

Planning RE Using the 7Cs Concepts

When planning RE using the 7Cs we need to consider each one in relation to the RE Big Question that the enquiry of learning is based on. We also need to think of the adjustments needed within the 5 stages of the enquiry process as they may look different at each stage:

5. Express

This final stage is the response a pupil makes to the BIG Enquiry question. It is designed to demonstrate understanding and showcase learning of new substantive knowledge. The most relevant 7Cs here are COGNITION, COMMUNICATION and CREATIVITY.

4. Evaluative

This stage really develops the ways of knowing/ methodology of the disciplinary lens being used. It sharpens the use of substantive knowledge by asking children to evaluate, critically reflect, summarise and analyse. The most relevant 7Cs here are COMMUNICATION, COGNITION, CONTROL and CURRICULUM.

On the next page is a suggested planning format that considers the key components.

1. Engage

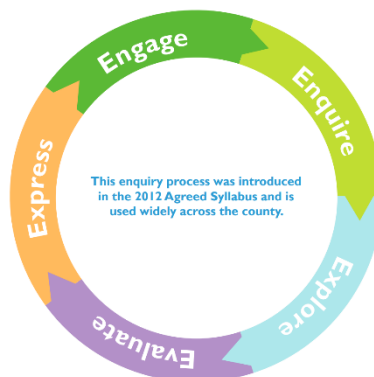
This stage is usually based on discussion and may be looking at an artefact, image or video. We need to consider the 7Cs most relevant here would be COMMUNICATION, COGNITION and CONTROL. How we develop vocab, use vocab, question, discuss and manage children's curiosity will be key to success.

2. Enquire

This stage is where questions, ideas and concepts begin to take shape. Pupils take some ownership of their learning. The most relevant 7Cs here would be COMMUNICATION, CONTROL, COGNITION and COMPASSION. A skill being developed is listening, working together to agree and valuing others contributions and ideas.

3. Explore

This stage is where the teaching and learning of the substantive knowledge happens, it is also where the ways of knowing / methodology linked to the disciplinary approach in RE becomes obvious. The most relevant 7Cs are COGNITION, CREATIVITY, COMMUNICATION and CURRICULUM.



RE Big Question / Unit:			Core Substantive Knowledge to be Taught:
7Cs	Focus	Activity / Resources	
COGNITION <i>Working memory, inference, speed of processing, evaluation, analysis & reflection</i>			Ways of Knowing / Methodology to be Developed:
COMMUNICATION <i>Vocab, conversations, listening skills, interaction and collaboration</i>			
CREATIVITY <i>Ideas, problem solving, attention, making things, motivation, trust and determination</i>			
CONTROL <i>Self-regulation, behaviour for learning, confidence, resilience and independence</i>			
COMPASSION <i>Turn taking, teamwork, empathy and self-efficacy</i>			
CO-ORDINATION <i>Fine / Gross motor skills, sensory, mobility, balance and posture</i>			Challenges and Dilemmas
CURRICULUM			
Connection to the lived experience			Symbols, Artefacts and visual aids to make it relevant and accessible

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