection of images of Jesus see ReJesus.

http://rejesus.co.uk/expressions/faces_jesus/index.html

You can also find resources to support teaching Christianity on RE:Quest.

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

How does God change people's lives?

This Year 3 teacher wanted her class to make links between the Christmas story and their own lives, and the lives and beliefs of Christians today. She identified 'change' as the key experience children would relate to and planned to use ICT in a variety of ways, in a sequence of five lessons, to support children's learning in RE and also to improve their speaking and listening skills.

Children explored the story of the visit of the Angel Gabriel to Mary, digital photographs were taken as children acted out the story and were used as a freeze-frame activity to help the children think more deeply about how Mary might have felt, and what questions she might have wanted to ask. Children's responses were recorded on the whiteboard.

The teacher identified two people known to the class who were Christians – the catering supervisor, and the local vicar – and invited them to visit the class to answer the children's questions about how believing in God changes a person's life today.

A concept grid, displayed on the whiteboard, was used to help focus children's thoughts. What children already knew about Christian beliefs was recorded in the centre, things which were important to Christians were recorded in the next circle, and questions the children wanted to ask the visitors were recorded in the outer circle.

When the visitors arrived, the children recorded the interviews using digital video cameras, and the interviews were incorporated by the teacher into a presentation, along with the children's questions.

In the final lesson, the class reflected on experiences of change in their own lives, using art to illustrate them. Children photographed their work and displayed it via the whiteboard. This encouraged speaking and listening as children talked about their ideas and expressed their understanding.

QCA Non-statutory Framework RE: 3j) Beliefs and questions

Framework strands:

Expressing meaning (AT1)

Values and commitments (AT2)

You can find a story book of the story of the Angel Gabriel's visit to Mary, suitable for use with a whiteboard, on TopMarks.

<http://www.topmarks.co.uk/christianity/nativity/index.htm>

There are also resources containing text, audio and video about being a member of one of the six principal religions in the UK, on People of Faith.

<http://pof.reonline.org.uk>

Year 4

What does faith mean in everyday life?

A teacher of a mixed-age class of children in years 4, 5, and 6 used digital storytelling to explore how faith can influence and change lives.

The school's rural setting and largely mono-cultural environment limited the pupils' easy access to a range of faith communities, but the use of digital cameras (video and stills) enabled them to maximise contact with the local Christian community, and helped develop a good understanding of diversity within a religious tradition.



Pupils worked in groups to identify what new things they wanted to find out about Christianity, and to organise their ideas into topic areas, for example, prayer, family, work. They then developed a set of questions to ask the members of the Christian community chosen for them to interview. They chose an interviewer from their group, and drew up a plan to ensure all members of the group had the opportunity to use the cameras.

When all was prepared, each group of pupils was taken by car to the place of worship where they met and interviewed the members of the church community who had agreed to be interviewed. This took place over a period of days. Back at school, pupils reported back to their class and then worked with their teacher to edit the footage and create the 'digital story' of what they had found out. They presented their digital story to the class, and took part in a hot seating activity to support assessment.

The activity provided pupils with a positive experience of the local faith community, which was delighted to support this work in RE, giving access to the authentic voice of religion and opportunities for dialogue with people of faith.

QCA Non-statutory Framework RE: 3l) Religion, family and community

Framework strands:

Expressing meaning (AT1)

Values and commitments (AT2)

Online resources:

For examples of digital stories see the BBC's 'Telling Lives':

<http://www.bbc.co.uk/tellinglives>

For background information on digital story telling, see Barry Stephenson (of BBC 'Telling Lives') at: http://sightings.kidsown.ie/interviews/barrie_stephenson.php

What is it like being a member of a worshipping community?



A Year 4 teacher wanted her pupils to develop their understanding of the impact on a young person of their own age of attending a place of worship regularly. The class had visited a number of places of worship during the school day, but often these were empty, giving little sense of the people who went there and the activities they took part in.

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She gave several members of the class a digital video camera to take home over a weekend. They were provided with a brief by the class as to what they wanted to know, and presented their video to the class the following week. Each child was supported by their parents, who were enthusiastic about the activity. The ICT co-ordinator helped with editing the film.

A parent of one of the children in the class made a video of his own place of worship, with his son acting as the reporter. He presented this to the class, modelling how to use the technology and illustrating what could be achieved in terms of capturing the building, the activity, insights into the significance of what took place for the worshippers and how attending a place of worship fitted into the weekend.

The class were curious, articulate and demanding in terms of the briefs they put together; they were also genuinely interested in the outcome and the insight into a worshipping community the films provided, as well as inspired and respectful of the commitment to their religion shown by the members of their class who had done the filming.

The places of worship chosen were all Christian, including Salvation Army, Methodist, Christ Apostolic and Anglican, which provided an opportunity to explore similarity and difference within a religious tradition. The activity could just as easily be focused around different religions, depending on the opportunities available with the pupils in the class.

QCA Non-statutory Framework RE: 3l) Religion, family and community

Framework strands:

Practices and ways of life (AT1)

Identity and belonging (AT2)

QCA Unit of work (2006): How and why do people celebrate religious festivals?

Online resources:

For web-based support on planning a visit to a place of worship see:

<http://pow.reonline.org.uk>

A resource to support work on a variety of Christian traditions is available from Sir Robert Hitcham's Primary School <http://www.educhurch.org.uk>

There is an extensive library of video clips on aspects of the six principal religions in the UK on the Learning Zone. <http://www.bbc.co.uk/learningzone/clips>

Year 5

What do religions say about wealth and poverty?



This Year 5 class were studying issues of wealth and poverty – in their own country as well in different parts of the world. They had several visitors to the class including a Christian Aid volunteer, and someone who worked for Muslim Aid. For each visitor they had prepared a variety of questions, in particular questions about the link between the person's own religious beliefs and what they do in their job working for a religious charity.

To encourage pupils to reflect on their own ideas about wealth, poverty and justice the teacher arranged for pupils to record their responses to a series of questions in the form of a podcast.

Pupils agreed on the questions they would use:

- What do the religions you have studied say about:

- how money and wealth should be used
- what is right and what is wrong
- how other people should be treated?

- What are your own thoughts on these questions?

Pupils used Audacity to create interview-style podcasts. They worked in small groups, taking it in turns to be the interviewer, and the interviewee. Each small group produced and edited a podcast, which was published on the school intranet and used as a stimulus for ongoing work on the topic.

QCA Non-statutory Framework RE: 3m) beliefs in action in the world

Framework strands:

Practices and ways of life (AT1)
Values and commitments (AT2)

Online resources:

This teacher used Audacity, which is free open-source software for recording and editing sounds, downloadable from SourceForge. <http://audacity.sourceforge.net>

Pupils also used Podium to create, edit and publish their podcasts, which is available from Softease. <http://www.podiumpodcasting.com>

Christian Aid's website for young people is GlobalGang <http://www.globalgang.org.uk>
Muslim Aid <http://www.muslimaid.org>

Preparing to visit a place of worship

A Year 5 teacher was preparing his class to visit a local place of worship. To focus pupils on more than the physicality of the building, he wanted them to consider the question: 'What makes a place a place of worship?'

The teacher showed the class a time-lapse sequence of the weekly process of transforming the Galloway Hall, Preston, into the Greek Orthodox Church of the Holy Apostles.



The opening frames provided the instructions: 'You are about to see a photograph of an empty room. What do you think you will see when you click the 'play' button?' Pupils were prompted to make suggestions, and the teacher recorded these at the side of the board, without comment.



The teacher then clicked 'Play' and asked pupils to look closely at what was shown.

What objects and symbols did they notice? What questions did they have? What might be good about having to 'make' your place of worship each week, and what would not be so good? Is there anything about which they show this amount of commitment?

The teacher recorded their ideas on the whiteboard and prompted pupils to make links between their own commitments and the commitment shown by members of the Orthodox Church shown in the video.

The group's subsequent visit to a place of worship was not to an Orthodox Church, but the video helped to sharpen pupils' thinking about the meaning and significance for worshippers of the building they visited, and encouraged progression in their understanding.

QCA Non-statutory Framework RE: 3g) Worship, pilgrimage and sacred places

Framework strands:

Practices and ways of life (AT1)

Identity, diversity and belonging (AT2)

QCA Unit of work (2006): What do places of worship teach about religion?

The time-lapse resource based in a Greek Orthodox Church is on CLEO.

http://www.cleo.net.uk/resources/displayframe.php?src=232/consultants_resources%2Fre%2Ffs04%2FfastSetup04.html

CLEO also has 'keyhole' or 'spotlight' movies set in a Sikh Gurdwara and a Hindu Mandir, also with full video sequences of worship.

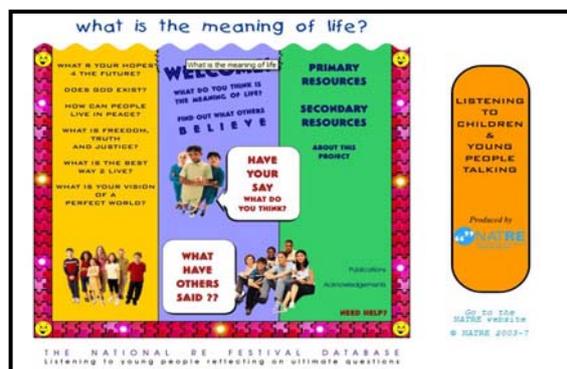
Year 6

What about death and the afterlife?

This Year 6 teacher wanted to open up discussion on questions of life, death and the afterlife with her class. This subject typically fascinates pupils and generates lots of religious and spiritual questions, but needs sensitive handling.

She introduced the topic by using 'Listening to Children Talking', an online, fully moderated, interactive database of 25,000 young people's comments on a range of religious and spiritual questions, including death and the afterlife.

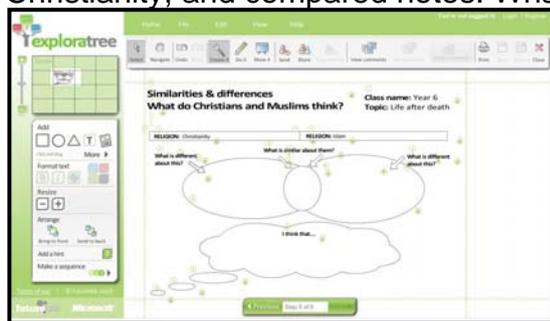
The teacher showed her pupils how to use the database, and how to refine a search by both question and by respondent. The pupils were then given 15 minutes, working in pairs, to investigate



what Christians and Muslims believe about life after death. Half the class investigated Christianity and half the class investigated Islam.

Pupils selected common words, themes or statements that they thought were representative of how the religion they were focusing on responded to the question.

Pairs of pupils who had researched Islam then joined up with pairs who had studied Christianity, and compared notes. What ideas did the two religions have in common,



and why? What was different, and why? What questions did the pupils have? How similar or different were their own thoughts on the topic?

As the class reported back, the teacher recorded their findings on a customised Exploratree thinking guide as a visual record of the discussion and a reference point for future lessons.

The database also has the facility for pupils to add their own comments to the original questions, a feature the teacher used in a subsequent lesson.

QCA Non-statutory Framework RE: 3e) Beliefs and questions

Framework strands:

Beliefs, teachings and sources (AT1)

Meaning, purpose and truth (AT2)

QCA Unit of work (2006): How can beliefs and values serve as a guide for moral decision making?

The 'Listening to Children Talking' database is on NatRE.

<http://www.natre.org.uk/db>

Exploratree is a free web-based resource developed by Futurelab.

www.exploratree.org.uk It provides access to a library of interactive, ready-made thinking guides which you can customise. Each thinking guide is made up of several stages, which shows pupils how their ideas and responses build up to form a complete picture.

How do Christians respond to poverty?

A Year 6 class was following a unit of work exploring how Christian Aid puts the teachings of Jesus into practice today by caring for those in need. The teacher wanted to use a range of stimuli and activities which invited pupils to ask: 'What



if it was me?'



The teacher also wanted to encourage collaborative working by using a WebQuest. These are collaborative web-based activities – if the group don't work well together, then they cannot complete the task.

The WebQuest format consists of five basic elements (introduction, task, process, evaluation and conclusion) and provides a sharply focused and challenging sequence of activities to support pupils in their learning.

In terms of RE, the WebQuest used enabled pupils to:

- learn about, empathise with and reflect on the lives of children in developing countries
- apply their understanding of the teaching of Jesus about caring for others in need
- evaluate the difference Christian Aid makes when it puts its Christian beliefs into practice.

Pupils worked in small groups, following the instructions outlined in the WebQuest. A variety of activities were included, some at the computer and some away from it. Where weblinks were provided and integral to the task, these were carefully chosen for appropriateness for example, Global Gang, which is Christian Aid's website for young people.

QCA Non-statutory Framework RE: 3m) Beliefs in action in the world

Framework strands:

Practices and ways of life (AT1)

Values and commitments (AT2)

QCA Unit of work (2006): How can beliefs and values serve as a guide for moral decision making?

For further information and examples of this kind of activity, see WebQuests.

<http://WebQuest.org>.

Global Gang <http://www.globalgang.org.uk>

Christian Aid <http://www.christianaid.org.uk>