

Experiential RE in the Theatre of Learning uses :

1.Circle work built on mutual trust and respect

2.A multi sensory learning environment in which literacy is never the *starting* point.

3.Religion neutral exercises which parallel the aspect of the religion being studied and develop pupil's own spirituality

4.Participatory symbols which enable pupils to understand that ritual and liturgy are very powerful and enable believers to feel changed.

5. A concrete platform created to teach abstract concepts Using a multi sensory environment, combined with exercises involving the imagination to enable pupils to remember, understand and think about ideas that might otherwise be difficult to access

6.Hitting the spiritual target in which all lessons are planned to develop the universal spirituality that is common to all human beings, whether they belong to a religious tradition or not.

7. Re enactment

Where these techniques are all combined and expressed

Working in this way develops children's own spirituality, enables them to understand and empathise with the spirituality of others – and

makes RE make sense

All human beings have a need

**To celebrate
To mark significant moments
To tell their story
To grieve and to mourn
To connect with the past
To feel part of a community
To make significant journeys
To express themselves symbolically
To see purpose and meaning to their lives
To ask ultimate questions**

This is the universal spirituality that underlies all religious traditions

This is the spiritual core of everyone whether they belong to a religious tradition or not

Successful RE in which children's spiritual, moral, social and cultural development is *really* taking place happens when the opportunity for spiritual growth spurts is provided and planned for alongside the teaching about the spiritual development and expression of others.

It works because the *whole* teacher engages and develops the *whole* child as the intellectual and emotional needs of *both* teacher and children are met.