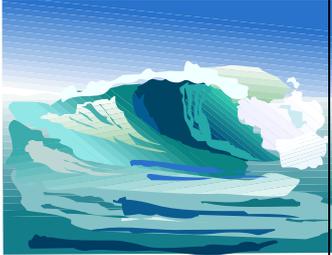
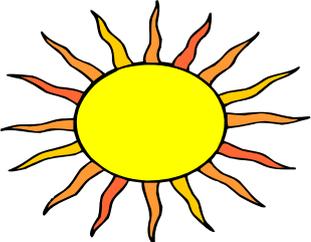
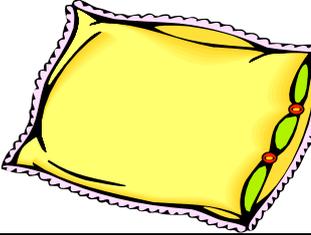
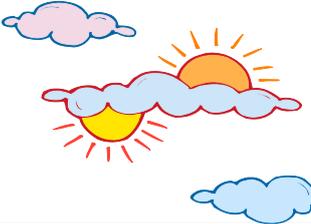
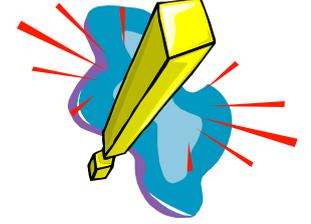


Ten Ways to Grow the Reflective Dimensions of your RE

The language of inspection is about 'spiritual development' but communities of faith prefer to talk about spiritual growth. Here are ten simple, flexible ideas for building more reflection into some popular RE topics for 5-14 year olds. Would the RE in your school help children to grow in their own hearts and minds if you injected a few of these, or similar ideas, into the lessons this term? In each case, take the image, and give the pupils a reflective activity to do with the image. Good display often results from this, but the main point is good, deep thinking. Of course, teachers will need to set learning objectives that are clear about the purposes of AT2 RE or the personal search for meaning.

What's the image?	What themes and ideas does this image connect to?	How could you get pupils to use the image for their own reflections and personal growth?
Feet 	Walking Keeping going Steadiness Journey of life Steps towards...	What steps will you take? In Hindu marriage, bride and groom take seven steps for a good partnership. Write your seven steps to a good marriage on the feet shapes. Moses removed his shoes before the burning bush of the Almighty. Write your ways of recognising what's holy on the bare foot shapes. Nelson Mandela said "there is no easy walk to freedom". Then he walked to freedom. It took three decades. Write your 'route to freedom' on the stepping feet. Can pupils apply the idea of journeying to marriage with reference to religious teaching? That's level 4 work in RE.
Candles 	Standing alone Good defeating evil Hope against despair Illumination	Does it help to light a candle? Amnesty International stories use the 'candle and barbed wire': it's an almost iconic image. Give pupils an image of a candle with a large space for the flame, and ask them to fill the flames with images of resistance to evil or ideas about how we combat despair, or with the names of those for whom they pray, or to whom they wish compassion. They might use flaming colours for the writing. Collect the written flames, share the ideas and make a 'bonfire of vanities' (well, a display of one). Can pupils suggest a religious meaning for candlelight? That's an achievement at level 2 in RE
Waves 	The sea of faith Time and tide Excitement Cycles that ebb and flow Tsunami	What do we do when the waves crash over us? In the Jewish Psalms, suffering is described like this: "All God's waves and billows have overwhelmed me." Give pupils some wave outlines to respond to a disaster in the news, and send a compassionate thought to those who suffer. It is said that "the lowest ebb is the turn of the tide" Consider whether our worst sufferings do come to an end. Is there hope beyond pain? Look at the story of Job. Can pupils explain ideas about suffering from religions they have studied? Level 5 there.
A mobile phone 	Messengers and messages Angels or Prophets Prayer Communication	What would a prophet say today? For Jews, Christians and Muslims, the place of a prophet is as an awkward messenger, telling us what we may not want to hear. Share the idea with pupils, and give them a mobile phone illustration. Ask them, to create 5 prophetic messages to the human race for today. You might give them 5 topics, or 5 starting phrases: what would a prophet say about kindness to animals, grudges, the spoilt Earth, lack of love or about divorce? This gives a chance to express visions of life in a reflective and interesting way. What do the pupils think the prophets would say to the human race today? Can pupils show that they understand the concept of prophecy and its impact on a community? That's Level 4 in Wales or England.

<p>The Sun</p> 	<p>Power Heat Life Flaming gas Explosions Beauty</p>	<p>Lit up by the sun? The powerful sun is seen as a rival to God in many traditions – people used to worship the sun, and you can see why. Muslims, Jews and Christians believe that you should worship the creator, not the object created. So is the sun a good symbol for God? Give pupils, a sun outline and ask them to write onto it their most powerful and enlightening ideas, their most illuminating thoughts, the ideas and people who light up the world for them.</p>
<p>Pillows</p> 	<p>Sleep Dreams Rest Relaxation Tranquillity</p>	<p>What makes for peace? Ask pupils to think about the things that make for peace. Religions love to offer rest, pacific peace and the like to their followers through worship. Give pupils pillow outlines, and ask them to note or draw on these all the things that make them calm – from stroking the cat to watching the stars, from prayer to Beethoven, from feeling loved to riverside walks. Call this ‘Spiritual pillows’ as a way of introducing spirituality to learners.</p>
<p>Clouds</p> 	<p>Thoughts Dark clouds – sadness Floating away Heaven Mystery</p>	<p>Do we all need clouds? Give every pupil a cloud shape at the end of any unit for their deepest thoughts about the topics and questions encountered. Or give black and white clouds, asking each pupil to record the sadnesses of a story, and the joys, on each one. After work on wealth and poverty, ask them: what’s the weather like over Sudan and USA? Why? Write about causes of inequality on the clouds.</p>
 <p>Exclamation marks</p>	<p>Shouting Sparky speech Being noticed Noise Vigour</p>	<p>What words need shouting out loud? ‘Thanks’, ‘sorry’ and ‘I love you’ might be examples. In faith stories, who shouts? What would the loudest words in the Divali story be? The story of the Maccabees at Hanukkah? Does Buddhism shout less than other religions? If you could shout one message to the whole world, what would you yell? This could be linked to the book of Revelation in Christian scripture – pupils find this book fascinating, so why don’t we do it in RE?</p>
<p>Window</p> 	<p>Open~ness Vision Escape Looking outwards Light and clarity</p>	<p>What’s in the window? If eyes are the windows of the mind, what do you see when you look in? If you could look in the window of heaven, what would you see there? Imagine looking in the window of Siddhartha’ palace as he prepared to leave. What about the window on the stable at Bethlehem, or into the widow when Gabriel spoke to Mary? Give a window outline to pupils for them to draw their ideas, and maybe write short poems about them.</p>
<p>Doorway</p> 	<p>Possibilities Openness Closing Fresh starts New beginnings The unknown</p>	<p>Who’s going through the door? Stepping across the threshold is a sign of fresh ideas or new life. Use it at the start of the year: where are we going? Questions of destiny: is death a doorway? Studying the liberation of the Hebrews from slavery – the blood on the door saves from the angel of death.</p>

There are dozens more images which can be used for reflection in RE. For example, in this set we haven’t used the obvious ‘growth’ images of roots, shoots, buds, trees, leaves or flowering. But you could! Sit and think some up for yourself. Every week, try one with your pupils. They build skills for pupils through practice, and they encourage the kind of learning that is open to growth. Always interesting.