

## ICT and RE – Important First Thoughts

The ICT world never stands still- when I started teaching our school had one computer and it filled a small room – now most teachers and a high proportion of their pupils have at least one computer at home and / or an all singing all dancing (literally!) mobile phone. And, of course, some of us may well find that our pupils are more ICT literate than ourselves!

A major DfES study on the educational impact of ICT demonstrated that ICT was “positively associated with improvement in learning”. Imaginative use of ICT can revitalise the teaching of topics and allow you to adopt fresh approaches to the teaching of familiar material. Many skilled teachers will be able to supplement the ideas in this booklet with creative, tried and tested, ideas of their own – do share them with us!

If you have a slight worry about whether the empathetic world of RE with its concentration on beliefs, relationships, spirituality and feelings is really a suitable partner for the scientific world of ICT, then be reassured, both subjects are very much focussed on communication, and they can work together well! However, do remember in your planning to think carefully about why you want to use ICT in RE. Ask yourself the obvious key questions:

- ◆ Are you certain that the ICT is supporting the RE, and not driving the RE lesson? Does using ICT make the lesson better (or at least as good) as it would be without ICT? Do *not* use ICT simply because your pupils need to use computers more!
- ◆ When the work is assessed, are you certain it is the RE which is being assessed and not ICT skills?
- ◆ Have you checked the age- appropriateness etc of the ICT materials you are using (just as you would printed resources)?
- ◆ If you are using website resources from faith communities are they suitable for school purposes? (Remember they may assume faith commitment from their users, or use “incomprehensible” insider language.)