

The Journey of an Religious Education unit at Heene

Each unit of work in children's books should include the following:

WHAT DO WE ALREADY KNOW?

Recorded in the book at the start of every unit (children to write it in own words; not printed as a class discussion!)

Big Question shared and CONTINUALLY revisited throughout the unit!

APPLY

Response to the Big Question posed throughout the unit. This should take the form of a creative response. E.g.

- Debate – filmed and evaluated
- Hot seating.
- Conscience alley.
- Art work with a written justification.
- Writing about own or others' lives.

KNOWLEDGE BUILDING - RESEARCH

Examples of children acquiring the knowledge they need

- Promote enquiry ALWAYS!
- **Instead of telling the children WHAT – ask them WHY!**
- Building up the vocabulary.
- Teaching the content from the 'What I will know section of the Knowledge Organiser'.
- **No sheets to be used**
- Slow down and children MUST be continually embedding new knowledge so that they can articulate their learning and the purpose behind it!
- **Building up the working wall – every lesson**
- A range of learning opportunities need to be evidenced in books e.g. response to video, research based, child led **NOT** copying off the board and **NOT** worksheets e.g. cloze procedures; learning partners, lots of collaboration and children giving opinions from Early Years. (Both schemes Understanding Christianity and Emmanuel Project provide rich learning experiences for every unit.)

REVIEW (AFL)

The end of each unit needs to review/assess the children's learning.

- Assessment quiz – independently completed
- Personal review – what we got out of it; what do they feel now.
- What would you ask x about x?
- Drawing it back to the working wall – where has our journey taken us? Where did it start? Where have we ended up? What is next?