

A Film Project
for Religious
Education

Funded by
NASACRE/
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Where to find the films and resources:

REAL PEOPLE REAL FAITH



A series of interviews filmed in locations across Berkshire, featuring local faith communities answering questions about their faith. Two questions, specific to each key stage were asked across the range of venues and in most venues, several people answered each question. This allows pupils and teachers to explore some of the diversity both between and within faith communities. The same six communities were interviewed at each key stage. Each film has a page of notes outlining the key questions and concepts, with a brief summary of the answers and some suggested follow-on activities.

Acknowledgements

<https://www.natre.org.uk/about-natre/projects/real-people-real-faith>

KEY STAGE 1

KEY STAGE 2

KEY STAGE 3

Project Aims

- Create good quality films for use in RE lessons
- Cover a range of religions
- Emphasis diversity both within and between religions
- Relate directly to syllabus questions
- Make links with places of worship
- Engage teachers in the production of material



Where did we film?

St Michael the Archangel, Warfield

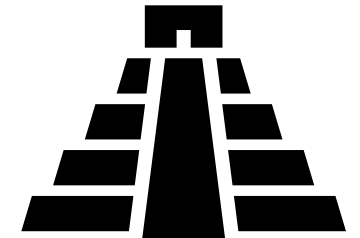
Slough Baptist Church

Slough Reading Hindu Temple, Reading

¹⁰ Zainabya Community of Reading

Maidenhead Synagogue, Maidenhead

Guru Maneyo Granth Gurdwara, Slough

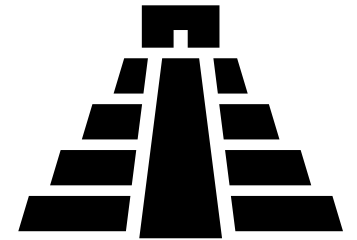


What next?



Filming is planned at a Catholic Church in Windsor

Possibilities are being explored in relation to including Buddhist and Humanist participants.



Syllabus questions covered

KS1: Why do symbols and stories play important roles in religions? Why do some people follow religious leaders and teachings?

Q1. What symbols are important to you?

Q2. What stories are important to you?

KS2: To what extent do religious beliefs influence and encourage 'good' behaviour? How might beliefs and community shape a person's identity?

Q1 How special is your relationship with God?

Q2 How does this affect the way you live your life?

KS3: In what ways do science, belief and religion interact and what difference might this make? Why might it matter that sacred texts are often open to interpretation?

Example of a film (Key Stage 2)

At the launch, teachers has seen they Key Stage 1 film from this mosque and were encouraged to engage with these questions:

→

Are there links back to the KS1 film?

How might you use this film?

What are you learning from this film that you did not already know?

Video clip removed to reduce file size, but can be found here:

[Real People Real Faith KS2 \(natre.org.uk\)](http://natre.org.uk)



In breakout rooms for each key stage, teachers were encouraged to discuss the films

- Using the notes that have been produced discuss:
 - How you might use the film?
 - Where it might fit in your scheme of work?
 - What you would get the pupils to do or discuss?
 - What you would expect the outcome(s) to be?
 - What these films show about the daily lives of believers?
- When you have seen the Hindu film talk about the similarities that you notice.
- Feedback and sharing...



There was a Q & A Panel with some of the people involved in the films.



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