

## Introduction

Bromley SACRE (Standing Advisory Council for Religious Education) have devised this support paper to help ensure guest speakers or visits to schools by Faith Group Representatives can best enhance the learning of pupils in Religious Education (RE).

The suggestions included have been informed by Ofsted expectations, past experience and guidance regarding best practice to support teachers in embedding the learning experience as part of the curriculum, enabling pupils to 'learn and remember' more.

### Before:

Teacher	Speaker
<ul style="list-style-type: none"> <li>Identify from Unit Plans/the curriculum where the input of a guest speaker would most enhance pupils' learning or understanding within the sequence of teaching. It is most effective if the experience is <b>linked to specific learning</b> outcomes, and when pupils can immediately connect it with their current learning.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ Year 1b: asking speakers to discuss how they celebrate Shabbat or perform Puja</li> <li>✓ Year 2a: asking speakers to discuss the religious or symbolic clothing they wear</li> </ul>	<ul style="list-style-type: none"> <li><b>Familiarise</b> yourself with the school you will be visiting. This might include being aware of the schools' expectations, ethos or aims, and clear about times of the school day and any policies regarding for your arrival.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ You may wish to have a look at the school website or phone the office to find out about accessibility, or if identification will be required when you arrive</li> </ul>
<ul style="list-style-type: none"> <li>Clarify <b>Learning outcomes</b> with pupils as 'I can statements' with pupils. These should be in line with the learning intention in your curriculum/Unit Plans, and pitched at the correct age-expected skills outcomes, using the Skills Spectrum.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ I can identify or link the actions/symbols with key beliefs; I can also see how these are similar and different to other examples; I can even suggest how these actions/symbols/beliefs may affect the believers</li> </ul>	<ul style="list-style-type: none"> <li>Clarify the teachers' intended <b>Learning outcomes</b> for your visit to help ensure you prepare materials/include in your talk/presentation only that which connects to pupils' current learning.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ You may wish the school/teacher to send you any pupil questions in advance, or to confirm what it is they are hoping their pupils will be learning from your visit.</li> </ul>
<ul style="list-style-type: none"> <li>Consider and prepare in advance how <i>your pupils</i> will be <b>recording</b> to remember what they learn in the session to meet the learning outcomes/'I can statements' (from above).</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• Will they be taking pictures? Writing notes? Will there be a worksheet for them to complete during the session?</li> <li>✓ You may wish to share/show these resources to the speaker (perhaps in advance) so they can adapt their session to accommodate</li> </ul>	<ul style="list-style-type: none"> <li>Agree and confirm with the school/teacher how the session will run and the format and layout. The school/class may have a particular set up for pupil seating.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ Will the pupils be sitting in rows? In groups? Asking their own questions? Taking notes?</li> <li>✓ You may want to see if there are particular worksheets the teachers want to use as part of the session.</li> </ul>

Teacher	Speaker
<ul style="list-style-type: none"> <li>• <b>Prepare pupils</b> for the visiting speaker, making sure they are able to make connections with their current learning.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ Children could <b>predict</b> what symbols, artefacts and actions or vocabulary they might expect to see/hear.</li> <li>✓ Children could prepare any <b>questions</b> they may wish to ask/find out which relate to the 'I can statements' above.</li> </ul>	<ul style="list-style-type: none"> <li>• Help the teachers/school to <b>prepare for your visit</b>. Make them aware of what you will be bringing/showing/discussing with the pupils, and of any resources you may need (e.g. a screen for PowerPoint slides).</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ You could email them any materials, resources or materials you would like to share with pupils in advance</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Inform parents</b> and reiterate that this is part of an <i>academic</i> experience, and that pupils will not be asked to take part in any activities that may impose or conflict with pupils' own beliefs/values.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ Refer to your schools' policy regarding intent</li> <li>✓ Check that the speaker is aware and respectful of the above, and has not planned to include any activities which may contradict this</li> </ul>	<ul style="list-style-type: none"> <li>• Remember that this is an <b>academic</b> experience: for pupils to learn what you believe, value and do. Make sure your presentation is focused <i>only</i> to support the learning outcomes of the school. You are not there to speak on the behalf of all those in your (religious) group, only as one example.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ Be careful to use terms such as 'I believe/think' or 'I should/could', emphasising your perspective only, rather than risk pupils misinterpreting your words as guidance for what 'people/they' should or what '<b>all</b>' people of your faith/religion do or believe</li> <li>✓ Do not include/invite pupils to engage (beyond observing) in an activity that could be perceived as worship</li> <li>✓ Do not discuss/engage with pupils individually outside/beyond the session</li> </ul>

During:

Teacher	Speaker
<ul style="list-style-type: none"> <li>• Be prepared for using the session as an opportunity for you to not only promote RE learning in your school, but also to develop some further <b>resources</b> to use in future lessons. Confirm if parents have signed a school agreement giving permission and check with the speaker.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ You can take photos of the session and of any artefacts/items used in it</li> <li>✓ You may even be able to record the session to share the video with other groups</li> <li>✓ Completed pupil worksheets could be kept and adapted for activities for future pupils (e.g. pupils could 'complete and correct').</li> </ul>	<ul style="list-style-type: none"> <li>• Confirm with the school whether you <b>grant permission</b> for them to record or photograph the session. Recognise that you may not be permitted access to these as the materials may only be allowed to be shared in the school (data protection).</li> <li>• This could also be an opportunity for you to gently find out more about how else the school teaches RE. However, it is <u>not</u> the purpose of your visit, and we do not want to interrogate the teachers/school.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ Keep an eye out for displays as you walk around the school</li> <li>✓ Have a glimpse through pupils books (with the teachers' permission), or have an amicable conversation with the teacher/Subject Lead.</li> </ul>

After:

Teacher	Speaker
<ul style="list-style-type: none"> <li>• Plan ahead to ensure that the learning from the session is revisited/recapped in a following lesson. This will help them to <b>remember</b> more of what they learn.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ Look through the list of questions collated from before the visit, and see which of these have been answered, and use books/ICT to research any remaining questions</li> <li>✓ Use any pictures/images or key words from the session to recall what was said/learnt</li> <li>✓ Complete/refine any worksheets used in the session or use these as reference to complete a further activity which consolidates or extends their learning (see below). This will also help you gauge the impact and check the learning of the session.</li> </ul>	<ul style="list-style-type: none"> <li>• You may wish to use the experience to enhance your materials/preparations for future visits to this or other schools. This could also extend to other SACRE members.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ Were there key questions pupils asked that may be relevant for other religions you may wish to share for members conducting their own visits?</li> <li>✓ Was there any feedback that could support others in conducting planning or delivering sessions/visits to schools?</li> <li>✓ Are there any resources that you/the school used that could be shared/forwarded to the RE Advisor to support other schools?</li> </ul>
<ul style="list-style-type: none"> <li>• Of course you will be thanking your speaker after the visit. This could be done to include your pupils in such a way that may further support their learning whilst helping you to also <b>monitor</b> and promote it.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ They could write thank you notes to the speaker which includes some key learning they gained from the session. These could be marked and/or displayed.</li> <li>✓ Samples/sections of these could be forwarded to the RE Advisor along with any further comments/feedback, to be shared with the Borough teachers' network and/or as part of moderation</li> </ul>	<ul style="list-style-type: none"> <li>• In previous years where SACRE visits were more routine, a questionnaire was provided. However, as observation and reporting are not the key priorities or purposes of your visit, there is no obligation or expectation for these to be completed. You may wish, though, to share your experiences with others in an informal manner.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>✓ You could speak to the RE Advisor, as comments may be useful for those in the Borough teachers' network</li> <li>✓ Alert the Clerk if a visit has taken place and you wish to share thoughts/comments/feedback with SACRE</li> </ul>