



Independent Learning Guidance for Parents

Department: Religious Education

Year Groups: 7-9

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Why is independent learning in Religious Education important?

- Independent work can be set to extend knowledge, consolidate knowledge or provide the basis for future in class learning
- It is important to develop the independent learning of young people and to develop resourcefulness, resilience learning as well as growing accustomed to working toward a deadline.

How will independent learning be set?

- Independent work will be set in class.
- Students will be expected to copy down the set work and the due date into their planners.
- In accordance with school policy independent work will be posted on the Independent Learning Room on Fronter

Frequency

- Independent work will usually be set once a fortnight, but this may vary as it will only be set when appropriate and effective
- Tasks should usually take between 20- 30 minutes to complete
- Sometimes longer tasks will be set but a longer time period will be allowed for completion

Homework will usually

- utilise the resources/notes provided in lesson (either on a sheet or in the pupils' books)
- require the use of the Virtual Learning Environment (Fronter)
- expect the pupil to engage in current affairs to link the module of study to real life events
- require independent thought and reflection
- develop empathy, understanding and evaluative skills.

What expectations do staff have of the work being completed?

- Independent work should be completed on time, without fail
- If a serious problem arises which means work is not completed, a note from parents should be submitted
- It should be completed to the best of the pupil's ability
- It should be attempted on the night that it is set so help/clarification can be sought if needed before the due date.
- In a research task plagiarism is unacceptable.
- Help from parents may be sought but the task should be completed by the pupil in order to gauge a realistic picture of the pupil's level and ability.

What help and support is available?

- The teacher will be available to help with the task during lunchtimes if requested and if they are free.
- Extra resources for each module are found on Fronter
- There are a number of useful textbooks in the school library and in the RE department that pupils can borrow (RE department books can only be borrowed during lunchtimes). This encourages independence and resourcefulness
- The ICT rooms are available during lunchtime in order for pupils to complete ICT based homework if they do not have this facility at home.
- Homework Club runs during lunchtimes in the Learning Support Room where Teaching Assistants can help with any independent work.

What work can be completed in addition to the set tasks?

- Key spellings for the subject can be learnt. These can be found at the beginning of the pupils' book but also on each module sheet for each topic (glued into pupil's workbooks). A list of key spellings is also on Fronter. Alternatively pupils could be independent and test themselves on key spellings they know they are weak on (e.g. religious, belief)
- Watching the news is invaluable. In order to progress in Religious Education throughout the Key Stage pupils should connect real life experiences to topics covered. This is one way to develop skills needed for higher achievement
- Talking /debating with peers and parents about what is covered in lessons is also invaluable as this will help consolidate knowledge in their mind, broaden their horizons and also develop their debating and evaluative skills which is essential.
- Extra tasks / resources / information about each of the topics covered are on Fronter
- In some cases extra reading will be provided toward the beginning of topic. Although, in some cases, no specific task will be set associated with this, the knowledge acquired will provide the pupil with a greater holistic knowledge and depth of knowledge. In other cases a separate task will be set. Alternatively pupils may complete a 'free' independent piece of work on the information

Information on the resources found on Fronter

- Fronter is the school's Virtual Learning Environment.
- A password and username are required to access this. Pupils have one each.
- The Religious Education Department Fronter room is organised into year groups and then into the topics covered by each year. Pupils should click on the relevant year and module.
- Examples of the types of resources found on Fronter are:
 - PowerPoint presentations from class
 - PowerPoint presentations that include extra information
 - Links to relevant websites with information on the topics studied.
 - Worksheets
 - Pupils should only attempt work that is labelled as 'extension' or 'optional' as completing other work may overlap with class work

Overview of the modules completed in each year (please be aware that these are subject to change order of completion within the year but may also be moved to different years (and modified accordingly))

Year 7

1. Is there a God, what and why do we believe?
2. Where did the universe come from?
3. Was Jesus God incarnate?
4. Are the teachings of the Guru's relevant today?
5. The environment

Year 8

1. Are the teachings of Buddha relevant today?
2. Are the teachings of Jesus relevant today?
3. How do humans express their spirituality?
4. Death is it the end?
5. How do religious beliefs motivate the actions of....?
6. Is it ever right to fight?

Year 9

1. Good bad right and wrong, how do I decide?
2. Whose body is it anyway?
3. Why is there poverty?
4. Faiths in Britain today
5. Why is there suffering?
6. Philosophical questioning (sometimes not undertaken)