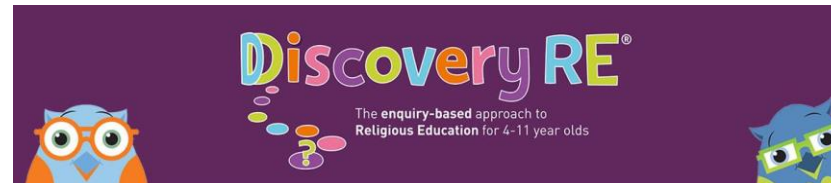
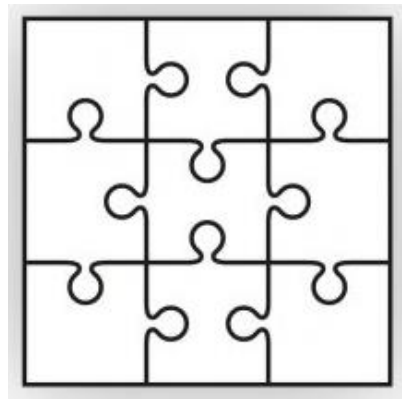


Putting the Pieces Together: From syllabus to short term plans through teaching about Humanism

David Rees and Alison Harris



CREative and REinspiring Annual RE Conference 2022

An inspiring day of RE CPD
'CREative and REinspiring RE Conference'
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About your presenters:

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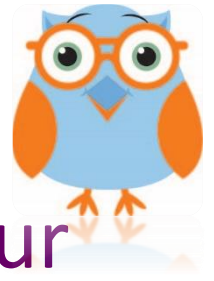
- ~ In Education for 20 years
- ~ Senior Leader and RE lead in large primary Church of England school
- ~ Independent RE, PSHE & Well-being Consultant
- ~ Previous roles include SIAMs inspector and SACRE adviser
- ~ ITT Tutor for a number of providers and end-point assessor for teaching apprenticeships
- ~ Writer and Trainer
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- ~ Writer and Trainer
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- ~ Mentor and consultant for Discovery RE

Here and now!



In your own mind, how do you score your knowledge and confidence in teaching RE right now?

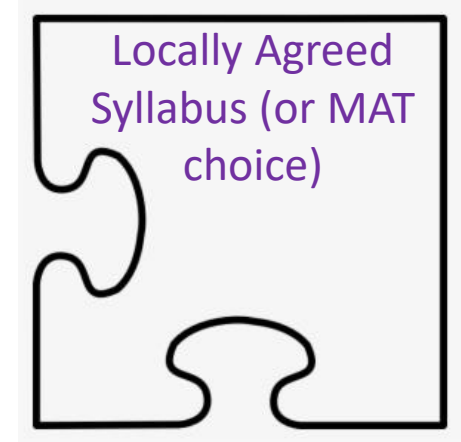
1 = Poor and 10 = Outstanding



Today's session

1. Examining the wider policy influences which have to be considered when creating our RE curriculum (the corner pieces)
2. Examining the larger teaching and learning decisions which would affect our medium term planning (the edges)
3. Creating short term planning from the results of 1 and 2 above (the middle pieces).

The corner pieces



What is making the outline
decisions about what you do?



Ofsted Review of RE 2021

The Ofsted review document focussed on the following key issues which need to be addressed by school leadership teams and RE subject leaders and teachers:

- Subject knowledge
- Personal Knowledge
- Progression
- The Lived Experience
- Diversity and Generalizations
- Studying different traditions
- Clear Objectives
- Controversial issues
- Assessment



Many of the recommendations made had already been included when developing Discovery RE.

Others can be addressed by Class Teachers when moving from our medium-term planning to their own short-term planning, considering the needs of their class and in response to on-going assessment throughout the enquiry.

Children see and hear depictions of “religion” in many different ways

- The news
- Media
- Internet
- Practices of friends/family/their local community



Children need high quality Religious Education in order to be discerning about what a religion or world view truly states as its belief, and what may have been distorted.

So how does this apply to me?

1. How do I cope with the nuances of a syllabus?
2. How can I show progression when studying the same religion or world view multiple times?
3. What is current best practice in teaching and learning telling me?



Let's take an example:

Non-religious world views

- In some syllabi specifically – in others in a more discrete/optional position
- Some syllabi say it “can” or “may” be studied – others have become more specific as they have been reviewed




e.g. one that we mapped to
Discovery RE recently said:

“In addition, other (non-religious) world views must be included as part of the curriculum at each key stage. Schools can still study aspects of other faiths and world views and know how best to respond to local needs and circumstances.”

The Key Words

*“In addition, other (non-religious) world views **must** be included as part of the curriculum **at each key stage**. Schools can still study aspects of other faiths and world views and know how best to respond to local needs and circumstances.”*



But I don't have enough
subject knowledge or
material to do this!

The Edges

Subject leader
and teacher
subject
knowledge

What is driving the medium-
term planning?

Availability of
quality
resources,
planning,
support. (SoW)

School needs:
e.g. Progression,
assessment,
British Values
(diversity).

Current best
practice
teaching and
learning
theories.

Without good materials and teacher subject knowledge, how can I support progression?

Without clear progression, how can I embed current learning theories such as reviewing learning and making sure children “know more and remember more”?

Current considerations:

- Revisit prior learning regularly to ensure children “know more and remember more”
- Building on prior learning to ensure cognitive load is reduced and schemas are in place
- Allow children to practice metacognition by thinking about their learning.
- Dialogic talk is proven to embed learning.
- SLT need to evidence progression

Step 1: Choose our non-religious world view Humanism

Step 2: Think, “What do I want to achieve?”



Progression

A good grounding of the basics in KS1.

Although the syllabus doesn't ask for it, I am going to build a lower KS2 enquiry plus an upper KS2 enquiry. This will help with progression and revisiting learning to ensure that the children remember what they have learnt.

(Discovery RE has already done this with Islam. Where we used to have a KS1 and Upper KS2 enquiry, we have now supplemented these with lower KS2 enquiries freely available to our Discovery RE schools in the Community Area.)



Step 3: Choose your content for each enquiry –see what questions your syllabus offers.

Possible topics which would link directly with existing common syllabus questions in **Key Stage 1**:

‘How do we look after the world?’ could be an opportunity to consider evolution and theories about how the world began.

This could link and contrast to common enquiry questions with content which includes the ‘Creation Story’ from the book of Genesis.

And for lower KS2?

‘How could Humanist lead good lives?’: look at Happy Humanist logo and how this could be used to consider how they treat others

(could link and contrast to a number of common syllabus questions around this e.g. the Christian commandment to love your neighbour as yourself.)

OR: Where might be ‘special places for non-religious people’, with the emphasis on natural environments and the delicate balance of sustaining them for the future. (again would link and contrast with religious pilgrimage enquiry questions e.g. Hajj, visiting the Ganges etc).

Upper KS2?

Questions about the afterlife which would link and contrast to existing questions (e.g. in Discovery RE we have this Yr 6 question).



Children could consider a belief in no afterlife. How would these beliefs have an impact on daily life, behaviour, morality and the way people treat each other?

Step 4: So now we have the over-arching progressive content, let's think about the medium-term planning

Step 1

- **Engagement (1 lesson)**
- What is my starting point (human experience) in my own world?

Step 2

- **Investigation (3 lessons)**
- What do I need to know ABOUT the world of religion to support my enquiry?

Step 3

- **Evaluation (1 lesson)**
- Critical reflection on the knowledge I have now gained. What is my answer to the enquiry?

Step 4

- **Expression (1 lesson)**
- How does this enquiry affect my position/starting point?

Moving from syllabus question to planning...

- Ofsted say there are multiple ways to teach RE
- Enquiry approach recommended in previous Ofsted reports.
- Use the 4 step model and fill in the spaces with your medium term ideas (teachers can always add their own as long as they cover the content).
- Don't forget children need time to reflect so that their own spirituality and discernment can be enhanced.



KS1: How do we think we should look after the world?

Step 1

- **Engagement (1 lesson)**
- What is my starting point (human experience) in my own world?

What do children already know about looking after the world? Pollution? Global warming/emissions? Hunger/drought caused by this?

What do Humanists say about the world? How do they think it started? How does this impact on what actions they take?

Step 2

- **Investigation (3 lessons)**
- What do I need to know ABOUT the world of religion to support my enquiry?

Humanists believe that human beings were not created, but instead evolved naturally (the Big Bang Theory). They believe that humans go on evolving, along with the rest of the species on our planet today. Evidence shows how human welfare is heavily dependent on the natural world and on the continued existence of many other species so we should therefore look after the world.

Faith into action: how might a Humanist act to deal with an environmental issue? Could get a speaker from Humanists UK.

Step 3

- **Evaluation (1 lesson)**
- Critical reflection on the knowledge I have now gained. What is my answer to the enquiry?

Check understanding of Humanist beliefs about how the world was formed and how they think they should care for it today.

How would the children act when faced with the same problem? Does their own understanding/belief differ or do they share ideals?

Step 4

- **Expression (1 lesson)**
- How does this enquiry affect my position/starting point?

How does this affect what I do today?

Children could write an “Earth Charter” or one for closer to home e.g. how to look after the playground/school area.

Lower KS2: How could Humanists lead good lives?

Step 1

- **Engagement (1 lesson)**
- What is my starting point (human experience) in my own world?

Look at some (non-religious) statements that may or may not be “true” but some people believe them. Does it matter if we are different in our beliefs? Lead onto thinking about what makes us “human”. Introduce Golden Rule.

Recap Golden Rule.

Facts about Humanism

Step 2

- **Investigation (3 lessons)**
- What do I need to know ABOUT the world of religion to support my enquiry?

How Science helps them solve problems and find answers.

Look at Humanist symbol – discuss its meaning. Use clips from website.

Step 3

- **Evaluation (1 lesson)**
- Critical reflection on the knowledge I have now gained. What is my answer to the enquiry?

Golden Rule – what actions could a Humanist take to fulfil it. Link to mental health and how helping others can help ourselves. **Children then choose two to expand and say why they are important.** What does showing empathy mean to the children.

Step 4

- **Expression (1 lesson)**
- How does this enquiry affect my position/starting point?

If we develop empathy, we are aware that things we do and say have an impact on others. So how could we all develop more empathy? Consider how we could be kinder and more thoughtful in our words and actions in different places in our lives.

Upper KS2: Does a belief in no afterlife help Humanists live better lives?

Step 1

- **Engagement (1 lesson)**
- What is my starting point (human experience) in my own world?

What do the children think about this themselves and/or what do they know about what some religions may say? Make a list to compare and contrast.

Reminding the children to respect other's beliefs or views, introduce the concept of the Humanist belief in no afterlife. Take initial reactions of how this might affect behaviour. Look at how a humanist might behave in different circumstances. Use website or invite in a speaker plus look at examples of famous Humanists and how they have lived.

Step 2

- **Investigation (3 lessons)**
- What do I need to know ABOUT the world of religion to support my enquiry?

Look at the bus campaign. **Would it matter more to live "better lives" now or does it not matter because it doesn't earn you a place in an afterlife?**

What do Humanists believe happen when you die?

How might this affect how they live today? Thinking about somebody who has been studied, how did their view of life after death impact on their actions?

Step 3

- **Evaluation (1 lesson)**
- Critical reflection on the knowledge I have now gained. What is my answer to the enquiry?

How do you think a belief in no afterlife would affect how you live? Give examples of how it might impact your decisions.

Step 4

- **Expression (1 lesson)**
- How does this enquiry affect my position/starting point?

Look at the bus campaign again. Children to make their own bus campaign to put across an important message about how to treat other people and the world.

The Middle Pieces – the lesson plans



Medium Term Plan for Lower KS2



Key Stage 2 Medium Term Planning

Step 1: Engagement

KS2		Term: Autumn 1
Theme: Introduction to Humanism	Worldview: Humanism	
Key question for this enquiry: How could Humanists lead good lives?		
Learning Objectives: We are learning about what Humanists believe is important and how this might affect how they choose to live their lives.		
Teaching and Learning Activities		
Step 1 Engagement <p>Teacher writes up 3 statements e.g. Carrots help you see in the dark/ Friends make me happy. Ask the children if they believe each statement is true, if everyone believes all the statements. Do we agree on which ones are true? Do we all believe all the statements or some of the statements? Do we all disagree that one of the statements is not true? Is it OK to think differently? How might that be a good thing? How might it cause problems?</p> <p>Take the Owl and suggest to the children that owls and human beings are almost the same. Can children make a list of the ways owls and humans are the same, and a list of how they are different? Discuss the lists.</p> <p>Owl asks the question 'What is a human being?' What makes us human? Allow the children to discuss in small groups- look for a mixture of physical and non-physical things (body, organs, personality, humour etc)</p> <p>Then each group decides on the most important aspect of being human and shares with the class. Do they all agree?</p> <p>Question - Should all humans be treated the same? Ask for some opinions. Owl says that as we are all human, we are equal. We do not have to agree on everything, but we should all be allowed our opinion as long as that is not unfair or disrespectful to others (can bring in British Values).</p> <p>Introduce the Golden Rule 'Treat others as you would like to be treated'. What do the children think about this? Does it remind them of anything else they have seen or heard? (Could be from their studies or knowledge of religions or e.g. school rules/Jigsaw Charter/school values). Explain that they will look at this statement more closely in the next few weeks.</p> <p>Can children make up scenarios to illustrate when treating someone as they would want to be treated would be a good idea? If time, mime or act the scenarios out.</p>		
BRIDGE: EMPATHY ↓		

Step 2: Investigation

Key Stage 2 cont. Medium Term Planning

KS2

Term: Autumn 1

Theme: : Introduction to Humanism

Worldview: Humanism

Key question for this enquiry: How could Humanists lead good lives?

Learning Objectives: We are learning about what Humanists believe is important and how this might affect how they choose to live their lives.

Teaching and Learning Activities

Step 2 Investigation (3 lessons)

Recap quickly on engagement lesson - What is a human? What makes us human? What is good about being human? Owl says that in RE we look at lots of different religions and worldviews. Today we are going to start looking at Humanism. What do you think Humanism is? Share thoughts.

What do Humanists believe is important?

Start with some facts (adapted from the Humanists UK website)

1. Humanism is not a religion - it is a way of approaching and living life
2. Humanists do not see any evidence to believe in a God or a life after death
3. Humanists believe that
 - a. science gives many answers about life and will provide more
 - b. human life is precious, and we should make the best of it
 - c. we should be good to each other as this is the only life we have
 - d. we are responsible for our actions
 - e. we should develop empathy (thinking about others)

If there is no God and no life after death - how might this affect a Humanist's view on life?

How do Humanists decide what to believe? How do we know if something is true?

Humanists believe that Science has solved many of the mysteries of life.

They believe asking questions and seeking answers is positive and helps us develop - we can then make the best of our talents.

Many Humanists consider some scientists to be an example to us as they achieved breakthroughs in certain areas like Charles Darwin and the theory of evolution. Children could look at other famous Humanists and Humanist quotes.

Humanists believe we should celebrate Human achievements - **What great things have humans done?**

Research some examples from the following fields (add some others too)

- Science - inventions - discoveries - theories - cures - exploration
- Arts - Art - Music - Theatre
- Sports - speed - endurance - strength

What might you want to achieve in your life? Share some ideas. What help might you need?

Humanists recognise that some people do good things whilst other people do bad things - the challenge for a Humanist is to live the best possible life they can as they believe it is the only one they have.

Look at the Humanist symbol - known as the Happy Human - which looks like this →



What does this symbol say about the Humanist view of life?

What makes you feel happy? Share some ideas.

Why do Humanists think we should be good to each other?

- One way to be happy is to make others happy (Robert Ingersoll- writer and thinker)
- There are many different ways of finding happiness; there is no one route
- Follow the Golden rule 'Treat others as you would like to be treated yourself'

Look at some clips from the Understanding Humanism education website

- How can I be happy? (11+) - understandinghumanism.org.uk/films
- What are the ingredients of a good life? (7+) - understandinghumanism.org.uk/films

What do the different Humanists say about being happy and living a good life?

Students consider both questions from their own views (How can I be happy? and 'What makes a good life?')

Many Humanists celebrate key moments in life by having ceremonies - it is now possible to have Humanist birth, marriage and death ceremonies. These ceremonies celebrate the life of the person and offer support in happy and sad times.

Why is it important for Humanists to mark special occasions in life?

What occasions do you celebrate? Why do you think it is important to celebrate key events?



Step 3: Evaluation

Step 4: Expression

Key Stage 2 cont. Medium Term Planning

KS2		Term: Autumn 1
Theme : Introduction to Humanism		Worldview: Humanism
Key question for this enquiry: How could Humanists lead good lives?		
Learning Objectives: We are learning about what Humanists believe is important and how this might affect how they choose to live their lives.		
Teaching and Learning Activities		
Step 3 Evaluation Remind children of the Golden Rule. 'Treat others as you would like to be treated yourself' and some of the other key facts that we have learnt about Humanists (e.g. no belief in an afterlife, no evidence for a belief in God, importance of human life and our actions) Make a list of some actions that a humanist could take to fulfil the Golden Rule. How might that make a Humanist feel - to succeed in following the rule? Discuss how you feel when you do something that benefits others. Can link to mental health - it helps us to help others. Explain the activity - the 2 empty shapes around the figure are for the children to add in their own ideas or the class suggestions if they prefer those to the ideas provided.		
↓		
Step 4 Expression Recap on the following core knowledge from the earlier lessons. Empathy is when you think about what somebody else is feeling. Explain that many Humanists follow the Golden Rule: <ul style="list-style-type: none">• Treat others as you would like to be treated If we develop empathy, we are aware that things we do and say have an impact on others. So how could we all develop more empathy? Consider how we could be kinder and more thoughtful in our words and actions in the following places <ul style="list-style-type: none">• In class• At break time• On the way to and from school• At home• With my friends• With my teachers• With my family... Why might developing empathy help me as well as others around me? Think about the "Jigsaw Charter" if you have one and how this helps you (see Jigsaw PSHE). What other reminders are there in your life which support you in remembering to be empathetic? Like Humanists have the "Happy Humanist", create your own symbol which will remind you to consider others and empathise with them and be kind and thoughtful. Share with a partner or the class how your symbol reflects what you feel about behaving in this way. This could be kept somewhere either on display or in a drawer or pencil case, to remind the children to consider their words and actions carefully.		
Evidence in Discovery RE Journals: Activity Sheet		

From medium term to short term:

Ensuring a safe place – respect for the religion or worldview being studied plus respect for the beliefs or views of others in the class.

Revisiting prior learning to ensure that schemas are embedded and that children “remember more”. Make links between prior learning and forthcoming new substantive knowledge. (AfL opportunity)

Possible
planning
format
might
include:

A hook to open the children’s minds to the new learning for this lesson

Introducing new learning (with accurate and substantive academic knowledge) in an engaging and clear way so that children can relate their learning to the question being studied. Where appropriate, a variety of speakers would enhance this or visits to relevant places.

Chance to reflect on this

A chance for individual, paired or group work to explore and embed the learning

A plenary which allows the children to reflect both on what they have learnt about the religion and how it might impact of their own lives and beliefs or views on the subject. Self assessment could be used here.

A sample lesson plan for the second investigation lesson:

How do Humanists decide what to believe? How do we know if something is true?

Humanists believe that Science has solved many of the mysteries of life.

They believe asking questions and seeking answers is positive and helps us develop - we can then make the best of our talents.

Many Humanists consider some scientists to be an example to us as they achieved breakthroughs in certain areas like Charles Darwin and the theory of evolution. Children could look at other famous Humanists and Humanist quotes.

Humanists believe we should celebrate Human achievements - **What great things have humans done?**

Research some examples from the following fields (add some others too)

- Science - inventions - discoveries - theories - cures - exploration
- Arts - Art - Music - Theatre
- Sports - speed - endurance - strength

Example of short term planning:

Ensuring a safe place	Invoke any existing class charters or discuss the need to respect each other and the teachings of this religion or world-view.
Revisiting prior learning	Slide of Humanist beliefs from previous lesson with words blocked out. Read through and children write the missing word on their whiteboards (or could give the words and children can choose the right word for the right space). Formative assessment.
Open the children's minds	Slide of a space rocket, record breaking time, submarine, an image depicting evolution from apes to man. Ask the children to think about who discovered or created these things or ideas.
Introducing new learning	Humanists believe that Science has solved many questions of life. They believe that asking questions helps us develop. Discuss the images on the slide and explain that human beings have been responsible for space travel, underwater travel, training their bodies to achieve amazing things, and creating an understanding of how humans have evolved to be so amazing. What other things can children think of that they find amazing, that humans have made. Focus on evolution and discuss the life of Charles Darwin. Explain he was an amazing scientist who explained many things that people may have not understood before and may have attributed to a divine power. (Be sensitive to children's own beliefs).

Chance to reflect	Using a signal (such as the Discovery RE Owl) ask the children to have a couple of minutes quiet thinking time. Ask the children if there are any “mysteries of life” that they would like to try and understand.
Explore and embed the learning	Children to do work in groups and do research in the areas of art, sciences, sports to find one human being who has done something amazing in that field. Groups could then have a balloon debate about which person in e.g. sports was the most impressive and therefore should stay in the balloon.
A plenary which allows the children to reflect	Reflect on today’s learning. This could involve a led reflection. Ask the children to sit quietly and breathe in and out gently. How have what we have learnt today affected your ideas about the big question? Think about how amazing we are as humans and what we have achieved which should be celebrated. Think about how this might inspire you in the future.
Self-assessment opportunity	Children could colour a simple thumbs up, down or sideways to record how they feel about their learning.

Optional KS2 Enquiry: Humanism - How could Humanists lead good lives?

This enquiry is designed to give a brief introduction to Humanism. This will ensure that children understand that everyone has beliefs and views about life and sometimes these are not connected to an organised religion, so might be called a worldview. This new 'Introduction to Humanism' enquiry introduces children to Humanism as a worldview.

We have also added prompt boxes to some enquiries when we think the big question lends itself to adding a Humanist perspective. This is, of course, optional.

It should be made clear to children that Humanism is not a religion, and this could open the conversation about "What is a religion?".

Humanists try to live by the "Golden Rule" which is "Treat other people as you would like them to treat you". (This rule is found in most religions also.)

Humanism has been part of human thought for thousands of years. It holds, at its core, a belief in reason, questioning and science. Traditionally, societies based great emphasis in belief in one or many gods as a way of explaining that which could not easily be explained, for example where life came from and what might happen after death. Humanists approach life in a different way, focussing on human achievement, scientific discoveries and personal autonomy. Rather than learning from a sacred scripture, Humanists will use their Golden Rule as the basis for their approach to life, and look to learn from their own and others' life experiences in order to inform their decisions and actions. Because of a lack of belief in a life after death, Humanists would consider eternity in a very different way to a religious believer who considers that human death is not the end. To a Humanist, the impact you have had in this life is all that lives on, so e.g. Charles Darwin has left an eternal legacy in his work on evolution.

The enquiry considers how Humanists may live their lives based on the following key beliefs:

1. There is no evidence of a god – science gives many answers to things previously attributed to gods e.g. the formation of life
2. We have one life – we need to make the best of it
3. It is our responsibility to treat humans and other living things ethically, fairly and positively
4. We need to take personal responsibility for our actions
5. We have the potential to achieve great things which will benefit humanity and future generations
6. Humanists value freedom, empathy, reason and human rights
7. Humanists respect people's right to hold their own beliefs; however they are opposed to human rights being violated which can happen in some societies, some of which may be governed by religious law.



The 'Happy Human' is a symbol often associated with Humanism – it is designed to highlight the potential of humans and the ability to celebrate life and achievements which benefit humankind and other living things.

Humanists celebrate human achievements and believe that we all have talents which we should use to benefit others. Humanists now have non-religious ceremonies; many countries legally recognise these (although not in all areas of the UK to date - 2020) such as naming, weddings and celebrations of life.

For a large bank of resources check the Understanding Humanism education website <https://humanism.org.uk/education/> produced by Humanists UK.

What about
my
teachers'
subject
knowledge?

How do we communicate what we are teaching to the parents?



Discovery RE Knowledge Organiser Key Stage 2

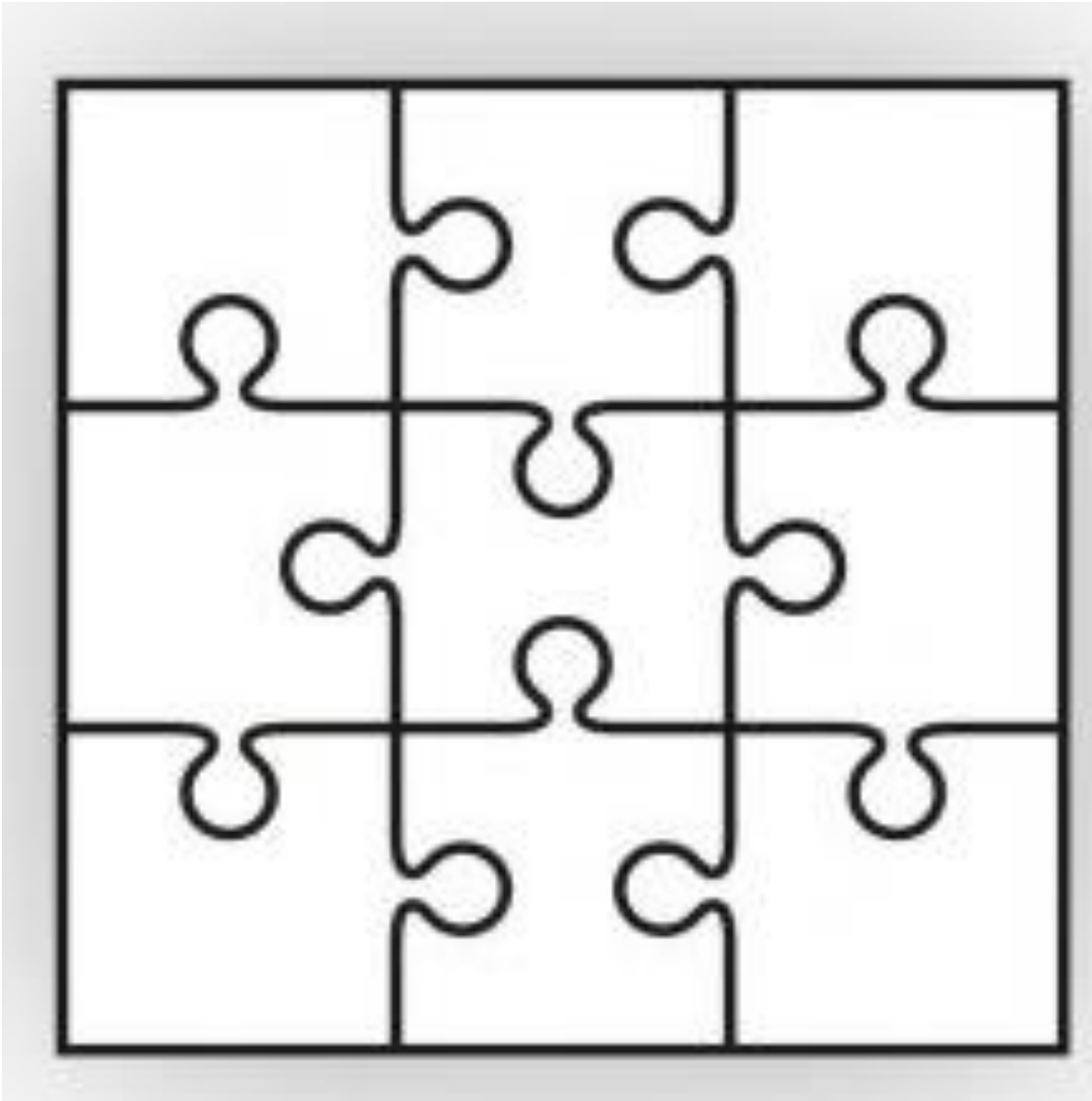
This knowledge organiser is a guide, offering key information to point the teacher in the right direction as to the beliefs underpinning the particular enquiry. The summaries must not be taken as the beliefs of ALL members of the particular religion.



Religion /Worldview: Humanism	Enquiry Question: How could Humanists lead good lives?	Year Group: Key Stage 2
In this enquiry, the children look at an introduction to Humanism. They learn about some key beliefs and consider how these impact on daily life		

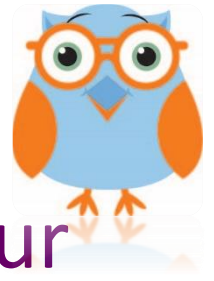
Core Knowledge (see also background information documents)		Link to other aspects of belief	Personal connection / resonance
<p>Humanists have a Golden Rule: Treat others as you would like them to treat you. Each Humanist has individual beliefs but there are some beliefs that many of them share – these include</p> <ul style="list-style-type: none"> • Humanism is not a religion – it is an approach to life • There is no evidence to believe in a God or a life after death • Science gives many answers about life and will provide more in future. • Human life is precious, and we should make the best of it • We should be good to each other as this is the only life we have • We are responsible for our actions • We should develop and act using empathy (thinking about others) <p>Humanists celebrate human achievements and believe that we all have talents which we should use to benefit others. Humanists now have non-religious ceremonies; many countries legally recognise these (although not in all areas of the UK to date - 2020)</p>		<ul style="list-style-type: none"> • Humanists rely on science and reason for their beliefs – evolution for example • Humanists believe that asking questions and seeking answers help humans to develop and fulfil their potential • The Golden Rule leads Humanists to think of others before acting • Humanists believe we should look after the earth – although it wasn't made for us, we share it with other living things and need to protect it for future generations 	<ul style="list-style-type: none"> • What do I believe? • How do I think I should live my life? • How can I be happy? • How can I help others be happy? • Should we live by the Golden Rule? • What do I think about life after death (if deemed appropriate)?
Key Terms and definitions	History/Context	Impact on believer/daily life	Spiral curriculum link
<p>Humanist – someone who makes ethical decisions based on reason, empathy, and a concern for other living things</p> <p>Atheist – Someone who does not believe in a god or gods</p> <p>Agnostic – someone who neither believes nor disbelieves in a god. They are not sure due to a lack of convincing evidence.</p>	<ul style="list-style-type: none"> • Humanism has always been around but did not really have a name until relatively recently • Most societies included people who questioned whether there was a God • Denying the existence of God was a very risky thing to do in the past and could lead to persecution (it still can in some countries where a specific religion governs) 	<ul style="list-style-type: none"> • Most Humanists believe there is no God so they do not have to worry about doing things to please a god. • Using our talents, looking after others and making the best of every day are key beliefs which will recur • Referring to the Golden Rule is a key to a Humanist life– ‘Treat others how you would want to be treated’ 	<p>Any module that looks at how life is lived, the environment, life after death and role models will be appropriate for also considering a Humanist perspective.</p>
<p>Home learning ideas/questions: How can we be happy? How can we show empathy for everyone at home and in other areas of our lives?</p>			

So what have we achieved?



Putting the pieces together to make the big picture including giving children lots of opportunities to enhance their own moral and ethical beliefs and spirituality.

Here and now!



In your own mind, how do you score your knowledge and confidence in teaching RE right now?

1 = Poor and 10 = Outstanding





Any questions



Email alison.harris@janleverage.com

Thank you!



Discovery RE[®]

The enquiry-based approach to
Religious Education for 4-11 year olds

