

Enquiry based learning – Pupils undertaking independent research

In this section we will introduce you to ways of supporting pupils to conduct independent research. The following advice is designed to support you in making best use of the contents of the Learning Unit in **Phases 1 to 4 RE Pupil Independent Research**.

Through the Interfaith Explorers Ci, Sul and Rul, you will be introducing your pupils to the skills of being a researcher in phase one. Pupil independent research will then continue through phases 2 to 4, culminating in phase 5 with the end product where pupils present their learning to each other, their parents, governors and the community and collate a selection of pieces for entry to the competition.

If pupils have not undertaken much independent research in the past, you may wish to explore with them what it means to be a researcher and how you will be providing them with a structure to support them carrying out their research. You will also need to make decisions about how best to organise this activity based on the experience, prior knowledge and background of pupils.

In **Pupil Resources** there are a selection of short video clips of people of different ages and gender from each faith saying a little bit about themselves and their religion. Teachers could use these clips to stimulate discussion and to help prompt pupils' curiosity.

Forming good questions is the basis of successful enquiry. Guidance upon this can be found in the Teacher Information and Guidance – **Forming Questions** and more detailed text in the Classroom and Teaching resources

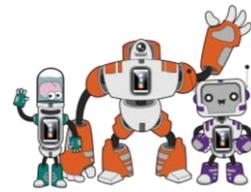
With your pupils you will need to think about how best to organise their research and outcomes in order to ensure a good cross section of material for their exhibition, presentation and the competition.

One possibility is that the class could be divided into three consisting of pupils of similar ability. Then pupils could be grouped differently within these larger parts for each of the next three phases but coming together for the last phase in order to put on an exhibition, presentation and the competition. The class could use a wall display 'Project Plan- Pupils' Responsibilities' to demonstrate coverage of **The Challenge**.

It is important to ascertain with your pupils what they already know about the three religions.

There are three versions of the **Pupils Undertaking Independent Research** structure.

The simplified display version of the **Enquiry Based Learning** structure to guide pupils' independent research can be found in **Classroom and Teaching Resources**. You may wish to use this for display as a visual prompt for pupils to follow independently.



A more detailed version of the flow diagram for your information and generic use can be found in the same place. You may find it useful to look at this in more detail in the classroom and teaching resources

This final version supports the introductory lesson which is explained in phase one session three in the Learning Unit. There are in this version suggestions for timings in order to ensure a pacey, focused session.

When pupils begin to research their chosen areas it is important that you support them with the timing necessary in order to meet the deadlines.

The **cycle of review, plan, do, review...** is vital, and needs to be frequently visited throughout phases 2 to 4 not just at the review stage in the research structure. Initially teachers will need to lead this way of working but pupils should be encouraged to adopt this method to structure any research session – using it at the start, during the session as well as at the end.