

AHMAT – RE and Art Week

Why Teach RE

RE is the opportunity to explore a major and distinctive dimension of what it means to be a person: the search for meaning, purpose and value in a wondrous but also often confusing and sometimes threatening world. RE offers pupils the chance to raise and reflect on perennial questions about life. In doing this, it draws on the rich history of the major religious traditions and other worldviews in Britain.

Why Teach Art

Art develops pupils' handling, moving and fine motor control skills. It develops curiosity; teaching pupils to observe the world around them thoroughly and carefully. Art creates opportunities for pupils to explore different materials and develop their own ideas of how to use them effectively. It engages, inspires, and challenges pupils; equipping them with the confidence, knowledge and skills to experiment and invent. Furthermore, pupils produce their own, original creative work, inspired by a range of artists, cultures and the wider world. Pupils explore their ideas and record their experiences.

Intent For the Week:

Using the Spirited Arts competition, we planned this year's theme All God's Creatures. The big question being: 'Do all animals belong to God?' To Develop children's understanding of different world faith's beliefs about animals and how they should be treated.

To showcase learning through:

- RE Writing
- Artwork (animal portraiture)



Theme:

Do animals belong to God?
Are they part of a divine plan?
Do animals have souls?

The beauty and sheer awesomeness of non-human animals with whom we share planet Earth is celebrated in many of the world's religions. Some worldviews see all living beings as interconnected, yet others emphasise the separateness and superiority of humans over other animals.

Animals play a huge part in all our lives, whether we realise it or not. How humans interact with other animals and the natural world impacts on all living beings and the planet.

This theme invites exploration of ideas and beliefs about non-human animals. Children will show originality and flare coming from deep consideration of the issues. Learners should engage thoughtfully with scripture, philosophy, and scientific enquiry to write an inspiring passage to accompany stunning images.

Visitors:

Richard Best, a local vet visited KS1 across the trust with his pet corgi to talk about what makes his favourite animal unique. Richard talked about how he takes care of his animals.

In addition, at Knowl Hill, Uzman Qureishi visited during collective worship and talked about how Muslims feel about animals and answered lots of questions from the children. At White Waltham, Shahnaz Din, visited to talk with the children about how Muslims feel about animals. She delivered an interesting presentation and answered questions from the children.





Overview of RE Activities:

EYFS	KS1	LKS2	UKS2
Children listened to the story of Noah's Ark learning how God loved the animals because he wanted to save them. They created puppets of their favourite animals. Wrote a class poem thanking God for the animals and for helping us take care of them.	Children had a visit from Richard Best, a local vet, who talked to them about caring for animals. They listened to the story of Noah's Ark from Christianity, Rebekah and the Camel from Judaism and Siddhartha and the Swan from Sikhism. The children then explored the uniqueness of God's animal creations with activities such as moving like different animals. They then thought of their favourite animal and made it out of clay. Finally, they came up with ideas for how a Christian would care for their animal.	Children listened to and compared Creation stories from Christianity, Hinduism and Islam. They looked at a painting, 'The Peaceable Kingdom' by Edward Hicks. Linking it to Isaiah Chapter 11 "The wolf and the lamb will live together; the leopard will lie down with the baby goat. The calf and the yearling will be safe with the lion, and a little child will lead them all." They considered the message Isaiah was portraying and what sort of world that would be. The children also listened to other stories from Islam; The Prophet and the Ants and The Crying Camel. They learned how Muslims believe that all animals are just as important as each other and should be cared for by humans. In Hinduism, the children researched why some animals are considered sacred and wrote down their findings along with pictures. Finally, they researched the plight of elephants and together they created a new Animal Rights Bill, highlighting what humans Need to do to care for the animals around the world, linking it back to the scriptures and religious texts they learned about this week.	To begin the children looked at different scriptures from Christianity. Some thought about the words that stood out for them and created a scripture journal by drawing a picture over the scripture depicting what they felt it meant. In Hinduism, they learned about their belief in reincarnation and karma and how Hindus believe that how they behave in this life affects their next life. They looked at different scriptures and how they talk about animals. Next, they looked at Buddhism and again the religious texts. They created another scripture journal to show their understanding. Finally, repeating the scripture journals with Islam. The children then wrote letters to the Government highlighting how humans should be treating animals based on their learning from the four different religions.

Overview of Art Activities:

EYFS	KS1	LKS2	UKS2
Children were to follow simple steps to create a painting of a giraffe, one of God's creatures. These steps included a making a background that gradually lightened from darker to lighter. They then created a splattering effect. Next, they looked at drawing simple shapes to make a giraffe.	Children followed guided steps to create a portrait of a dog or a cat. They painted a blue background, adorned with yellow and white details. The dog was then painted atop the background, with focus on the proportions of the features and using different brush techniques to create a fur effect.	Children looked at the endangered elephants of Africa. Along with an 'animal bill of rights', children created a sunset scene on the plains of Africa. Upon their plains, children painted a stranded, singular elephant, accompanied by a bare tree. Their backgrounds were created using a transitioning colour pallet, their elephants with a black silhouette and the sinking sun with a lightened yellow.	Children in Year 5 and 6 began by learning about the ongoing deforestation across the world. One animal effected by this is the orangutan, which became the focus of their paintings. Using a circular canvas, children created a split scene displaying the orangutan's changing habitat. On one side, the forest is luscious and full, an orangutan swinging playfully through the trees. On the flip side, ruined trees are the backdrop for a roaming bulldozer. These contrasting scenes are given even further contrast by their green and red backgrounds, respectively.



Impact Statements:

RE

The children enjoyed listening to the different stories from the religions covered. They gained extensive knowledge about how animals are important in all faiths. They considered ways to look after animals and how many faiths believe that it is the duty of humans to ensure animals are protected. Most children were able to link this to the scriptures and religious texts they had read and listened to. It was lovely to see children from different faiths in all schools sharing their beliefs and talking about their religions. The visitors enhanced the learning too by answering the questions posed by the children.



ART

Across the trust, children enjoyed the ambitious, yet rewarding art projects they were assigned. The simple, guided steps allowed the children to focus on a single skill whilst still creating an overall piece. The layout of the day was effective, with live zoom video sessions, lead by an artist, followed by time to practice and create in the afternoon. There was a buzz around school during the whole week, with children keen to share their art with others. The introduction of canvases gave the children an extra level of focus and ultimately pride over their creations.



EYFS

God chose Noah to build the Ark because he was a good man and he made green choices. He made an ark and he put all the animals on the ark to save them from the wicked people who weren't taking care of them.

Amelia. WW

I liked the story of Noah and the Ark. I liked it when the big flood came and when the rainbow came at the end. My favourite animal is the elephant.

Lottie WW

My favourite animals are giraffes because they are really tall. They are my favourite animal and God wants us to look after them and feed them.

Arabella. WW

We made some animals and painted giraffes. We're going to put them in the Ark.

Aaron. KH



KS1

God made all animals and tells us we should protect them.

Billy. KH

Noah put two of each animal on the ark to save them. He was not happy with the people so he asked Noah to build an ark and put two animal pairs on it. A female and a male of each animal. It took 40 days and 40 nights for the storm to stop.

Aimelie. WW

Siddharta and the Swan story taught us how to care for sick and hurt animals.

Annabella. Bisham

I learnt that all animals belong to God.

Aubree. Bisham

LKS2

Today, Ismaeel's dad came in and told us that Muslim's believe that one shouldn't do any harm to animals, not like some humans.

Connor, KH

Muslims believe animals are equal to humans because they were all made in God's creation. **Sam, Bisham**

Different religions have different holy books. Some believe animals are equal to humans. God made animals.

Charlotte KH



UKS2

I learnt that many religions show respect to animals. I think that this is a good thing because animals are God's creation and we shouldn't hurt them.

Vivaan, WW

There are people who are doing bad things to the planet, but there are lots doing good. **Jayden KH**

I learnt that Hindus believe that humans and animals should be treated the same, so no animals are higher than each other. I agree with that and I think we should show stewardship over every living thing.

Charlie WW

I learned lots about how to look after our planet and how different religions do this because they believe their God created the world.

Riley KH



EYFS



I liked making my Taipan brown and blue. I did spots using my finger and I liked that.

Jack, Bisham

I liked being able to make my giraffe like the teachers one. I didn't think I could do it but I did.

Robyn, Bisham

My animal was a cheetah and I liked that I could do my own one because my favourite animal is a cheetah.

Jesse, Bisham

I liked that my animal was a giraffe, like the ones in the ark.

Aaron. KH



KS1



Jacob - I liked painting the background because we got to use sponges to paint with.

WW

I enjoyed learning how to add detail to my dog painting - the eyes, ears and mouth. The art linked to our RE learning this week because we were learning about how to care for animals.

Tom, Bisham

I enjoyed mixing the colours to create different colours and shades. I also enjoyed watching Gabi's step by step instructions and then having a go myself.

Frankie, Bisham

I learnt it is important to practise our art skills to get better at them.

Clemmy, Bisham

LKS2

My favourite bit was doing the sunset because I liked all the different colours.

Lizzie C, WW

I enjoyed blending the colours to make the sunset.

Jessica, Bisham

I would change the tree and the elephant. I would improve it because the elephant was too fat. For the tree, I used a gigantic paintbrush instead of a small one.

Albi, WW

I liked painting the elephant because we were also learning about it in RE.

William, KH



UKS2



I thought that the orangutan was hard to get right but I managed to get it right when my teacher helped me.

Henry, WW

Art shows our creative side and how we can make pictures with our imagination.

Adeline, Bisham.

The thing I liked was improving my skills. I managed to do details with one stroke of the brush which I couldn't do before.

Abdul, Bisham.

I liked painting the orangutan because it was an interesting way to show the change in their habitat.

Sophie, WW

