

Using **web-based resources** in Primary RE



Using web-based resources in RE lessons

The internet has many useful resources to support the teaching of RE in primary schools. You can bookmark these resources and use them offline, or download and adapt them to meet the subject-specific objectives for teaching and learning. The examples given here describe a number of lessons in which information and communication technology (ICT) is used effectively to support the teaching and learning of RE at Key Stages 1 and 2.

These ideas are referenced to the Qualifications and Curriculum Authority's (QCA's) non-statutory schemes of work for RE (2000), but have been chosen to also represent work covered in the majority of current syllabuses for RE.

All web addresses have been checked and were correct at time of printing.



Using email – KS1

Sikh Kids aims to give young Sikhs support and a platform to share their views, experiences and knowledge with each other. It brings the authentic voice of Sikh young people into the RE classroom, and invites email contact.

URL: <http://www.sikhkids.com>

Relevant to the following:

Key Stage 1

Based on QCA Unit 2A, customised for Sikhism: What is the Guru Granth and why is it important to Sikhs?

When planning RE lessons, teachers must start with the learning objectives outlined in the syllabus being followed. ICT should be chosen as a resource only if it will support the achievement of these objectives. When used appropriately, ICT can enhance teaching and learning by, for example, providing access, which otherwise would not be available in the majority of classrooms, to authentic text, images, sounds, people and places relating to a wide variety of religions and cultures. The internet in particular can enable pupils to see religion as a dynamic and relevant dimension of contemporary human experience for many people, and to reflect on their learning.

A Year 2 teacher used circle time to talk about books which were special to the pupils. She introduced the Sikh Guru Granth Sahib by using pictures downloaded from the internet, and described her own visit to a Sikh temple.

She used this website together with other resources to enable the class to find out more about the Guru Granth, and then asked them to identify any questions they still had about this sacred text. Their questions were emailed to Sikh Kids on behalf of the class.

The pupils asked:

- *Is it true that the Guru Granth Sahib is put to bed at night? If so, why?*
- *Can the Guru Granth Sahib give advice or help you?*
- *What does the Guru Granth Sahib mean to you?*

Replies were received within a few days and pupils used their new knowledge and understanding to create, using desktop publishing software, their own 'special book' – a collection of their own mottos or rules for life.

RE lessons should not be used for the teaching of new ICT skills, and particular ICT skills will need to be taught outside the RE lesson. This means that the teacher will need to be sure that the level of ICT skill required in the lesson is appropriate. If the children are struggling with a new aspect of the technology, this may have a negative effect on their learning of RE.

If you have access to a large-screen display or digital projector, ICT can enhance learning for a whole class, as children can now have access to a shared experience. You can demonstrate, for example, how people behave in certain situations, what places of worship and pilgrimage look like, the imagery and sounds used to reflect belief and focus worship, the variety of ways in which religion and religious life are presented on the internet. Communication technologies open up potential for class (and individual) email links with members of faith communities. Children can also exploit the interactive nature of the technologies to explain and present their work.

Most of these sites have more content than we have been able to show here. It is worth investigating whether they have something that is not shown here that would provide a suitable stimulus for the same, or a different, year group.



A Year 1 teacher used this website to prepare her class for a visit to the local parish church, where the vicar would demonstrate what happens when a baby is baptised.

The teacher told the children the story of Jesus's baptism. Then, through an interactive whiteboard with a single internet-linked computer, she used this website to introduce some images showing what infant baptism today involves, and what the children might see/want to ask about. The 'hot spots' provided suitable questions and answers around which the teacher structured this part of the lesson.

Following the visit, children created a wall display of their own questions and answers about baptism, using digital photographs taken on the day along with their own work.

Infant baptism – KS1

RE Quest is a growing web-based resource developed to support teaching about Christianity in RE. It contains a collection of video clips, good-quality images, child-friendly information and some interactive exercises, along with web links and downloadable activity sheets.

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

Relevant to the following:

Key Stage 1

QCA Unit 1B: What does it mean to belong in Christianity?

You can view all of the web-based resources online at:

www.ictadvice.org.uk/webbasedresources



Comparing three churches – KS2

Educhurch is an online resource developed by Sir Robert Hitcham's Primary School to support learning about Christian churches in RE. The section used here features three very different churches: an Anglican church, a Salvation Army citadel and a free church (Mendlesham Christian Fellowship).

URL: <http://www.educhurch.org.uk>

Relevant to the following:

Key Stage 2

QCA Unit 2D: Visiting a place of worship – Generic

QCA Unit 3A: What do signs and symbols mean in religion?

A Year 3 teacher used this website with her class to develop their understanding of the variety of Christian places of worship in the UK. This resource offers information about a type of church (Mendlesham Christian Fellowship (MCF)) not found near the school.

Using a data projector linked to the class PC, the teacher presented a virtual tour of MCF [<http://www.educhurch.org.uk/pupils/mcf/mcf.html>]. She paused frequently to invite comments and questions, particularly about similarities and differences between MCF and the traditional Anglican church pupils had recently visited.

Pupils were asked what they thought was the most important thing the members of MCF wanted people to know about them and their church. They were then asked to express this in the form of a poster suitable for the MCF notice board, a prayer or picture suitable for the prayer corner, or a banner for the main part of the church. The website remained available as a reference point during the lesson.

A Year 4 teacher used this site to introduce pupils to the authentic sounds and words used by Hindus in prayer and worship. She used an interactive whiteboard with a single internet-linked computer.

Without any explanation, she asked the class to listen to the aarati (also, aarti or arti). She asked questions such as:

- *How does the music make you feel?*
- *What do you think the words are about?*
- *Who do you think is singing and why?*
- *Where do you think you would hear music like this?*

She then displayed the words of the aarati on the website, and gave the pupils a copy of the words of the song in English. They listened again, this time focusing on the written words. What answers might they now give to the earlier questions? The meaning and purpose of aarati was clarified through discussion.

In pairs, pupils were asked to circle the words which said something of what a Hindu believes God is like. The aarati was played while they worked. During whole-class feedback, teacher and pupils used interactive whiteboard tools to highlight key words identified by pupils, to colour-code key concepts and add pupils' own explanations and definitions.

Pupils then composed a cinquaine which they thought suitable for a Hindu to sing in worship.

Prayer and worship in Hinduism – KS2

This website is designed to support Hindu young people. It contains a variety of resources including sound files, stories, a discussion forum, guidance on prayer, and more.

RealOne Player is needed (downloadable from the site).

URL: <http://www.hindukids.org>

Relevant to the following:

Key Stage 2

QCA Unit 4A: How and why do Hindus worship at home and in the mandir?



A Year 6 teacher used this online interactive resource as a stimulus to work on different faiths' perspectives on being human and living the good life.

The activity 'What would make for a better world?' was downloaded from the website and prepared. Pupils played in groups of four. The class discussed their own responses, and then speculated how people of other faiths (eg, Hindu, Muslim, Sikh) and no specific faith might play the game. Their ideas were noted.

The following lesson took place in an ICT suite, where the teacher demonstrated how to search the online database. In pairs, pupils then checked their ideas against the authentic comments from young people of the religions presented in the database, and reported back to the class. They then completed the questionnaire with their own thoughts and ideas, which were submitted to the database.

Listening to children talking – KS2

This online, interactive, searchable database contains the answers given by more than 400 children and young people from different religious backgrounds to a range of questions about religions and spirituality. Pupils can search the database and add their own answers to the same questions.

This is a moderated resource for young people aged 5–18. Classroom activities are suggested and can be downloaded.

URL: <http://www.pcfre.org.uk/db/>

Relevant to the following:

Key Stage 2

QCA Unit 6A: Worship and community – Generic

Jesus is born – KS1

This online resource contains a small collection of bible stories suitable for use in Key Stage 1.

URL: <http://www.topmarks.co.uk/teachers/religious.htm>

Relevant to the following:

Key Stage 1

QCA Unit 1C: Celebrations: why do Christians give gifts at Christmas?



Mary and the Angel



Angel Gabriel appears

About two thousand years ago, in the town of Nazareth, there lived a young woman named *Mary*. She was engaged to be married to Joseph, a carpenter. One day an angel appeared before her and told her she had been chosen to have a special baby. The baby would be God's son and she must call him Jesus.

[Back](#) [Next](#)

© 1999-2004 Topmarks Education Ltd. All rights reserved.



Prayer in Islam - KS2

This website for Muslims offers a range of high-quality resources and services, some of which are useful in the RE classroom, such as video and audio clips, Flash presentations, and translations of the Qur'an. A presentation entitled 'Prophet Muhammad's Manner of Doing Prayers' can be downloaded.

URL: <http://www.jannah.com/learn/flashprayer1.html>

Relevant to the following:

Key Stage 2

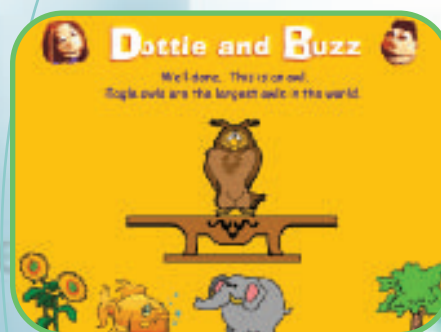
QCA Unit 5B: How do Muslims express their beliefs through practices?

A Year 5 teacher used this presentation to introduce his class to prayer (salah) in Islam. The lesson took place in an ICT suite.

He used an interactive whiteboard to show the presentation twice – first without sound, and then with sound. He paused between the presentations for pupils to note down words which expressed the beliefs and emotions illustrated by what they had seen. Following the second presentation they were asked to note how the addition of sound affected their thoughts. Their ideas were developed through discussion, and questions were identified.

Pupils then worked in pairs. They watched the presentation again at their own pace, this time reading the accompanying text and aiming to sequence the order of actions on their worksheet.

Finally they worked alone to express what they had learnt from the lesson in answer to 'Every day a Muslim intends to pray to Allah. Every day I intend...'



Interactive creation table - Reception

This online resource of interactive classroom materials explores key RE strands with a focus on Christianity. Sections included are: 'Belonging', 'Creation', 'Baptism', 'Wide World' and 'Forgiveness'. Details of how the materials link with the early learning goals are provided. Activity sheets can be downloaded.

The website requires Shockwave to be installed.

URL: <http://www.dottieandbuzz.co.uk>

Relevant to the following:

Reception

QCA Unit RA: What are harvest festivals?

Creation.

A reception teacher was exploring with her class how some things are made (natural or man-made), where they come from, how they work and what happens when they go wrong.

She used this website with the whole class to focus on the concept of creation and the things about creation which are amazing. She chose individual children to carry out the matching activity on the website.

She told the children that they would be making a creation table for their classroom, and asked them to make suggestions about what to include. She asked:

- *What sort of things would you put on a creation table?*
- *Would you put natural things or man-made things? Why?*
- *What do you find most amazing of all?*

The creation table was made, using the ideas from the website.

A Year 1 teacher with access to an electronic whiteboard chose this straightforward telling of the Christmas story [<http://topmarks.co.uk/christianity/nativity/index.htm>] to focus pupils' attention on the importance of giving and receiving in Christianity.

She read the text to the children, encouraging them to read some parts with her, and to relate the pictures to what they had heard. The questions she asked concentrated on giving and receiving, and types of gifts. She asked questions such as:

- *How do you think Mary and Joseph felt, being so far away from home?*
- *If you had been one of the visitors, how might you have felt when you saw the baby?*
- *What gifts did the visitors give?*
- *What gifts do people give to babies today?*
- *What gift do you think a Christian might take to Jesus in the stable? Why did you choose that gift?*

Children were asked to draw and write their response to the last question.

Picturing Jesus – KS2

Rejesus is a website for older teenagers and adults, which presents Jesus Christ to people who have little previous knowledge of him or the Christian faith. Some of the resources presented, however, such as the images of Jesus used in this cameo, can be used to support the RE learning objectives of pupils in Key Stage 2.

URL: <http://www.rejesus.co.uk>

Relevant to the following:

Key Stage 2

QCA Unit 3C: What do we know about Jesus?

Expressions: faces of Jesus



Using an electronic whiteboard, a Year 3 teacher introduced a unit of work on Jesus with a sequence of 10 images from this website.

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

- *Who do you think this is?*
- *When do you feel like this?*
- *What sort of 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?*

As she moved through the sequence 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 artist?*

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 and could be recalled if needed to support discussion of subsequent images. At the end of the activity the 10 completed screens were printed out to be made available to support follow-up activities.

The Jewish Connection – KS2

Using video clips, images and text, this site presents a record of the people, festivals, faith, worship and life experience of the Jewish community in Stoke-on-Trent as a resource for schools. There are activity pages to download, and useful web links.

Flash is required.

URL: <http://www.spirit-staffs.co.uk/synagogue/index1.htm>

Relevant to the following:

Key Stage 2

QCA Unit 3A: What do signs and symbols mean in religion?



A Year 4 teacher used this website as a stimulus to enable her pupils to reflect on important events in their own lives in the light of their learning from Judaism.

She told the pupils the story of the Passover and then, using an interactive whiteboard, navigated to the image of the Seder plate.

Pupils were asked what they thought the connection was between the story and the items of food on the plate, what each item of food was, and what it might represent for Jews today. They discussed 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, using the whiteboard tools. When pupils had commented, the teacher held 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 relate to their own life.

Stories from Buddhism - KS2

This is a Mahayana Buddhist resource site for schools, which contains a range of well-told and beautifully illustrated stories about the life of the Buddha, plus quizzes and puzzles. The stories are presented in two versions – for younger and older readers.

URL: <http://www.dharmaforkids.com>

Relevant to the following:

QCA Unit 7D: Who was Gotama Buddha?



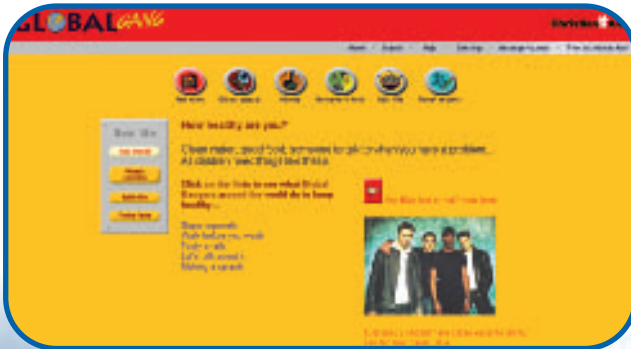
A Year 6 teacher had previously introduced his class to the life of the Buddha as a religious leader. He used this website to support the pupils' further learning about (and from) some of the Buddha's teachings.

In the ICT suite, the teacher introduced the seven stories on this website [<http://www.dharmaforkids.com/Buddha/story/story.htm>] and explained that pupils were to work in pairs on one story.

Their task was to:

- read the story, and identify the key thing they felt the story has to say
- compose a story of their own which tells what happened next from the point of view of one of the characters in their chosen story.

Pupils used their own choice of software for the written work, and saved the finished work into the group's folder on the network.



Putting beliefs into action - KS2

Global Gang is Christian Aid's website for young people. It presents, in an accessible and engaging way, Christian Aid's work relating to key issues which face children around the world. There are downloadable support materials for using the site in a number of curriculum areas.

URL: <http://www.globalgang.org.uk/reallife/toprends/index.htm>

Relevant to the following:

Key Stage 2

QCA Unit 5D: How do the beliefs of Christians influence their actions?

A Year 5 teacher took his class into the ICT suite and demonstrated the website on the large screen using the data projector. One of the real-life stories was used to demonstrate the content of the site.

A previous RE lesson on respect for the environment, connecting belief and action, was drawn upon to inspire a discussion about what the child in the real-life story might have said about the world and natural resources. A hyperlink to the site was sent by email to the pupils, as is the usual practice for the class.

Pupils then worked in pairs, each pair assigned to a different life story. They were challenged to click the links to show the location of each story on the world map and then to use the story to get to know the person it was about. They were asked to think what that person would have said in a discussion about the planet.

On returning to the classroom, pairs looking at the same real-life story were formed into small groups, with each group giving a presentation to the rest of the class.



Millburn Hill Road
Science Park
Coventry CV4 7JJ

Tel: 024 7641 6994

Fax: 024 7641 1418

Email: becta@becta.org.uk

URL: <http://www.becta.org.uk>

© Copyright Becta 2003

You may reproduce this material, free of charge in any format or medium without specific permission, provided you are not reproducing it for profit, material or financial gain.

You must reproduce the material accurately and not use it in a misleading context. If you are republishing the material or issuing it to others, you must acknowledge its source, copyright status and date of publication.