Parent Governor visit to Owl Class

Religious Education Lesson Observation

21/06/23

The children returned from lunch and came into the classroom to a relaxed atmosphere with calm music playing. Once settled in their seats Miss O’Brien addressed the children individually and asked them how they were feeling. This was carried out using Zones of Regulation, which all the children were very familiar with. In turn, the children confidently engaged in this activity and were able to communicate clearly how they were feeling and why they were feeling this way. Following on from the Zones of Regulation Miss O’Brien then directed the children’s attention to the class visual timetable. Using widget symbols, the visual timetable equipped the children with the information that they required to know about the afternoon’s routine and lessons.

At the beginning of the RE lesson the children are given time to look through their books and recap on what they had learnt in RE so far this year. Lots of peer discussion took place around this nostalgic trip down memory lane. Miss O’Brien then gave the children the opportunity to share with the class what their favourite aspect had been so far in RE. There was a very clear sense of pride shared by all the children in what they had achieved and learnt so far in this subject.

The lesson then moved on to talk about Humanism and what individual viewpoints were on this subject. Questions were posed by Miss O’Brien as a way of introducing this aspect of RE. Questions included:

* What do you believe in?
* What groups do you belong to?
* What rules do you follow?
* How do you make decisions?

green heart clipart 10 free Cliparts | Download images on Clipground 2022Each question was introduced individually before allowing the children time to discuss each one in turn with their talking partner. The question was then opened up to the class to allow the children the opportunity to share their thoughts and ideas if they wished. Among my favourite responses were “I believe in unicorns” and “I believe in Santa” (Me to ).

The lesson then moved on to discuss “were do our views come from?” Initially responses were given with a thumbs up, thumbs down or thumb to the side to indicate if individuals agreed, disagreed or were unsure. These questions also provoked some very interesting responses and ideas, which were a joy to listen to.

After lots of discussion the children were set an individual task. This required the children to cut out an image of a heart that was made up of jigsaw pieces. The children then filled in the jigsaw pieces with what they believed influenced them as individuals and personalise their work with drawings. This activity was differentiated to meet individual needs. Some children used a prompt sheet which contained a table of suggestions, others came up with their own ideas without any support, while some children worked with a teaching assistant who wrote down the child’s ideas for them on a wipe board to enable them to then copy it on to their sheet. Once individuals had completed their task, they were then given the opportunity to walk around the class and share their work with peers.

The lesson was then brought to a close with a lovely reflection activity that involved a short video. The video was focused on how our views can impact on how we treat others and how we make discussions.

Thank you once again for a lovely afternoon.

Michelle Blakemoore-Irving