

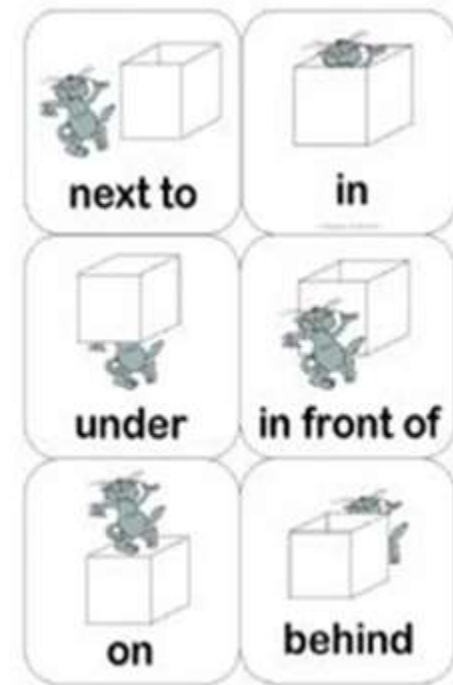
# Catholic Schools Partnership



A Teaching School Alliance  
**of Bradford & Keighley**

# Achieving with active learning in RE – outcomes and evidence

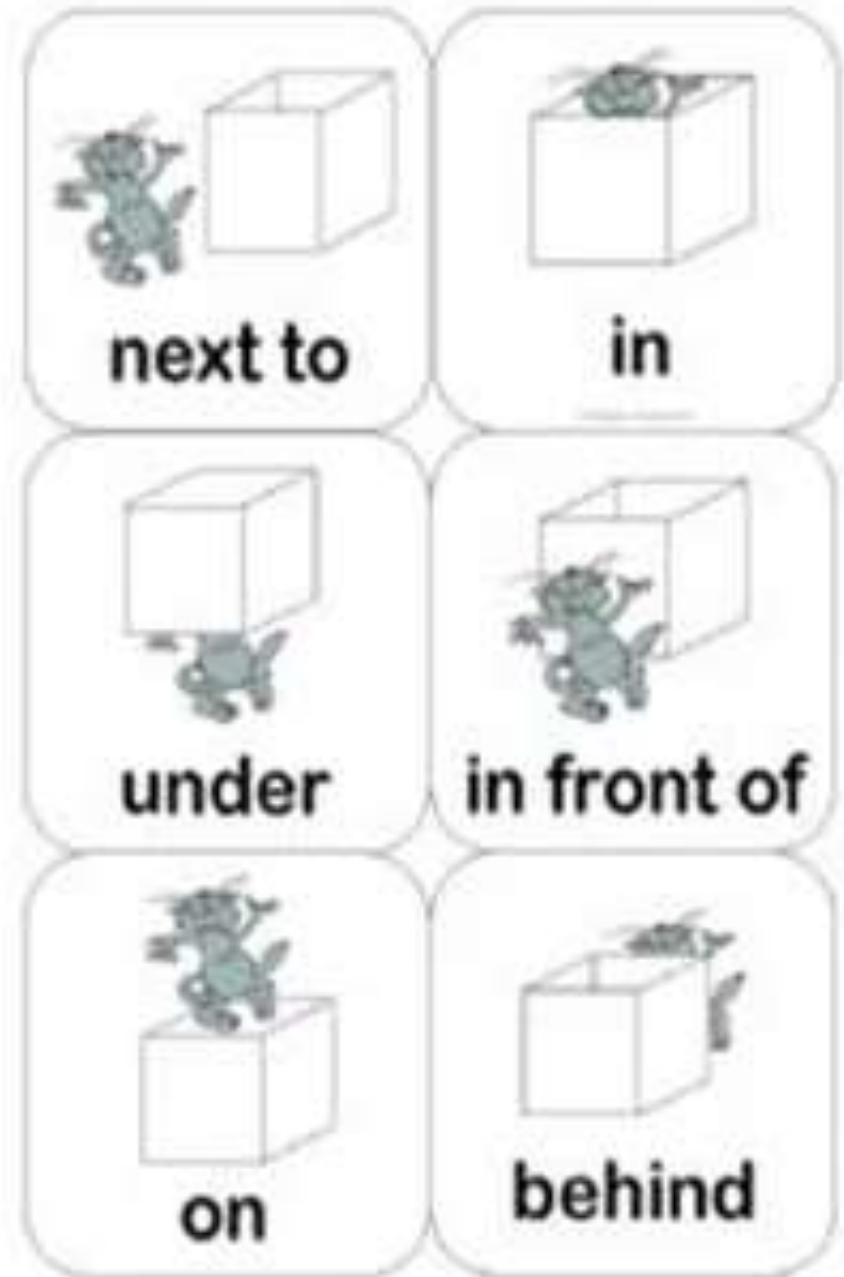
6 ideas for the reception class, using EYFS Goals  
(adaptable for Y1-2 pupils and levels 1-2)



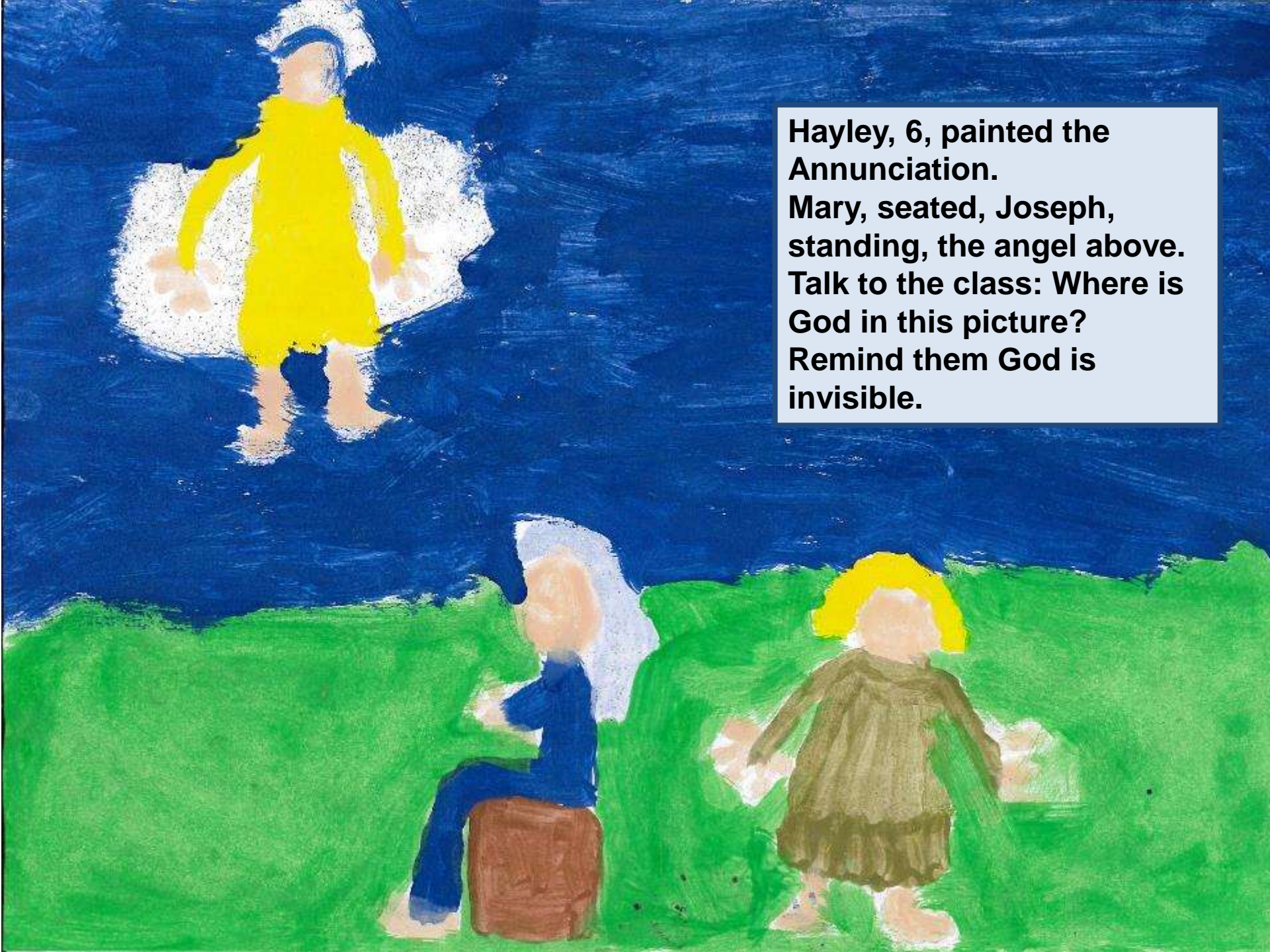
# Where is God?

## Prepositions

- Ask the children about God: **Where is God?**
- Ask them to say which prepositions apply to God: Is God above? Inside? Ahead? Behind? Link to literacy.
- Suggest that they talk in pairs about each word. Is God inside? Underneath? Which prepositions do they like best for talking about God. They can choose two.



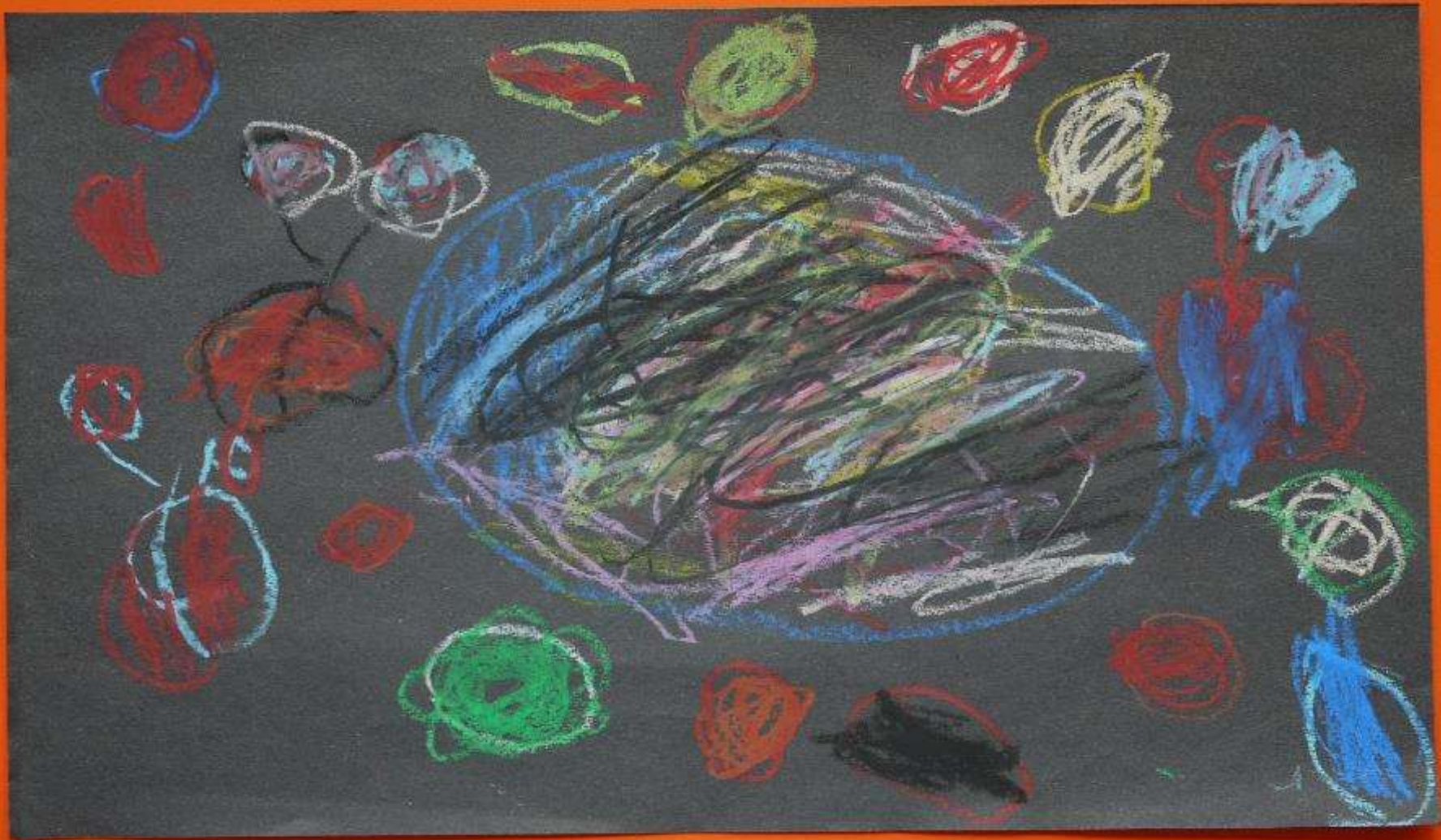




**Hayley, 6, painted the Annunciation.**

**Mary, seated, Joseph, standing, the angel above. Talk to the class: Where is God in this picture? Remind them God is invisible.**





I think God lives in the planets

By Rahana

Age 5



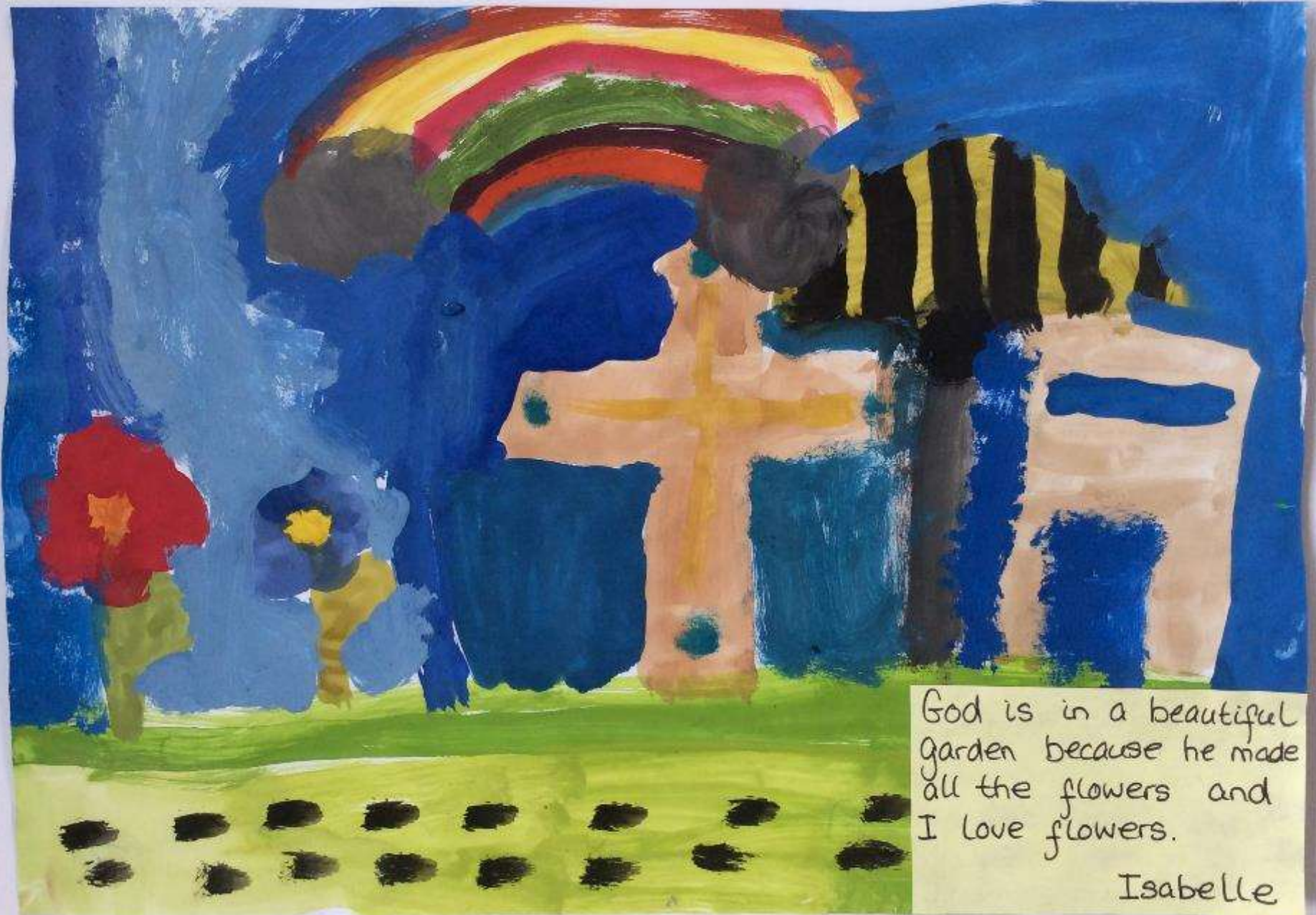


Where is God?

God is in a magic seed...

He is creating the world of colours which makes people happy.





God is in a beautiful garden because he made all the flowers and I love flowers.

Isabelle

**Isabelle is 6**

**Her teacher wrote her comment.**





**"I find God around the world because he can see all of us. He has big eyes so he can see everything. He can see good and bad stuff"**

**Samer, 6.**

04.07.2012

Samer Samir

I find God. - I find God around the world because he can see all of us. He has big eyes so he can see everywhere. He can see people doing good and bad stuff!



Rosie Farrar

God is... - God is up in the sky watching everyone in the world. He's looking after Granny and Grandad. There are lots of beds so people can sleep. Granny is on the pink bed and Grandad is on the blue one.

**Rosie is 5.**

**The TA wrote her comments.**





I am sorry for ..

not listening  
to mummy

I am sorry for ..

arguing  
my sister

**Ask the children:  
Is God in our thoughts?**

**Sophie and Harry had  
some thoughts.**

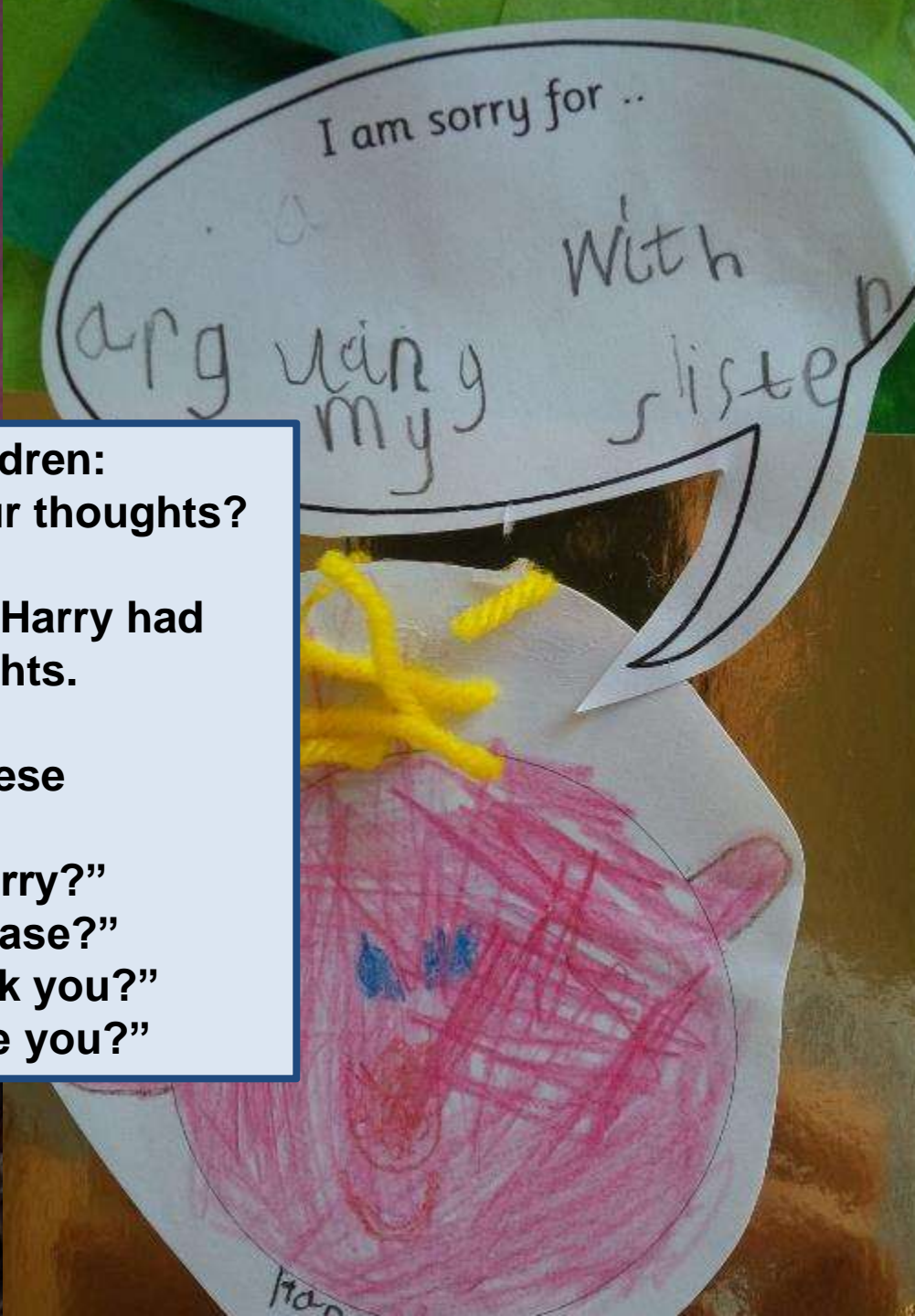
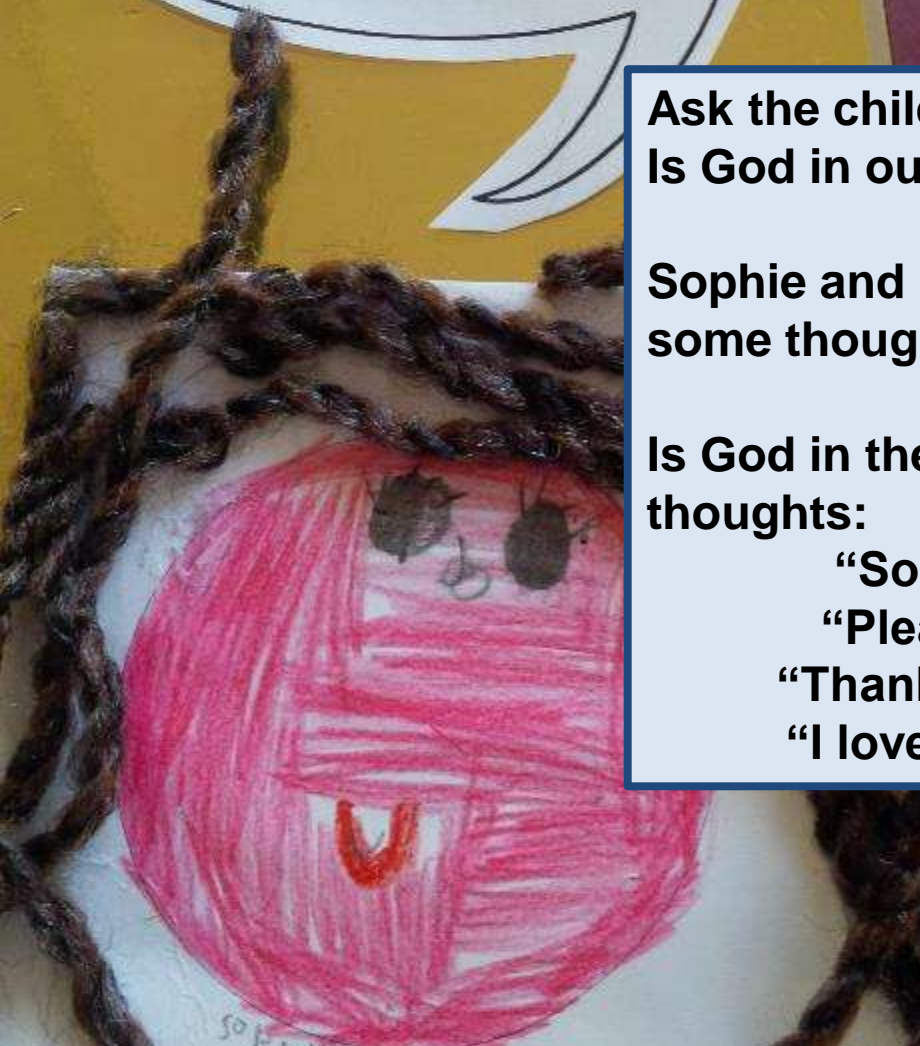
**Is God in these  
thoughts:**

**“Sorry?”**

**“Please?”**

**“Thank you?”**

**“I love you?”**





# Key issue: quality of teacher talk

## Outcomes

### 4-5 YOs

- Children use their imagination in music and stories to represent their thoughts and feelings [ELG EAD]

### 7YOs

- Ask and respond to questions about their own and others' experiences of God and realise that some of these questions are difficult to answer.
- Think of questions for God about himself, for themselves. Say / talk / write about their question.

# Thanking and being thanked, praising and being praised

- This idea explores two ideas vital to understanding worship.
- Children will learn about worship as thanking and praising God.
- Children will experience giving and receiving thanks and praise.



**Key issue: if the children have little or no experience of the human aspects of RE's interests, they can't understand the divine**



- Show the children a table full of plastic animals, as varied as you can manage.
- Play a game by turns where a child gives an animal from the table to someone else who replies 'thank you for the tiger / sheep / whatever'. They replace the animal, and give another one out to someone else.



- **5YOs: Children respond to significant experiences showing a range of feelings, with a growing awareness of their own needs and feelings and those of others [ELG PSED]**
- **7YOs: Describe some ways in which worship practices 'thanking and praising' God.**
- **Think of reasons why Christians should look after God's world.**
- **Ask and respond to questions about their own and others' experiences and feelings in worship.**

**Ask the children to look at this stained glass window. How many animals? Favorites? Favorites? A way of thanking God in church for animals we love? Can they make creative 'thank yous' for the animals? Maybe they could all contribute an animal picture to another window, with animals from a farm or a jungle instead of the forest. Birds? Fish? Pets? 4 windows from the whole class?**





**Consider whether you will ask all pupils to do a 'thank you' prayer, or offer an alternative. Dexter, 6: "thank you God for the mini beasts. Because I love them as much as you do."**





Jessica, 5,  
“thank you  
God for  
everything  
in the sea  
and in the  
sky.”







## Outcomes:

- 5YO: Children respond to significant experiences showing a range of feelings, with a growing awareness of their own needs and feelings and those of others [ELG PSED]
- 7YO: Describe some ways in which worship practices show how people can 'thank and praise' God.
- Think of reasons why Christians should look after God's world.
- Ask and respond to questions about their own and others' experiences and feelings in worship.





# 30 tea lights

Ask each child to bring a tea light each to a table in the middle of circle time. Can they make them into a circle? Sit in a wide circle, and light them. Watch the candles for a time of silence. Whisper together! Jesus said 'I am the light of the World' Ask: any thoughts?

Blow out the candles, and have the TA rearrange them into other shapes (they will be hot of course).

Do a cross, a question mark, a star, a smiling face, a peace symbol. Talk about each one. Whisper a Bible verse back and forth – it is like a liturgy.



# 30 tea lights

- Jesus said: I am the light of the world.'
- Jesus told his first followers: 'You are the light of the world'
- 'Jesus, who was crucified, God raised him from the dead.'
- 'When the wise men saw the star, it came to rest over the place where the child [Jesus] was.'
- 'You are happy if you make peace. You will be called a child of God.'
- **5YO:** Children begin to know about their own cultures and beliefs and those of other people. They explore, observe and find out about places and objects that matter in Christianity [ELG UW]
- **7YO:** Describe how Christians use symbols like cross, heart and light to look for God's presence
- Ask and respond to questions about feeling close to God Know that some of these questions are difficult to answer





# Belonging + togetherness

Take the children out of the classroom and see what you can find to make crosses and hearts in the school grounds: a 'Forest School' approach is good here. In pairs, children could use stones, leaves, sticks or mud. Take close up photos of the natural sculptures children make. Talk about the fact that love links people up. Back in class, you could use a Bible text from 1 Cor 13: "Love is patient, love is kind, love never gives up..."



**5YOs:** Children show sensitivity to others' needs and feelings [ELG PSED]

**7YOs:** Describe how they made a symbol of faith or love from natural objects, and suggest the meaning of the activity

Ask and respond to questions about Christian symbols and their meaning.


Give some reasons why people go to church.



**RE 'in the forest' gives a natural space and way in to conversation and learning: spiritual stories and team activities work well together.**





A group of about eight children are crouched in a circle on a forest floor covered with brown autumn leaves. They are working together to create a large, natural image of a smiling face. The children are wearing colorful outdoor clothing, including pink, purple, red, and blue hooded jackets. The background is a dense forest with trees and more fallen leaves. The photo is slightly blurry, giving it a candid, natural feel.

**Terrible photo, but great activity:  
a team of children making a  
natural image of a smiling face.  
Four other teams from the class,  
and a creative co-operation to  
see + share at the end of 'Forest  
time'.**





**I love this activity, where children have collected, sorted and arranged tiny to huge stones in a walk in spiral like a labyrinth.**

**Tell them some Christians see prayer like this: walking around and around into the centre, Is it like walking to the centre, looking for God? Can they stop and say a prayer when the colour of the stones changes? No stones? Chalk?**



# For the teacher:

**Rachel Buckby, of St John's CE Primary School in Leicester writes:**

“This lesson followed half a term's whole school focus on the Christian value of Love using the passage from the Bible in 1 Corinthians 13 v 4-7. The theme was focused on in times of collective worship as well as being reinforced within the daily life of the school, encouraging the pupils to put into practise what they had learned. I decided to see what the children had learned from this focus and to allow them to personally reflect on what it means to them and how they can apply it to their lives. I used the objective: **‘I can talk about what love means to me’**. With a class of very enthusiastic writers and a whole school focus on the development of writing I decided to tackle this through a written activity.”

# **Saint Paul's poem of love**

## **1 Corinthians 13**

- Saint Paul was one of the people who wrote the Christian Bible.
- He wrote a famous poem about love. It is in the Bible.
- Lots of people like to have this poem read out at their wedding. Can you say why?
- Here is the middle part of the poem.



Love is patient and kind  
Love is not jealous  
It does not brag  
It is not proud  
Love is not rude  
Love is not selfish  
Love does not get upset with others  
Love does not count up wrongs that  
have been done  
Love takes no pleasure in evil but  
rejoices over the truth  
Love patiently accepts all things  
Love always trusts  
Love always hopes  
Love always keeps going  
Love never ends

**Saint Paul's  
poem: what are  
the best lines,  
do you think?**

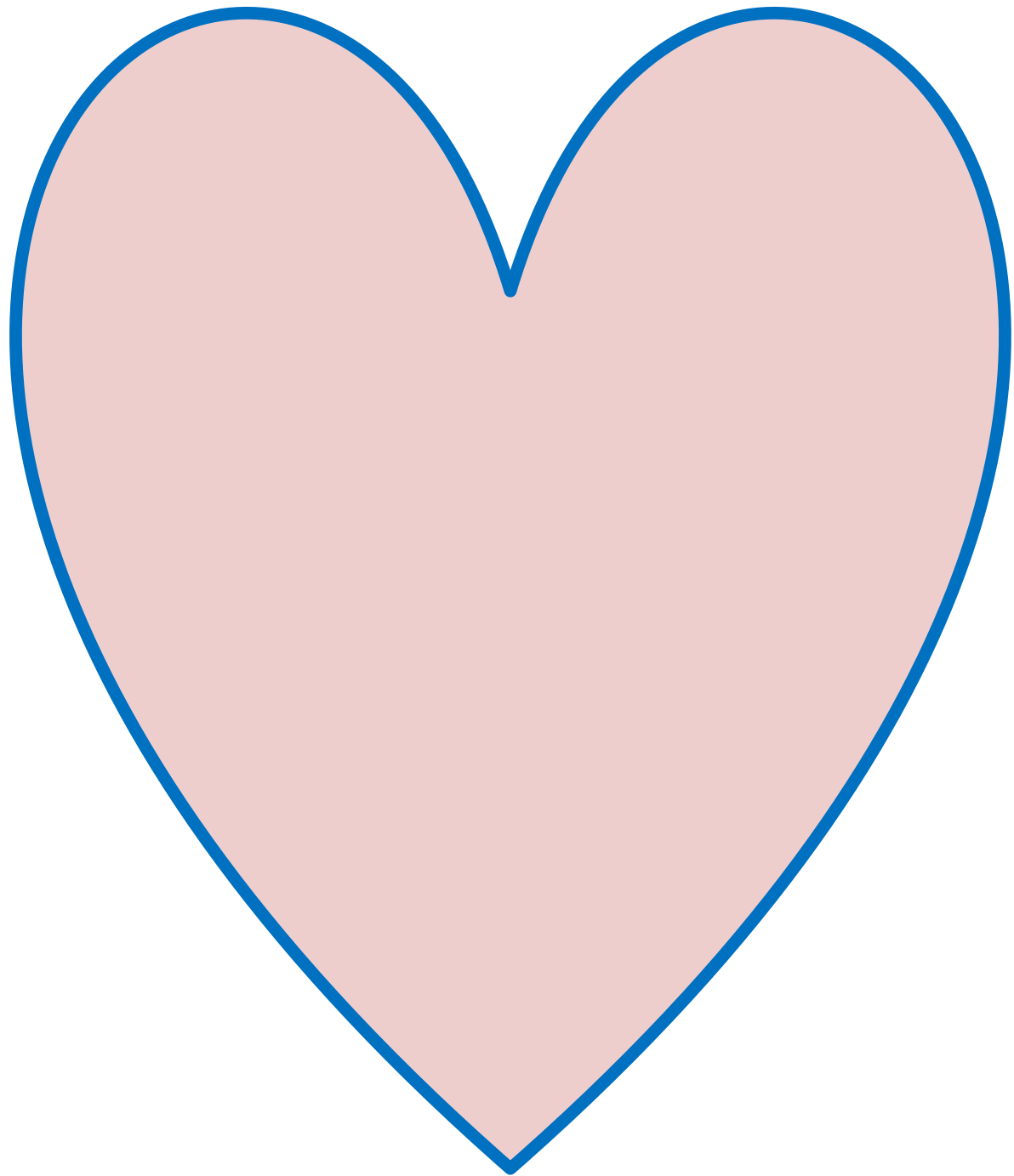
**Could you write  
a poem about  
love? Have a  
look at some  
others done by 5  
and 6 year olds**

[Text in simple  
language for young  
children]

## Write one of your own

Read Saint Paul's poem again. Remember it was written nearly 2000 years ago, in the time of the Romans and the very first Christians.

Choose a heart shape for your own poem about what love is, and what love is not.





Amal

13.2.15

Wat is Love!

Love is

Love is 2 HA

Love is 2 HA

Love is not 2 oph Love is cind

Love is Not HIR + ng pepH!

Love is 2 HERng Love is 2 iling

Love is Not 2 oph

Love is gud FOR evR

Love is Bey in Eina 2

Love is cind  
Love is not hirting pepal  
Love is sherng  
Love is not stopng  
Love is gud for ever

Love is

Love is

Love is kind

Love is sweet

Love is Peace

You can't stop love

from spreading

Love is great

Love doesn't end

Love is Fre

ndship

Love is nice

→ CL

Lovely ideas

OM I O

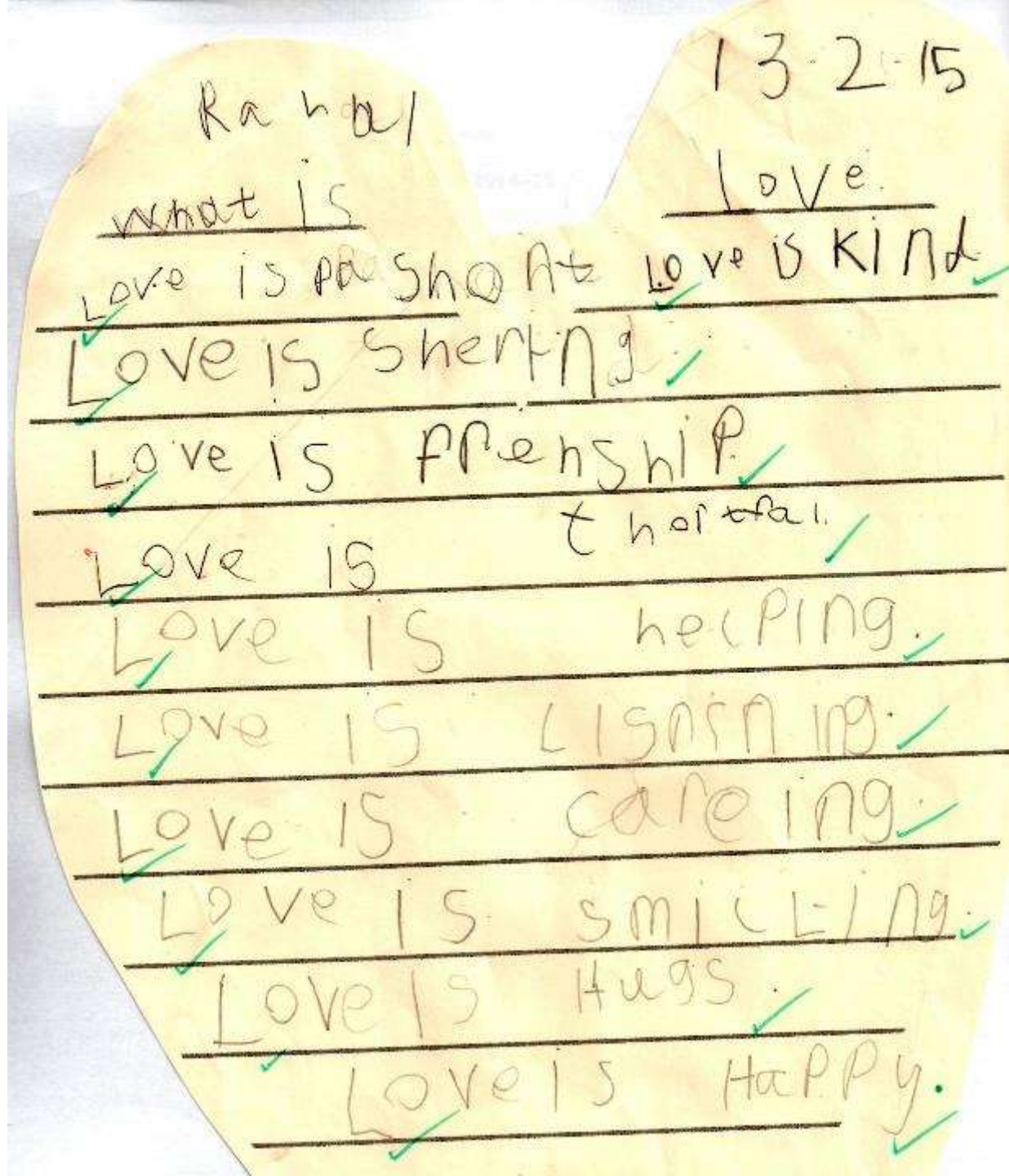
"Love is sweet, love is peace, you can't stop love from spreading. Love is great..."

What do you like about this poem? Have you got a favourite line?



**"Love is thoughtful,  
love is listening, love  
is happy.."**

**Rahal (5) has made  
his own version of the  
poem.**



What is Love

✓ Love is to love someone

✓ Love is caring

✓ Love is patient

✓ Love is helping people

✓ Love is kind ✓ Love is smiling ✓

✓ Love doesn't end.

✓ Love is sharing.

✓ Love doesn't boast.

✓ Love is sharing sweet.

✓ Love is powerful.

✓ Love isn't greedy.

✓ Love is helping people to live.

✓ Love is friendship.

✓ Love is great.

✓ Love is nice.

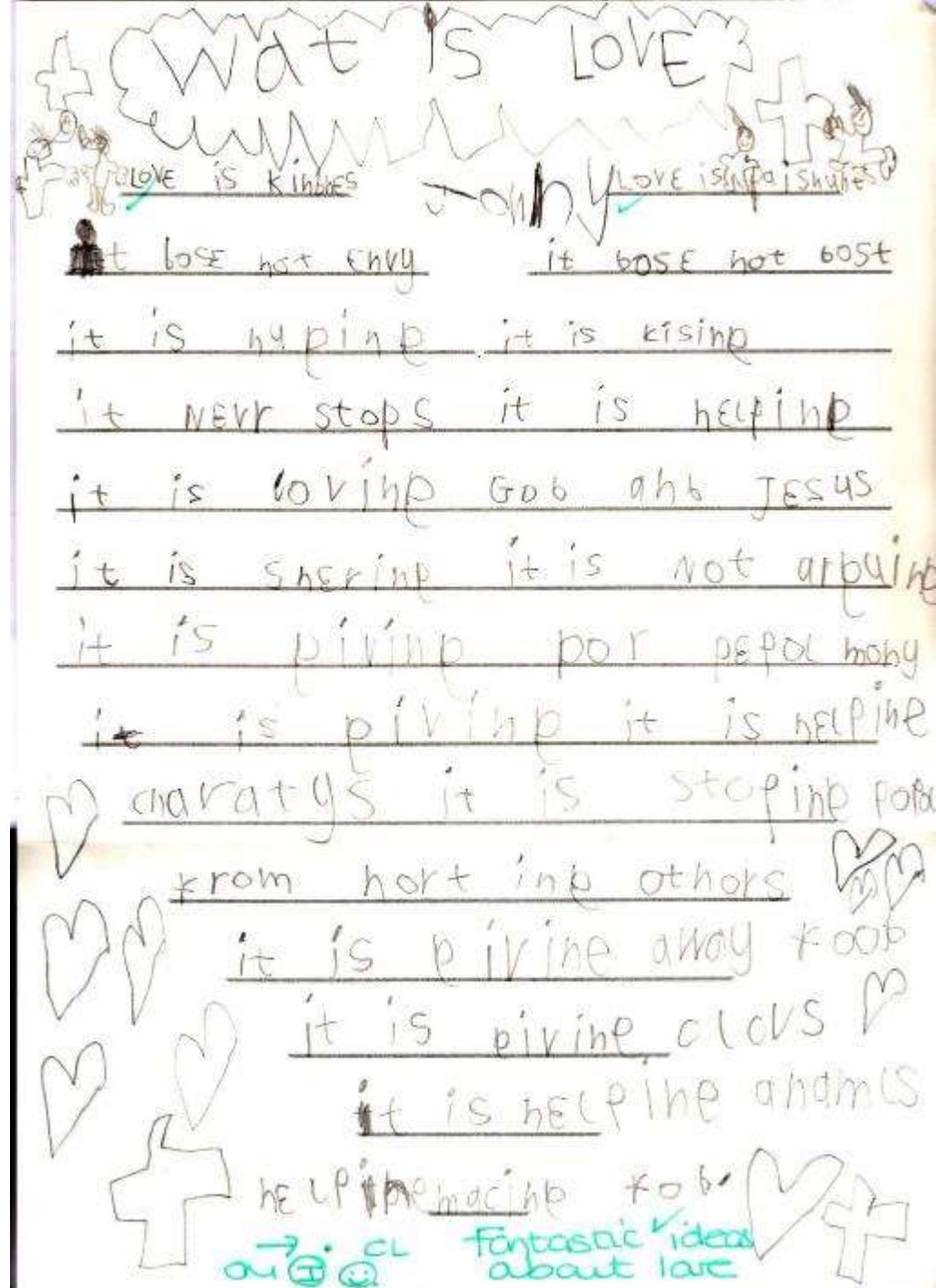
Great  
ideas about  
love.  
am I ☺



**"Love doesn't boast  
Love is sharing sweets  
Love is powerful  
Love isn't greedy..."**



“It is sacrifice, it is not arguing, it is giving poor people money... It is helping animals... It is giving away food... love is stopping people from hurting others, love is God and Jesus...”



# Creation Play Doh



- Put the class into 6 teams and ask them to think about how their team could make one of the 'days' of creation from play doh (the sixth day is very much harder than the others – maybe two teams on this?)
- Give each team a tray or board to work on, and 4-6 pots of different coloured play doh.
- Ask them to make everything they can that goes with their 'day' on a tray, and line up the six trays, to show the whole story
- On a seventh tray, ask children to make a picture of 'rest' out of play doh. Can pupils who finish early also make a play doh image of LIFE / LIGHT / GOD?
- Arrange them all in order, as an exhibition





**Year 1 groups used a picture-Bible to guide their making of the days of the story of creation.**

“I gave the children a choice which group they joined, which aspect of the Genesis creation stories they wanted to make.

Pupils in reception class worked on the background, producing different days between them.

The Year 1 and 2 pupils created animals, plants, stars, waterfalls, rivers and so on to depict God’s creation on each day of the story.

This resulted in a busy, vibrant and wonderful display to which the whole school had contributed.

Alongside this work were individual pieces of work which addressed associated ideas with creation, such as ordering the days of creation, selecting their favourite thing in the creation, thinking about what might have made God proud.”







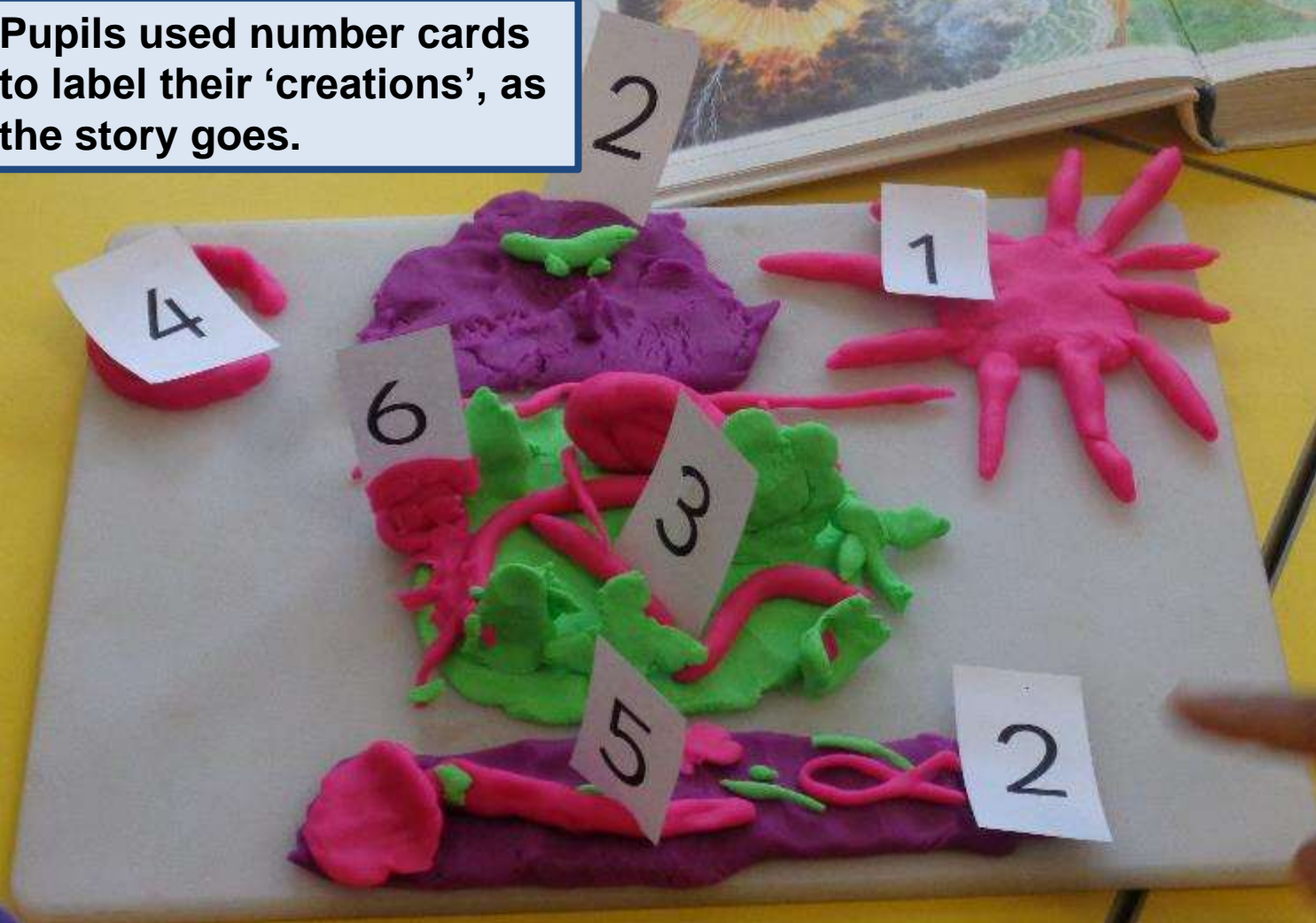
**Simple pictures reminded children of the story they were learning, and enabled creativity and imagination-also sequencing!**



**Day Six: the creation of  
humanity**



Pupils used number cards to label their 'creations', as the story goes.



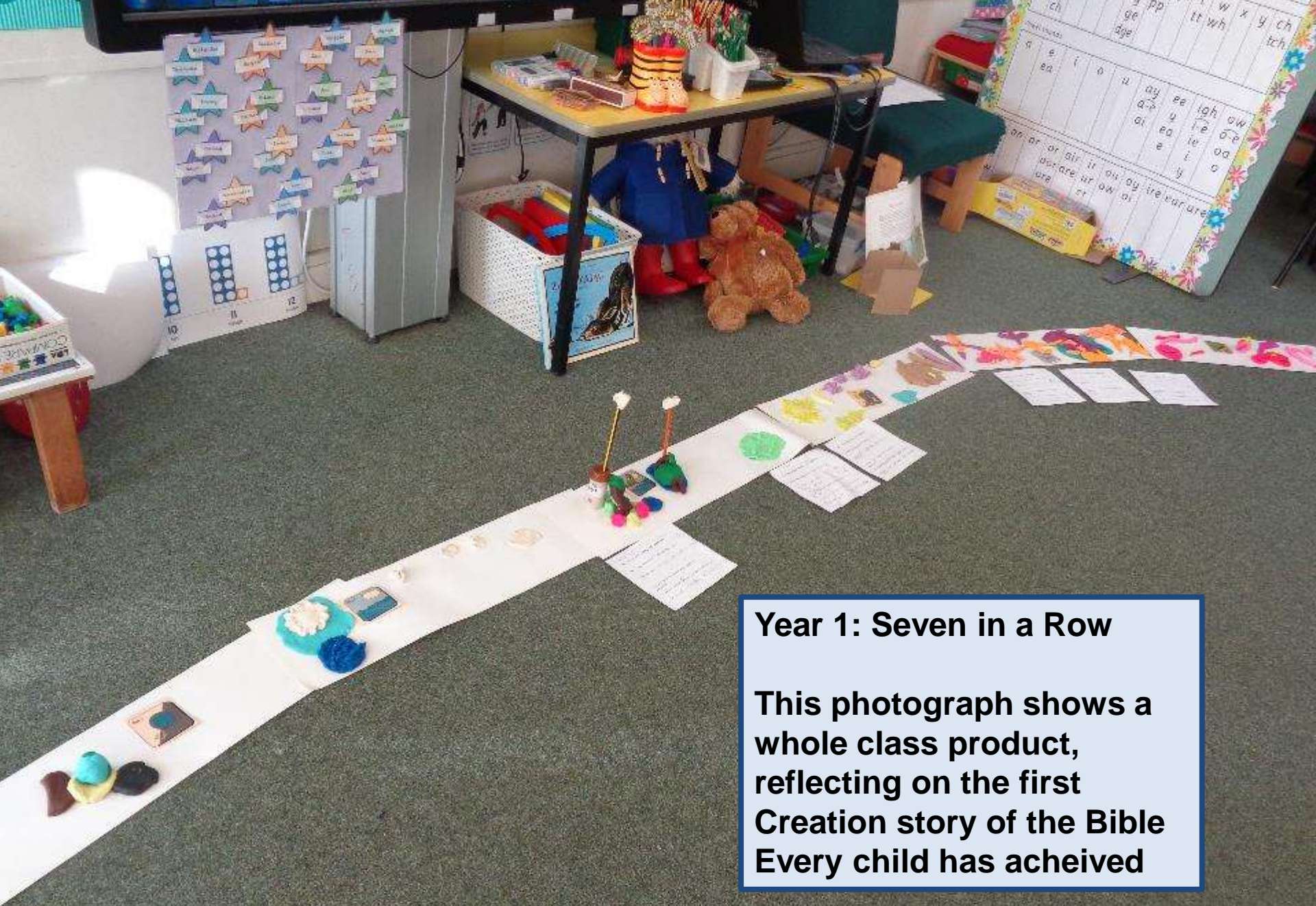
# 7 Creations:

**Number three pages on your table. Make from your play doh something for each of those three (afterwards, put it back please)**

- 1. Night and Day**
- 2. Sky and Sea**
- 3. Land, Trees, Vegetation**
- 4. Sun, Moon and Stars**
- 5. Birds and Fish**
- 6. Every creeping thing, animals of the field, wild creatures, humans**
- 7. Rest.**



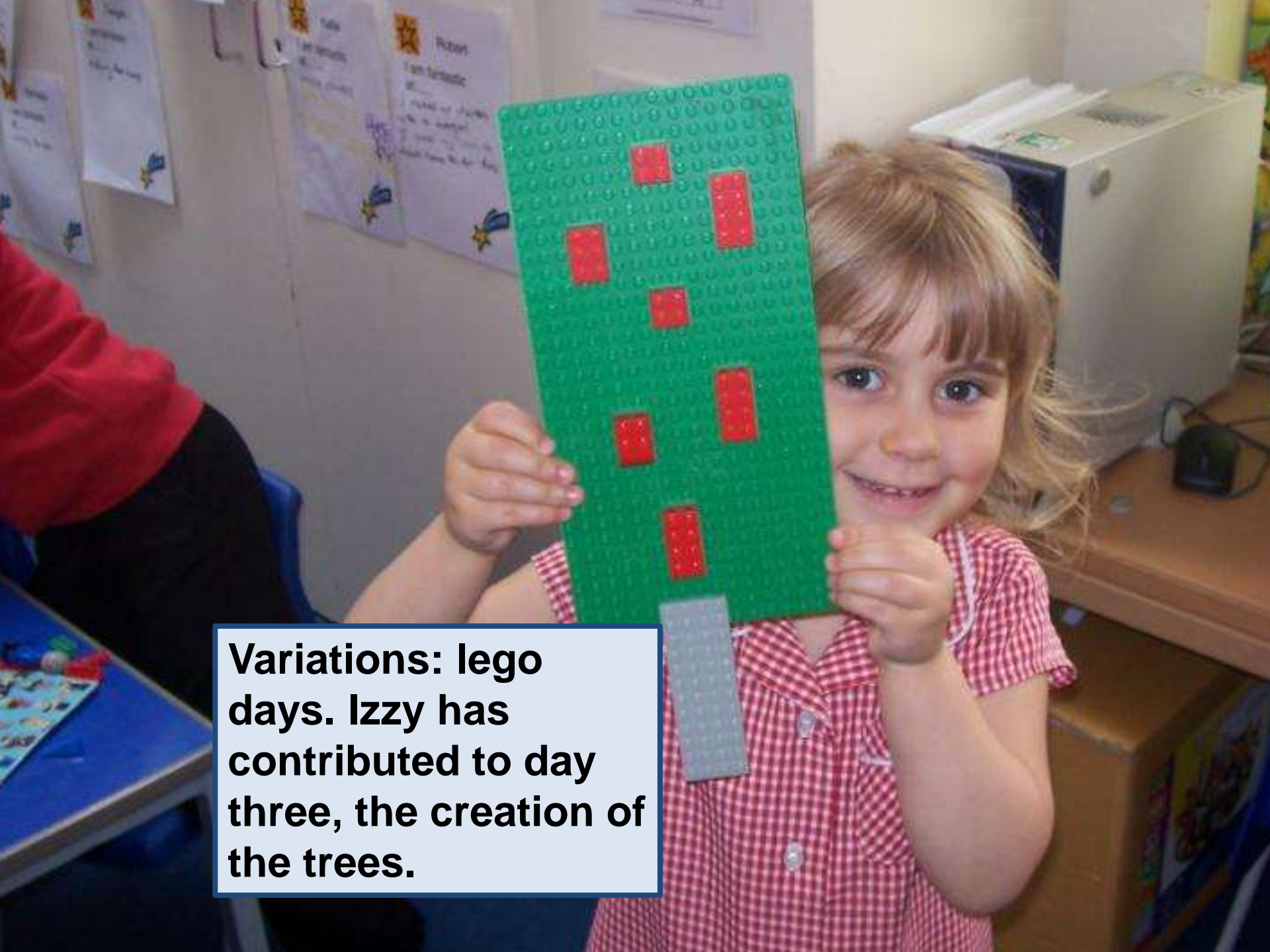




## **Year 1: Seven in a Row**

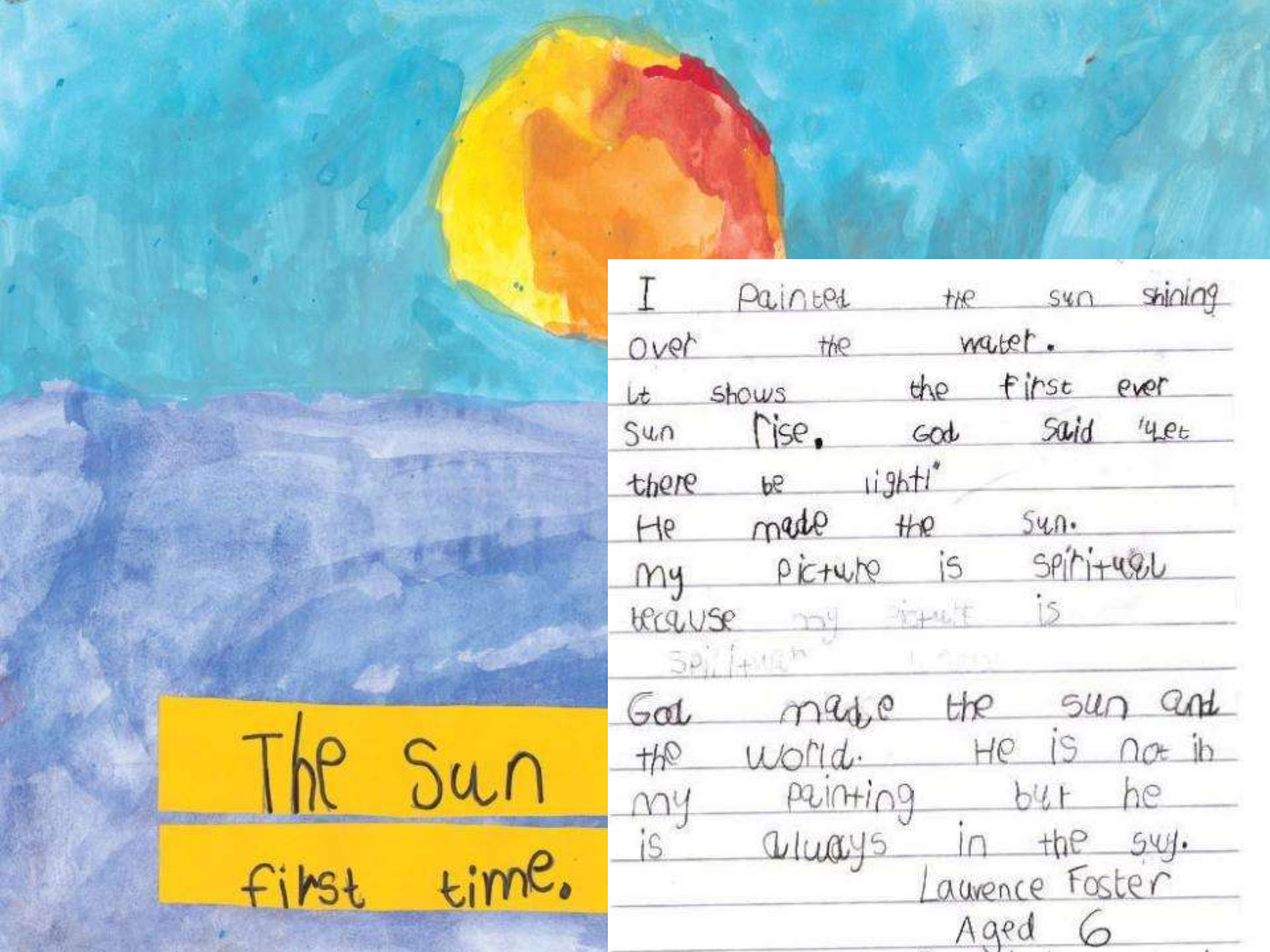
**This photograph shows a whole class product, reflecting on the first Creation story of the Bible  
Every child has achieved**





**Variations: lego days. Izzy has contributed to day three, the creation of the trees.**





The Sun  
first time.

I Painted the sun shining  
Over the water.

It shows the first ever  
Sun Rise. God said 'let  
there be light!'

He made the sun.

My picture is spiritual  
because my picture is

spiritual

God made the sun and  
the world. He is not in  
my painting but he  
is always in the sky.

Laurence Foster  
Aged 6

How was you  
made?

how did you  
make Joopeter?

how did you  
make walter  
and the sey

how did you  
make the moon?

Aaron aged 6

This task, to ask the questions you'd like to of 'the person who knows everything' is versatile across many levels.

Aaron is able to work at level 2, asking questions about creation and the world. In the RE context, he asks questions about things that matter to him. This is a high achievement for Aaron, who is in Year 1.



# Creation Play Doh Outcomes



## 5YOs

- Children listen with enjoyment to stories, songs and poems from different communities, responding with relevant comments and questions. They use talk to organise, sequence and clarify thinking and events [ELG C+L]

## 7YOs

- Retell a Bible story of creation in simple sculpture + suggest what the story means
- Ask and respond to questions about God the Maker. Realise that some of these questions are difficult to answer.

# Persona Dolls: Following Jesus

- Use a **‘Christian Persona Doll’**.  
Introduce children to some artefacts  
some festival food, and a religious story  
Invite the children to ask the doll some  
questions.
- Ask the children about objects they  
own which are very important to them.  
Collect some examples.
- Suggest that they select three objects  
which help them to think of God to  
draw, name, describe or reflect upon.









**Jade, 6**

**“I am a Christian. I like singing songs at Church. I like Christmas and Easter. I like God. God is always listening even though he is invisible.”**







**The Bread and Wine.**  
Select a moment  
from the story for a  
picture, and make a  
class narrative  
gallery.





**Persona dolls can do the skills of RE: tell stories, suggest meanings, talk about symbols, make observations, make links.**



# Persona Dolls:

## Following Jesus / Outcomes

### 5YOs

- Children can use their imagination in rôle-play and stories to represent their own ideas, thoughts and feelings – they respond in a variety of ways to what they see, hear and touch

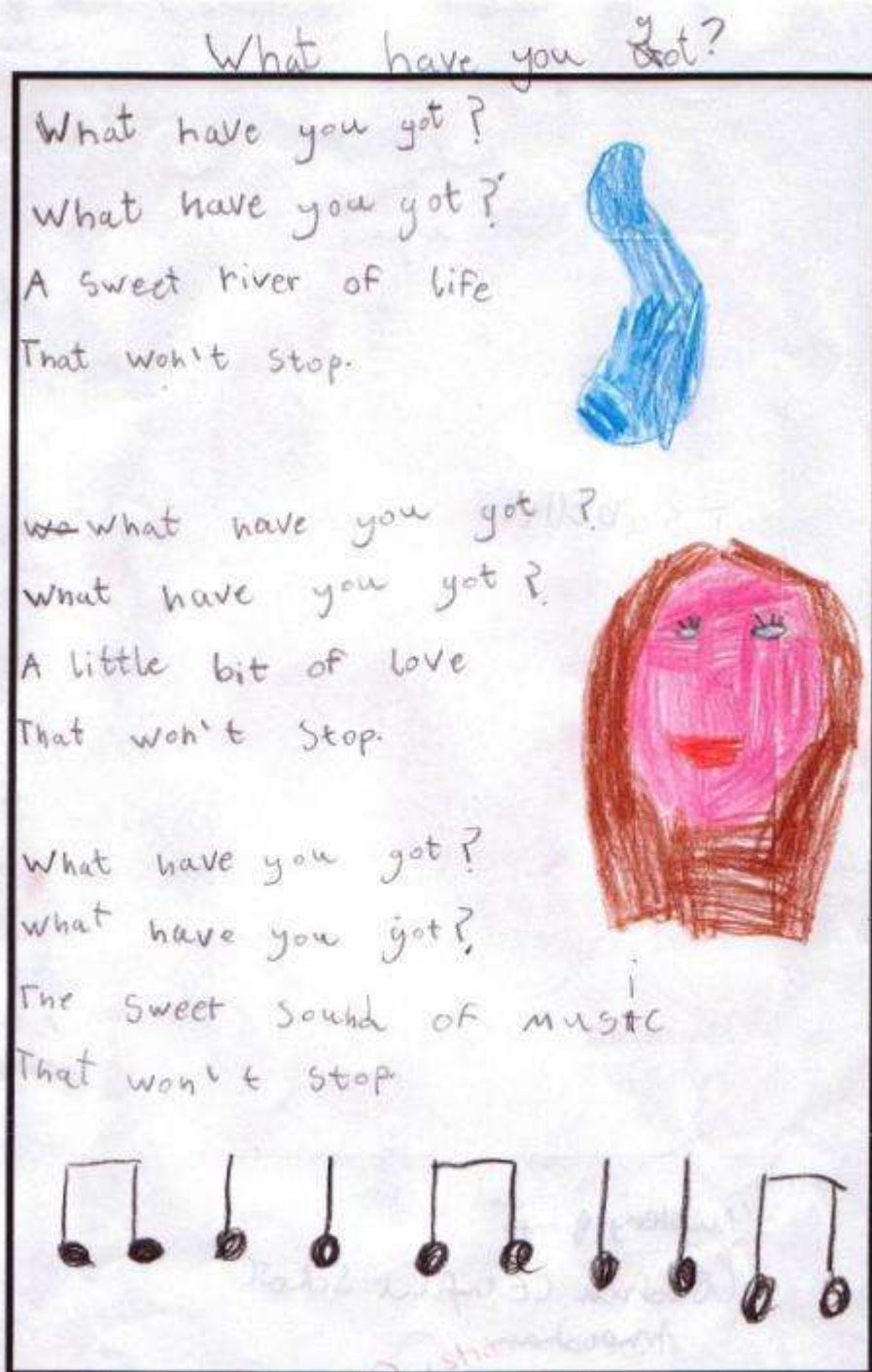
### 7YOs

- Describe simply some ways Christian faith is lived out by believers: e.g. the idea of the church as the family of God.
- Ask and respond to questions about Christian worship, symbols and stories.





- Isabella is 6



Jill Merlini, 7,  
Boxgrove Primary School  
God is a runner  
and a racer and fast.  
God is a swimmer,  
fast and not last.  
God is in heaven  
and air with the sky.  
God is someone  
who seems to fly.  
God is overhanging  
like a willow tree.  
So if it rains  
he is a shelter for me.

### Where is God?

Elizabeth Thompson, Age 9

### Where is God?

He's everywhere all around, in the air.

In the meow of a cat

And in the picnic spot where you sat.

He's in the sun which comes out every day

And in your voice when you say come and  
play.

He's in the highest mountain

And the smallest crumb.

He's in the good deeds of everyone.

He's in your heart and in your soul,

He's with you when you score that great goal.

### Where is God?

He's easily found, just look around.



## God rhymes

Taylor Richardson, Age 7

Where is God?

God is in the flowers

Using his powers

Where is God?

God is in the cloud

Watching

Feeling proud

Where is God?

God is in the sun

Warming everyone

Where is God?

God is in the ground

Hearing every sound

## Where is God?

Catherine Bridgewood, Age 8

God is everywhere

Up in heaven

down on the ground

God is everywhere

Even sitting next to me

And some more

where God can be

Cosy comfy in my bed

Me and God in my bed

Everywhere we go

God is there

Me and God

could not be pulled apart

But most of all

he's in my heart.



By the Winners of the Spirited Poetry Competition for Schools

# Spirited Poetry

Reflections about God, Life and Faith



Editor: Lat Blaylock

**100+ brilliant pupil's poems  
on four themes**

**Integrate well with the  
poetry units of the renewed  
literacy framework**

**Faith**

**Life's like...**

**I wonder...**

**Where is God?**

**REtoday**  
Services



**Aashi is 5**



God spreads His arms and legs all  
around the world at the same time  
because He loves everybody.

Aashi

# The heart of God!

I'm showing that God is  
in my heart. The blue lines  
and the red line show the  
blood vessel are taking God  
around my body all the way  
to my fingers and toes. If I  
touch any body my love passes  
on to other people and stays  
in me too. My blood never  
ever ever stops so God  
never ever ever ever stops  
either. When ever I am running  
I feel like I am with God in  
heaven. I feel like I am free  
but a girl I feel very  
very very good. I like the way  
that god speaks from inside  
my heart.

