

Planning a Whole Learning Experience

The Learning Unit has a themed cross curricula approach. In this case Religious Education, is the focus subject, and the foundation subjects PSHCE; Art and Design; Geography; History; Music; Design and Technology and ICT are aligned to the National Curriculum 2014 and there are suggested links for literacy and maths. We recommend you read the whole of the learning Unit in order to familiarise yourself with its contents and the intended learning.

We also suggest that teachers discuss with senior staff and agree the school's approach to any issues that may arise related to your school context prior to the use of the Learning Resource. There is some guidance for schools in the Teacher Information and Guidance - **Dealing with Difficult Issues**

There is enough teaching material available in the learning Unit for half a term (where there are 3 terms in a school year) The Learning Unit is divided into 5 phases which each could last a week or longer. You could adapt the phasing to suit the time you have available depending on the decisions you make about any other discrete teaching, such as Maths; PE; Modern Foreign Languages etc. There are activities with identified Literacy links which we hope you will be able to incorporate into your literacy programme.

When starting to plan from this Learning Unit it may be helpful to follow the process described next.

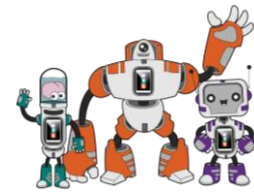
Be realistic about time. We suggest you block out any discrete teaching and learning times on a blank timetable to ascertain how much time you have for delivering this Learning Unit. Only plan for the time you have

As you know visual learning is really important, so we suggest you allocate space for a learning wall in your classroom that could include the following:

- The Interfaith Explorers and their top tips
- The challenge letter;
- key vocabulary, such as words that you and your pupils identify for further discussion and future use;
- space for pupil questions and suggestions;
- I can statements and related key vocabulary;
- Pupil Research structure;
- and an overview of pupil research areas.

In all of our Learning Units we encourage you to decide on an end product that demonstrates the culmination of pupils' learning and a possible starting point in order to create a complete learning experience for pupils.

In this instance there are available **several levels of end product**. Most importantly, your pupils should present their learning in the form of a presentation or perhaps an exhibition so they **learn from each other** in order to gain the widest possible knowledge and understanding of the subject. This audience could then be extended to include **parents and governors and members of the community**. In addition there is an **annual National**



Competition which schools can enter. The details of which can be found on the Homepage of the website. We strongly suggest that you set the dates for these events and entry to the competition well ahead of time to ensure you complete the activities you have planned.

The context and **starting point** of the Learning Unit is a real life request by letter and video clip to year 5 and 6 pupils from Professor Khalili setting them a challenge. A starting point is always going to include reviewing with the pupils their prior learning – what do we already know about Judaism, Christianity and Islam?

We have provided you with a structured Learning Unit and some pupil resources. In addition to these and your own school's reference books/ artefacts/ resources, we suggest you explore any community links / visits/ visitors, parental involvement that may enhance and enrich your pupils' learning experience in a meaningful way.

We have included a selection of **generic learning and teaching strategies** in The Classroom and Teaching resources which we suggest you visit and actively plan to use when carrying out the activities.

The **personal and social skills** we have identified have already been included in the suggested implementation plan. It would be a really good idea to familiarise yourself with these and how you will go about ensuring they are an integral part of your day to day teaching and learning.

Teachers tell us that annotating and adjusting the suggested implementation plan to provide themselves with a working document which informs their weekly planning is an effective and efficient way to plan learning and keep things on schedule in order to meet your chosen end product deadline.