

The questions we might ask:

- *How do religious and non-religious people understand the value of creativity?*
- *How do religious and non-religious people understand the connection between beliefs about human beings and human creativity?*
- *How do religious and non-religious people express their beliefs creatively?*
- *Why are some people not comfortable to use pictorial representation to express belief, e.g. Muslims and Jewish people*
- *Spirited Arts competition run by NATRE (National Association of Teachers of RE)*

The ideas we might explore

- The importance of creativity as a way to express meaning, emotion, knowledge, etc.
- Creativity as connected with what it means to be human; one of the key ways in which humans are different from other animals
- The different ways in which human beings communicate meaning (e.g. language, art, music, drama, dance, computer code, mathematical equations, scientific formulae, etc.); the fact that different forms of expression are more suited to particular contexts
- The challenges of communication: the same word/symbol can mean different things to different people (e.g. 'field' means one thing to a cricketer, another to a farmer and another to a scientist investigating magnetics; the Statue of Liberty symbolises one thing to Americans and another to people living in Iraq)
- The difficulties of communicating about ideas like God, hope, justice, truth, love, etc., using words
- The other ways in which people try to express their understanding of these ideas: the value of creation expression as a key element of what it means to be human and to try to communicate meaning
- Beliefs about creation and creativity in different religions (e.g. Christianity, Islam, Hinduism, Judaism)
- Reasons why some religious people will depict God/key religious figures visually and others will not (e.g. **Christianity**: it is acceptable to draw pictures of God because the material world is precious to God because he created it and artists use the material world to explore their ideas about the Creator, it is also acceptable because God become human in the person of Jesus Christ and it is acceptable to visually depict humans; **Islam** and **Judaism**: drawing pictures of God or key religious figures is prohibited because people might be tempted to worship the pictures instead of God)

Lincolnshire Locally Agreed Syllabus for Religious Education

KS3 Additional Unit: Religion, Belief and Creativity

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- Examples of religious art and art exploring religious themes (see, for example, the Methodist Modern Art Collection, resources on the National Gallery website, information on calligraphy in Islamic traditions, the use of music in a range of religious traditions, e.g. the Jewish cantor, Christian gospel choirs, the Muslim *adhaan* [call to prayer], dramatic retellings of religious stories, e.g. the Oberammergau Passion Play, mystery plays in York and Lincoln, the role of dance in Hinduism, etc.)
- Produce work as part of the [NATRE Spirited Arts competition](#)