

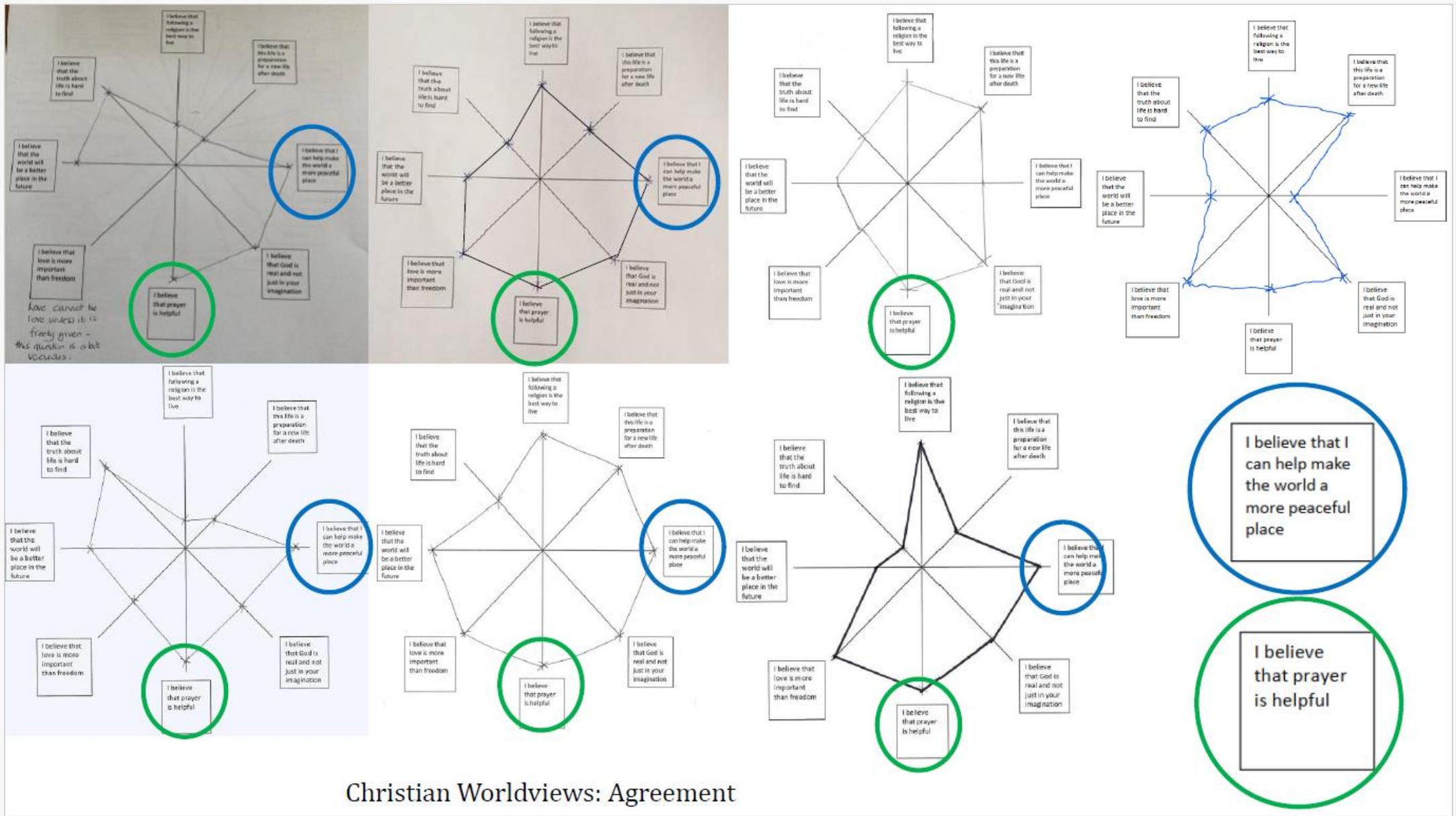
Secondary RE Day

Ian Nicholson

National RE Adviser Team Leader

Please introduce yourselves, but not as you would usually do

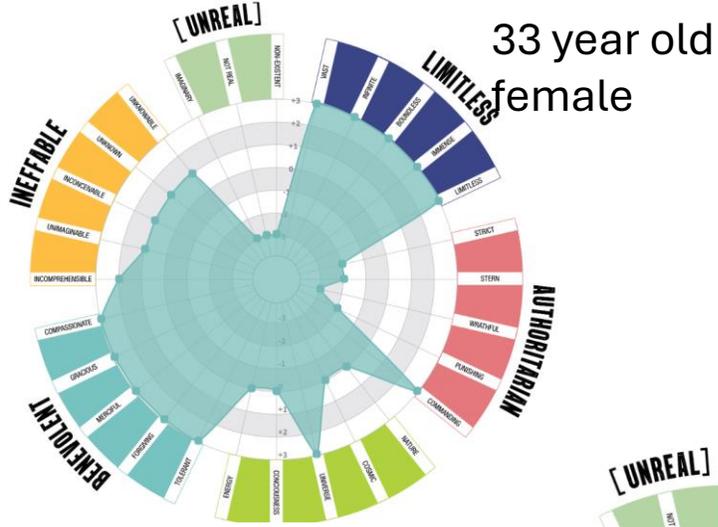




Christian Worldviews: Agreement



Explore our catalogue of user-generated Worldviews graphics



Filter Results

Chart Type
All Chart Types

Worldview
All Worldviews

Location
All Locations

Age
-1000 - 9999



Jonesy

Age: 25
Gender: Female
Location: Wokingham
Worldview: Agnostic
Group: #BWOK



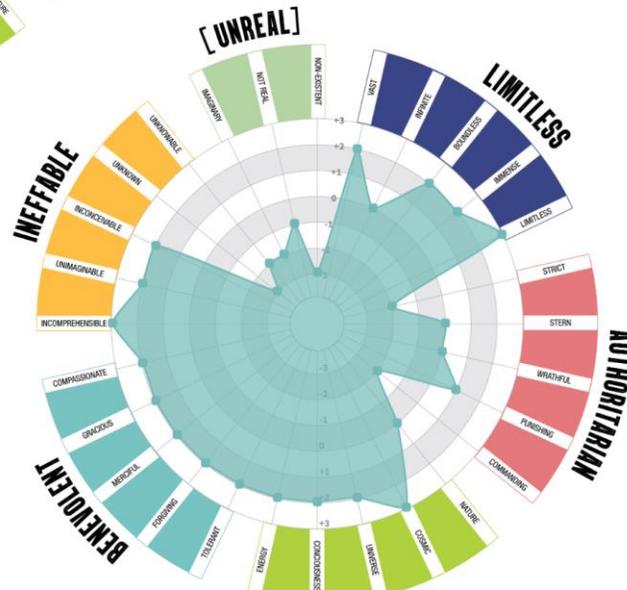
SAT

Age: 13
Gender: Male
Location: Saffron Walden
Worldview: Non-religious
Group: 9ReT 2024-25



S

Age: 14
Gender: Female
Location: Saffron Walden
Worldview: Non-religious
Group: 9ReT 2024-25



Two Anglican Christian worldviews-differences and similarities.

<https://whoseworldviews.com/>

Humanism guidance – Clare Walsha, Wokingham SACRE member

- Clare Walsha - A certified school speaker for Humanists UK
- <https://understandinghumanism.org.uk/> - resources grouped by topic, and then by age range (5+, 7+, 11+, 14+, 16+) and type (overview, presentation, information, activities, other resources)
- Teacher training — regular webinars plus bespoke training:
<https://understandinghumanism.org.uk/training/>
- FREE Humanist school speakers:
<https://understandinghumanism.org.uk/school-speakers/>
- FREE online course:
<https://understandinghumanism.org.uk/online-courses/>

Additional Humanism materials

- Guide to the website:
<https://understandinghumanism.org.uk/teaching-about-humanism/how-to-use-understanding-humanism/>
- Conway Hall virtual tour:
<https://understandinghumanism.org.uk/conway-hall-virtual-tour/>
- Humanist perspectives for GCSE:
<https://understandinghumanism.org.uk/perspectives/>
- Articles:
<https://understandinghumanism.org.uk/articles/>

Update on the proposed National Curriculum

Stage 1	Consensus Building: Independent task and finish group
Stage 2	Drafting and Testing: Very possibly based around the RE Council National Content Standard
Stage 3	Legislative and Structural Review; Define the future role of SACREs and ASCs
Stage 4	Implementation and Support: National Guidance, Exemplification and CPD

Consensus Building: Independent task and finish group

- This is due to be completed by the end of March 2026
- Vanessa Ogden is speaking with interested parties to find the consensus for the National Curriculum
- Two reference groups are working to support this – Religion and Belief supported by the RE Council and a Teacher Reference Group supported by NATRE
- Report will consider how much consensus there is for a NC across **all** schools

Alongside Stage 1

- Short report on teacher recruitment for RE
- The future of the SACRE and ASC
- Teacher professional learning

Stage 2

- There are Programmes of Study which will then be put out to consultation alongside the specific content
- This will be specified content for the strands

Stage 3

- Changes to the 1944, 1988 and 1996 Education acts in relation to RE
- This would move RE to the National Curriculum
- Will also look at Key Stage 5 RE – CaAR did mention removing the requirement for core RE in the Sixth Form

Stage 4

- Meeting with CFSA and DFE
- New national curriculum in school for Easter 2027
- First teaching of the new national curriculum from September 2028 – GCSE 2029/30 and A Level 2030/2031
- Professional Learning opportunities to embed the new curriculum

Themes – The Domain of RE

- *Concepts of religion and non-religion*
- *Organised traditions and individual ways of living*
- *Ultimate Questions*
- *Religion and belief locally, nationally and globally*

What about Berkshire?

- *A curriculum made for the children in front of you*

What about the Agreed Syllabus?

- Until the law changes, an Agreed Syllabus is still the legal basis for RE in the schools to which it applies, or the current basis of RE in your school
- Guidance from the government is that schools should wait until the new national curriculum is published
- SACREs and ASCs will continue in their current form until a change in legislation

Academies?

- The Labour Party Manifesto in 2024 made clear that all academies would be required to teach the national curriculum
- DfE have reiterated this from September 2028

Ofsted Toolkit 2025 – page 47

- Inspectors consider the extent to which:
- Pupils develop their ability to be reflective about their own beliefs (religious or otherwise) and perspective on life, including developing their knowledge of, and respect for, different people’s faiths, feelings and values



Cross Curricular Themes of the 2028 National Curriculum

- Critical Thinking
- Creative Thinking
- Problem Solving
- Oracy
- Financial
- Media and Digital Literacy
- Climate and Sustainability Education



Ofsted Toolkit 2025

Inspectors consider the extent to which:

The curriculum is designed to extend pupils' language and vocabulary, both spoken and written, and increase their reading competency across all subjects – page 19



Ofsted Toolkit 2025

Inspectors consider the extent to which:

The curriculum has subject specific rigour, so that pupils gain disciplinary knowledge and can answer subject-specific questions – page 21



Which tools and methods with which discipline?



Theology



ASK QUESTIONS



EXAMINING TEXT



LOOKING AT STORIES



INTERPRETING ART AND IMAGES



CONSTRUCTING ARGUMENTS



EVALUATING ARGUMENTS



COMING TO CONCLUSIONS

Human sciences



OBSERVATION



ASK QUESTIONS



CONSTRUCTING ARGUMENTS



CREATING SURVEYS



LOOKING AT DATA



LOOKING AT INTERVIEWS



EXPLORING CASE STUDIES



EVALUATING ARGUMENTS



COMING TO CONCLUSIONS



EXPRESSING IDEAS



REFLECTING ON YOUR OWN POSITION



COMING TO CONCLUSIONS

Philosophy



ASK QUESTIONS



EXAMINING TEXT



ETHICAL THINKING



CONSTRUCTING ARGUMENTS



EVALUATING ARGUMENTS



COMING TO CONCLUSIONS

Oracy in RE

- Understand the pedagogy and theory behind the importance of oracy in education
- Understand how good oracy in RE can impact on written outcomes in RE and other subjects
- Have ready-to-use ideas for improving the understanding and use of vocabulary through oracy
- Have ready-to-use ideas for improving reasoning and debating skills through oracy
- Have examples of good practice from KS3 and 4

**Be
confident**

**Be
generous**

**Be
involved**

When was this written?

“We cannot emphasise too strongly our conviction of the importance (of oral language) in the education of the child ... the part it plays from the pre-school years onwards, its essential place in preparing a child for reading, its function as an instrument of learning and thinking, its role in social and emotional development”.

Who said this and when?

“Let’s raise the importance of speaking skills – ‘oracy’ as academics call it.

Because these skills are absolutely critical for our children’s future success.

First and foremost – for academic attainment. Talking through your ideas before putting them on the page, improves writing.

Structured classroom discussion – deepens thinking.

But it’s not just a skill for learning, it’s also a skill for life.”

Who said this and when?

The many overlapping and interconnecting aspects of oracy are good for children and young people; they are an essential part of every teacher's toolkit; and they bring vital benefits to an anxious society.

Mark your own

1. 1975 – The Bullock Report into oracy in the classroom
2. Sir Kier Starmer, 2023
3. Geoff Barton, 2024



- The Commission agreed that oracy can be best defined as:
- **“Articulating ideas, developing understanding and engaging with others through speaking, listening and communication”**

“alongside reading, writing and arithmetic, oracy is the fourth ‘R’: an essential, foundational building block to support our young people on their journey towards living fulfilling adult lives.”

Oracy
Education
Commission

We need
to talk.

The report of the Commission on the
Future of Oracy Education in England

October 2024

Summary

•What Oracy Is:

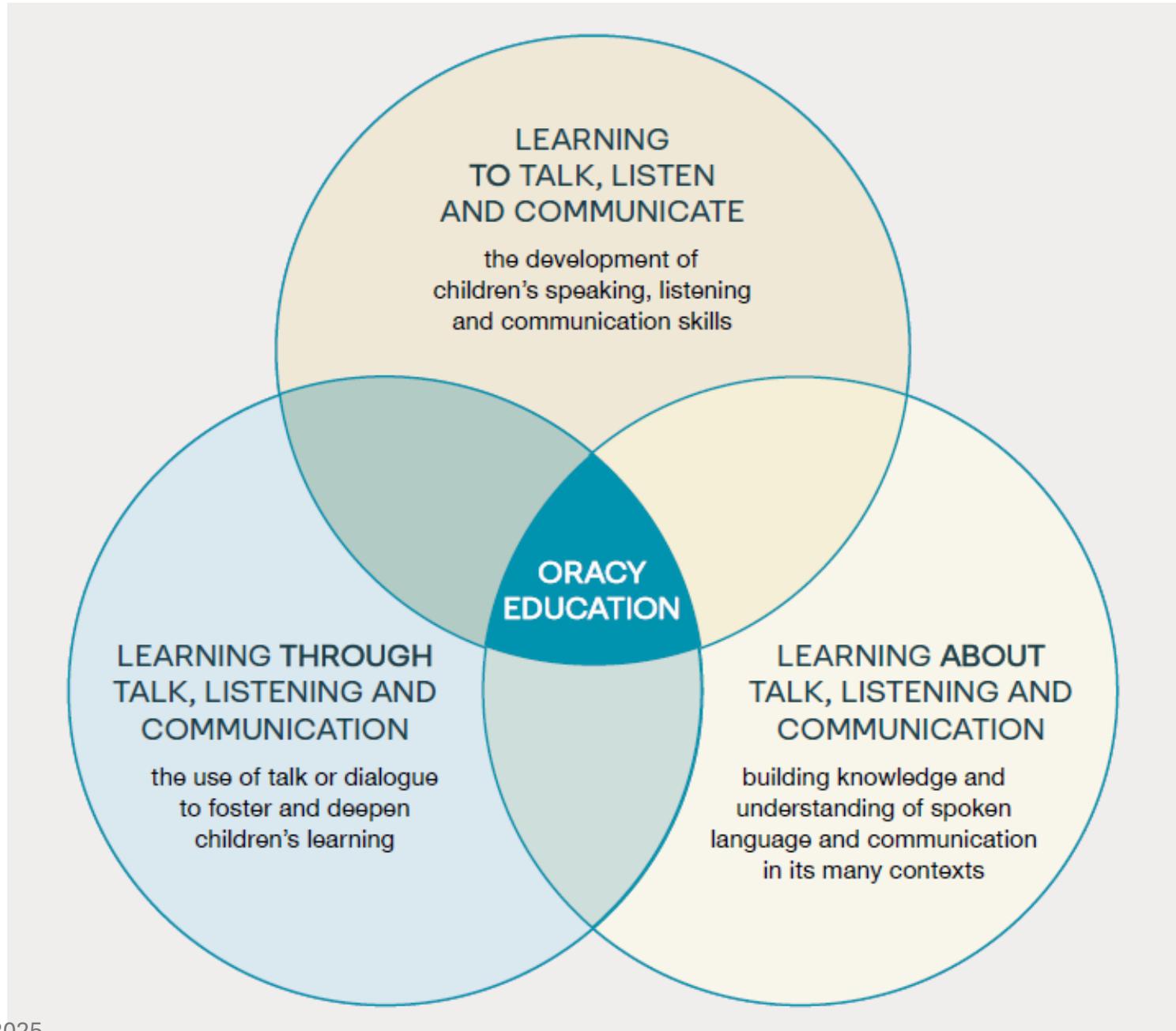
- A significant tool for helping young people understand and tell cultural stories.
- A means for students to find their own voice and gain deeper joy in learning.
- Integral to effective teaching practices for many years, supported by strong evidence.
- Focused on learning **to, through, and about talk, listening, and communication**.
- Grounded in years of high-quality research reaffirmed for practical policy development.

•What Oracy Isn't:

- Not a revival of the 1975 Bullock Report, but a building on its legacy and subsequent research.
- Not a National Strategy imposing rigid policies or requiring an "oracy hour" in school schedules.
- Not a call for Ofsted to explicitly inspect oracy or for more high-stakes exams/tests in speaking and listening.
- Not about introducing oracy-related gimmicks or quick fixes for schools.

•The Commission's Aim:

- Advocate for bold actions that benefit children, young people, teachers, employers, and communities.
- Build upon exceptional research and practical evidence to raise the profile of oracy in education meaningfully.



Summary of recommendations:

In our final report, *We need to talk*, our recommendations include:

- an increased emphasis on oracy education to better prepare all young people to become fulfilled future citizens and combat increasing polarisation and misinformation;
- recognition of the essential role of oracy as a building block for reading, writing and students' academic progression through school;
- acknowledgement of the rising importance of oracy skills in an AI-transformed labour market to ensure young people are well-prepared for success in the workplace

<https://oracyeducationcommission.co.uk/oec-report/>

Your setting

- What opportunities do you currently have in your school for pupils to develop and use oracy specifically within RE lessons?



Why Oracy Matters in RE

Supports the handling of controversial topics

Gatsby Criteria 4 – Linking curriculum learning to careers

Opportunities for pupils to articulate and express their view

Developing skills for GCSE and beyond (AO2)

Ensures a diverse classroom-voices are all heard

Ofsted Toolkit 2025

Inspectors consider the extent to which:

The curriculum is designed to extend pupils' language and vocabulary, both spoken and written, and increase their reading competency across all subjects – page 19



What do your pupils understand by these key words?

- Define
- Describe
- Explain
- Discuss

Get set for success

in WJEC Eduqas GCSE (9–1) Religious Studies Route A

In your exams you must demonstrate your ability to:

DEFINE

the a. questions
2 marks

This question is asking you to **define** one of the **key concepts** and add an **example** to show that you really understand what the word means.

DESCRIBE

the b. questions
5 marks

For these questions, you will need to **describe** an event, belief, teaching, attitude or practice. Remember to include **good religious language and sources of wisdom and authority** in your description. You should also consider how believers are **affected** or **influenced**.

Top Tip

Supporting your answers with relevant sources of wisdom or sacred texts will help to improve your marks. You don't need to remember the exact words or references, but state in your own words what these sources say and how believers interpret them.

EXPLAIN

the c. questions
8 marks

This time the question is asking you to **explain** an event, belief, teaching, attitude or practice. 'Explain' questions require you to provide a detailed explanation of not just 'what' but also 'why'. Using the word 'because' is a good way to do this.

Again, you must include **good religious language and sources of wisdom and authority** in your answer and show understanding of how beliefs **affect** and **influence** individuals, communities and societies.

! Don't Forget

In the Component 1 (Philosophical & Ethical Issues) c. questions you must remember to explain the views of **two different religions or religious traditions**. Don't include non-religious beliefs here.

DISCUSS

the d. questions
15 marks

These questions ask you to **discuss** the given statement. Read the statement carefully, **analyse** it and consider it from **more than one viewpoint**. You need to **evaluate** how true or valid the statement is according to different viewpoints and then reach a **judgement** on how true or valid it is.

You must use **good religious language and sources of wisdom and authority** in your answer and consider how beliefs **affect** and **influence** individuals, communities and societies.

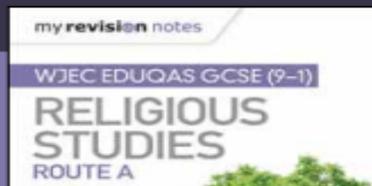
! Don't Forget

Remember to include the views of **non-religious believers** in the 'Life and Death' d. question.

Top Tip

You can pick up extra marks for spelling, punctuation and grammar in the first d. questions of Components 1 and 2, so try to use your **best written English** when answering these questions.

Find out more about
the assessment
requirements
overleaf



Master the content and perfect your exam technique
with *My Revision Notes* from Hodder Education

Ofsted Toolkit 2025

Inspectors consider the extent to which:

The curriculum is designed to extend pupils' language and vocabulary, both spoken and written, and increase their reading competency across all subjects – page 19



What this might mean in RE

- Use of Tier 3 vocabulary
- Speaking in sentences/giving reasons
- Dialogue/debate

Subject- specific Tier 3 vocabulary

Use the words correctly

borborygmus

obdormition

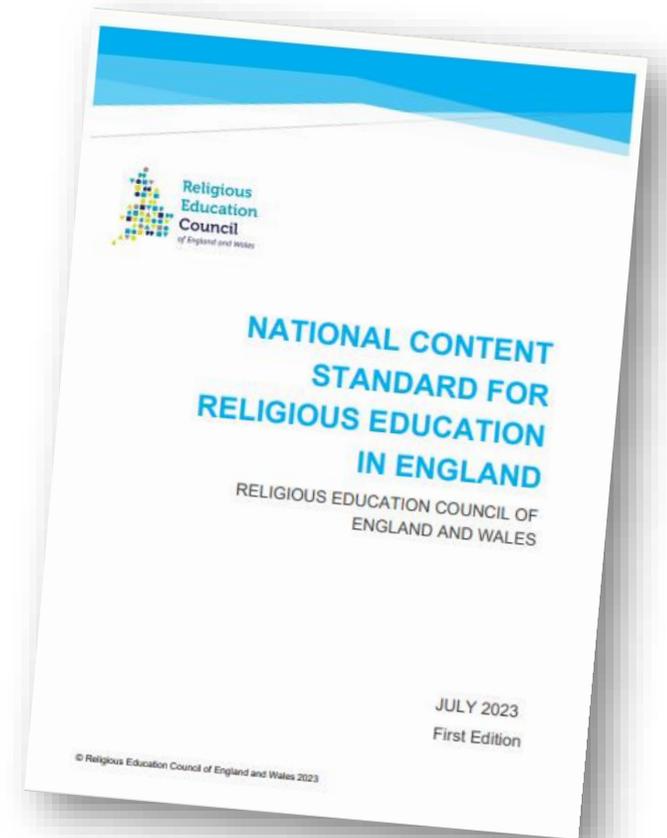
horripilation

paresthesia

- Can you say them?
- Can you say them in a sentence?

Update

• **Matters of Central Importance**



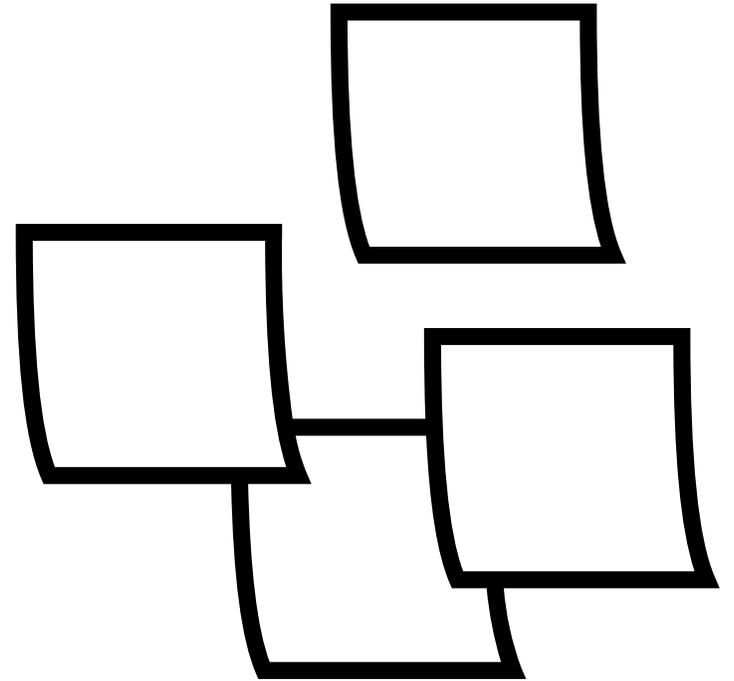
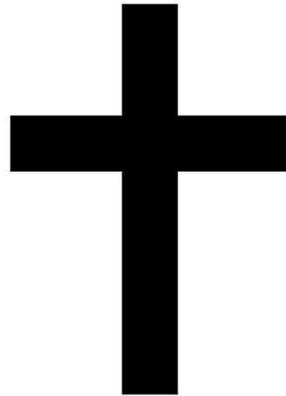
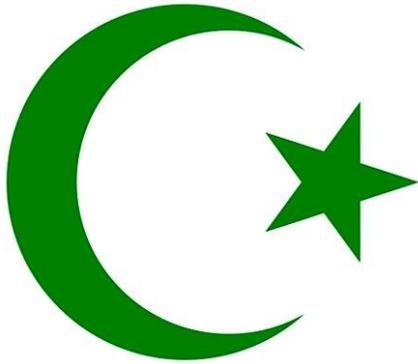
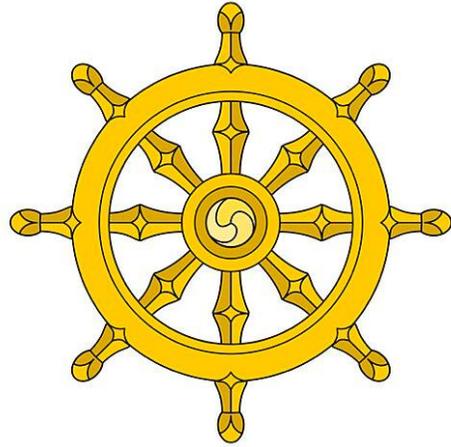
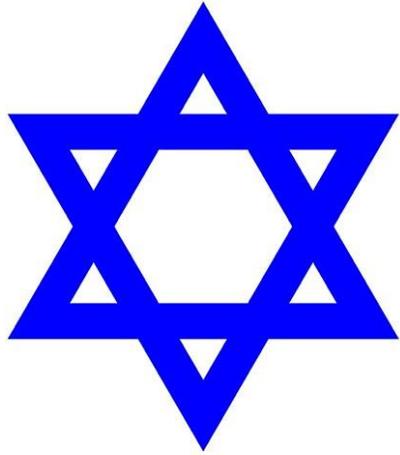
Ofsted Toolkit 2025

Inspectors consider the extent to which:

The curriculum has subject specific rigour, so that pupils gain disciplinary knowledge and can answer subject-specific questions – page 21

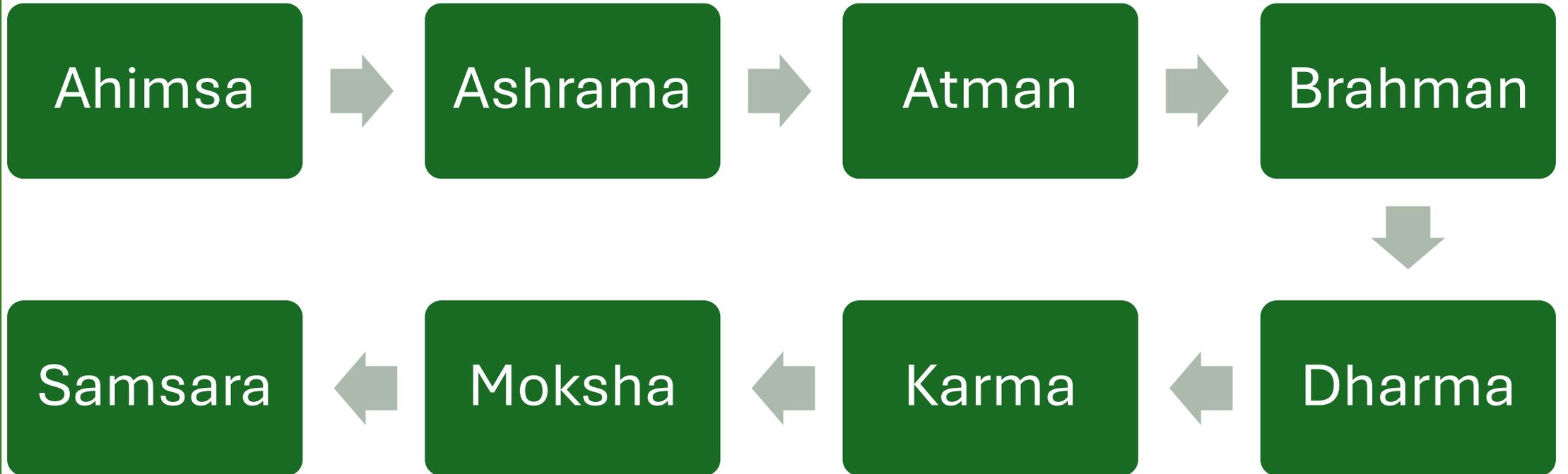


Matters of Central Importance

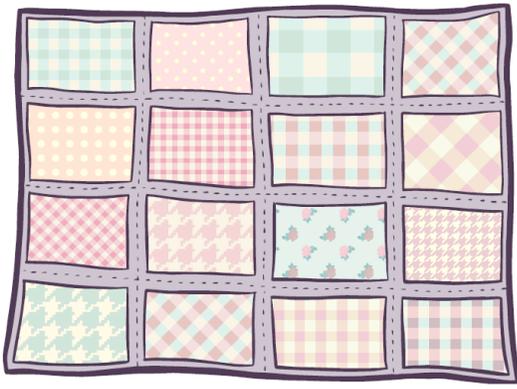




Hindu Dharma – Matters of Central Importance



Oracy as a tool to aid transition



Making and explaining connections between concepts



The Bible	Altar	Praying or meditating	Singing with people	Hindu holy writings
Church	Baptism	Receiving gifts	Hearing stories	Puja tray
Cross	Nativity story	Sharing food	Mandir	Flower offerings
Easter eggs	Rosary beads	Humanist symbol	Aum symbol	Going to places of worship
Font	New clothes	Lighting candles	Ganesh murti	People dancing
Communion	Meeting people	Giving a card	Hindu prayer beads	Burning incense

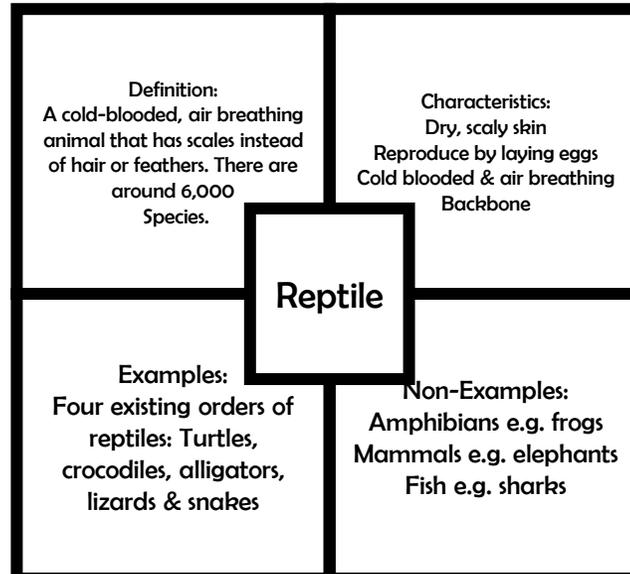
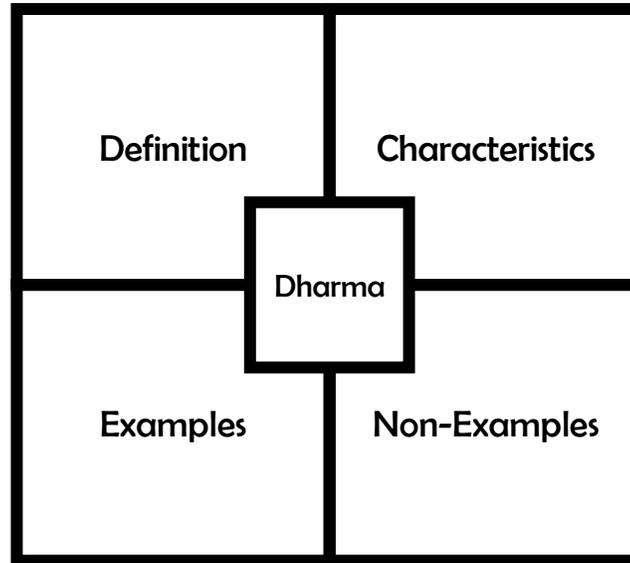
What is Dharma?

What is Dharma?

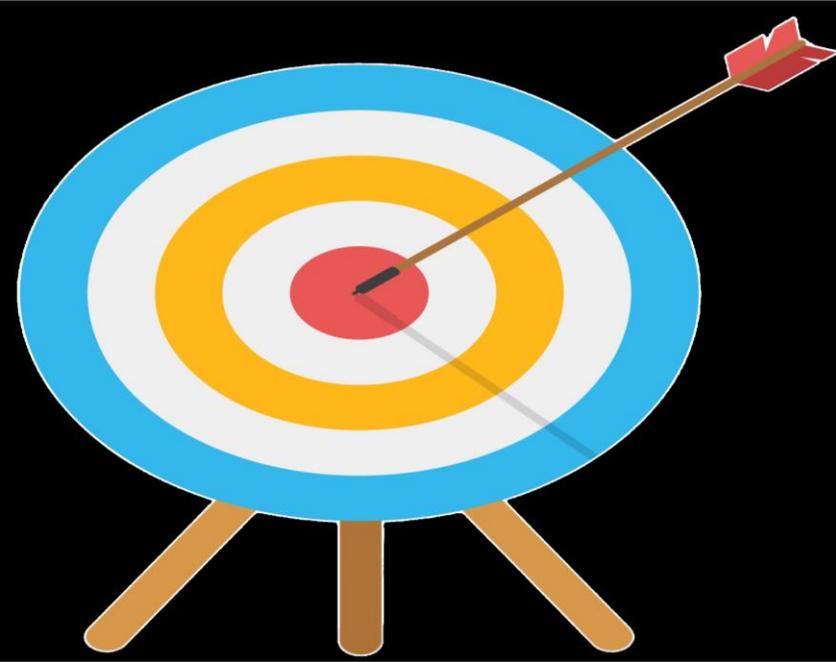
Use your Frayer Model diagram alongside the information on the right to work out the meaning of this concept and explore its meaning in detail.

Stretch and Challenge

How easy do you think it would be for Hindus to achieve their Dharma in 21st century Britain? Explain your opinion clearly.



Dharma is a Sanskrit word that literally means 'support' and is the term used to describe religious duties a Hindu should follow in their life. The concept of Dharma appears in multiple religions such as Buddhism and Sikhism too. There are various types of dharma for a Hindu. Some are personal duties such as earning money honestly and providing for your family and some are eternal duties such as worshipping Brahman and helping those in need, meaning that they are for everyone. Dharma or duties are expected of all Hindus but they are not a set of restrictive rules that must be followed. The expectations around Dharma tend to be positive and are based on helping others and living your best life. All Hindus should live their lives with these in mind. Dharma is one of the four main aims in a Hindu's life.



If you were to do this again, how might you sort cards differently now you have more knowledge about diverse theology within Islam

What Matters?

- What matters most of all? 1**
- What really matters? (nearly matters most of all!) 3**
- What matters a lot? 5**
- What matters? 7**
- What doesn't matter much?**

Final Task: Tier 3 Vocabulary

Define each of the key terms on the right to your partner in speech.

They will tell you whether you have the definition correct or not.

Your partner must also verbally add one additional thing to the definition once you have finished.

1. Iman

2. Akhlaq

3. Tawhid

4. Ibadah

5. Akhirah

6. Iqra

Death and the Afterlife Key Terms		
Key Term	Definition	Example Sentence
Heaven		
The Firmament		
The Empyrean		
The Blessed		
Hell		
Purgatory		
Beatific Vision		
Intellectual Vision		
Limited Election		
Unlimited Election		
Universalism		
Final Judgement		
The Parable of the Sheep and Goats		

Key Terms – What Do We Know?

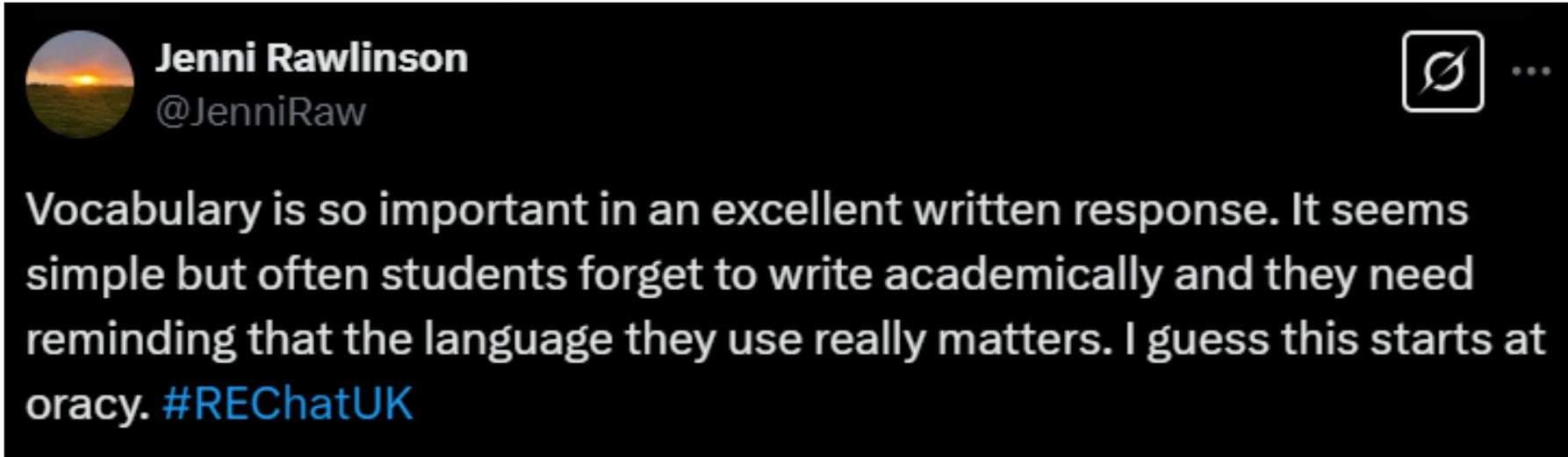
You have been given a list of 13 key terms that will be used throughout this topic.

- 1. Define as many of them correctly as you can.**
- 2. Dictate an example sentence for each one to your partner as they fill in the ‘Example Sentence’ column.**
- 3. Fill in any remaining gaps using the definitions given to you. REMEMBER – Do not just copy and remember to dictate an example sentence.**

Stretch and Challenge

How many links between these 13 words can you make. Try to pair/triple/quad them together and explain the links.

Oracy improving writing



<https://x.com/JenniRaw/status/1896661924907221307>



What methods do you currently use for teaching and embedding Tier 3 vocabulary in RE?

What do you find works best with your pupils?

Let's Do Philosophy!

You have been given a table full of philosophical questions, some of which we will try and answer during this unit.

Working with your partner, pick some of them and discuss your opinions on them. Use the questions on the left of the sheet to really push your partner to question their own beliefs and philosophical views.

Stretch and Challenge

How would a religious believer respond to some of these questions? How are their responses different to yours?

Are all people equal?	What am I for?	Am I real?	Why do things exist at all?	Do colours really exist, or are they in the mind?
How do we decide the right and wrong thing to do?	Is it OK to do something bad, if it leads to something good?	Would life be easier without any rules?	What really makes us happy?	Is the mind part of your body, or something else?
Does God exist?	If God exists, why is there evil and suffering in the world?	If God is all-powerful he can do anything, so could he create a stone he can't pick up?	Is it OK to do something bad if no-one sees?	Is time a thing?
Should we always do what makes us happiest?	What makes you who you are? Your mind? Your body? Your soul?	Should we always accept the simplest explanation?	Do we really have a choice about how our lives turn out?	Is your brain like a hard drive or cloud storage?
Is there life after death?	Should animals have the same rights as humans?	What is my reason for living?	Could everyone else be robots disguised as humans?	Are we born knowing things or do we have blank minds?



What methods do you currently use for speaking in more complex sentences in RE?

What do you find works best with your pupils?

Dialogue and debate

How might stems help in RE dialogue/debate?

Habits of Discussion

Instigator	Builder	Challenger	Summariser
Starts the discussion	Develops the idea	Offers another idea	Shares the key points discussed by the class
<p>I would like to start by saying...</p> <p>I think we should consider...</p> <p>Has anyone thought about...</p>	<p>Building on that idea, I think...</p> <p>I agree, I would like to add...</p> <p>Linking to that point, I think...</p>	<p>You said...but I think...</p> <p>I disagree with you because...</p> <p>It could be argued that...</p>	<p>Overall, the main points were...</p> <p>Our discussion focussed on...</p> <p>The main ideas raised in today's lesson were...</p>
			



Instigator

The person who starts the discussion

Will say:

- "I would like to start by saying..."
- "I think the first thing we should consider is..."
- "To begin with let's talk about..."



Builder

Develops, adds to or runs with an idea

Will say:

- "I agree and I'd like to add..."
- "Linking to your point..."
- "Building on that idea..."



Challenger

Disagrees with or presents an alternative argument

Will say:

- "That's true, but have you considered..."
- "You mentioned X but what about..."
- "I hear what you're saying, but..."



Clarifier

Makes things clearer and simplifies ideas by asking questions

Will say:

- "What do you mean when you say..."
- "Could you tell me more about..."
- "Does that mean that..."



Prober

Digs deeper into the argument, asks for evidence or justification of ideas

Will say:

- "What evidence do you have to support that?"
- "How does that support your argument?"
- "How did you come to that conclusion?"



Summariser

Presents reflections on the discussion. May offer a conclusion or balanced assessment of the main points

Will say:

- "Overall, the main points covered were..."
- "In summary..."
- "From today's discussion, it's clear that..."

ABC

<p>Giving a new opinion I think that... My opinion is.. I believe that.. In my view ...</p>	<p>Agreeing I agree with because... I would argue the same thing because... The reason I agree with... is... That is an interesting point because...</p>
<p>Building I would like to build on's point because... I agree with ... but I need to add... In addition to's point... Building on what ... said... That is a good argument however it needs...</p>	<p>Challenging I don't think ... is right because... I would like to challenge this because... I disagree with...because... My own view is different because...</p>

Castelli argues that “*dialogue can make a significant contribution to RE; but for dialogue to be possible, pupils need to hear and respond to the first-person voice of the other (person), and to attend to their response.*”

“*In dialogue, both parties hold a specific position but are seeking better understanding of that of the other and are open to the possibility of a change in their own.*”

Principles and procedures for classroom dialogue Mike Castelli in
We need to talk about Religious Education (2018)

Everyone should feel safe

- Create a safe space in which conversation can take place
- Be clear on the aims of the discussion – dialogue or debate?
- Ensure all voices feel valued and heard
- Collaborative creation of ground rules
- Allow students time out if needed
- Explain the limits of confidentiality with students
- Consider your own positionality/worldview
- Let parents know in advance, where appropriate
- Anticipate the responses from students

Oops, Ouch

Sometimes you might say something that has come out wrong and you wish you hadn't said it. If this happens the person speaking can say 'Oops' as a way of acknowledging this and allowing them the opportunity to rephrase.

Similarly, if someone says something that you find offensive or upsetting (or believe someone else might find it so), you can say 'Ouch' as a clear way of expressing this. Once you have explained why you have found this comment difficult, the person who said it has the opportunity to rephrase.



Debate!

I am going to split you into two teams:

Team A – You will argue it is fair that non-Christian festivals are not bank holidays

Team B – You will argue it is not fair that non-Christian festivals are not bank holidays

You have 10 minutes to plan your debate materials and we will then have a class debate.



REMEMBER – SHAPE

S – Sentences (Full Sentences)

H – Hands (Away from Mouth)

A – Articulate (Use Key Terms)

P – Project (Clear Voice)

E – Eye Contact

Assessing debate skills?

	<p>Did they speak loudly? Did they use gestures to support the delivery of their ideas?</p>
	<p>Did they use any interesting, ambitious or technical vocabulary?</p>
	<p>Was the presentation well-structure? Did it make sense?</p>
	<p>Did they maintain eye contact with their audience? Did they speak confidently and was the presentation engaging?</p>

Other strategies

Where Do You Stand?	Balloon Debate	Chat Stations	Fishbowl Discussions	Public Meeting
<p>Split the classroom into two sides – agree and disagree</p> <p>Give students different statements</p> <p>Students move to the side they agree with most</p>	<p>Pick students to take on different characters or concepts</p> <p>They make short speeches arguing for why they should not be thrown off the balloon</p> <p>Take questions</p>	<p>Split the classroom into different sections with different questions</p> <p>Students go in groups to discuss the questions and write their reflections down</p>	<p>Create two circles, an inner circle and outer circle</p> <p>Inner circle discuss a question, outer circle listen and take notes</p> <p>Swap sides</p>	<p>Give all students a range of different roles with an overall aim to create a final document</p> <p>Each student contributes different ideas based on their role</p>

Talking Heads

- Particularly good for A Level
- Students have to take on the role of a particular philosopher e.g. Anselm when studying the Ontological Argument
- They draw their character on a balloon
- Conduct a debate where they can only answer as their philosopher character

The teacher's role

- Challenge – don't accept vague statements or ones without reasoning
- 'Say it better...' or 'Speak like a...'
- Be the counter example
- Make suggestions
- Provide new information
- Reinforce good practice
- Summarise & de-brief

RELIGION AND SCIENCE: A PROBLEM OF LANGUAGE?



AQUINAS	PROTESTANT REFORMATION	1648 PEACE OF WESTPHALIA
WARS OF RELIGION/ THIRTY YEARS' WAR	CATHOLIC AND PROTESTANT	VIRTUE

MORAL VIRTUE	SCIENCE	HIS RELIGION
INTELLECTUAL VIRTUE	RELIGION	WHOSE REALM?

HABIT OF MIND	HABIT OF THE WILL
---------------	-------------------

SCIENTIA	RELIGIO	CUIUS REGIO? EIUS RELIGIO
----------	---------	------------------------------

EXTERNAL	POWER
INTERNAL	OPPRESSION

A PROBLEM OF LANGUAGE?

WHAT IS THE PURPOSE OF RELIGIOUS LANGUAGE?

MORAL DISCOURSE

Religious language reflects the speaker's view of the world. It makes sense to the people making the statements. Religious language is like moral language, expressing hopes and principles for leading a good life, but it also draws on the words and stories of the religion. Religious language is not to be judged according to the same criteria of meaningfulness as scientific language. At a lecture given in 1955, Baithwaite stated:

At earlier times in the history of religion God's personal existence has been treated as a scientific hypothesis subjectable to empirical test. Elijah's context with the prophets of Baal was an experiment to test the hypothesis that Jehovah and not Baal controlled the physical world. But most educated believers at the present time do not think of God as being detectable in this sort of way, and hence do not think of theological propositions as explanations of facts in the world of nature in the same way in which established scientific hypotheses are.

Source: Baithwaite, R.D. (1955), An Empiricist's View of the Nature of Religious Belief, The Rt. Arthur Stanley Farrington Memorial Lecture, Cambridge University Press.

SYMBOLIC DISCOURSE

Tillich states that faith is not 'an act of knowledge that has a low degree of evidence'. Religious language is not the same as scientific language. Religious language is symbolic because the reality it attempts to articulate is beyond our understanding. Religious stories are 'symbols of faith' rather than literally true. Tillich gives an example of this symbolic discourse in the Deuteronomistic commandment to 'love the Lord your God with all your heart, and with all your soul, and with all your might' (Deuteronomy 6:5). This is not just a rule or order. Instead, it reflects the 'ultimate concern' of Judaism and Christianity – 'the universal God, the God of the universe'. The language of the Bible symbolises the deeper, entirely profound truth of God, and a desire of 'total surrender' to this being.

Source: Tillich, P. (1957, 2nd edn 2001), The Dynamics of Faith, Harper Collins Publishers.

A TYPE OF LANGUAGE AMONG MANY

In his book *Philosophical Investigations* Wittgenstein suggests that philosophical debates and disagreements stem from a 'primitive' view of language. He begins this volume by translating, from the Latin, Augustine's fourth-century presentation of language, before dismantling this view:

'the individual words in language name objects – sentences are combinations of such names – in this picture of language we find the roots of the following idea: Every word has a meaning. The meaning is correlated with the word. It is the object for which the word stands.'

Wittgenstein argues that there is rarely one meaning of language, but that words instead take on different meanings when used in certain contexts and in certain ways. It is not the meaning that is important, even, it is how the word is used and what the speaker intends to communicate that is interesting. The meanings of words are not given by the words themselves but how we use them.

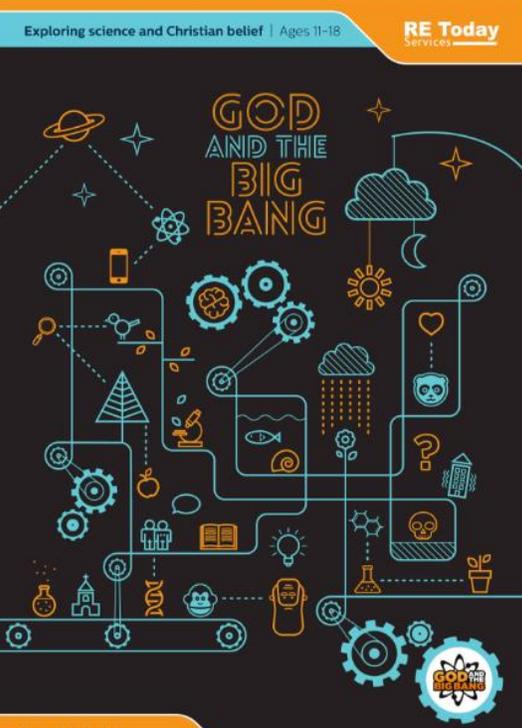
Source: Wittgenstein, L. (Hacker, P.M.S. (ed) and Schulte, J. (ed) (2004), Wittgenstein's Philosophical Investigations, Wiley Blackwell.



KS5

Exploring science and Christian belief | Ages 11-18
RE Today Services

GOD AND THE BIG BANG



Kate Christopher

RE Today God and the Big Bang

- As RE is often discussion based, it can be the ideal opportunity to develop and embed GREAT oracy.

Research review series: religious education 2021 Ofsted

In religious education (RE), pupils enter into a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world. RE in primary and secondary schools enables pupils to take their place within a diverse multi-religious and multi-secular society. At its best, it is intellectually challenging and personally enriching. It affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.



What strategies do you currently use for better dialogue and debate in RE?

What do you find works best with your pupils?

Get set for success

in WJEC Eduqas GCSE (9–1) Religious Studies Route A

In your exams you must demonstrate your ability to:

DEFINE

the a. questions
2 marks

This question is asking you to **define** one of the **key concepts** and add an **example** to show that you really understand what the word means.

DESCRIBE

the b. questions
5 marks

For these questions, you will need to **describe** an event, belief, teaching, attitude or practice. Remember to include **good religious language** and **sources of wisdom and authority** in your description. You should also consider how believers are **affected** or **influenced**.

Top Tip

Supporting your answers with relevant sources of wisdom or sacred texts will help to improve your marks. You don't need to remember the exact words or references, but state in your own words what these sources say and how believers interpret them.

EXPLAIN

the c. questions
8 marks

This time the question is asking you to **explain** an event, belief, teaching, attitude or practice. 'Explain' questions require you to provide a detailed explanation of not just 'what' but also 'why'. Using the word 'because' is a good way to do this.

Again, you must include **good religious language** and **sources of wisdom and authority** in your answer and show understanding of how beliefs **affect** and **influence** individuals, communities and societies.

! Don't Forget

In the Component 1 (Philosophical & Ethical Issues) c. questions you must remember to explain the views of **two different religions or religious traditions**. Don't include non-religious beliefs here.

DISCUSS

the d. questions
15 marks

These questions ask you to **discuss** the given statement. Read the statement carefully, **analyse** it and consider it from **more than one viewpoint**. You need to **evaluate** how true or valid the statement is according to different viewpoints and then reach a **judgement** on how true or valid it is.

You must use **good religious language** and **sources of wisdom and authority** in your answer and consider how beliefs **affect** and **influence** individuals, communities and societies.

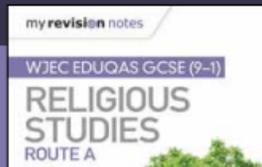
! Don't Forget

Remember to include the views of **non-religious believers** in the 'Life and Death' d. question.

Top Tip

You can pick up extra marks for spelling, punctuation and grammar in the first d. questions of Components 1 and 2, so try to use your **best written English** when answering these questions.

Find out more about
the assessment
requirements
overleaf



Master the content and perfect your exam technique
with *My Revision Notes* from Hodder Education

Reflection:

- Which 1-2 ideas do you feel you can use over the next 1-2 weeks?
- Which 1-2 ideas do you feel you can use by the end of this term ?
- Which 1-2 ideas do you feel you can use by the end of this year?
- What ideas might you share with your leadership team and staff and how will you encourage/support them to implement it?

They work with schools worldwide to build an education that shapes knowledge, understanding and skills. They aim to work with educators to give learners the confidence they need to thrive and make a positive impact in a changing world.

<https://www.cambridge-community.org.uk/professional-development/gswor/>



Voice 21 is the UK's oracy education charity. They work with schools to transform the learning and life chances of young people through talk. They campaign for oracy to have a higher status in the education system.

<https://voice21.org/>



<https://debatemate.org/>



<https://noisyclassroom.com/oracy-activities/>



<https://www.esu.org/resources/>



Focus week: Oracy in RE: Do we need to talk more?

With the release of the Oracy Commission report, 'We need to talk' earlier this academic year it seemed fitting to devote our next focus week to exploring the place of oracy in RE/RVE/RME. The Oracy Commission report is clear that there should not be a generic approach to oracy and says;

'...attentive to their subject's purposes, (teachers) explain things, provide resources and set tasks which foster practice in the subject's discourse, whether that is correct use of a disciplinary vocabulary, encounter with a rich subject specific text or an opportunity to solve a problem in a distinctive disciplinary way. All this fosters disciplinary oracy—a richly informed discourse that is attentive to a subject's purposes.¹

In this Culham St Gabriel's focus week we are going to explore the place of oracy in RE/RVE/RME.

- What are the disciplinary particularities of oracy in our subject?
- How can we use oracy to encourage pupils to engage with different and similar worldviews, to share what they have understood and what they think?

On Wednesday 12th March 4.30- 5.30 we will hold a free online In Conversation event 'Oracy in RE: Do we need to talk more?'

Register [here](#).

<https://www.reonline.org.uk/focus-week-oracy-in-re-do-we-need-to-talk-more/>

Free RE Today articles

- *‘Point of Information!’ Using oracy and debate to improve written answers in RE.* Azaan Akbar RE Today Spring 2025 Vol 42. No.2
- *6 tips for making the most of philosophical discussion in RE.* Angela Hill RE Today Autumn 2023 Vol 41. No.1
- More articles available for NATRE members at:
<https://retodaymagazine.online/>

Further reading

- **The power of habits of discussion** by Darren Leslie [14 December 2022](https://hwrkmagazine.co.uk/the-power-of-habits-of-discussion/)
<https://hwrkmagazine.co.uk/the-power-of-habits-of-discussion/>
- **It's good to talk: oracy in the classroom** by Gemma Papworth [30 November 2020](https://hwrkmagazine.co.uk/why-its-good-to-talk/)
<https://hwrkmagazine.co.uk/why-its-good-to-talk/>
- **Why Oracy matters**-A report commissioned by the English-Speaking Union (Autumn 2023)
<https://www.esu.org/news-and-views/why-oracy-matters/#:~:text=The%20report%20concludes%20that%20oracy,through%20to%20post%2Dcompulsory%20education>
- **Promoting thinking out loud through questioning** [Hanna Beech](https://my.chartered.college/impact_article/promoting-thinking-out-loud-through-questioning/)
https://my.chartered.college/impact_article/promoting-thinking-out-loud-through-questioning/
- **Conversational RE: a hermeneutical approach** A Luby. RE Today **Summer 2020** Volume 37, Number 3
- **Dialogic RE: Oracy for the 21st century**-[Antony Luby May 22, 2018](https://my.chartered.college/impact_article/dialogic-re-oracy-for-the-21st-century/) Impact magazine
https://my.chartered.college/impact_article/dialogic-re-oracy-for-the-21st-century/
- **Principles and procedures for classroom dialogue** Mik Castelli. In We need to talk about Religious Education ed M Castelli, M Chater (2018)
- More articles available for NATRE members at: <https://retodaymagazine.online/>

Competitions

SPIRITED ARTS COMPETITION 2025



Get creative through this cross-curricular competition!

Join hundreds of schools worldwide participating in this year's Spirited Arts competition! We welcome entries in (almost!) any art form your pupils can think of, including:

- Art (painting, drawing, sketching, etc)
- Poetry
- Photography
- Dance
- Music
- Drama
- Sculpture

You can only send 10 of your best entries across the whole school!

[natre/projects/spirited-arts/](https://www.bretoday.com/natre/projects/spirited-arts/)

Useful resources



Hubs



Find your hub location

Calendar



Courses and events

Local groups



Find local groups

Places of interest



Find places of interest

<https://www.re-hubs.uk/>

School speakers



Find school speakers

Resourcing RE



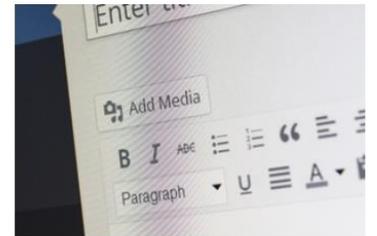
Access resources

News & blogs



Read latest news & blogs

Get involved



Register to be featured

<https://www.natre.org.uk/courses-events/SubjectKnowledgeWebinars22-23/>

SECONDARY WEBINARS

(Aimed at Key Stage 3 only)

LEVEL	TRAINER	SUBJECT FOCUS
SECONDARY	Angela Hill	<u>Hindu Dharma</u>
SECONDARY	Stephen Pett	<u>Judaism</u>
SECONDARY	Lat Blaylock	<u>Sikhi</u>
SECONDARY	Stephen Pett	<u>Buddhism</u>
SECONDARY	Adam Robertson	<u>Islam</u>
SECONDARY	Lat Blaylock	<u>Christianity</u>
SECONDARY	Stephen Pett	<u>Non-religious worldviews</u>

Price : £45.00

Duration: approx. 1.5 hours

<https://www.natre.org.uk/membership/early-careers-teachers/ect-free-monthly-webinar/>

Empower Your Teaching: Join our New2RE monthly webinars

Missed one of New2RE ECT webinars? Don't worry! You can access the recorded sessions right here and catch up on valuable insights and resources to enhance your teaching skills.

Creative RE
Focus on Buddhism
Focus on Non-religious worldviews
Focus on Christianity
Focus on Hindu Dharma
Focus on Judaism
Focus on Sikhi
Multidisciplinary RE
Focus on Hindu Dharma
Progressive teaching about Islam and Muslims
Subject knowledge Humanism
Exploring Buddhist worldviews
Teaching Sikh worldviews
Subject knowledge Islam



10 March 2025	Deborah Weston plus guests	Café NATRE – Subject knowledge Judaism
14 April 2025	Lat Blaylock	Creativity in Religious Education
12 May 2025	Stephen Pett	Taught session: Focus on Religion and Worldviews
9 June 2025	Lat Blaylock	Taught session: Focus on Sikhi
14 July 2025	Deborah Weston plus guests	Café NATRE: Subject knowledge Christianity

<https://www.natre.org.uk/membership/early-careers-teachers/ect-free-monthly-webinar/>

Upcoming courses

The RE Update: a day course for every secondary RE teacher (March 2025)

19/03/2025 9:30 AM-3:45 PM

Introducing a Religion and Worldviews approach (May '25)

07/05/2025 1.30 PM - 4.30 PM

<https://www.natre.org.uk/courses-events/upcoming-courses-events/>



RE Today Learning Zone, your go-to, self-study eLearning platform for enriching your teaching resources and professional development opportunities.



FREE UC slimline folder: Includes the Big Frieze with a booklet of 100+ resources!*

**Whilst stocks last*

Sign up today:
learningzone.retoday.org.uk



**RE Today
Learning Zone**

RE Today CPD - How did we do?



- **Your feedback is essential in shaping our courses to ensure they meet your expectations and requirements.**
- By sharing your feedback, you help teachers select the most effective and high-quality courses for teaching Religious Education.