# Curriculum: BA (Hons) Secondary Religious Education (with QTS\*)

## (From first teaching September 2021)

# AY 21/22



**Rationale of curriculum sequence**

**Course: BA (Hons) Secondary Religious Education (with QTS) (from first teaching September 2021)**

**Course Leader/Author: Paul Smalley**

This programme aims to develop subject specialist secondary school teachers who are innovative and creative, so that they can play their part in transforming the lives of young people in high schools throughout the region, nation and beyond. Our ambitious curriculum goes above and beyond the content of the CCF and is built upon the EHU ITE Pillars. In order to do this half of the degree is about teaching and half about Religion.

It was important that when we constructed the curriculum for the Professional Study Modules that it had to be coherent. Mary Myatt suggests that coherence “means paying careful attention to how the material to be studied is organised”[[1]](#footnote-1) and involves collaboration to ensure that there is a shared rationale for the sequencing and content to enable progression. Following Tom Sherrington[[2]](#footnote-2) we have an overriding schema for organising the Professional Study Modules across the Programme. The three modules studied each year are complimentary and progressive, based firmly on the EHU ITE Pillars

In year 1, students study three modules: one which establishes the conditions for studentship in order to help them understand their transition to higher education and the qualities that all learners – at any age – need to develop; one which establishes values, such as rights, sustainability and inclusion; and in the major module – which includes the Introductory placement - they begin their journey of learning specifically how to be teachers of RE. All these modules, but this model in particular covers much of the CCF content, including teaching students about how children learn, the importance of high expectations and the idea of a curriculum as the progression model[[3]](#footnote-3) in which pupils know and remember more of what they are taught.

In year 2 students build on that knowledge developing what they know and remember about values (looking particularly at the history of those values) and teaching RE. They look at research informed knowledge by developing and awareness of how to do research. They develop this in year 3 when they do a small scale project researching the possibilities for secondary education. This is one way that we ensure that our students understand the importance of evidence informed teaching. They look to the future, what educational values may become important and in their final subject specific pedagogy module explore how best to teach RE (again including professional placement in a school).

The Religion Modules are intended to provide a solid introduction to the study of Religion in the first year, enabling students to develop expertise in those subjects most likely to feature in a secondary school curriculum. These modules are chosen from the suite of available Religion Modules to give the best preparation for teaching in High schools. The central module of Year 1 is the ‘Introduction to Religion’ module which enables students to examine the concept of religion through the different ways of knowing such as theology, sociology and philosophy[[4]](#footnote-4)

The six major world faiths which are taught in English secondary schools are all covered in the introductory Level 4 modules. The four faiths (Christianity, Judaism, Buddhism and Islam, along with Philosophy) are the most popular options at GCSE and A level, and so attention at these higher levels is given to them.

This curriculum ensures that they graduate as RE teachers who have excellent subject knowledge and are well placed to teach a high-quality RE curriculum.

|  |  | Trainees should… | Prior to PP | End of Introductory PP | Prior to Developmental PP | End of Developmental PP | Prior to Consolidation PP | End of Consolidation/Course |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| PILLAR 1  | Personal & Professional values, attitudes and beliefs | *Know that:* | RE must be objective, critical and pluralistic. | Schools endeavour to be inclusive places of learning in a variety of way, and this includes religious diversity. | Teachers act *in loco parentis* | Research informs good practice in Teaching REIt is important to contribute to the wider life of the school. | There are strategies that teachers can use to look after their own mental wellbeing.  | Teachers acting as researchers can improve their own practice. Progression on ITE should underpin their development as RE ECTs. |
| *Know how to:* | Conduct themselves as a professional | Reflect critically on their experience of teaching RE in school | Promote inclusion and diversity in their RE teaching. | Continually reflect on their teaching and pupils’ progress within RE to improve their own teaching abilities | Conduct themselves as a professional member of the teaching community in a collegial way, for example connecting with other RE teachers through local networks/ NATRE/ SACRE. | Develop relationships with parents as partners in the learning process.Contribute to the effective working of an RE department |
| PILLAR 2 (Subject & Curriculum knowledge) | How learning occurs & progression | *Know that:* | Progression is the curriculum model Learning involves a lasting change of pupils’ knowledge or capabilities | Pupils make progress at different rates, but are all capable of meeting the high expectations set for them in RE. | A variety of recall and retrieval activities, regularly planned as part of the RE curriculum can be beneficial in helping pupils make progress. Concepts such as ‘creation story’, ‘creation myth’ and ‘foundation myth’ can connect Christian origin narratives with shruti in Hindu traditions, concepts of the patriarchs in Jewish traditions and how all these concepts play out in different people’s lives | Additional adults and peers can be used in RE lessons to help pupils to learn, when they are used effectively.  | Interleaving and repetition of previous learning can be beneficial for pupil learning; decisions about how that retrieval is carried out will depend on the material to be retrieved. low-stakes multiple-choice quizzing may be appropriate for getting pupils to recall vocabulary such as *Talmud,* but not to recall details of a story contained in the *Talmud.* | Visits to religious communities can help concretise theoretical learning. |
| *Know how to:* | Include appropriate learning activities in an RE lesson | Plan and adapt learning based on formative assessment within RE lessons. | Present information to pupils clearly and in small chunks. | Successfully use modelling techniques, to aid pupils’ cognitive skills, for example modelling how a pupil can write an explanation of *tawhid*. | Carefully plan pair and group work so that this benefits pupil progress, for example sharing research tasks on a presentation of Islamic beliefs demonstrated on the *Hajj.*. | Plan for careful practice and retrieval of learning over time, so that all pupils progress through the RE curriculum and develop. |
| Curriculum & subject knowledge | *Know that:* | The RE teacher needs a foundational schema of the major six world faiths.RE has a particular statutory nature. | High quality RE can be taught in a variety of ways.Lessons need clear learning objectives – a key question for each lesson is useful in focussing learning. | Teachers of RE have a role in helping literacy (and to an extent numeracy) | A spiral curriculum is important in helping pupils build cumulatively enough knowledge of religions and worldviews. | There are three forms of knowledge in RE: Substantive, disciplinary and personal. | Meeting a variety of expressions of ways of being religious is fundamental to developing a sufficiently broad understanding of the complexity and diversity of religious belief and non-belief. |
| *Know how to:* | Connect learning to pupils’ prior knowledge, such as designing a task where pupils draw on earlier substantive content to design questions for an interview with faith practitioners. | Address some simple misconceptions in pupils’ understanding of religions. For example, questioning can reveal pupils’ misconceptions about particular aspects of dharma practice. | Plan sequences of learning that build upon prior knowledge. For example, for topics such as Christian responses to suffering, pupils may need prior knowledge of distinctive Christian concepts such as ‘resurrection’ and knowledge of the social and spiritual dimensions of concepts such as ‘evil’. Pupils need to possess prior knowledge of concepts such as ‘death’ and related vocabulary such as ‘choice’, ‘freedom’, ‘plan’ and ‘trust’. | Ensure activities chosen clearly link to the intended learning outcomes of each lesson, and build towards the ambitious end goal of the sequence | Choose task which involve pupils gaining substantive RE knowledge through a variety of disciplinary approaches. | Ground learning in contemporary expressions of lived religious (and non-religious) belief. |
| PILLAR 3 (The craft of teaching & pedagogy) | Assessment | *Know that:* | Formative assessment is in the moment and should help pupils to make progress. For example, teachers’ questioning can reveal pupils’ misconceptions about particular aspects of dharma practice. | Formative assessment happens subtly and consistently; simple assessment tasks in RE can be used to isolate portions of pupils’ knowledge, such as vocabulary and basic concepts | Summative Assessment is a tool for judging how much of the planned RE curriculum a pupil has learnt at a moment in time. | Formative assessment, done well, helps to improve summative assessment results | Both summative and formative assessment have a place in the RE curriculum, such as when teachers use an end-of-topic assessment to sample pupils’ knowledge from a domain of RE content.. | The RE curriculum needs to be planned with though given to what assessments should be planned at which point. |
| *Know how to* | Ask questions that enable pupils to know more and remember more. For example, multiple-choice questions are one way that RE trainees might do this.  | Use questioning and non-verbal reactions as formative feedback during teaching | Include summative and formative assessments as part of planning to determine how much of the domain of the RE curriculum pupils have learned.. | Adapt teaching so that all pupils progress through the curriculum in order to succeed in summative assessments. | Mark and assess examination courses in RE, and how this links to planning | Manage summative assessment processes in the school setting |
| Adaptive Teaching | *Know that:* | Teachers can inspire pupils by having high expectations. High expectations about scholarship in the RE curriculum guards against pupils’ misconceptions. | Scaffolds are useful but must be temporary and need removing.The I do/We do/ You do is a simple modelling/scaffolding method which can be used to check for understanding of explanations in RE | There are formal SEN designations which some pupils have. Some learners may experience difficulty with ‘empathy’ in RE. | Some pupils need more support than others to progress through the RE curriculum.  | A variety of teaching activities can contribute to high quality RE. There are a variety of scaffolding and supportive techniques available to the RE teacher. | Given the right support and sufficient time, all pupils are capable of achievement in RE. |
| *Know how to* | Set challenging objectives for all pupils, explicitly related to substantive, disciplinary and personal knowledge. | Support learners by scaffolding tasks such as by using the I do/We do/ You do modelling method  | Accommodate learners with Specific difficulties such as dyslexia, dyspraxia, ADHD in  | Make accurate decisions – with support from colleagues, about the kinds of support that individual learners need in RE. | Choose appropriately challenging activities that stretch and challenge all learners, without distracting from the objective in the RE lesson. | Direct the kinds of support that are right for individual pupils. |
| Behaviour | *Know that:* | Behaviour is built upon Routines, Responses and Relationships.  | A consistent whole school approach to behaviour works. | Know that non-verbal signals can be useful in quietly managing behaviour in the class. | Careful lesson planning can minimise potential disruption. | Extrinsic motivation can be useful, but intrinsic motivation is better. | All behaviour is communication |
| *Know how to:* | Have high expectations of pupils’ behaviour | Use a school’s behaviour system consistently. | Manage low level misbehaviour behaviour, including the use of praise. | Seek the right level of support when dealing with challenging behaviour | Carefully balance different kinds of extrinsic motivation to ensure pupils are motivated to succeed. | Involve parental support in reward and sanction. |
| SFE PRIORITIES AY 21/22 | English as an Additional Language (EAL) | *Know that:* | * Jim Cummins framework is essential for pupils with EAL esp. with a focus on context embedded, cognitively demanding
* CALP and BIC skills are important for language acquisition and teachers need to plan for them
* That it is important to include context embedded and cognitively demanding work for all pupils but especially those with EAL
 | * That it is important to address misconceptions such as learners with EAL have an additional need not special need
* EAL learners are not a homogenous group
* How context embedded and cognitively demanding is simply good teaching and useful for all learners
 | * The Jim Cummins Iceberg model – that language 1 and language 2 are interdependent
* That children with EAL need extra support with colliquations, vocabulary depth and vocabulary breadth and so the teacher needs to consider this at the planning stage
* There are stages of progression to language development and relate to Hilary Hester’s BEL stages
* Group work and discussion is essential for language acquisition in all subject disciplines

  | * There are various approaches within all subject disciplines that support all children with context embedded and cognitively demanding work
* It is important to understand how to manage children’s behaviour and recognise whether the behaviour is related to feelings of isolation and/or language barriers
 | * Pupils with EAL may have additional barriers to their learning such as experiences of being a refugee or external pressures such as the need to be the translator for their family
* It is important to use the BEL stages for assessment but that there are other models
* The importance of avoiding cultural appropriation
 | * Jim Cummins framework is essential for pupils with EAL esp. with a focus on context embedded, cognitively demanding
* CALP and BIC skills are important for language acquisition and teachers need to plan for them
* That it is important to include context embedded and cognitively demanding work for all pupils but especially those with EAL
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| *Know how to* | * Adapt teaching to include dual language cards or text to support language acquisition in their subject discipline
* Identify key vocabulary that will be needed in their subject discipline
 | * Ask the teacher questions about their practice.
* To ask questions about the rationale for grouping children with EAL esp. if they observe a pupil with EAL in a lower competency group
* Adapt their teaching and standard schemes of work so that they can offer context embedded and cognitively demanding activities that support language acquisition
 | * Use dual language books, flashcards, and visual aids to support reading comprehension
* Evaluate resources and activities related to their discipline that may be suitable for pupils with EAL including visits to museums and outdoor learning spaces
* Recognise the 4 BEL stages of development and identify some of the approaches that may be suitable for specific stages of language acquisition
 | * Use the BEL stages for assessment
* How to celebrate culture, languages and difference in all classes and throughout a school
* Be sympathetic to the needs of pupils with EAL and those who are refugees
* Address ways of supporting families who have EAL
 | * Assess the stage of language development through assessment stages and consider support strategies
* Evaluate (and if necessary, challenge) any poor EAL practices in school
 | * Adapt teaching to include dual language cards or text to support language acquisition in their subject discipline
* Identify key vocabulary that will be needed in their subject discipline
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| Relationship & Sex Education | *Know that:* | * The goals/aims for RSE are very different to the aims or goals of other curriculum subjects and these should be recognised and foregrounded when teaching it
* There are 4 core areas to the statutory secondary RSE curriculum: Identity, gender and sexuality, Consent and healthy relationships, Anatomy, sexual health and fertility, and RSE in a digital context

Ground rules in RSE teaching are important. | * In the RSE classroom, consciously ensuring pupil safety is paramount given the often-sensitive nature of the subject matter and the goals of the curriculum
* Awareness and the use of language in RSE is important e.g., heteronormative, cis-normative etc.
* The RSE classroom is not the place to debate their morality but to provide non-judgemental information about how to access services etc
 | * SRE should Provide information which is realistic and relevant, and which reinforces positive social norms

Lessons should start where students are: find out what they already know, understand, are able to do and are able to say | * Importance of avoiding making any assumptions about pupils, taking a measured, rather than value-laden approach

RSE dovetails with foundational knowledge for understanding other compulsory topics such as fertility, sexual health, FGM and menstruation (which is technically part of health education). | * RSE includes planning to teach explicit life skills (e.g., planning, decision-making skills), specific skills (e.g., communication, sexual negotiation skills) and promote resilience.
* Distancing techniques which will enable learners to depersonalise the topic being discussed, should be incorporated
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Ground rules in RSE teaching are important. |
| *Know how to* | * Reflect what the new guidance means for their own teaching practice
* Appreciate the role, purpose and value of RSE in the curriculum
* Create a classroom environment which encourages explorative learning, questioning and development while ensuring safety
 | * Gently challenge misconceptions and misuse of language which emerge
* Model acceptance and celebration of differences in sexual orientation, sex preference and decisions (while always championing consensual relationships)
 | * Ensure that any bi/homophobia, bullying, offensive language is challenged in the classroom, whatever the basis of the viewpoint

Take a positive approach which does not attempt to induce shock or guilt but focuses on what students can do to keep themselves and others healthy and safe and to have positive, healthy relationships | * Respond to challenges that they might encounter in the RSE classroom
* Avoid pedagogy that may be misleading and contribute to shame and stigma
* Apply a wide variety of approaches to teaching and learning, with an emphasis on interactive learning and the teacher as facilitator.
 | * Ensure that students are informed, empowered and safe as they develop and grow through secondary school and beyond
* Develop strategies and resources for teaching RSE, relating specifically to Identity, gender and sexuality, Consent and healthy relationships, Anatomy, sexual health, and fertility, and RSE in a digital context
 | * Reflect what the new guidance means for their own teaching practice
* Appreciate the role, purpose and value of RSE in the curriculum
* Create a classroom environment which encourages explorative learning, questioning and development while ensuring safety
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| Safeguarding & digital wellbeing | *Know that:* | * Safeguarding and Digital Wellbeing is an essential part of ITE and looking after pupils, colleagues and themselves. Inclusive of their conduct when learning and teaching online.
* All professionals have a responsibility and duty of care for the pupils, colleagues and themselves in relation to the Recognise, Respond and Report (3R’s)
* Keeping Children Safe in Education (2021) and Working together to safeguard children (2018) are of fundamental importance and a valuable source of guidance for all educational professionals.
* Settings have their own Safeguarding Policies which must be followed by all in that setting.
* Every setting should have a Designated Safeguarding Lead (DSL) who is the first point of contact for any safeguarding concerns.

Safeguarding pupils involves not promising confidentiality, sharing pertinent information and reassuring the pupil of their disclosure. | * Every setting has their own safeguarding policy and all professionals in that setting should uphold its content and ethos.
* Pupils are not a homogenous group and therefore support for safeguarding needs to be individualised whilst also still following all safeguarding procedures
* Peer on Peer abuse and sexual harassment are current priorities for all settings.
* The following are requirements to know and implement as a teacher:
* 1) they are essential part of the safeguarding system for children.
* 2) To identify concerns early, provide help, promote welfare and prevent concerns from escalating.
* 3) Providing a safe learning environment for all pupils and young adults.
* 4) Be prepared to identify children / young adults who may benefit from early help
* 5) Safeguard children’s and young people wellbeing and maintain public trust in the teaching profession as part of their professional duties
 | * Safeguarding relies on a wider network of support and intelligence sharing, such as across a school or LEA setting.
* Bullying, including Cyberbulling is wrong and can take many forms.
* Safeguarding involves promoting the welfare of children and colleagues within the school and wider community.
 | * The adverse experiences of pupils can have an affect upon learning and progress
* The wider impact of safeguarding of pupils, vulnerable young people in relation is linked to Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE).

A high quality RSE curriculum can assist n safeguarding pupils by embedding knowledge and understanding and empowering teachers to provide/recognise safeguarding concerns. | * Safeguarding is everyone’s responsibility and that a child centred approach will ensure this is as essential.
* Consistent awareness and professional development will ensure the protection and care in a proactive way for all pupils, colleague and themselves.

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Safeguarding pupils involves not promising confidentiality, sharing pertinent information and reassuring the pupil of their disclosure. |
| *Know how to:* | * Undertake an Audit of safeguarding knowledge and understanding underpinned by KCSIE (2021) online resource to identify their readiness for professional practice.
* Engage with further CPD development undertaken through Prevent training (Government link)
* Identify the signs of possible abuse
* Report disclosures to the necessary DSL including the DSL at Edge Hill
* Keep themselves safe online and in settings by, for example, ensuring they do not promise confidentiality, only share information with key staff (e.g. DSL), and not prompting the pupil during their disclosure.
 | * Confidently and competently report safeguarding concerns in their setting and at University.
* Conduct themselves in a professional and safe manner in educational Setting.
* Respond to a pupil’s disclosure and act immediately adhering to the necessary steps.eg. recognising signs of abuse / knowing what County lines involves and the impact on the school / community.
* Implement procedures and processes in line with an educational setting including reporting incidents/concerns to the DSL
 | * Identify how a safe and secure environment is established for pupils.
* Identify the importance and essential approach to ensuring the welfare of pupils both in school and their community.
* Seek advice and guidance for professional colleges on sensitive issues regarding welfare and safeguarding eg. Inclusive of FGM and Prevent and other essential areas of safeguarding.
 | * Identify symptoms and situations related to safeguarding within a school and wider context. Supporting and reinforcing focus from the RSE curriculum involving essential topics such ‘Sexual Harassment’ and ‘Peer on Peer Abuse in school’
* Recognise the impact of Adverse childhood experiences and different forms this can take upon their learning and education.
 | * Become a confident and competent advocate regarding safeguarding and digital wellbeing within a school and wider context.
* Identity when to act upon situations and the professional manner this must uphold.
* Undertake further professional awareness and understanding through continual updates provided by the DfE, Designated Safeguarding Lead (setting they are employed in), NSPCC updates and policy guidance aligned to DfE.
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1. Myatt, M. (2018) *The Curriculum: Gallimaufry to coherence*, John Catt, p. 21 [↑](#footnote-ref-1)
2. Sherrington, T. (2017) *The Learning Rainforest: Great Teaching in Real Classrooms*, John Catt, p. 267 [↑](#footnote-ref-2)
3. Fordham, M. (2020) What did I mean by ‘the curriculum is the progression model’? <https://clioetcetera.com/2020/02/08/what-did-i-mean-by-the-curriculum-is-the-progression-model/> [↑](#footnote-ref-3)
4. Ofsted (2021) *Research review series: religious education*, <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education> [↑](#footnote-ref-4)